



Mount Crosby State School



Student Code of Conduct 2024-2027

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

Postal address: 541-561 Mt Crosby Road, Karana Downs QLD 4306

Phone: 07 3813 2222

Email: principal@mtcrosbyss.eq.edu.au

School website address: www.mtcrosbyss.eq.edu.au

Contact Person: Chris Muir (Principal)

Endorsement

Principal Name: Chris Muir

Principal Signature: 

Date: 4 February, 2022

P/C President and-or School
Council Chair Name: Paul Brown

P/C President and-or School
Council Chair Signature:

Date:

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Purpose

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

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Whole School Approach to Discipline

Mount Crosby State School uses Universal Behaviour Support as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Tier One

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Mount Crosby State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

The Schoolwide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings. Explicit teaching and acknowledging students meeting these expectations is a key component of facilitating positive behaviour. Consistently identifying behaviours which do not meet expectations is similarly important.

During 2020 there was a gradual implementation of teaching strategies associated with “The Berry Street Model” including whole class circle time, brain breaks and movement breaks. The implementation of these strategies for all students will continue. In 2021, we worked towards implementation of Positive Behaviour for Learning, this will continue in 2022.

Tier Two

Approximately 15% of all students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit instruction. Implementing focused teaching opportunities for different groups within the school addresses this layer of support.

“Zones of Regulation” is a specific ‘curriculum’ taught to targeted groups, especially within the early years. Relationship building with students through one on one work support and proximity within the classroom is another feature of this level. Early contact with parents, using a polite and positive approach builds and maintains positive partnerships. Consistent individualised behaviour plans developed in consultation with students, teachers, parents/carers may also be developed.

Tier Three

Research evidence indicates that there may be approximately 5% of students who require personalized intensive intervention. At Mount Crosby SS we recognise that students with highly complex and challenging behaviours may need comprehensive systems or support that require regular reviews in consultation with parents/carers and other relevant specialist staff.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Mount Crosby State School PBL Teaching Matrix

	SCHOOLWIDE	CLASSROOM	PLAYGROUND	TOILETS
BE SAFE	<ul style="list-style-type: none"> o I keep my hands, feet and objects to myself. o I walk on hard surfaces unless stated by an adult. o I wear shoes and socks unless stated by an adult. o I will be in the right place at the right time. 	<ul style="list-style-type: none"> o I keep my chair still when seated. 	<ul style="list-style-type: none"> o I am 'Sun safe' and wear a broad brimmed hat when outside. o I play school approved games by the agreed rules. o I leave the play area immediately on the first bell. 	<ul style="list-style-type: none"> o I wash my hands with soap and water. o I walk to and from the toilet with a buddy.
Be RESPECTFUL	<ul style="list-style-type: none"> o I use all equipment appropriately o I give others personal space. o I wear my full school uniform. o I am friendly to everyone. o I respond and speak politely to others. o I clean up after myself. 	<ul style="list-style-type: none"> o I enter and exit rooms calmly and quietly. o I allow myself and others to learn. 	<ul style="list-style-type: none"> o I follow the rules of the game. o I am thoughtful of the environment. 	<ul style="list-style-type: none"> o I give others privacy.
BE RESPONSIBLE	<ul style="list-style-type: none"> o I am accountable for my own behaviour. o I am honest. o I take care of my own and others belongings. o I report issues that I cannot solve myself. 	<ul style="list-style-type: none"> o I am ready and prepared for learning. o I complete set tasks to the best of my ability. o I actively participate and engage in all activities. 	<ul style="list-style-type: none"> o I keep the school grounds clean and tidy. o I use the first warning bell to organize myself, ready for class. 	<ul style="list-style-type: none"> o I use the toilet appropriately.
BE RESILIENT	<ul style="list-style-type: none"> o I accept feedback and understand that mistakes are an opportunity to learn. o It's ok if I don't win or get my own way o I have a go and try my best o I can be a problem solver and ask for help. 	<ul style="list-style-type: none"> o I recognise my strengths. 	<ul style="list-style-type: none"> o I take turns and agree on the rules before play starts. o It's ok to play with different people. o I understand the difference between a big and little problem. o I am BRAVE and can ask others to play. 	



These expectations are communicated to students via a number of strategies:

- Focus behaviour of the week – introduced on assembly
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons during active supervision by staff during classroom and non-classroom activities
- Focus article in the newsletter each week
- Posters displayed in classrooms and around the school

Comprehensive induction programs in the Mount Crosby State School Student Code of Conduct is delivered to new students as well as new and relief staff.

At Mount Crosby, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Through the implementation journey of PBL a formal recognition and monitoring system has been developed.

This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. As part of our school Pedagogy Framework, all staff members are expected to give consistent and appropriate acknowledgement and rewards.

Each week there is a specific behaviour focus – this is introduced on assembly and followed up by explicit teaching in the classroom so all students have a clear understanding of school behaviour expectations. Posters featuring the focus behaviours are on display in classrooms and around the school grounds.

Consideration of Individual Circumstances

Staff at Mount Crosby State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

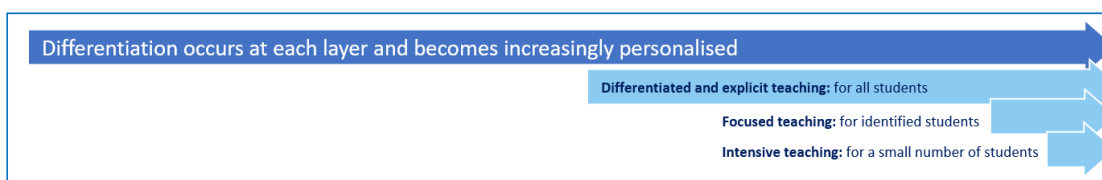
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



Each layer provides progressively more personalised supports for students. Each week a new behaviour is unpacked and discussed with all students in the school.

Crosby Cup points awarded to students who consistently demonstrate the focus behaviour to a high standard.

Mount Crosby State School implements the following proactive and preventative processes and strategies to support student behaviour:

A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations

School Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices

School wide acknowledgement and rewards include:

Kookies, Kookie cards and Kookie Class Points

Kookies (tokens) are used to reward a student who successfully demonstrates the expected school behaviours. These are handed out both in Specialists lessons and the playground. Kookies will be handed out as a free and frequent rule reinforcement. In the Junior school (P-2), these tokens will be tracked with a stamp in the classroom on an individual Kookie Card. Once a card is completed a tangible prize will be given and the card will be taken home. In the Senior school (3-6) Kookies will be tracked in the classroom by the accumulation of class points which will lead to a negotiated class reward.

Crosbycard

These reward a student who demonstrates the school behaviour expectation of the week to a high level. Class teachers choose a small number of students (generally this will be only 1 or 2 students) to receive these awards in weeks 5 and 10 of each school term. Teachers fill out the card and send it to the office to be posted out to parents.

Student of the Week awards

These awards are presented on assembly each week to students who have demonstrated high or improved levels of academic achievement or effort. Teachers nominate one student per class each week to receive a Student of the Week award on assembly. These awards are entered into OneSchool under Positive Behaviour – this system then generates certificates for presentation. These are not awarded on a roster system and not all students will necessarily receive an award each school year.

Focused Teaching

Each year a small number of students at Mount Crosby State School are identified through our data as requiring extra individualised, targeted, behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe but the frequency and consistency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

At Mount Crosby State School, specific strategies which are designed to address inappropriate and/or unacceptable student behaviour include Teacher Support. Teachers implement planned and incidental strategies in the classroom and/or playground to teach effective work habits, to develop social skills and to build a good rapport with students.

OneSchool. Targetted intervention strategies may include:

Curriculum Adjustment	Staff will determine whether a student may need further support in curriculum related areas and make adjustments where necessary. This may involve: Adjusted class work Adjustments documented on a Personalised Learning Plan Creating an Action Plan Meeting with HOC and / or Inclusion Support Teachers Referral to SSS
Verbal Reinforcement	Verbal reinforcement, used every day in both the classroom and playground, includes: Specific positive reinforcement e.g. "Thank you for sitting down." Targeted direction giving Communication with parents.
Non-Verbal Reinforcement	Non-verbal reinforcement, used every day in both the classroom and playground, includes: Body language e.g. smiles, thumbs up Behaviour charts (school proformas) Pre-determined reminder signals Proximity to the child in terms of desk placement or where staff members are standing Class awards and acknowledgment.
Focussed attention	Students may require increased attention for either curriculum needs, to reinforce acceptable and/or address unacceptable behaviour. This may occur through: One on one curriculum support with the teacher Work with another member of school staff Admin support Chaplaincy support.
Communication Within the school community	Communication with the parents/caregivers should occur through all stages of targeted behaviour support and prioritise opportunities for positive/ encouraging notes or phone calls home.

Teachers and admin keep a record of the student's behaviour and this information is recorded in Oneschool.

Intensive Teaching

Mount Crosby State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions are based on the data collected and following consultation with parents/carers.

For a small number of students who continue to display behaviours that are deemed complex and challenging, the following may occur:

- Individualised Functional Behaviour Assessment is carried out with the student
 - Collaborative stakeholder meetings with Parents/Carers, Class teacher, Principal and/or Deputy Principals and/or HOSSES or Inclusion Support Teacher, and any other relevant specialists or agencies
 - Individual Behaviour Support Plans and/or Behaviour Risk Assessment Tools are created using relevant and consistent strategies and adjustments
 - Regular review meetings are carried out with all stakeholders
 - Plotting behaviours on the Personal and Social Capabilities Continuum to assist with planning a Desired Behaviour Teaching Plan for intervention
 - Regular small group or 1:1 Social Skills sessions to teach desired behaviours
- These plans may include:
- Short and long term goals being identified, recorded, monitored and regularly reviewed
 - Proactive strategies that look at varying adjustments required (Sensory, Curriculum, Learning Environment, Social Participation and Wellbeing and Communication)
 - Prevention, Teaching and Reinforcement Strategies along with the strengths and weaknesses of the student
 - Structured break-time play through organised activities / designated areas
 - Use of a buddy class to encourage positive behaviours or use of a 'reset' area in the classroom
 - Establishing a 'SAFE PLACE' within the school environment for the student to access when heightened
 - Referral to the school's Guidance Officer for assessment, counselling and/ or behavioural support
 - Alternate lunch / play arrangements i.e. Playground pass
 - Case management by a member of the Leadership Team.

Disciplinary Consequences

The disciplinary consequences model used at Mount Crosby State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Responding to unacceptable behaviour:

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Differentiated

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

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

- 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

Minor Behaviours –

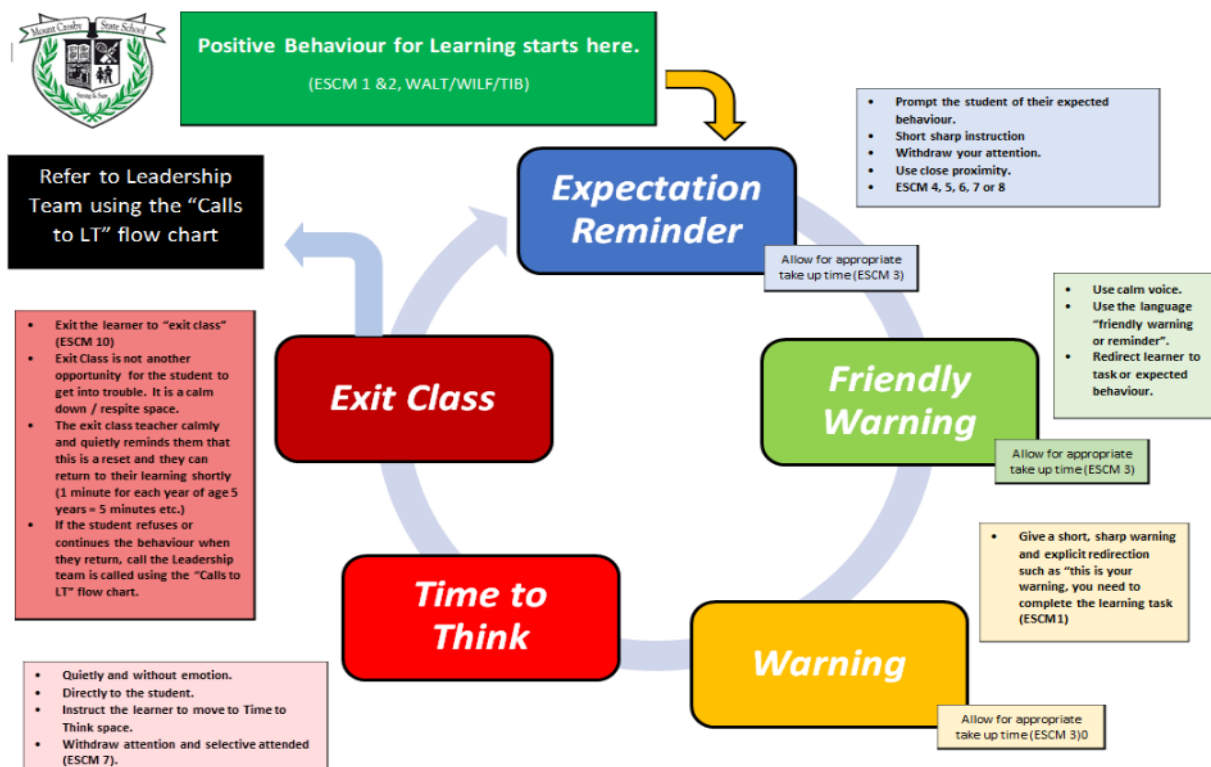
When a student in the playground or specialist lesson breaks school rules, the supervising teacher will take appropriate action and give the child consequences for their behaviour. When this occurs, the teacher will also fill out a teacher notification form to advise the classroom teacher of the incident, the consequences given and clearly identify the school rule/s that was/were breached. This notification also serves as a warning to the student that their behaviour is not acceptable and they need to act more responsibly, more respectfully or more safely. The form is given to the classroom teacher who will closely monitor the frequency of these breaches. If a student has received multiple notifications for similar breaches, further action may be necessary.

Major Behaviours –

If a student has been the subject of multiple teacher notifications for similar breaches of school rules or the behaviour is considered a more serious breach, they will be referred to a member of the leadership team for investigation and further action. This referral may be a verbal report or an Office Referral form may be used. This form provides information about the behaviour, details of the incident and location of the incident.

A member of the leadership team will investigate, decide on and administer appropriate consequences, enter details of the incident on to One School, report back to teachers and contact parents or caregivers to advise them of the incident.

Mount Crosby Behaviour Management Cycle



Mount Crosby State School Minor and Major Matrix

School Category	Behaviour Types (Definition of Major)	Examples of Behaviours and Consequences		
Only ONE category is to be entered on One School to ensure our data is clean		Trivial	Minor (Entered on One School, repeated minor to be entered as a major)	Major (Entered on One School and referred to Leadership Team)
		<i>Ask yourself...</i> <ul style="list-style-type: none"> - Have you used ESCM's? - Do they need a rule reminder? <p>Remember that a reaction will consume energy, interrupt lessons and detract from a positive environment.</p>	<i>Ask yourself ...</i> <ul style="list-style-type: none"> - Have you used ECSM's - Have you retaught the expectation? - Have you differentiated? 	<i>Ask yourself ...</i> <ul style="list-style-type: none"> - Are they out of constructional control? - Are they affecting the learning of others? - Was there intention to their behaviour?
Physical Misconduct	Using self or an object to assault others (Physical Aggression- one student making serious physical misconduct upon another student or adult using self or an object.)	Examples of Trivial Behaviours	Examples of Minor Behaviours	Examples of Major Behaviours
		<ul style="list-style-type: none"> - Petty or non-consensual contact - Tripping into others 	<ul style="list-style-type: none"> - Not keeping hands& feet to self- gentle hitting, tapping not near the head area - Hitting with hats - Rough or unsafe play - Spitting on the ground - Pushing someone causing no harm - Picking up sticks/rocks or any other object (not using them for anything) - Tackling (football) 	<ul style="list-style-type: none"> - Physically assaulting/ harming another person - Physically assaulting/harming with an object - Punching, kicking with force, on purpose or <u>with intent</u> - Aggressive behaviours using a closed fist - Targeting particular student/s with physical behaviour including rough pushing/ objects - Spitting directed at a student or adult - Any physical intimidation through sexual connotations
		Examples of Possible Trivial Responses	Examples of Possible Minor Responses	Examples of Possible Major Responses
		<ul style="list-style-type: none"> - Rule reminder 	<ul style="list-style-type: none"> - Use Positive Behaviour Management Cycle - Re-teach/Practise expectation as a whole class, group or individual 	<ul style="list-style-type: none"> - Apology letter in own time or teacher scribe - Mediation/restorative practice - Contact parents/caregiver - Referral to and action from Leadership Team

Misconduct Involving Damage to Property	Damaging Property (Intentionally using self or an object in a way that may cause harm to property)	Examples of Trivial Behaviours	Examples of Minor Behaviours	Examples of Major Behaviours
		<ul style="list-style-type: none"> - Throwing a stick at a tree to get a ball down - Breaking own belongings 	<ul style="list-style-type: none"> - Not using materials/items for its intended use or causing harm to materials/items - Misuse of toilet facilities - Drawing on furniture 	<ul style="list-style-type: none"> - Intentionally damaging school property - Repetitious misuse or destruction of material/item of high personal or monetary value that could result in impairment or injury of materials/items
		Examples of Possible Trivial Responses	Examples of Possible Minor Responses	Examples of Possible Major Responses
	<ul style="list-style-type: none"> - Rule reminder 	<ul style="list-style-type: none"> - Use Positive Behaviour Management Cycle - Re-teach/Practise expectation as a whole class, group or individual 	<ul style="list-style-type: none"> - Apology letter in own time or teacher scribe - Mediation/restorative practice - Contact parents/caregivers - Referral to and action from Leadership Team 	
Defiance	Threatening Adults (Use of physical actions that disrupt the learning or are directed at an adult.)	Examples of Trivial Behaviours	Examples of Minor Behaviours	Examples of Major Behaviours
		<ul style="list-style-type: none"> - Saying things in the heat of the moment without intention to follow through. 	<ul style="list-style-type: none"> - Tipping over a chair - Throwing an object but not towards others - Ignoring directions - Non-verbal responses like folding arms/rolling eyes - Ignoring simple routine instructions (e.g. being asked to sit and then the child moves away) 	<ul style="list-style-type: none"> - Turning over furniture aggressively - Yelling at the adult, running away from an adult after repeated instructions (putting others or self at risk) - Physically threatening an adult's safety or belongings with intent to follow through
		Examples of Possible Trivial Responses	Examples of Possible Minor Responses	Examples of Possible Major Responses
		<ul style="list-style-type: none"> - ECSM's - Use Positive Behaviour Management Cycle - Re-teach/Practise expectation as a whole class, group or individual 	<ul style="list-style-type: none"> - Contact parents/caregivers - Referral to and action from Leadership Team 	

Verbal Misconduct	Swearing with Intent (Abusive/Inappropriate Language – Verbal messages that include swearing or using words in an inappropriate way in such a manner that the learning environment is significantly disrupted. (different from Harassment/Discrimination))	Examples of Trivial Behaviours	Examples of Minor Behaviours	Examples of Major Behaviours
	Threatening Others (Adult/Student Threat student delivers a message (verbalized, written, drawn or gestured) toward an adult that conveys an act of intended injury or harm)	Examples of Possible Trivial Responses	Examples of Possible Minor Responses	Examples of Possible Major Responses
	Discrimination/Harassment (Persistent and ongoing teasing, name calling, intended to be offensive.)			
Disruptive	Disruption to learning Disruption to activities Disruption to daily routine (Student's' persistent behaviour causes interruptions to learning and daily routine.)	Examples of Trivial Behaviours	Examples of Minor Behaviours	Examples of Major Behaviours
	Persistent disruptive behaviour affecting the learning of others (Behaviour causing a sustained <u>and</u> significant interruption of a class or activity.)	Examples of Possible Trivial Responses	Examples of Possible Minor Responses	Examples of Possible Major Responses

Non-Compliance with Routine	Persistent refusal to comply with established routines (Persistent refusal to follow staff directions during school routines (classroom learning, eating time))	Examples of Trivial Behaviours	Examples of Minor Behaviours	Examples of Major Behaviours
		<ul style="list-style-type: none"> - Student is unwell or emotionally upset 	<ul style="list-style-type: none"> - Not following class procedure/routine - Leaving learning area without permission - Walking off from an adult when being spoken to - Being in an out-of-bounds area - Eating whilst lining up - Running on hard surfaces - Refusing to complete work/follow instructions - Intentionally taking too long to begin tasks or get organised 	<ul style="list-style-type: none"> - Leaving the learning environment where it requires admin/teachers to follow - Intentionally not attending Buddy Class - Persistent refusal to follow instructions - Persistently late back to class - Not accepting/following consequences - Leaving the school grounds - Being in an out-of-bounds-area (Unsafe)
		Examples of Possible Trivial Responses	Examples of Possible Minor Responses	Examples of Possible Major Responses
		<ul style="list-style-type: none"> - Discussion with student 	<ul style="list-style-type: none"> - ECSM's - Use Positive Behaviour Management Cycle - Re-teach/Practise expectation as a whole class, group or individual - Complete any unfinished work in own time - Revisit classroom planning to ensure differentiation is occurring. 	<ul style="list-style-type: none"> - Lunchtime withdrawal - Contact parent/caregivers - Referral to and action from Leadership Team
Bullying/ Harassment	Harassment (Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability)	Examples of Trivial Behaviours	Examples of Minor Behaviours	Examples of Major Behaviours
		<ul style="list-style-type: none"> - "He keeps looking at me funny" 	<ul style="list-style-type: none"> - Inappropriate school language as a reaction, without intent - Saying unkind/hurtful comments - Roughhousing with peers without intent - Tackling (football without supervision) - Calling another student names in a non-consistent or non-repeated manner such as "dibber dobber" <p><i>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.</i></p>	<ul style="list-style-type: none"> - Consistently bullying and/or targeting particular student/s - Inappropriate school language/swearing – with intent/or directed at others - Persistent harassment of others - Persistently emotionally assaulting/harming another person - Being a bystander/ inciting others in bullying behaviour - Persistent intimidation of a student - Encouraging others to fight

	<p>Bullying</p> <p>(Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power in an individual or group towards one or more persons)</p>	<p>Examples of Possible Trivial Responses</p> <ul style="list-style-type: none"> - Rule reminder 	<p>Examples of Possible Minor Responses</p> <ul style="list-style-type: none"> - ECSM's - Use Positive Behaviour Management Cycle - Re-teach/Practise expectation as a whole class, group or individual - Discuss alternative words - Contact parents / caregivers and record on One School 	<p>Examples of Possible Major Responses</p> <ul style="list-style-type: none"> - Apology letter in own time or teacher scribe - Mediation/restorative practice - Contact parents/caregivers - Referral to and action from Leadership Team
IT Misconduct	<p>Inappropriate use of IT Resources</p> <p>(Inappropriate use of any electronic device, as per <u>BeConnected Student Learning Expectation Agreement</u>)</p>	<p>Examples of Trivial Behaviours</p> <ul style="list-style-type: none"> - Placing clip art pictures into a word document instead of typing up work 	<p>Examples of Minor Behaviours</p> <ul style="list-style-type: none"> - Accessing websites/apps at inappropriate times - Accessing apps that haven't been approved (messenger) - Having a mobile phone with them during school time - Removing an iPad from a classroom at inappropriate times 	<p>Examples of Major Behaviours</p> <ul style="list-style-type: none"> - Posting photos of other students with the intention to embarrass them, posting inflammatory comments, without permission - Assessing inappropriate websites - Using any IT device for filming purposes - Cyber bullying while on school grounds - Use of a school phone without permission
		<p>Examples of Possible Trivial Responses</p> <ul style="list-style-type: none"> - Rule reminder 	<p>Examples of Possible Minor Responses</p> <ul style="list-style-type: none"> - ECSM's - Use Positive Behaviour Management Cycle - Re-teach/Practise expectation as a whole class, group or individual - Discuss alternative words - Contact parents / caregivers and record on One School 	<p>Examples of Possible Major Responses</p> <ul style="list-style-type: none"> - Contact parents/caregivers - Referral to and action from Leadership Team
		<p>Examples of Trivial Behaviours</p> <ul style="list-style-type: none"> - Taking a rubber from the student beside them to rub out some work 	<p>Examples of Minor Behaviours</p> <ul style="list-style-type: none"> - Taking someone's hat and wearing it 	<p>Examples of Major Behaviours</p> <ul style="list-style-type: none"> - Student is in possession of, or having passed on, or being responsible for removing someone else's property or has signed a person's name without permission - Copying someone else's work entirely without credit or permission
	<p>Theft</p> <p>(Purposely stealing others belongings)</p>	<p>Examples of Possible Trivial Responses</p>	<p>Examples of Possible Minor Responses</p> <ul style="list-style-type: none"> - Rule reminder/Discussion with student in context of incident - Re-teach/Practise expectation as a whole class, group or individual 	<p>Examples of Possible Major Responses</p> <ul style="list-style-type: none"> - Contact parents/caregivers (teachers) - Referral to and action from Leadership Team

Lying / Cheating	Lying / Cheating Student delivers message that is untrue and / or deliberately violates rules	Examples of Trivial Behaviours	Examples of Minor Behaviours	Examples of Major Behaviours
		- Student states they have completed a task when it is incomplete	- Lying to avoid getting into trouble about something minor - Copying some answers from another student work or assessment	- Deliberate false accusation - Lying about a serious offence - Ongoing cheating for assessment items - Deliberate/intentional lies aimed to hurt/ offend/ intimidate others - Copying someone else's work entirely without credit or permission
		Examples of Possible Trivial Responses	Examples of Possible Minor Responses	Examples of Possible Major Responses
		- Rule reminder	- ECSM's - Use Positive Behaviour Management Cycle - Re-teach/Practise expectation as a whole class, group or individual - Contact parents / caregivers and record on One School	- Apology letter in own time or teacher scribe - Mediation/restorative practice - Contact parents/caregivers (teachers) - Referral to and action from Leadership Team
Third Minor Referral	Three Minor Referrals (Any student who has received three minor referrals for the same or similar behaviours in a, one-week period where redirection, re-teaching of expectations and communication to parent at the first instance have not assisted the students to modify/change their behaviours)	Examples of Trivial Behaviours	Examples of Minor Behaviours	Examples of Major Behaviours
			- Separate minors for different behaviours	- Three or more separate minors for the same repeated behaviours, in a one-week period , despite the teaching of rules, communicating with parents, lunchtime detentions. The class teacher should record this as a major, third minor referral.

*Please note this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Focussed

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

- Functional Behaviour Assessment using the online tool
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- 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

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- 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)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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 Crosby 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Exemplar State College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/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-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- 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.

School Policies

Mount Crosby 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 Crosby State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- 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, mothballs, 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, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Mount Crosby 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 Crosby 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 Crosby 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 Mount Crosby 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 Crosby 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.

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 Crosby State School to:

- use mobile phones or other devices when instructed by a teacher for
 - assigned class work and assignments
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight before school, upon entering the school grounds and switch on again after school, upon leaving the school grounds
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-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
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 Crosby 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 Crosby State School has used the [Australian Student Wellbeing Framework](#) 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 Crosby State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

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

3. 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.

4. Partnerships

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

5. 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 the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

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 Crosby State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

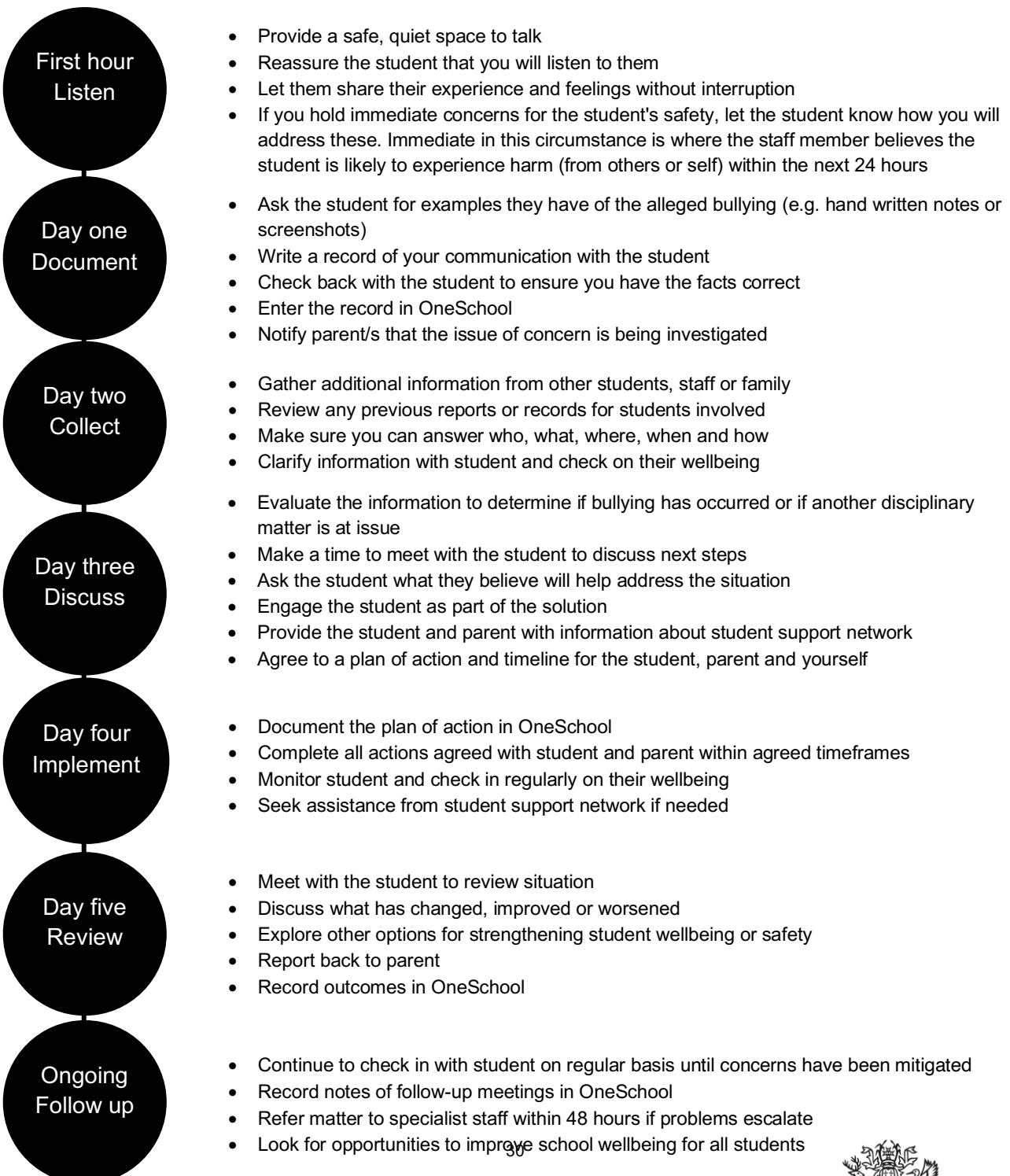
The following flowchart explains the actions Mount Crosby State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

-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



Cyberbullying

Cyberbullying is treated at Mount Crosby 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels).

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](#) or the Queensland Police Service.

Students enrolled at Mount Crosby 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Principal

Mount Crosby State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

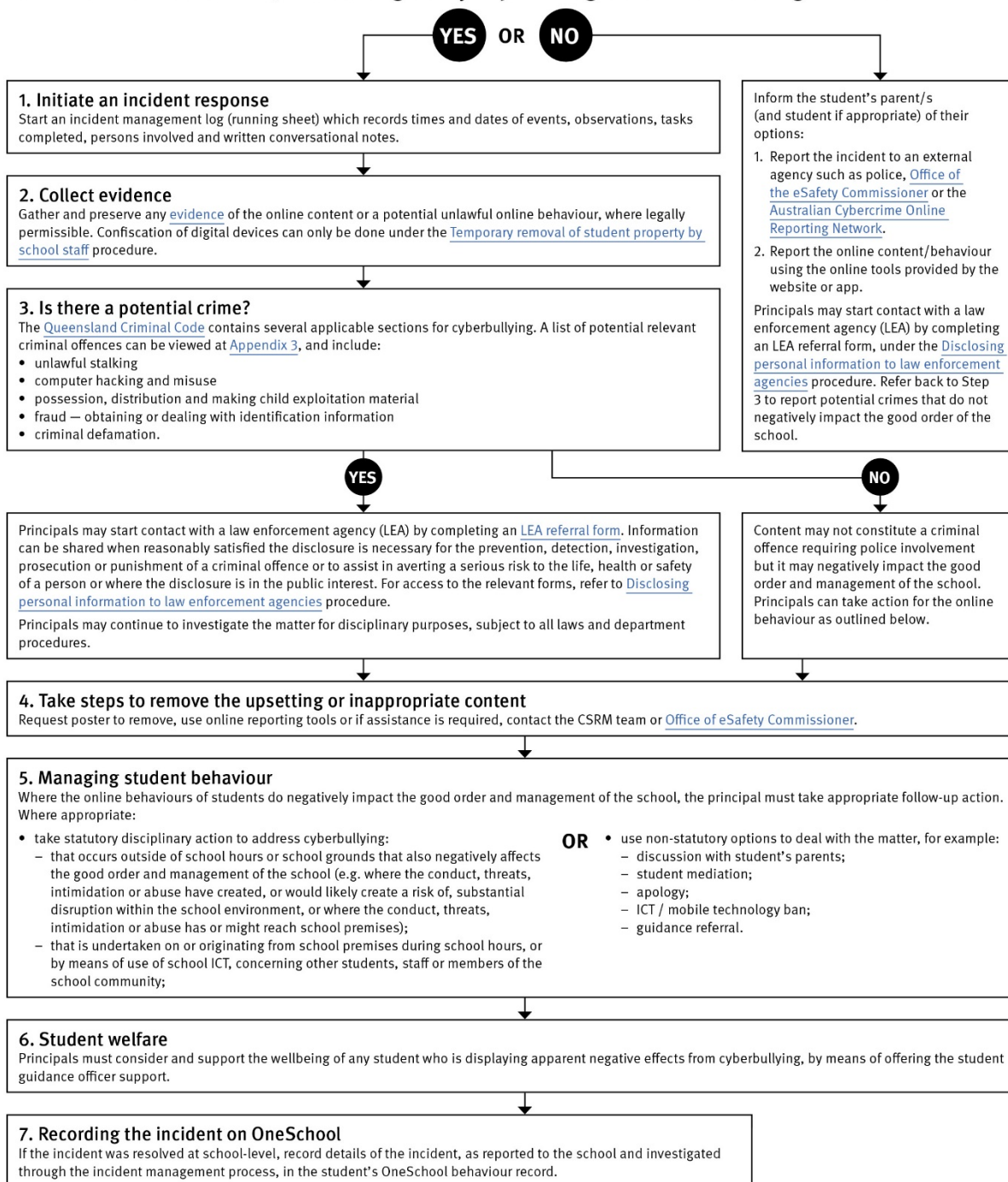
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Mount Crosby 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 Crosby 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.

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.

Restrictive Practices

School staff at Mount Crosby 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 will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try 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.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations