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Status:	Approved
Supersedes:	2022
Authorised by:	Chief Executive Officer
Date of Authorisation:	February 2025
Next Review Date:	February 2026
Policy Owner:	School Governing Body

JARJUM CODE OF CONDUCT POLICY

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INTRODUCTION

Shared values and an understanding of behaviour help a community work and live together in a positive way. Hymba Yumba Independent School (HYIS) is dedicated to creating a safe, respectful, and focused learning environment for all jarjum, staff, parents, and visitors. The Jarjum Code of Conduct (JCC) outlines the expected behaviours for all jarjum at HYIS.

Following the JCC is important for fostering positive relationships within the HYIS school community. By enrolling at HYIS, jarjum and parents agree to follow the JCC.

The JCC is in addition to other school policies and procedures that apply to jarjum and may be updated by HYIS at any time.

PURPOSE AND SCOPE

HYIS is responsible for creating and managing the policies, procedures, and rules that guide the daily operations of the school. It's important for parents to understand and respect this, follow HYIS's requirements, and encourage their jarjum to do the same.

HYIS is committed to providing an open, welcoming, and safe environment for everyone. Our school is a place for jarjum to learn, and their rights will always be considered and centred in decisions that are made. HYIS believes every member of the school community has an important role in the life of HYIS.

The HYIS Board, working with the school community, is dedicated to honouring the positive traditions of First Nations people's spirituality, identity, and culture in partnership with the HYIS school community. The JCC provides a broad framework of behavioural principles, expectations, and ideals.

The JCC aligns with HYIS's fundamental RESPECTS Principles:

- RESPECT for self
- RESPECT for family
- RESPECT for community
- RESPECT for Country

Establishing good behaviour management is essential to each jarjum wellbeing, confidence and success. Every jarjum should feel that the school is safe and secure, free from all threats of physical or emotional harm. It is also important that every jarjum learns to develop self-discipline and good work habits, to resolve conflicts peacefully and to think independently.

The objectives of this policy are:

- To maintain the values held by HYIS by building trust and respect within the HYIS school community.
- To provide guidelines to promote desirable and appropriate behaviour to ensure that all interaction with jarjum and adults is respectful, honest, courteous, sensitive, tactful and considerate.
- To act as an ethical compass to assist in making decisions which are in the best interest of the jarjum and HYIS as a whole.
- To ensure all jarjum understand what is expected of them, including reporting of potential violations and cooperation with any inquiries.
- To specify consequences for a breach of JCC standards of behaviour.

DEFINITIONS

Term	Definition
First Nations People	First Nations is a HYIS Board approved term that describes Indigenous and/or Aboriginal and Torres Strait Islander people of Australia.

Business Services Manager	Refers to the role that contributes to and assists with the management and further development of finance, personnel, assets and resources of HYIS to ensure optimal uses.
Chief Executive Officer/CEO or Principal	For this policy, refers to the role that is ultimately accountable for HYIS's business and managerial decisions.
Heads of School	Refers to HYIS's leaders within the education portfolio of the school. In reference to HYIS's organisational chart, the Head of School (Primary and Secondary) form part of the Executive Team.
Leads	Refers to HYIS's middle management and includes Facilities Manager, Finance Manager, Curriculum Lead (Primary and Secondary), Learning Enhancement Lead, Cultural Lead, Wellbeing Lead, STEAM Lead
Executive Team	For this policy, refers to HYIS's Chief Executive Officer, Head of School (Primary and Secondary), Business Services Manager, Operations Manager, Office Manager and Foundation Manager.
Board	As outlined in the HYIS Constitution, this term relates to the elected and appointed Directors of the organisation.
Parent/Carer/Caregiver/Guardian	Means a person who has all the duties, powers, responsibilities and authority of a child under 18 years. This person could be referred to as parent, carer, caregiver or guardian
Jarjum	Is an Aboriginal word that means child/ren and does not apply to Western grammar of plural and singular as it can be used in both contexts

POLICY

HYIS is committed to creating and maintaining a safe and supportive environment for everyone in the school community. We believe that social, vocational, sporting, and academic success are best achieved through quality practices in curriculum, relationships, and school organization. All members of the HYIS school community are expected to uphold the highest standards of personal behaviour, showing respect for others, for property, and for Country. This policy outlines HYIS's ongoing goals for teaching excellence and the values that are central to our school.

HYIS aims to assist each jarjum to develop as a whole person. HYIS seeks to produce inspired individuals grounded in First Nations values who show respect, cooperation, tolerance and courtesy to others. HYIS believes in:

- Fostering the development of self-discipline and responsibility
- Creating an environment which maximises learning time and learning opportunities
- Building relationships based on mutual respect
- Developing an appreciation of the unique worth and strengths of individuals
- Nurturing a life-long love of learning
- Facilitating participative and collaborative decision-making
- Creating a safe and harmonious school community

The principles and beliefs are embodied in HYIS's curriculum and expressed through HYIS's learning outcomes. It is expected that all members of HYIS's school community will consistently display these principles and beliefs in all actions.

Individual Circumstances

Staff at HYIS consider jarjum 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 behaviours or applying any consequences.

In considering the individual circumstances of each jarjum, HYIS recognises that the way they are taught, the support they receive and the way the school responds to each jarjum will defer. This reflects the principles of equality, where every jarjum 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 jarjum need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practice a required skill or behaviour. For a small number of jarjum, the use of certain consequences may be considered inappropriate or ineffective due to the complex trauma or family circumstances. These are all matters that the Wellbeing and Executive teams will consider with each jarjum in both the instruction of behaviour and the response to inappropriate behaviour.

HYIS staff are also obligated by law to respect and protect the privacy of jarjum. So while HYIS understands the interest of other jarjum, staff and parents to know what consequences another jarjum might receive, HYIS will not disclose or discuss this information with anyone but the jarjum and their family or stakeholders the jarjum parents have given permission to the school to contact,

Jarjum Wellbeing

HYIS offers a range of programs and services to support the wellbeing of jarjum. HYIS encourages parents and jarjum to speak with their class teacher or to make an appointment with the Wellbeing or Learning Enhancement Lead if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked. Jarjum learn best when their wellbeing is optimized, and they develop a strong sense of wellbeing when they experience success in learning. The Jarjum Behaviour and Wellbeing Support Framework provides additional information for creating positive school cultures and embedding jarjum wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and Pedagogy

HYIS builds the foundation for wellbeing and lifelong learning through curriculum, embedding personal and social capabilities like self-awareness, self-management, social awareness and social management. HYIS acknowledges the positive impact that a meaningful relationship between staff and jarjum can have on jarjum academic and social outcomes. As part of the whole school's curriculum at HYIS, we provide:

- Cultural age-appropriate Bunji (boy/men) and Tidda (girl/women) groups
- Drug and alcohol education
- Sexuality and relationships education
- Bullying and Cyberbullying education
- Therapy Dog program
- Mental Health education

Restorative Practices

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions.

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents involve interpersonal conflict or wrongdoing occurs. Restorative practices work best when the whole school community is on board. The main principles of restorative practices are:

- Build healthy relationships between staff and jarjum
- Reduce, prevent, and improve harmful behaviours
- Repair harm and restore positive relationships
- Resolve conflict, hold individuals and groups accountable
- Address and discuss the needs of HYIS's school community.

Psychosocial Measures

Within HYIS there are specific health and wellbeing issues that will need to be addressed for the whole school, specific jarjum, or in certain circumstances.

Drug and Alcohol education and intervention

HYIS implements drug and alcohol intervention measures for jarjum involved in drug/alcohol-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of jarjum involved, other jarjum, staff and the wider community.

Specialised health needs

HYIS works closely with parents to ensure jarjum with specialized health needs, including those requiring specialized health procedures, have access to reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed by jarjum with specialised health needs, that staff are aware of the jarjum medical condition and that an appropriate number of staff have been trained to support the jarjum medical condition.

Medications

HYIS requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to jarjum. For jarjum requiring medication to be administered during school hours, HYIS requires parents to provide a letter signed by the prescribing health practitioner.

HYIS maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer stored in HYIS's sick bay to provide emergency first aid medication if required.

All HYIS staff hold current First Aid and CPR qualifications

Mental Health

HYIS implements early intervention measures and treatments for jarjum where there is reasonable belief that a jarjum has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Learning Support and/or Behaviour Plan.

Suicide Prevention

HYIS staff who notice suicide warning signs in a jarjum should seek help immediately from the school's Wellbeing or Executive team. When dealing with mental health crisis, HYIS will call 000 when there is imminent threat to the safety of jarjum in the first instance, and where necessary provide first aid. In all other situations, HYIS staff will follow suicide intervention and prevention advice ensuring:

- The jarjum is not left alone
- The Wellbeing and Executive team have been informed (and other staff if necessary)
- Their safety and the safety of other jarjum and staff is maintained
- Jarjum receive appropriate support immediately
- Parents are advised
- All actions are documented and reported.

Suicide Postvention

In the case of a suicide of a jarjum that has not occurred on school grounds, HYIS enacts a postvention response, by communicating with the family of the jarjum and ensuring that immediate support referrals is provided to jarjum and staff who may be affected.

Where a suicide has occurred on school grounds or at a school activity, HYIS staff immediately enact the Crisis Management Procedure/Lockdown. HYIS will communicate with the family of the jarjum after the Queensland Police Service has attended and completed their responsibilities. HYIS must ensure that immediate support is provided to jarjum and staff within education parameters.

Jarjum Ecosystem

HYIS has a comprehensive jarjum support network in place to help the social, emotional and physical wellbeing of every jarjum. In addition to the assistance provided by teachers, HYIS has a team of professionals whose dedicated roles are to help ensure the school is an inclusive, nurturing environment.

Jarjum can approach any HYIS staff member to seek assistance or advice.

Role	What they do
Guidance Officer	- Provides a comprehensive jarjum support program offering counselling with jarjum on a one-on-one basis or in a group setting - Assists jarjum with specific difficulties, acting as a mediator or providing information on other life skills - Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Wellbeing Lead	- Supports the school community to establish jarjum and staff wellbeing - Promotes a positive and respectful school culture. - Investigates and collects information pertaining to behavioural incidents. - Monitors and revises jarjum Behaviour Management Plans.
Wellbeing/Behaviour Support Officer	- Liaises and provides support to jarjum and their families to ensure that HYIS is meeting its goal of providing a positive, happy, culturally affirming and supportive school environment. - Contributes to a vibrant and engaged educational community that is embedded in First Nations culture of excellence. - Supports jarjum to strengthen their relationships and community connections by empowering them and their families, acting as an advocate and supporting staff to deliver programs that enhance the social and emotional wellbeing of the HYIS school community
Engagement Lead	- Works to improve HYIS's capacity to embed First Nations knowledges into every aspect of the school through the coordination and integration of local community providers and services. - Works with staff, jarjum and their families to provide access to cultural and engagement activities, access to cultural services, education, and community events. - Delivers responsive and integrated cultural and engagement services to meet school needs, building partnerships with local First Nations services, assisting the school community to increase their participation in culture and community life and supporting local educational networks to improve culturally safe engagement, capacity and sustainability.
School Engagement Officer	- Delivers community and school engagement strategy's particularly via a liaison function. - Assists with the organisation of special events, including presentations to staff, jarjum and parents. - Works with staff, jarjum and their families to remain engaged in the school community
Attendance Officer	- Ensures jarjum feel safe and comfortable and want to come to school - Works with families and other stakeholders to remove barriers for jarjum attending school
Indigenous Education Officer	- Works with staff in the classrooms to support individual jarjum educational journey - Nurtures a sense of belonging in the classroom - Support teachers in classroom management - Delivers intensive support to jarjum individually or in group work
Homeroom Coordinator	- Manages jarjum welfare - Provides contact for jarjum and their families - Nurtures a sense of belonging to the homeroom, year level and

	school
Learning Enhancement Lead	- Provides individual health consultations with assessment, support, health information and referral options. - Delivers programs to build staff capacity in reflective practice, trauma-informed pedagogy, differentiation and learning processes. - Delivers jarjum learning support programs within the school
Head of Schools	- Ensures quality educational outcomes for jarjum in a happy, culturally affirming, supportive and democratic school setting. - Contributes to the positive, effective and efficient development of HYIS as a vibrant and engaged educational community embedded in First Nations cultures. - Supports staff to ensure jarjum feel safe and comfortable to reach their full potential holistically
Psychology Students	- Provides a comprehensive jarjum support program offering counselling with jarjum on a one-on-one basis or in a group setting - Assists jarjum with specific difficulties, acting as a mediator or providing information on other life skills - Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.

Multi-tiered Layer of Support

Within HYIS, it is expected that some jarjum may require additional support to assist them with their learning and managing behaviour. To assist with behaviour management within the school, a tiered system is utilised to identify jarjum that may require support.

Tier 1

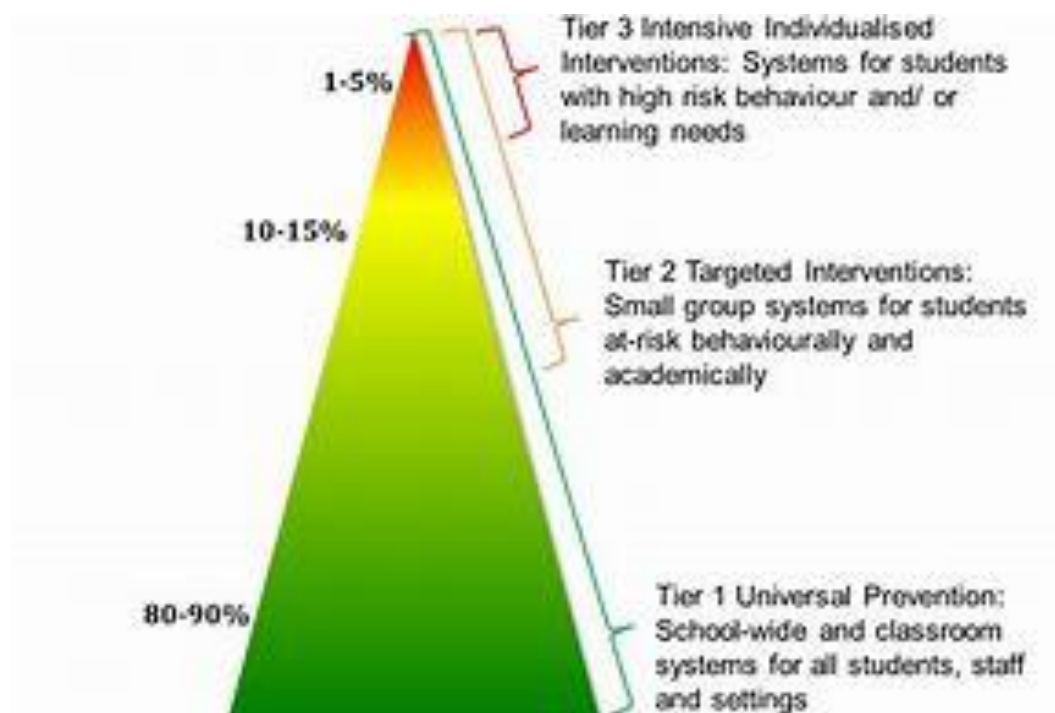
Jarjum within Tier 1 are supported through classroom-based behaviour management systems and do not require additional support. This can be referred to as universal supports.

Tier 2

Jarjum within Tier 2 are supported through behaviour monitoring and may have an individual Jarjum Support Plan and regular communication with stakeholders. They work with staff to develop support strategies and may be supported with different classroom and environmental adjustments. Generally, these jarjum behaviours is not classed as extreme but the frequency of their behaviours put their learning at risk. From a wellbeing perspective, jarjum identified as requiring support within this Tier may, on occasions, require additional support to access the classroom environment. If engagement does not improve after targeted intervention, they are provided with intensive support and move to Tier 3.

Tier 3

Jarjum within Tier 3 have highly complex needs. These jarjum require significant support in managing their needs and will receive intensive support from the Wellbeing Lead and/or Learning Enhancement Lead. These supports may be linked to Allied Health, Mental Health supports or other community organisations. Generally, these jarjum will be referred to external agencies for additional support and may be placed on flexible timetable. These jarjum may require daily support and will have Jarjum Support Plans in place to support them in class and in the playground.



Identification and Management of Jarjum Requiring Tier 2 or 3 Support.

Jarjum may be identified as requiring Tiers 2 or 3 support the following ways:

- Monitoring of attendance, academic and behaviour data.
- Educational staff referrals to Wellbeing Lead and Head of School.
- Engagement with external providers
- Parent referral.
- Discussions at regular Wellbeing Case Management meetings.

If it is deemed that a jarjum requires Tiers 2 or 3 support, they will be assigned a case manager to develop and monitor their plans. These case managers are:

- **Wellbeing Lead** – responsible for jarjum with behaviour concerns or jarjum that may require a safety plan.
- **Learning Enhancement Lead** – responsible for jarjum who require significant adjustments in the classroom or targeted literacy and numeracy intervention that is impacting on their ability to engage within the classroom.
- **School Engagement Lead and School Engagement Officer (Child Safety)** – responsible for the management of jarjum who are connected with Child Safety and any at-risk jarjum.
- **Curriculum Lead** – responsible for jarjum where it is identified that disengagement is occurring due to the learning environment or need for extension within the classroom.
- **Year 13 Co-Ordinator** – responsible for jarjum where it has been identified that a transition to vocational education is the preferred option.
- **Attendance Officer** – responsible for jarjum where the key concern is attendance.
- **Guidance Officer** – responsible for the management of jarjum on their case load and engaged in therapeutic services with them.

This model has been adopted to ensure that the dignity of all jarjum is at the forefront of their support plans. Additionally, by minimising the responsibility of teachers for managing complex histories, it ensures that their wellbeing is supported, and they are less likely to experience vicarious trauma. All support plans

that are developed are readily available to teachers in a common place. The above case managers meet routinely to discuss jarjum plans to ensure that they are responsive and are culturally appropriate and provide feedback to educational staff where necessary.

Jarjum that sit within Tier 2 or Tier 3 may have one or more of the following plans in place:

- Learning Support Plan
- Individual Learning Plan – Accelerated
- Individual Learning Plan - Modified
- Health and Support Management Plan
- Behaviour Support Plan
- Safety Support Plan
- Care Plan
- Behaviour Contracts
- Playground Allocation Cards

School Grounds

HYIS jarjum are expected to:

- Observe and abide by any rules for where they are allowed to play or be in
- Only supervised activities are to take place on the sports oval.
- Buildings and classrooms are out of bounds except for authorised and supervised use
- The Springfield Parkway frontage is out of bounds except when entering or leaving
- Not to play or be in the staff undercover car park area
- Treat others with respect and kindness in the communal school areas
- Seek the Playground Duty teacher's help to solve playground issues
- Stay in approved areas for play
- Use each of the play areas appropriately (e.g. no footballs are to be thrown or kicked on the astroturf)
- Care for Country by keeping the school clean and tidy and putting rubbish in the bin
- Take responsibility for their own belongings ensuring they return to class with them
- Respect school property and spaces (including toilets, corridors, stairwells, and other communal spaces)
- Move from the classroom to specialist lessons quietly and quickly and do not disturb the learning of others.
- Move quickly to their destination at the end of the school day (e.g shuttle bus pick up area or individual bus lines)
- Use respectful language and behaviour at all times.
- Do not threaten other jarjum or staff
- Resolve problems in a non-abusive and non-violent manner.
- Follow instructions and directions from any teacher or staff member

Absence and Attendance

School students are required by law to attend a prescribed educational program. At HYIS, the school day begins at 8.45am and jarjum are expected to be in their classrooms (or at an organised school activity) at that time.

If a jarjum is unable to attend school, parents must report the absence to the office. If a jarjum is expected to be away from school for 3 or more days, their parent must notify the office and provide a medical certificate upon their return to school.

Arriving late and Leaving Early

Jarjum are to be in their classroom to commence the day at 8.45am. If a jarjum will be arriving late, their parent must contact the office in advance or before 8.45am. Jarjum are expected to be at school between school start and end times.

Jarjum should not arrive inside the school gates before 8am each day as they will be unsupervised. Also, parents must ensure that they pick up their jarjum no later than 4pm each day as they will be unsupervised. The responsibility for any jarjum on school grounds outside the hours of 8am and 4pm will be on the parent as HYIS does not have a duty of care outside of these hours.

Jarjum who arrive inside the school gates after 8.45am will be considered late. If a jarjum arrives at the school after 8.45am, they are to go directly to the office and sign in for a late slip. Jarjum who go straight to the classroom will be redirected by the classroom teacher to go back to the office to sign in.

Parents are asked to follow this process to ensure that all jarjum on school grounds is accounted for correctly. This process is to be followed even if the absence/lateness has been previously notified to HYIS (e.g. doctor's appointment).

Incidents of lateness will be communicated through the jarjum academic report each Term. If lateness is consistent, the jarjum records may be raised in the Wellbeing and Executive team meetings for further action.

If a parent needs to take their jarjum out of school early, they are to visit the office and sign their jarjum out. The office will contact the jarjum classroom to notify them that their parent is here to pick them up. Jarjum are not permitted to wait at the office or carpark area for their parents as they must remain in their classroom.

Bullying and Intimidation

Bullying, intimidation and harassment of any kind is not accepted at HYIS.

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection.
- One-off acts of meanness or spite.
- Isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and HYIS, through classroom management and the Wellbeing team will work quickly to respond to these issues.

Some kinds of bullying include:

- Teasing, calling names or making rude signs
- Hitting, punching, pushing, pinching, touching without consent

- Threatening harm
- Hiding or destroying someone's property
- Writing rude comments or drawing rude pictures
- Making suggestive comments or spreading rumours
- Putting someone down or commenting on a person's size, shape, religion, sexual preference, ethnicity
- Deliberately excluding someone from a group
- Forcing others to act against their will.

Sexual harassment is a form of bullying. It is unwelcome conduct of a sexual nature against another person, where the other person reasonably feels offended, humiliated or intimidated. It can include:

- Sexual remarks
- Written comments, text messages or emails with sexual content
- Showing or sending the person pictures of a sexual nature
- Touching another person inappropriately
- Any other conduct of a sexual nature

Jarjum who are being bullied may feel:

- Embarrassed, angry, hurt
- Uncomfortable, stressed, put down
- Frightened, sad or upset
- Ashamed, angry, small

Cyberbullying

Cyberbullying is treated at HYIS with the same level of seriousness as in-person bullying. The major difference with cyberbullying, however, is that unlike in-person bullying, cyberbullying follows jarjum into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse. That is why, HYIS considers any once-off offensive or hurtful public message, image or statement online to be regarded as bullying behaviour.

It is important for jarjum, parents and staff to know that HYIS's Executive team have authority to take disciplinary action to address jarjum behaviours that occur outside school hours or school grounds. This includes cyberbullying. Parents and jarjum who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of e-Safety Commissioner or the Queensland Police Service.

HYIS jarjum may face in-school consequences action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other jarjum or the good order and management of HYIS. 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 HYIS jarjum that is directed towards other community members or students from other schools.

HYIS recognises the need to provide intervention and support to all jarjum involved in incidents of bullying, including cyberbullying.

Jarjum who have been subject or witness to bullying have access to a range of internal support staff (Wellbeing and Engagement teams). Jarjum are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role at HYIS. All staff at HYIS are familiar with the response expectations to reports of bullying and will act quickly to ensure jarjum concerns are addressed. Depending on the nature of the reported, investigated and substantiated bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the jarjum.

Jarjum 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 restorative justice practices. HYIS disciplinary measures may also be used to reinforce the seriousness with which the school and broader community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from school social events or celebrations or more severe consequences such as suspension or exclusion from HYIS.

Physical Violence

HYIS has zero tolerance for violence and any initiated physical fighting will result in immediate action. The jarjum who instigated the fight will receive the behaviour consequence of 10 days suspension, pending enrolment cancellation. Please refer to HYIS's Jarjum Behaviour and Wellbeing Support Framework and Cancellation of Enrolment policy

Classroom Culture

Every jarjum is a member of a class and is expected to contribute in a positive way to ensure that the class environment is well ordered and happy. Jarjum will do this by showing respect, care and concern for the class teacher and for other members of the class. They will respect the rights of others to work undisturbed and will help to keep the classroom environment pleasant and tidy.

Jarjum are expected to:

- Be punctual by returning to class promptly when the music/bell starts to play
- Come ready to learn with a growth mindset
- Actively participate in the classroom
- Treat classroom equipment with respect and in the manner it is intended
- Do not threaten other jarjum or staff
- Come dressed in the appropriate approved uniform
- Take pride in their work and try their hardest
- Use respectful behaviour and language towards peers, teachers and other HYIS staff
- Care for the physical classroom space and belongings of others
- Respect the rights of others to learn.
- Move quickly and quietly to the next class/lesson without delay
- After each lesson, help to tidy the room by putting all the rubbish in the bin and stack the chairs at the end of the day.
- Do not leave a classroom during a lesson without the teacher's permission.
- If an assignment cannot be completed by the due date, speak to the class teacher.
- Jarjum who are too sick to go to, or to remain in class, must report immediately to their class teacher or the office. The office will contact the parents if the jarjum is judged too ill to remain at school. Jarjum must not call their parents themselves.
- Rudeness and intolerance of the rights of others will not be tolerated and will be dealt with promptly in accordance with HYIS's Jarjum Behaviour and Wellbeing Support Framework.
- Jarjum may not eat in class without the teacher's permission.
- Jarjum must wear the correct enclosed shoes to school every day.
- Speak to teachers and staff in a respectful manner
- Follow teachers and staff directions at all times
- Complete all assessment and assignments by the given due date

Leave

It is important that parents communicate with HYIS in relation to their jarjum. Jarjum are required to:

- Get permission to leave school grounds during the day to attend medical and dental appointments. Parents are to notify the office and must sign out their jarjum.
- Except for medial and other emergencies, leave should be sought a minimum of 24 hours in advance. If exceptional circumstances where a parent cannot notify HYIS in advance, HYIS may request a written explanation to justify the absence upon the jarjum return to school.
- In the case of jarjum absence due to illness, the parent is asked to notify HYIS online (via email or Parent Lounge) or via a telephone call to the office or the Attendance phone. If a jarjum is sick for 3 or more days, the parent is required to provide a medical certificate on the day the jarjum

returns to school.

- Applications for extended special leave (3 days or more) during the school Term are to be made in writing to the CEO or Head of School. Full details and reasons are to be supplied in the written notification from parents. Acceptance of enrolment at HYIS carries the obligation of full attendance at school. Exemption from attendance for an extended period of leave must be requested well in advance.
- “Wagging” class is a serious breach of HYIS rules. When this occurs, the Wellbeing or Executive team will notify parents and jarjum will receive consequences.

Mobile Phone Ban

HYIS has a personal electronic devices ban for all jarjum. Personal electronic devices include mobile phones, headphones, radios, ear buds and smart watches. Jarjum who bring personal electronic devices must hand their device in every day. Their device will be signed in and stored in a HYIS electronic pouch and kept safe in the office. Each afternoon, jarjum will have their devices returned to them. If parents wish to contact their jarjum during school hours, they can contact the office or send an email to their jarjum school email address. Jarjum can access their school email through the classroom devices under supervision from the classroom teacher. Jarjum found with a personal electronic device during school hours may face in-school consequences action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school.

In Primary school, HYIS does not believe it is necessary or wise for jarjum to have mobile phones or smart watches at school. Parents who are looking to introduce their jarjum to the privilege of having a mobile phone are encouraged to supply “text-and-talk phones” (with no internet access), rather than smart phones. However, jarjum will need to hand these “text-and-talk phones” in at the beginning of every school day.

In Secondary school, jarjum may choose to bring a phone to school however, they must hand it in at the beginning of every school day. If jarjum chooses to keep their phone on them, they are not allowed to use it during lessons. Jarjum should expect that if staff see them on their phones, the staff member will remove the phone from them and the Head of School will store the phone in the electronic pouch in the office.

The consequences for jarjum using personal electronic devices during class time is as follows:

Behaviour		Consequence
First time	Personal device is visible in classroom	Device is removed and stored in the office.
Second	Personal device is visible in classroom	Device is removed and stored in the office. • Detention • Suspension
Refusal to hand over a personal device will result in additional consequences.		

Jarjum who require the use of a personal technology device in circumstances that would contravene this policy (e.g to assist with a medical condition, other disability or for a special project) are required to negotiate a special circumstances arrangement with the Executive team.

HYIS accepts no liability in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school’s negligence.

Commitment to School Activities

All jarjum are expected to support HYIS and its activities in any way they can. As a minimum, jarjum are strongly encouraged to make themselves available for at least two extra-curricular activities per year. These activities include sports, school events and community activities like NAIDOC Celebrations and Bunji/Tidda group. Once jarjum has committed to a school activity, the jarjum are expected to honour the obligation they have to Respect for Community.

“Special” Friendships

While it is accepted that a co-educational school like HYIS will produce close friendships between jarjum, expressions of personal intimacy are neither appropriate or acceptable at school, or at school-organised events.

Travel

All jarjum are required to:

- Travel directly from home to school and from school to home, unless parents give specific permission to do otherwise. Jarjum are not to attract attention to themselves by inappropriate behaviour or language while travelling in school uniform.
- Show courtesy and respect for fellow passengers while travelling. While waiting for transport, jarjum should queue in an orderly manner; when the transport arrives, they should allow existing passengers to exit first; and allow other members of the public to board first. They should always stand for adults when seating is limited. Under no circumstances should jarjum board or exit from moving vehicles.
- Use marked pedestrian crossings and obey traffic lights. Rules of the road must be observed at all times.
- Obey Bus Company and Railway regulations and respect public property. Jarjum catching the school bus must remain within the school until they are called. Inappropriate and poor behaviour on the school bus will be treated in the same manner as poor behaviour on school grounds.
- Wear safety helmets when cycling to and from school. Once at school, bicycles must be stored in the office (or another designated area) and are out of bounds to all jarjum including their owners until the end of the school day.
- Obtain permission from the CEO if they want to drive to school. Jarjum cars are to be parked in the areas designated by the school.
- Seek permission from the CEO if they are travelling to and from school in another jarjum vehicle. Both the passenger's and driver's parents must seek approval from the CEO in writing.
- Not only observe the rules of the road as a jarjum driver but also drive with a special regard for the safety and courtesy towards other citizens. Jarjum drivers must declare the name/s of passenger/s to the school including their siblings. Jarjum driver vehicles are out of bounds between the hours of arrival and departure. That means jarjum drivers cannot take their friends to grab lunch etc.

Bus Company Service

HYS provides a free bus service for jarjum within a designated area. Jarjum are expected to behave appropriately on HYIS Bus Company services as they would on HYIS grounds. This includes speaking to the bus driver with respect, listening to the bus driver's instructions, staying seated, always keeping a seat belt on, not distracting the bus driver while the bus is moving, entering and exiting the bus in an orderly manner and not eating or drinking on the bus.

If a jarjum has been found to have behaved inappropriately on the Bus Company services, the same consequences as that in a classroom or on school grounds will apply including exclusion from the Bus Company service and/or suspension or cancellation of enrolment.

Uniform

Jarjum should show pride in themselves and HYIS. The jarjum uniform was created by original HYIS students and respected Elders in the community. All jarjum are required to always wear the correct uniform. The way the uniform is worn should reflect HYIS's values of Respect for Self (personal dignity) and Respect for Community.

- All jarjum must always wear enclosed shoes to school.
- Any exceptions to HYIS uniform must be approved by the Executive team. Parents must contact the school to seek approval for their jarjum to wear something other than the uniform.
- Uniforms must be clean, tidy and worn correctly always. All uniform items and valuables bought to the school must be clearly marked with the jarjum full name.

- The HYIS sports uniform should only be worn at school sports activities and events.
- The HYIS Bunji and Tidda uniform should only be worn on the days that Bunji and Tidda group occurs.
- When in uniform in the public, jarjum must adhere to all in-school behaviour policies.

Damage to resources

To ensure that jarjum receive the highest quality education, HYIS tries to remove all barriers to learning by providing resources, materials, facilities and equipment. To maintain this high standard of resources and in abiding by HYIS Respects Principles for respecting community and Country, jarjum must ensure that they do not deliberately or wilfully damage or graffiti HYIS resources including teaching materials, laptops, sporting equipment, facilities and property.

If a jarjum is found to have deliberately or wilfully damaged or graffitied HYIS resources, the consequences will align with HYIS Jarjum Behaviour and Wellbeing Support Framework. Additionally, the cost of returning the item to its original condition will be passed onto the jarjum parent account. This may also apply to loss of HYIS property such as laptops.

Technology

HYIS is committed to providing jarjum with the use of digital technology devices, education and systems to help them keep up with the demands of the 21st Century. Helping jarjum become responsible digital citizens will enhance not only what we do in the classroom but also give jarjum the skills and experience for their future studies and career. That is why HYIS must also encourage the mature and responsible use of digital technology. All jarjum are authorised to use HYIS's computer system, internet and electronic mail access.

HYIS expects jarjum to engage in positive online behaviours including:

- Developing appropriate digital literacy, communication and information skills
- Authoring text, artwork, audio and visual material for publication for educational purposes as supervised and approved by the school
- Conducting general research for school activities and projects
- Communicating or collaborating with other jarjum, teachers, parents or experts in relation to schoolwork.
- Accessing online references such as dictionaries, encyclopedias etc

HYIS deems the following to be irresponsible use and behaviour by jarjum:

- Use the IT resources in an unlawful manner
- Download, distribute or publish offensive messages or pictures
- Insult, harass or attack others or use obscene or abusive language online
- Deliberately waste printing and internet resources
- Damage any electronic devices, printers or the network equipment
- Commit plagiarism or violate copyright laws
- Use unsupervised and unauthorised internet chat
- Send chain letters or spam/junk email
- Access non-HYIS 3G/4G/5G networks at school
- Knowingly download viruses or any other programs capable of breaching HYIS's network security.

HYIS expects jarjum to ensure that:

- Users are responsible for the security, maintenance and integrity of HYIS devices and network accounts.
- Passwords should be difficult enough so as not to be guessed by other users and under no circumstances should passwords be given to any other jarjum.

- If jarjum have any reason to suspect that their account security has been compromised or tampered with, they must immediately notify the teacher or other staff.
- Jarjum using the system must not attempt to access other computer systems, accounts or unauthorised network drive or files or to access other people's devices without their permission and without them present.
- Jarjum must get permission before copying files from another user. Copying files or passwords belonging to another user without their express permission and without them present is not allowed.
- Jarjum need to understand copying of software, information, graphics, or other data files may violate copyright laws without warning and be subject to prosecution.
- HYIS will educate jarjum regarding cyberbullying, safe internet and email practices and health and safety regarding the physical use of electronic devices. Jarjum have a responsibility to behave in line with these safe practices.
- Information dispatched on HYIS's network is a reflection on how the global community perceives the school. All jarjum using the systems are encouraged to be positive ambassadors of HYIS and maintain the RESPECTS Principles.
- No obscene, inflammatory, racist, discriminatory or derogatory language should be used in electronic mail or any other form of network communication.
- Vandalism of equipment is unacceptable and will result in immediate referral to the Executive team. At the Executive team's discretion, this may result in a legal referral.
- It is unacceptable for jarjum to bully, harass or victimize another person in the school grounds or while online.
- Jarjum do not have permission to upload images or recordings of jarjum in school uniform or HYIS staff or whilst at school on to social media platforms.
- Jarjum cannot upload images of jarjum in care and in uniform to any social media platform.

Breaches of this may result in a jarjum immediate removal from HYIS system for a specified period and depending on the severity of the offence, additional consequences may be imposed.

Appropriate Use of Internet

HYIS embraces the amazing opportunities that technology and the internet provide jarjum for learning and being creative. Use of online communication and apps can provide positive experiences for jarjum.

Jarjum are expected to engage in appropriate use of technology. Specific examples of appropriate use of online tools include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about the message jarjum would like to convey, and how it could be interpreted by others, before putting it online. Remember, once content is posted online the author loses control over it. Jarjum should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting it in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If jarjum think a message may be misinterpreted, they should be cautious and make the decision not to send it. If in doubt, DON'T.
- Never provoking or engaging with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Jarjum should report cyberbullying concerns to a staff member and allow HYIS to record and deal with the online concern.
- No jarjum will face consequences for simply having a social media account but jarjum are not permitted to use social media whilst at school. When using social media, jarjum must not reference the school or upload photos of other jarjum in uniform.

Assumption of Cheating

Digital devices may not be taken into or used by jarjum at exams or during class assessments unless permitted by staff where clear guidelines for use are articulated. Staff will assume jarjum in possession of such devices during exams or assessments are cheating. Consequences will be taken with any jarjum who is observed using a personal electronic device without permission during exams or assessments.

Recording voice or images

Jarjum are not to use personal electronic devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for personal record or for the purpose of dissemination by any means (including distribution by phone or internet posting).

Jarjum must not record images anywhere where recording would not reasonably be considered appropriate (e.g. change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class or yarning circle meetings is not permitted at any time. A jarjum at school who uses a personal electronic device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal and/or embarrassing matter capable of bringing HYIS, jarjum or staff into public disrepute is in breach of this policy.

Even when consent is obtained for such recording, HYIS will not tolerate images or sound captured by personal electronic devices on 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes of harm may have or will occur.

Jarjum should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by HYIS, will result in a referral to the Queensland Police Service (QPS). In such cases, police may take possession of such devices for their investigation and jarjum and parents will be advised to contact QPS directly.

Text communication

Social media and text messaging whilst at school is not permitted. The sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment or even stalking, and if detected by HYIS will result in consequences and possible referral to the Queensland Police Service. Jarjum receiving such text message at school or at home, should ensure they keep the message as evidence and bring the matter to the attention of the Executive team.

Inappropriate online behaviour

In serious cases of inappropriate online behaviour, HYIS may make a report to the police for further investigation. HYIS will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a HYIS jarjum and a student of another school (outside of school hours) would be deemed to be a matter for the parents and/or police to resolve.

Jarjum need to be aware that the Commonwealth Criminal Code outlines several criminal offences concerning telecommunications services including “using a carriage service to menace, harass or cause offence to another person”. Potential relevant criminal offences with inappropriate behaviour online includes:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal defamation

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

Temporary removal of jarjum property

The removal of property in a jarjum possession may be necessary to promote the caring, safe and supportive learning environment of HYIS and to maintain and foster the mutual respect between staff and jarjum.

HYIS staff may request the search of jarjum person and/or property if there is a reasonable belief that the jarjum is in possession of items that pose a risk to their safety, the safety of others, or the wellbeing of the school environment. Searches will be conducted in a respectful manner and with the jarjum consent. If a search is necessary, it will be done in the presence of another staff member to ensure fairness and transparency. Parents will be informed of any searches involving their jarjum as soon as reasonably possible. If a jarjum refuses staff request to search their person and/or property, HYIS may take action to remove the jarjum from HYIS school grounds and apply other consequences.

In determining what constitutes a reasonable time to retain jarjum property, HYIS staff will consider:

- The condition, nature and value of the property
- The circumstances in which the property was removed.
- The safety of jarjum from whom the property was removed, other jarjum or staff
- Good management, administration and control of the school.

Staff will determine when the temporarily removed jarjum property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at HYIS and will be removed if found in jarjum possession:

- Illegal items or weapons (e.g. guns, knives, throwing stars, brass knuckles, chains, num-chuks)
- Imitation guns or weapons made from material other than cardboard or paper
- Potentially dangerous items (e.g. blades, rope)
- Drugs including tobacco, vapes (excludes prescribed medication which must be stored at the office)
- Alcohol
- Aerosol deodorants or cans including spray paint
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- Poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

HYIS staff:

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

shoes) and/or property. If consent is not provided and a search is considered necessary, the police and jarjum parent should be called to make such a determination and the jarjum should be removed from HYIS grounds.

Parent of jarjum at HYIS must ensure their jarjum does not bring property onto school grounds or other setting used by the school (e.g. camps, sporting venues) that:

- Is prohibited according to this policy
- Is illegal
- Puts the safety or wellbeing of others at risk
- Does not preserve a caring, safe, supportive or productive learning environment
- Does not adhere with HYIS's Respects Principles
- Does not maintain and foster mutual respect
- Collect temporarily removed jarjum property as soon as possible after they have been notified by staff that it is available for collection.

Jarjum do not bring property onto HYIS school grounds or other settings used by the school (e.g. camps, sporting venues) that:

- Is prohibited according to this policy
- Is illegal
- Puts the safety or wellbeing of others at risk
- Does not preserve a caring, safe, supportive or productive learning environment
- Does not adhere with HYIS's Respects Principles
- Does not maintain and foster mutual respect
- Collect their property from staff as soon as possible when advised that it is available for collection.

Consequences

The disciplinary consequences at HYIS follows the same differentiated approach used in the proactive teaching and support of jarjum behavioural expectations.

The majority of jarjum will be confident and capable of meeting established high expectations that are clear, explicitly taught and practiced. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor behaviour concerns.

Some jarjum will need additional support, time and opportunities to practice expected behaviours. A small group of jarjum may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback etc, they may still display low-level behaviour concerns. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the jarjum to the Wellbeing team. For these jarjum, a high level of differentiated support or intensive teaching is required to enable them to meet the behaviour expectations. This may be needed throughout the school year on a continuous basis. The determination of need will be made by the Executive team, in consultation with staff and other relevant stakeholders. On occasion the behaviour of those jarjum may be so serious, such as causing harm to other jarjum or staff, that the Executive team may determine that an out of school suspension or exclusion is necessary as a consequence for the jarjum behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the jarjum for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the behaviour.

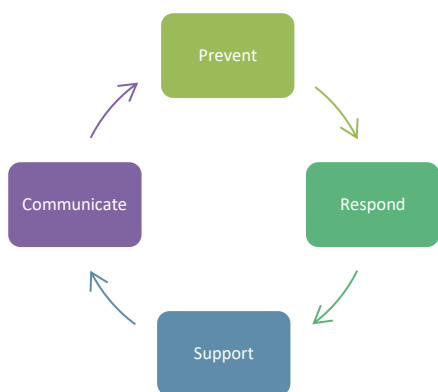
Whole of School Consequences

All staff at HYIS are committed to delivering a safe and supportive environment. The following are staff at HYIS that are responsible for the daily behaviour management and wellbeing across the school:

- Educational staff (Teachers and Indigenous Education Workers)
- Wellbeing Lead and Behaviour/Wellbeing Officer

- Learning Enhancement Lead
- Literacy Support Officer
- Numeracy Support Officer
- Guidance Officer
- School Engagement Lead
- School Engagement Officers
- Attendance Officer
- Therapy Dog Handlers
- Administration team
- Executive team
- Board Members

To ensure a proactive and responsive approach to behaviour management and wellbeing, the following areas of behaviour management and wellbeing have been developed.



Prevention and Management Strategies are the key to an effective behaviour management, but it is recognised that staff may be required to respond to:

- Minor Behaviour Incidents
- Major or Critical Incidents
- Child Protection concerns.

Restorative Responses to Behaviours

HYIS is founded on First Nations principles of natural and social justice. That is, HYIS is committed to a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. HYIS puts the onus on individuals to be truly accountable for their behaviour and to repair any harm cause to others as a result of their actions.

When utilizing restorative responses to behaviours, HYIS staff will:

- Be calm, predictable and fair when interacting with jarjum
- Speak to the jarjum privately using a conversational tone of voice including a usual speaking volume. A raised or yelling tone of voice is likely to escalate the situation.
- Explain the behaviour expectation and check that the jarjum understands
- Ask the jarjum if there is something they need help with to meet the expected behaviour.
- Once the expected behaviour is restated, staff will move away and give the jarjum time to process the information.
- If needed, the staff member should use language like “first....then.....” or “when.....then....”

To help jarjum recognise their behaviour, take responsibility and identify appropriate behaviour, the staff member should ask the following relational questions:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been harmed by what happened? In what way?

Behaviour Management Process

When responding to behaviour, it is first important to determine whether it can be classed as a minor or major behaviour as this will determine the course of action.

A minor behaviour is handled by the staff member at the time it happens, and they implement consequences. A behaviour which falls under the major category is to be referred to the Wellbeing and/or Executive team to follow up.

No matter whether the behaviour is minor or major, it is the responsibility of all staff to ensure that jarjum are safe at the time of the incident and take actions to ensure there is no further harm (see Dealing with Critical Incidents).

Minor Behaviours

- Minor breaches of the rules.
- Do not cause serious harm to others or lead a reasonable person to believe that harm may occur.
- Do not violate the rights of others in a serious way.
- Are not part of an ongoing pattern of misbehaviour.

4 RESPECTS	Minor behaviours
Myself	• Arriving to class late – more than 5 mins • Inappropriate dress, uniform, and footwear • Less than 85% attendance • Refusal to engage in learning and participate. • Inappropriate language – both verbal and written • Not respecting my own belongings • Refusal to enter classroom. • Using personal electronic devices during class
Family	• Not handing in permission notes or having them signed on time. • Demonstrating 4 respects on the buses before and after school • Waiting in the right place before and after school
Community	• Disrupting the learning of others during class time • Bullying, cyberbullying • Targeting and excluding of fellow jarjum • Being unkind and uncooperative • Not looking after schools' belongings • Not valuing the diversity of others • Leaving class without asking. • Disrupt and distract fellow jarjum and staff in class.
Country	• Littering • Not being respectful of toilets and bathrooms • Property damage • Vandalism and tagging • Removing school property from classrooms.

When dealing with a minor behaviour, a consequence must be logically connected to the behaviour. The following process should be followed when dealing with low level behaviour:

- Use redirection techniques as outlined in ESCM (least to most intrusive)
- Teachers should seek to have a conversation with the jarjum in the following manner:
 - Are you feeling ok?
 - If jarjum states that there is an issue, brainstorm a solution.
 - Label the behaviour that needs to change, discuss what the expected behaviour is and why it is necessary to follow the rules.
 - Set consequences and confirm what may happen if behaviour does not change.

- Give encouragement and acknowledge positive behaviour.
- **FOLLOW THROUGH and contact home and record details in TASS.**

As a key focus at HYIS is the development of emotional regulation, jarjum may be encouraged to take a Time-Out during this process so they can calm and reflect on their behaviour before discussing it. This time out should occur in a predetermined buddy class or within a time out area within the classroom.

When staff implement consequences (buddy class and detention) for minor behaviour infringements, it is important for jarjum to complete the reflective processes. If a jarjum does not attend staff supervised detentions, they will be required to complete supervised detentions which are managed by the Head of School. Failure to attend these detentions or if a number of detentions occur in a specific timeframe means that suspension may be considered as it forms an ongoing pattern of behaviour.

Major Behaviours

- Significantly violate the rights of other.
- Failure to adhere to consequences.
- Put others or self at risk of harm.
- Negatively impact on the good order and running of the school.
- Require the involvement of administration.
- Are persistent minor behaviour breaches which form a pattern of ongoing behaviour.

4 RESPECTS	Major behaviours
Myself	• Throwing objects • Wearing offensive clothing • Offensive and aggressive language • Directed profanity towards jarjum and staff. • Continued and ongoing schoolwork refusal • Ongoing use of mobile phone • Video or audio recording of staff and jarjum • Subsequent social media posts without permission from relevant jarjum or staff member.
Family	• Threatening behaviours towards jarjum families • Threatening outside of school physical harm
Community	• Leaving school grounds without permission • Accessing inappropriate websites on school property • Physical interaction towards other jarjum – intending harm. • Possession of harmful items and weapons – knives, drugs, alcohol, cigarettes, vapes, • Major disruption to class, learning, and jarjum. Inside or outside of the classroom.
Country	• Damaging school property and vandalism • Removing of school property – including theft and stealing. • Playing out of bounds.

Major Behaviours may result in the following consequences:

- Level One – Time out, Buddy Class, alternate lunch time activities, loss of privileges, restorative processes, loss of breaks, referral to Wellbeing Lead, parent contact, removal of property. These consequences are managed by the Wellbeing Lead.
- Level Two – Parent meeting, restorative processes, suspension, time in Wellbeing room, referral to Head of School. These behaviours are managed by the Wellbeing Lead and Head of School.

If a jarjum is not willing to follow the consequences outlined within the Level One sanctions or behaviour does not significantly improve, the Wellbeing and Executive team will make contact home, outlining the behaviour and future consequences that will occur.

Jarjum Consequence Actions (Suspension and Exclusions) may be considered in the event of a serious, one-off behaviour incident or when the behaviour forms part of a pattern of ongoing negative behaviour which has not been responsive to previous behaviour interventions.

Suspension Process

Reflection and suspension days are an important part of the behaviour process and incidents that are classed as a major behaviour may result in a suspension. The CEO, Head of School and Wellbeing Lead are able to issue suspensions to jarjum. Suspensions may be issued for the period of 3, 5 or 10 days. If a jarjum is issued a 10-day suspension, they must show cause as to why their enrolment at HYIS should continue. As such, all 10-day suspensions are termed 'Suspension Pending Cancellation of Enrolment'. This process should align with HYIS's Cancellation of Enrolment policies and procedures.

HYIS has zero tolerance to the following behaviours, and these will result in a suspension:

- Physical Misconduct
- Threatening Behaviour
- Possession and Use of Illegal Substances, including vaping.
- Abuse directed towards a staff member.

Suspensions have a cumulative effect, meaning that each time a jarjum is suspended for a major behaviour, the length of suspension increases. The following actions are required after each period of suspension:

- 3 Day Suspension - jarjum will be placed on a Behaviour Contract and/or a Behaviour Support Plan.
- 5-day Suspension – a re-entry meeting with parents will be completed and Behaviour Support Plan revised.
- 10-day Suspension - suspension pending cancellation of enrolment and jarjum must show cause as to why their enrolment at HYIS should continue.

It is important to note that in the event of more serious misconduct, that the length of suspension may vary. When returning from suspension, jarjum and their parent or guardian will meet with the relevant Head of School, Wellbeing Lead and in some cases, the School Engagement Officer to discuss the events that led to the suspension. As part of this meeting, discussions will take place around any adjustments that need to be made in the future and any restorative practices that might need to occur to make amends for the situation.

Suspensions for some major behaviours will be completed at school. This process of internal suspensions allows jarjum to contribute meaningfully to the school community and helps them to further understand the impact their behaviour may have on themselves or others. If eligible for an internal suspension, jarjum will work with the Wellbeing team for the period of their suspension and follow a timetable. They will not be able to engage with their peers. Jarjum will be allocated time to complete their schoolwork during their suspension.

Dependent on their timetable and reason for suspension, jarjum may complete the following tasks.

- Cleaning up around the school
- Engaging in education programs
- Completing restorative process.
- Giving back to the broader community

HYIS does not tolerate violence and as such all suspensions relating to physical misconduct will be completed as external suspensions. Incidents of physical misconduct may result in cancellation of

enrolment. Leaving site without permission will also remain as an external suspension as jarjum are not behaving in a safe manner.

Bullying Response

Please note, these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgement of staff involved. Timeframes should be clearly discussed and agreed with jarjum and family.

Key contacts for jarjum and parents reporting bullying are:

- Homeroom/classroom teacher
- Guidance Officer/Counsellor
- Wellbeing Lead
- Curriculum Lead
- Head of School
- Chief Executive Officer

The process for responding to bullying is as follows:

First Hour - Listen

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

Day 1 - Document

- Ask the jarjum for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the jarjum in TASS
- Check back with the jarjum to ensure you have the facts correct
- Notify the Curriculum Lead, Wellbeing Lead, Head of School, CEO and/or Guidance Officer
- Notify the parent/s that the issue of concern is being investigated

Day 2 - Collect

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

Day 3 - 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 jarjum to discuss next steps
- Ask the jarjum what they believe will help address the situation
- Provide the jarjum and parent with information about any support networks
- Agree to a plan of action and timeline for the jarjum, parent and HYIS.

Day 4 - Implementation

- Document the plan of action in TASS
- Complete all action agreed with the jarjum and parent within agreed timeframes
- Monitor the jarjum and check in regularly on their wellbeing
- Seek assistance from the Wellbeing or Executive team if needed

Day 5 - Review

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

Ongoing Follow Up

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

Critical Incidents

It is important that all HYIS staff have a consistent understanding of how to respond in emergencies involving jarjum behaviour that seriously endangers the jarjum or others. This consistency ensures that appropriate actions are taken to keep both jarjum and staff 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 jarjum under rapid and safe control. It is not a time to try and to punish or discipline the jarjum, it is a crisis management period only. HYIS staff should follow the Critical Incident/Lockdown process in these circumstances.

Staff should follow the documented plan for any jarjum involved in regular critical incidents, which should be saved and available for staff to review through the Jarjum Behaviour and Wellbeing Support Framework and any relevant plans (e.g Learning Support Plan)

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

- Avoid escalating the problem behaviour. Avoid shouting, cornering the jarjum, moving into the jarjum space, touching or grabbing the jarjum, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment. Model the behaviour you want jarjum to adopt, stay calm and controlled, use a serious measured tone, choose our language carefully, avoid humiliating the jarjum, be matter of fact, focus on the behaviour – not the jarjum personally, avoid responding emotionally.
- Approach the jarjum in a non-threatening manner. Move slowly and deliberately toward the problem situation, speak privately to the jarjum 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.
- Follow through. If the jarjum starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other jarjum attention towards their work/activity. If the jarjum continues with the problem behaviour, then remind them of the expected HYIS behaviour and Respects Principles and identify consequences of continued unacceptable behaviour.
- Debrief. At an appropriate time when there is low risk of re-escalation, help the jarjum to identify the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

RESPONSIBILITIES

HYIS School Board is responsible for endorsing the Jarjum Code of Conduct (JCC) and is the body to which any appeal against sanctions applied for breaches of the JCC is directed and in accordance with HYIS's Complaints policy.

The **CEO** is responsible for:

- Ensuring all parents, staff, volunteers, jarjum and visitors are aware of this policy upon arrival, employment and enrolment
- Maintaining currency and relevancy of the JCC policy
- Implementing the standards of conduct as set out in this policy

Staff members are responsible for:

- Respecting individual needs, cultural practices and beliefs of families in all interactions, both verbal and non-verbal
- Working with colleagues and parents to provide an environment that encourages positive interactions and supports constructive feedback
- Providing guidance to jarjum through positive role modelling and when appropriate, clear and respectful directions

Parents are responsible for supporting the efforts of HYIS in maintaining a safe, orderly and respectful learning environment for all jarjum, staff and parents. Parents fulfil this responsibility routinely when they:

- Show an active but positive interest in their jarjum schoolwork and progress
- Communicate regularly with HYIS
- Ensure their jarjum is appropriately dressed
- Ensure their jarjum is prepared for school on a daily basis
- Promptly report to HYIS their jarjum absence
- Ensure all other persons (such as grandparents, older siblings, babysitters) who interact with HYIS are aware of and adhere to the JCC
- Work with HYIS in dealing with disciplinary issues involving their jarjum

Jarjum are responsible for following the rules of HYIS and the JCC guidelines by ensuring that their behaviour is respectful, appropriate, kind and courteous.

Any school community member who invites a relative, friend, supporter or other person of school age or younger to be present at any school related function or activity at any location, must be responsible for that person and must ensure they act at all times in a manner consistent with the JCC.

Raising Concerns

HYIS is committed to the education and wellbeing of each jarjum. It is therefore critical that parents and jarjum can raise genuine concerns and grievances they may have about such matters in an appropriate, constructive and respectful forum.

HYIS 's complaints handling process are set out in the Complaints policy and procedures. This policy sets out how concerns and grievances may be raised with HYIS, with whom they should be raised, and how HYIS will deal with these in a respectful and timely manner.

Parents and jarjum with concerns and grievances should consult the policy in full.

Consequences of a Breach of the Code of Conduct

The CEO will have absolute discretion for deciding how to best respond to concerns about a jarjum compliance with the JCC.

Where the CEO considers a jarjum has breached the JCC, the CEO may implement one or more of the following consequences (not necessarily in any particular order i.e. steps may be skipped – not an exhaustive list):

- A request to the jarjum and/or their parent to cease the conduct or behaviour immediately
- The jarjum being banned from HYIS special events, extra-curricular activities, bus service, laptop use or excursions, either for a particular period of time or permanently
- Issuing the jarjum a Reflection Day or Suspension
- Issuing a Plan or Contract to support the jarjum to cease the inappropriate behaviour
- Cancellation of the enrolment of the jarjum

Taking a Stance

All members of the HYIS community are empowered to take steps to protect their own health and wellbeing. If they feel a jarjum is being inappropriate, they are encouraged to indicate this and ask that it stop. If it does not, or if they feel a jarjum actions is posing a risk to their or someone else's health and wellbeing, they are empowered to remove themselves from the situation or remove the jarjum from the vicinity, at the point of risk, as per the Jarjum Behaviour and Wellbeing Support Framework.

Right of Appeal

A 'right of appeal' will apply to any decision made by the CEO under the JCC and within the guidelines of HYIS's Complaints policy. The JCC has been approved by HYIS Board and is supplemented by policies, procedures and guidelines developed by HYIS Board and HYIS Executive team.

RELATED DOCUMENTS

Bullying and Harassment policy
Child Protection policies
Equal Employment Opportunity policy
ICT and Social Media policy
Complaints policy and procedures
Sport policy
Workplace Health & Safety policies
Code of Conduct policies (Staff, Parent)
HYIS Constitution
Whistleblower policy
Confidentiality policy
Access to information policy
Jarjum Behaviour and Wellbeing Support Framework
[Education \(Accreditation of Non-State Schools\) Regulation 2017 \(Qld\)](#)
[Fair Work Act 2009 \(Cth\)](#)
[Work Health and Safety Act 2011 \(Qld\)](#)
[Privacy Act 1988 \(Cth\)](#)
[Anti-Discrimination Act 1991 \(Qld\)](#)
[Australian Human Rights Commission Act 1986 \(Cth\)](#)
[Sex Discrimination Act 1984 \(Cth\)](#)
[Age Discrimination Act 2004 \(Cth\)](#)
[Disability Discrimination Act 1992 \(Cth\)](#)
[Racial Discrimination Act 1975 \(Cth\)](#)
[Standards Australia, Guidelines for complaint management in organizations \(ISO 10002:2022, NEQ\)](#)