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| **Mount Surprise State School** |

2020-2023

**Student**

**Code of Conduct**

***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 2020-2024*

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| Contact Information |
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| Endorsement |
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| Principal Name: | Jade Maksan |
| Principal Signature: |  |
| Date: | 25/08/2020 |
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| P/C President and-or School Council Chair Name: | Nadine Atkinson (P&C President) |
| P/C President and-or School Council Chair Signature: |  |
| Date: |  |

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| Purpose |
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Mount Surprise State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Mount Surprise State School **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.

Bullying is a global issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Mount Surprise State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying and to understand how to approach the school about these types of problems.

Mount Surprise State School behaviour expectations are:

* Be Respectful
* Be Responsible
* Do Your Best
* Be Safe And Fair
* Protect Property

These pro-social behaviours that assist students to be safe and respectful learners are explicitly taught and reinforced in alignment with academic skills. Students are acknowledged for meeting our expectations of positive behaviour, and provided with appropriate feedback. Timely and relevant feedback is provided using our GOTCHA rewards program. Teaching students the expected social behaviours and routines and then acknowledging them when they use these same behaviours is an effective way to prevent management problems.

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| Principal’s Foreword |
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**Introduction**

Mount Surprise State School has a long and proud tradition of providing high quality education to students in the Savannah area of far north Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

At Mount Surprise State School we ‘**AIM HIGH’** academically and socially. Underneath the strong academic focus lies a foundation of social emotional learnings. Through strong partnerships with parents and community, the school has a positive image and plays an important place within the community.

Staff take an educative approach to discipline, believing that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our SCOC provides an overview of the school’s local policies on use of mobile phones and other technology, removal of student property and the approach to providing anti-bullying education. 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 work in bringing this SCOC together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

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| Learning and Behaviour Statement |
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At Mount Surprise State School we acknowledge and value the uniqueness of each member of our school community. Our Responsible Behaviour for Learning Values provide guidance and outline expectations to ensure each student is accessing academic, physical and social-emotional learning and development in a safe and welcoming environment.

Our Whole School Positive Behaviour Plan outlines five values and expectations for positive behaviour and positive learning:

* Being Respectful
* Being Responsible
* Doing Your Best
* Being Safe and Fair
* Protecting Property

These values are the foundation of this Student Code of Conduct (SCOC), with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and considerate young people and citizens. Our school staff model positive communication and connections with each other, students and the wider community.

Our behaviour and learning expectations are taught explicitly, and are reinforced at appropriate learning opportunities. Explicit learning occurs through focused lessons and as appropriate is incorporated into daily programs. Incidental reinforcement is provided through social stories in response to situations and as social skilling during play. Our GOTCHA rewards system enhances positive behaviours in all aspects of the school environment.

**Student Wellbeing and Support Network**

Mount Surprise State School accesses the specialists provided by the Department of Education (Guidance Officer, Head of Special Education Services, and advisory specialists). These services are offered to all members of the school community to optimise student support and learning. Learning and wellbeing are inseparably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

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| Whole School Approach to Discipline |
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Our Whole School Behaviour Plan outlines five values and expectations for positive behaviour, positive learning and positive relationships:

* Being Respectful
* Being Responsible
* Doing Your Best
* Being Safe and Fair
* Protecting Property

The matrix below outlines how the five values are enacted in the school environment. This is displayed throughout the school and the language is often referred to. When a behaviour needs addressing or reminding, students recall the specific behaviour rules and why they should be respected.

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| SCHOOLWIDE EXPECTATIONS MATRIX | | | | | | | | | | | |
|  | ALL AREAS | CLASSROOM | | PLAYGROUND | | USING STAIRS | | TOILETS | | LIBRARY | | |
| BE RESPECTFUL | * Keep hands, feet and objects to yourself * Speak politely * Wear school uniform with pride | | * Enter and exit room in an orderly manner * Sit in your chair * Raise your hand to speak * Follow staff directions | | * Participate in school activities * Wear shoes and socks at all times * Co-operate with others | | * Walk one step at a time * Keep passage-ways clear at all times | | * Respect privacy of others * Leave toilets clean and tidy | | * Walk sensibly * Wait patiently in a line * Use manners * Keep noise to a minimum | |
| BE RESPONSIBLE | * Ask permission to leave or enter the classroom * Be punctual * Be in the right place at the right time * Ensure there is adult supervision at all times. * Follow instructions promptly | | * Be prepared for learning * Complete set tasks * Take an active role in classroom activities * Keep work space tidy * Cooperate with peers and staff * Be honest * Be ready to learn. | | * Be a problem solver * Return equipment to appropriate place after sports | | * Move peacefully in single file | | * Use toilets during breaks * Turn taps off properly | | * Help younger students * Remind others of the rules | |
| BE SAFE AND FAIR | * Respect others’ personal space and property * Walk on concrete * Clean up after yourself * Use polite language * Wait your turn * Report injuries asap. | | * Respect others’ right to learn * Talk in turns * Be a good listener * Allow others to learn | | * Be sun safe; wear a broad brimmed hat and shoes * Play in appropriate areas * Take turns, invite others to join in and follow rules * Play safe approved games | | * Walk quietly and orderly so that others are not disturbed or injured * Mind others on the stairs | | * Wash hands * Walk * Avoid causing spills * Use equipment properly | | * Wait your turn | |
| **PROTECT PROPERTY** | * Use equipment properly * Care for facilities and equipment | | * Keep the room neat & tidy * Return things to their place * Use furniture correctly | | * Keep areas neat and tidy * Care for the environment * Play in the appropriate areas | | * Rails are for hands only * Carry items carefully | | * Report problems or damage * Remind others to care for our school | | * Use property with permission * Look after books and equipment * Return things correctly | |
| **DO YOUR BEST** | * Listen actively and participate fully. * Try your best in all things * Follow directions to the best of your ability | | * Make your best effort before asking others to help * Complete tasks * Make your work neat | | * Be a good sport | | * Protect and help others | | * Use toilets appropriately | | * Follow directions to the best of your ability | |

**Consideration of Individual Circumstances**

At Mount Surprise State school individual needs and characteristics are respected and supported. Emotional and physical well-being of all students is of upmost importance and the antecedent for behaviour is considered.

When addressing behaviours, staff consider the type of behaviour (severity and frequency), cause of behaviour, and the application of disciplinary or intervention. Decision making of disciplinary or intervention measures are made in collaboration with stakeholders (parents, staff and student).

Details are entered in OneSchool Behaviour and Personalised Learning sections to record and monitor behaviours with access determined by the circumstance. Behaviour plans, when developed, are completed with student and parent involvement and include regular communications. Approaches are practical and outcomes based.

**Differentiated and Explicit Teaching**

At Mount Surprise State School planning and teaching involves a whole school approach to ensure curriculum delivery for a multi-level classroom (K-6) context is addressed. The diversity in needs is met through differentiated and explicit teaching, the consideration of achievement standards when planning, and the implementation of diverse practical approaches and resources.

Meeting student needs through a tiered approach provides scaffolding needed to ensure students feel capable and confident. Addressing student emotional needs allows students to concentrate on positive learning and relationships.

Teaching at Mount Surprise State School involves whole-school content delivery to ensure a common language, followed by a differentiated delivery to meet sector and year levels. Responding to formative assessment, the level of teaching is provided to support specific or high level needs.



**Focused Teaching**

Focused teaching is provided to students to access learning and to practise skills to achieve the intended learning and expected behaviour of their year and ability level. Groupings are determined by student level of understanding and requirements for learning the content.

**Intensive Teaching**

Students who continue to have difficulty learning new content are provided with intensive teaching to address the foundational skills which underline the learning. Intensive teaching is offered individually or smaller groups with learning opportunities provided in a variety of modes and approaches.

The multi-tiered approaches of teaching are summarised in the table below.

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| Multi-Tiered Systems of Support | |
| Tier 1  **Differentiated and explicit teaching** for all students. | **All Students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Australian curriculum.  This involves:   * teaching behaviours in the setting they will be used. * Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account. * Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them. |
| Tier 2  **Focused Teaching** for individual students | Targeted instruction and supports for **some students** are more intense then Tier 1 services, providing more time and specialisation in 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 opportunites to practise skills and to achieve the intended learning and expected behaviour.  Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. The types of interventions offered at this level will vary according to the needs of each school’s student body, but all have certain things in common:   * There is a clear connection between the skills taught in the interventions and the school-wide PBL expectations matrix. * Intervention requires little time of classroom teachers and are easy to sustain. |
| Tier 3  **Intensive teaching** for a small number of students | Individualised services for **few students** who require the most intensive support a school can provide. For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment (FBA) and support plans and multi-agency collaboration may be provided to support the student.  Tier 3 supports continues to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their Functional Behavioural Assessment ) and would include strategies to:   * **Prevent** problem behaviour * **Teach** the student an acceptable replacement behaviour * **Reinforce** the student’s use of the replacement behaviour * **Minimise** the payoff for problem behaviour. |

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| Legislative Delegations |
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**Legislation**

Relevant legislations that inform the overall student discipline procedure are listed below.

* [Anti-Discrimination Act 1991 (Qld)](http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/qld/consol_act/aa1991204/)
* [Child Protection Act 1999 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010)
* [Commonwealth Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2016C00763)
* [Commonwealth Disability Standards for Education 2005](https://docs.education.gov.au/node/16354)
* [Criminal Code Act 1899 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-03-16/act-1899-009)
* [Education (General Provisions) Act 2006](https://www.legislation.qld.gov.au/view/html/inforce/2018-05-01/act-2006-039)
* [Education (General Provisions) Regulation 2017](http://classic.austlii.edu.au/au/legis/qld/consol_reg/epr2017396/)
* [Human Rights Act 2019 (Qld)](https://www.legislation.qld.gov.au/view/html/asmade/act-2019-005)
* [Information Privacy Act 2009 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-014)
* [Judicial Review Act 1991 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-100)
* [Right to Information Act 2009 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-013)
* [Police Powers and Responsibilities Act 2000 (Qld)](http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/qld/consol_act/ppara2000365/)
* [Workplace Health and Safety Act 2011 (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-07-01/act-2011-018)
* [Workplace Health and Safety Regulation 2011 (Cwth)](https://www.legislation.gov.au/Details/F2011L02664)

**Delegations**

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

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

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

* [Education (General Provisions) Act 2006 Director-General’s delegations](http://ppr.det.qld.gov.au/pif/authorities/Authorities%20and%20Delegations/Director-Generals%20delegations%20under%20Education%20(General%20Provisions)%20Act%202006.pdf)
* [Education (General Provisions) Act 2006 Minister’s delegations](http://ppr.det.qld.gov.au/pif/authorities/Authorities%20and%20Delegations/Ministers%20delegations%20under%20Education%20(General%20Provisions)%20Act%202006.pdf)
* [Education (General Provisions) Act 2006 Director-General’s authorisations](http://ppr.det.qld.gov.au/pif/authorities/Authorities%20and%20Delegations/Director-Generals%20authorisations%20under%20Education%20(General%20Provisions)%20Act%202006.pdf)
* [Education (General Provisions) Regulation 2006 Minister’s delegations](http://ppr.det.qld.gov.au/pif/authorities/Authorities%20and%20Delegations/Ministers%20delegations%20under%20Education%20(General%20Provisions)%20Regulation%202006.pdf)
* [Education (General Provisions) Regulation 2017 Director-General’s delegations](http://ppr.det.qld.gov.au/pif/authorities/Authorities%20and%20Delegations/Director-Generals%20delegations%20under%20Education%20(General%20Provisions)%20Regulation%202017.pdf)

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| Disciplinary Consequences |
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|  | **Consequences** | **Procedure** |
| **Differentiated** | * Pre-correction (e.g. “Remember, walk quietly to your seat”) * Non-verbal and visual cues (e.g. posters, hand gestures) * Whole class practising of routines * Ratio of 5 positive to 1 negative commentary or feedback to class * Corrective feedback (e.g. “Hand up when you want to ask a question”) * Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”) * Explicit behavioural instructions (e.g. “Pick up your pencil”) * Proximity control * Tactical ignoring of inappropriate behaviour (not student) * Revised seating plan and relocation of student/s * Individual positive reinforcement for appropriate behaviour * Classwide incentives * 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 (e.g. “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 (e.g. “I’m not sure what is the next step, who can help me?”) * Provide demonstration of expected behaviour * Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour) * Private discussion with student about expected behaviour * Reprimand for inappropriate behaviour * Warning of more serious consequences (e.g. removal from classroom) * Detention | Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviours.  Recorded on OneSchool |
| **Focused** | * Functional Behaviour Assessment * Individual student behaviour support strategies (e.g. Student behaviour plan) * Targeted skills teaching in small group * Detention * Behavioural contract * Counselling and guidance support * Self-monitoring plan * Check in Check Out strategy * Teacher coaching and debriefing * Referral to Student Support Network for team based problem solving * Stakeholder meeting with parents and external agencies | Class teacher is supported by other school-based staff to address in-class problem behaviour.  Recorded on OneSchool |
| **Intensive** | * Functional Behaviour Assessment based individual support plan * Complex case management and review * Stakeholder meeting with parents and external agencies including regional specialists * Short term suspension (up to 10 school days) * Long term suspension (up to 20 school days) * Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities) * Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school) * Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently) | School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour.  Recorded on OneSchool |

**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 Mount Surprise State School, 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 schools 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 Mount Surprise State School will be invited to attend a re-entry meeting prior to their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, 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 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/s.

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-entry 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 focused on making the student and their family feel welcome back into the school community.

Possible agenda:

* 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/s 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 (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Mount Surprise State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

* Temporary removal of student property
* Use of mobile phones and other devices by students
* Preventing and responding to bullying
* Appropriate use of social media

**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 Mount Surprise State School and will be removed if found in a student’s possession:

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

\* No knives of any type are allowed at school. 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**).

**Responsibilities**

**State school staff** at Mount Surprise State School:

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

**Parents** of students at Mount Surprise State School:

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

**Students** of Georgtown State School:

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

**Use of mobile phones and other devices by students**

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.

Mount Surprise State School has a policy that if mobile phones or other devices are brought onto the school grounds then they will be handed into the office on entry of school and to be picked up at the end of the day. An exception to the rule is when a student is required to carry or have access to a mobile phone or other device during the day (example: Type 1 diabetic). Prior permission needs to be obtained by the Principal if this is the case. If a student is required to carry or have access to a mobile phone then the student needs to understand their responsibility as set out below.

**Responsibilities**

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Mount Surprise State School to:

* use mobile phones or other devices for
* monitoring their health
* place the mobile device out of sight during classes, before and after school, and during lunch breaks.
* seek teacher's approval when they wish to use a mobile device under special circumstances.
* when monitoring health student to be supervised by a teacher/staff member.

It is **unacceptable** for students at Mount Surprise State School to:

* use a mobile phone or other devices in an unlawful manner
* download, distribute or publish offensive messages or pictures
* not to access any social media
* use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
* invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

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

* understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department’s ICT network facilities.
* ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
* 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**

Mount Surprise State School uses the [Australian Student Wellbeing Framework](https://studentwellbeinghub.edu.au/resources/detail?id=dd6b5222-d5c5-6d32-997d-ff0000a69c30) (<https://studentwellbeinghub.edu.au/educators/resources/>) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Mount Surprise State School has a **whole school forum**, who input and feedback to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each whole school Forum are the core elements of the Australian Student Wellbeing Framework:



1. **Leadership**

Principals and all members of the school community play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

1. **Inclusion**

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

1. **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.

1. **Partnerships**

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

1. **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 all members of the school community 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 all members of the school community in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](https://campaigns.premiers.qld.gov.au/antibullying/taskforce/) (https://campaigns.premiers.qld.gov.au/antibullying/taskforce/) in 2018, and at Mount Surprise State School we believe all members of the school community should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

**Bullying**

The agreed national definition for Australian schools describes bullying as

* ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
* involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
* happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
* having immediate, medium and long-term effects on those involved, including bystanders. 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 need to be addressed and resolved. At Mount Surprise State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Mount Surprise State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

**Mount Surprise State School - Bullying response flowchart for teachers**

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

**Key contacts for students and parents to report bullying:**

**Prep to Year 6** – Class teacher

* 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
* 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
* Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
* Make a time to meet with the student to discuss next steps
* Ask the student what they believe will help address the situation
* Provide the student and parent with information about student support network
* Agree to a plan of action and timeline for the student, parent and yourself
* Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
* Write a record of your communication with the student
* Check back with the student to ensure you have the facts correct
* Enter the record in OneSchool
* Notify parent/s that the issue of concern is being investigated
* 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
* Document the plan of action in OneSchool
* Complete all actions agreed with student and parent within agreed timeframes
* Monitor the student and check in regularly on their wellbeing
* Seek assistance from student support network if needed
* 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

**Cyberbullying**

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

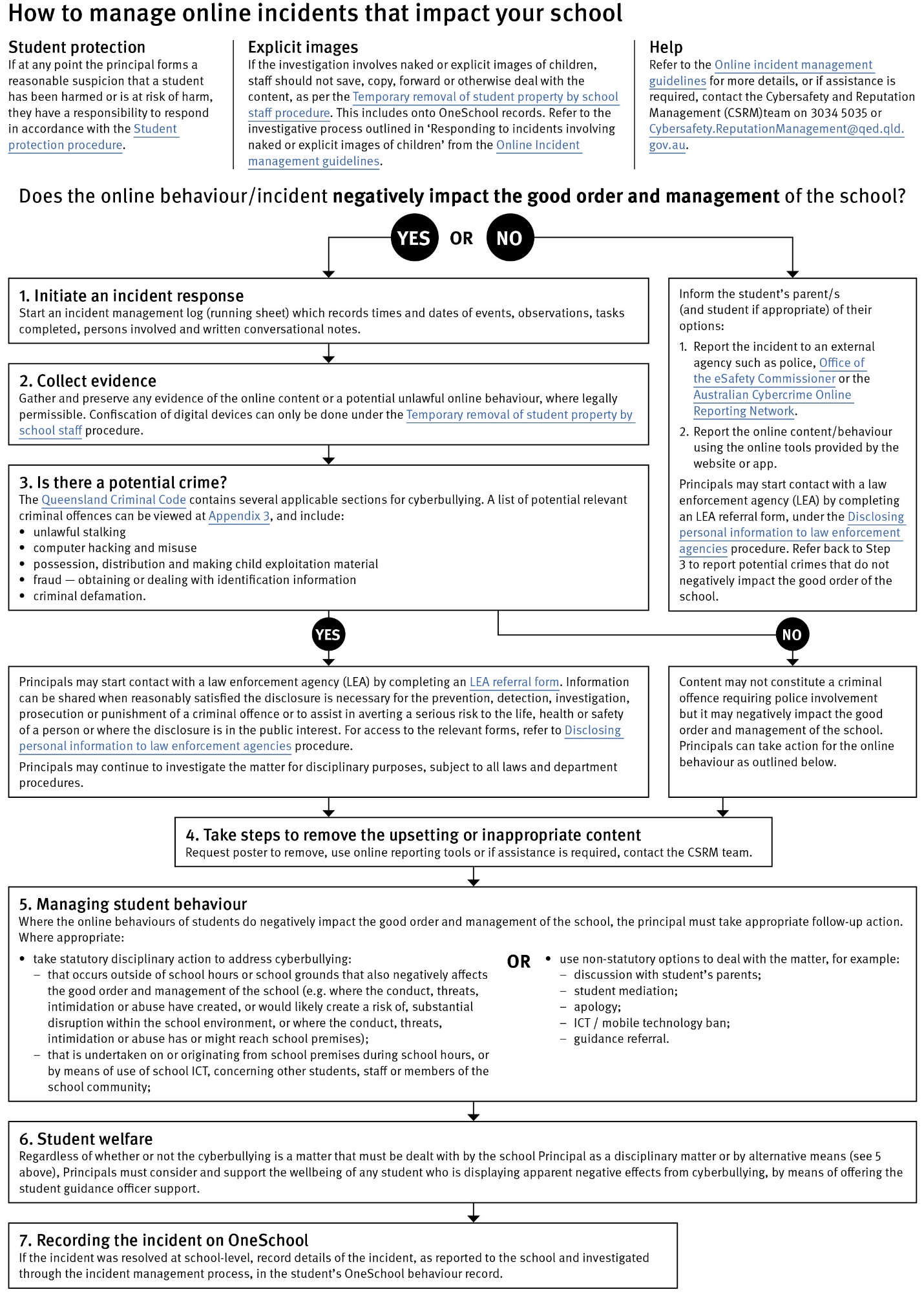
In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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 and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](https://www.esafety.gov.au/) (<https://www.esafety.gov.au/>) or the Queensland Police Service.

Students enrolled at Mount Surprise State School may face in-school disciplinary 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 students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

**Cyberbullying response flowchart for school staff**



**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.

The team provides a [guide for parents](http://behaviour.education.qld.gov.au/SiteCollectionDocuments/cybersafety/cyberbullying-cybersafetyprintfriendlyguide.pdf) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](http://behaviour.education.qld.gov.au/SiteCollectionDocuments/cybersafety/cyberbullying-reputation-management-guidelines.pdf) (Department employees only) resource to assist principals in incident management.

**Student Intervention and Support Services**

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Mount Surprise State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students’ concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

**Mount Surprise State School – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Mount Surprise State School 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.

**Mount Surprise State School – Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Mount Surprise State 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 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;
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* 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.

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

I 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 verbal, relational, physical bullying and cyber bullying.
* Notify a parent, teacher, or school administrator when bullying does occur.

Student’s signature

Parent’s signature

School representative signature

Date

**Appropriate use of social media**

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

It’s important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

* Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
* Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
* Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
* Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
* A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
* Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
* As a parent you have a role in supervising and regulating your child’s online activities at home and its impact on the reputation and privacy of others. Parents are their child’s first teachers — so they will learn online behaviours from you.

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

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

**What if I encounter problem content?**

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

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

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| Restrictive Practices |
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Staff at Mount Surprise State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student’s behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

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

The department’s **Restrictive practices procedure** is written with consideration for the protection of everyone’s human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

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

Following the use of any restrictive practice, a focused review may be undertaken to assist 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.

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| Critical Incidents |
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It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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.