



MORAYFIELD EAST STATE SCHOOL

Student Code of Conduct

2021-2024

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

Contact Information

Postal address: PO Box 416 Morayfield 4506

Phone: (07) 5428 8444

Email: principal@morayfieldeastss.eq.edu.au

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

Contact Person: Julieanne Wilson (Principal)

Endorsement

PrincipalName:

Principal Signature:

Date:

01/03/21

Julieanne Wilson

P & C President:

Bridget Arnold

P & C Signature:

Date:

01/03/21

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Purpose

Morayfield East 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.

Morayfield East State School is committed to providing a safe, supportive and disciplined environment that respects:

- The right of all students to learn
- The right of teachers to teach
- The right of all to be safe

The Morayfield East 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.

Principal's Foreword

Introduction

Morayfield East State School is an Education Queensland school which opened in 1991.

Current enrolments are around 915 Prep to Year 6 students and our vision is a: 'A school of choice committed to high standards of learning and celebrations of success'. Students are our focus and it's our exciting and dynamic curriculum that enables us to prepare these students for the challenges of the 21st Century.

Our staff and community are driven by a commitment to continuous improvement and the challenge to search out the best educational practices for our students. Our school recognises the significant learning that occurs at home and strives to create an open and productive partnership between home and school.

Our school is a professional learning community in which individual, team, year-level and whole-school learning about how to improve student learning is vital and interrelated. Our professional learning community is built on collaborative culture, collective enquiry and commitment to student learning.

Our students and families are very proud to be part of our school where we pride ourselves on being a place where students strive to be the best that they can be. As a learning organisation we plan our learning experiences using the Australian Curriculum and continue to remain focused on the teaching of literacy and numeracy so that all students can reach their full potential. Improvement of student learning involves focused reflection and review regarding data, sharing practice, feedback and taking action.

Student learning is built upon a foundation of strong values of learning, respect, safety and responsibility. All staff ensure they continue to develop their skills and knowledge through quality learning opportunities ensuring the best possible curriculum delivery for our students, based on Lyn Sharratt's Clarity framework. High expectations for teacher growth and enhancement of pedagogical skills and capability drive reflection and review.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the 2020 School Pulse Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve. In 2020, a School Pulse Survey was conducted by the Department of Education due to COVID19.

Opinions on the school, student learning, and student wellbeing are sought from a range of parent/caregiver of families and a sample of students across the school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

- parents
- students
- staff
- Principals

For more information, refer to [frequently asked questions](#) page.

Parent Opinion Survey

Survey Item	n	Total agreement
My child likes being at this school.	87	86.2%
My child feels safe at this school.	87	83.9%
My child's learning needs are being met at this school.	86	81.4%
My child is making good progress at this school.	87	77.0%
Teachers at this school expect my child to do his or her best.	87	98.9%
Teachers at this school provide my child with useful feedback about his or her school work.	81	79.0%
Teachers at this school motivate my child to learn.	83	88.0%
Teachers at this school treat students fairly.	82	74.4%
I can talk to my child's teachers about my concerns.	85	82.4%
This school works with me to support my child's learning.	85	82.4%
This school takes parents' opinions seriously.	84	75.0%
Student behaviour is well managed at this school.	86	67.4%
This school looks for ways to improve.	82	78.0%
This school is well maintained.	86	91.9%
This is a good school.	84	83.3%

Student Opinion Survey

Survey Item	n	Total agreement
I like being at my school.	255	85.5%
I feel safe at my school.	254	86.6%
My teachers motivate me to learn.	251	95.2%
My teachers expect me to do my best.	252	94.8%
My teachers provide me with useful feedback about my school work.	247	96.0%
Teachers at my school treat students fairly.	246	92.3%
I can talk to my teachers about my concerns.	244	88.1%
My school takes students' opinions seriously.	240	79.2%
Student behaviour is well managed at my school.	239	74.9%
My school looks for ways to improve.	247	93.1%
My school is well maintained.	243	86.8%
My school gives me opportunities to do interesting things.	251	89.2%
This is a good school.	250	90.8%

Staff Opinion Survey

Survey Item	n	Total agreement
Support was available for student safety and wellbeing.	38	86.8%
Support was provided to ensure inclusive learning practices could be maintained.	37	86.5%
I found teaching using real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	11	54.5%
I found teaching using pre-recorded videos and lessons, including on television useful.	21	76.2%
I found teaching using online textbooks, workbooks or worksheets useful.	29	75.9%
I found teaching using paper textbooks, workbooks or worksheets useful.	32	75.0%
I found teaching using online educational websites and apps useful.	33	81.8%
I found online learning platforms positively influenced students' engagement in lessons.	35	65.7%
I was confident conducting learning using online channels.	28	82.1%
I was confident supporting students to learn through online channels.	30	83.3%
I was confident preparing digital resources for students' learning from home.	34	88.2%
I was confident preparing paper-based resources for students' learning from home.	32	90.6%
I was confident developing curriculum plans and resources that can be used for learning from home or supervision at school.	34	94.1%
I was confident creating a plan for ensuring that all students have access to resources for learning from home.	32	84.4%
I was confident transitioning students from learning from home to classroom-based instruction.	36	86.1%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions and exclusions are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

MORAYFIELD EAST STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2018	2019	2020
Short Suspensions – 1 to 10 days	190	261	202
Long Suspensions – 11 to 20 days	56	90	76
Charge related Suspensions	0	0	0
Exclusions	13	10	1

Consultation

Morayfield East State School developed this plan in collaboration with the school community.

Consultation with parents, staff and students was undertaken through P&C meetings, staff meetings, year level meetings and Positive Behaviour for Learning meetings.

Data has been drawn from School Opinion Surveys (SOS), School Disciplinary Absence Records (SDA) and OneSchool behaviour statistics and reports. It has also been informed by the School Discipline Audit and the PBL School-wide Evaluation Tool (SET) Surveys.

The plan will be reviewed annually as part of the Positive Behaviour for Learning (PBL) system.

Learning and Behaviour Statement

Our Student Code of Conduct outlines our system for facilitating positive behaviour, preventing problem behaviour and responding to unacceptable behaviour.

At Morayfield East State School we recognise that behaviour is a person's best attempt to meet their needs at a given time with their available skill set. We also recognise that behaviour can be taught and that change and improvement in behaviour comes about with appropriate teaching, reinforcement and support.

We also recognise that appropriate behaviour, combined with social skills, is an important aspect of lifelong learning and social and emotional wellbeing.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour both clearly and consistently across the school community.

- **BE A LEARNER**
- **BE RESPECTFUL**
- **BE SAFE AND RESPONSIBLE**

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Department of Education's Code of School Behaviour.

Multi-Tiered Systems of Support

Morayfield East State School uses multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour. Morayfield East State School staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>Tier 1/UNIVERSALSUPPORTS – proactive, preventative support for ALL students</p> <ul style="list-style-type: none"> • Administration and staff support, participation and leadership • Positive Behaviour Team meets every three weeks • Staff professional development • Behaviour expectations defined, displayed and communicated • Behaviour expectations taught through weekly PBL lessons • Behaviour incidents used as teaching and learning opportunities • Acknowledgement of expected behaviours utilising a range of short, mid and long term strategies • Classroom Behaviour Management Plans developed and communicated by class teachers • Active Supervision procedures for classroom and non-classroom settings • School-wide processes for the correction of unproductive behaviour • School-wide system for recording and responding to behaviour data in order to work proactively and supportively
2	<p>Tier 2/TARGETED SUPPORTS - data indicates targeted support needs</p> <ul style="list-style-type: none"> • Targeted behaviour teaching and support • Social emotional programs and support • Targeted social skill development strategies and support • Playground support plans • Behaviour improvement support plans • Behaviour goal supports • Classroom Profiling • Parent/Carer communication • School Chaplain support
3	<p>Tier 3/INDIVIDUALISED SUPPORTS</p>

Individualised services for a **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should 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.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Tier 3/INTENSIVE SUPPORTS – data indicates intensive behaviour support needs

Tier 3 supports are accessed through a teacher referral to the Student Services Support Team comprised of our Head of Student Support Services (HOSSS), Administrators, Guidance Officer, Speech Language Pathologist, Inclusion Teachers and the student's class teacher.

- **HOSSS/Special Education Teachers** (e.g. ideas, resources, class support, access to programs, parent/carer support etc)
- **Administrators** (e.g. parent/carer support, access to external agencies, assistance to develop support plans, resources etc)
- **Speech Language Support** (e.g. assessment, resources, access to programs, parent/carer support etc)
- **Guidance Officer Support** (e.g. parent/carer support, referral to external agencies, counselling, assessment, resources etc)
- **Regional Personnel Support** (e.g. Senior Guidance Officer, Guidance Officer Social-Emotional Wellbeing, Autism Coach, Inclusion Coach)

Student Wellbeing

Morayfield East State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. Within the whole school curriculum, at Morayfield East State School, we provide a range of age-appropriate pedagogies to engage students in learning.

Policy and expectations

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

Specialised health needs

Morayfield East State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

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

Medications

Morayfield East State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Morayfield East State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required. These

Mental health

Morayfield East State School implements early intervention measures and support systems for students where there is reasonable belief that a student may have a mental health difficulty or concern. This includes facilitating the development, implementation and regular review of a Student Support Plan.

Morayfield East State School has a current suicide risk continuum plan, that is regularly reviewed to maintain currency. Staff are aware of this document.

Whole School Approach to Discipline

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Consideration of Individual Circumstances

Staff at Morayfield East 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.

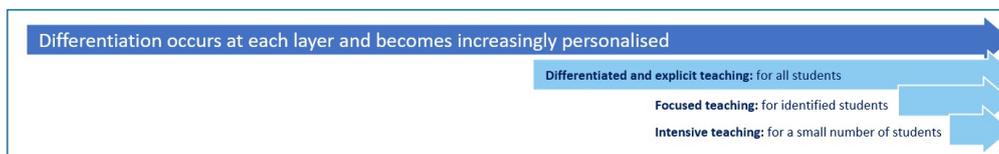
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Morayfield East 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 Morayfield East 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.

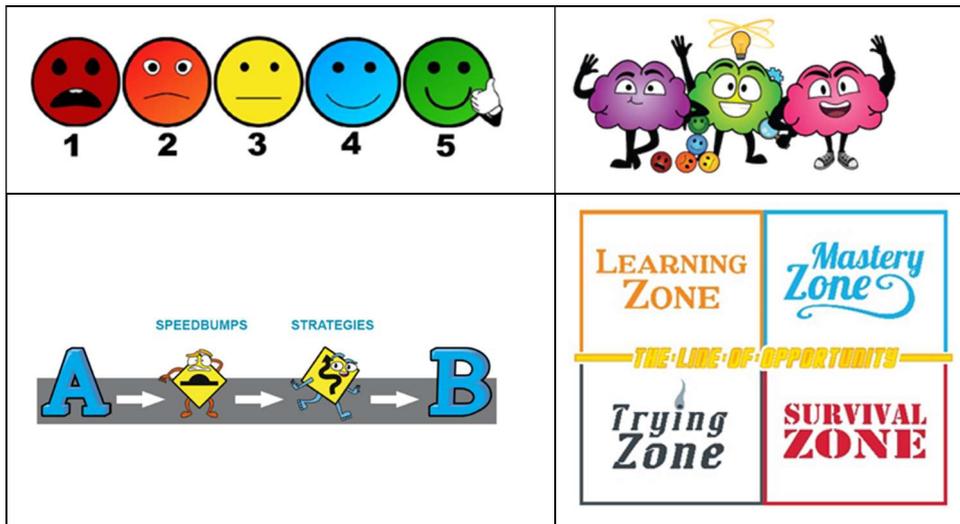


These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Underpinning our PBL framework is the Reboot program. Reboot is a brain-based program used across and within Morayfield East State School. Reboot helps us all become more calm, happy and productive. All staff use Whole Brain Teaching and Learning to help students feel valued, connected and motivated to learn in class. Reboot helps students to recognise that learning can sometimes feel hard or uncomfortable, but with effort and persistence, they can

grow and learn. Staff continue to support students to become more powerful and independent learners.



With the support of Reboot we are:

- Developing a shared language and understanding between students and staff
- Improving student understanding and capacity to manage their emotions
- Improving sense of belonging and safety at school
- Improving relationships at school
- Improving student enthusiasm and engagement at school
- Increasing staff knowledge and capacity to engage students
- Decreasing incident reports and suspensions
- Improving the happiness and wellbeing of staff

At Morayfield East State School, we emphasise the importance of clearly communicating and directly teaching our behaviour expectations. We have developed a matrix of behavioural expectations across all school settings:



Morayfield East State School Expectations Matrix

'How I am expected to behave in the different areas of my school'



	BE RESPECTFUL	BE A LEARNER	BE SAFE AND RESPONSIBLE
Social Emotional Competencies Self-management Social-awareness Relationship skills Responsible decision-making	<ul style="list-style-type: none"> Gratitude – being thankful and showing appreciation Forgiveness – being able to acknowledge harm and move on Empathy- showing compassion for others' challenges and hardships Kindness – being caring and thoughtful 	<ul style="list-style-type: none"> Resilience – being able to bounce back from hard times Persistence – doing it tough and not giving up Teamwork – cooperating with others Growth mindset – a continual journey of learning 	<ul style="list-style-type: none"> Self-control – being able to recognise and manage difficult emotions and resolve conflict effectively
ALL AREAS	<ul style="list-style-type: none"> follow adult instructions treat others the way you wish to be treated speak respectfully to others give personal space respect all property respect the environment choose an appropriate noise level be an active listener (whole body) use polite language use appropriate strategies to resolve conflict 	<ul style="list-style-type: none"> strive for excellence be a problem solver be an active listener ask for help when needed be punctual to all areas use technology appropriately participate in all tasks 	<ul style="list-style-type: none"> use STOP, WALK, TALK take responsibility and accept consequences model appropriate behaviour keep hands, feet and objects to yourself be honest be in the right place at the right time move safely at all times wear full school uniform leave valuables at home use covered walkways in wet weather report damage Keep areas clean and tidy
OUTSIDE CLASSROOMS <ul style="list-style-type: none"> Playgrounds Walkways Ovals Adventure playgrounds Covered areas 	<ul style="list-style-type: none"> play by the rules include others wait patiently, take turns share and return equipment 	<ul style="list-style-type: none"> follow the rules of a game display a positive sporting attitude 	<ul style="list-style-type: none"> be sun safe use all equipment correctly in the correct places play school approved games put all rubbish in bins report incidents to the staff member on duty leave all valuables at home
CLASSROOMS	<ul style="list-style-type: none"> respect others use an appropriate noise level taking turns 	<ul style="list-style-type: none"> respect others' right to learn be punctual, prepared & ready for learning ask for help when needed be persistent use technology appropriately use calming strategies to manage difficult emotions – Frustration, Anxiety, Sadness, Jealousy, Fear, Shame, Anger, Worry, Loneliness use effective strategies to promote positive emotions – Happiness, Pride, Calmness, Gratitude, Enthusiasm 	<ul style="list-style-type: none"> make sure your teacher knows where you are at all times use equipment appropriately

Universal Teaching

Class teacher is supported by other school-based staff to support all students. This may include:

- Administration and staff support, participation and leadership
- ConnectEd Professional Leadership Team meets fortnightly
- Staff professional development
- Behaviour expectations defined, displayed and communicated
- Behaviour expectations taught through weekly PBL lessons
- Reboots 5 faces, 3 brains. Quadrants of Learning and Positive Change Highway are used and referred to daily in classrooms
- Reboot language is consistently used across the school, both in classrooms and non-classroom settings.
- Weekly teaching sequence of Reboot strategies is taught by teachers in all classrooms
- Behaviour incidents used as teaching and learning opportunities
- Acknowledgement of expected behaviours utilising a range of short, mid and long term strategies
- Classroom Behaviour Management Plans developed and communicated by class teachers
- Active Supervision procedures for classroom and non-classroom settings
- School-wide processes for the correction of unproductive behaviour
- School-wide system for recording and responding to behaviour data in order to work proactively and supportivel

Focused Teaching

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Social emotional programs and support
- Targeted social skill development strategies and support
- Playground support plans
- Behaviour improvement support plans
- Behaviour goal supports
- Classroom Profiling
- Parent/Carer communication
- School Chaplain support
- 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 Teaching

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
- **HOSSS / Inclusion Support Teachers** (e.g. ideas, resources, class support, access to programs, parent/carer support etc)
- **Administrators** (e.g. parent/carer support, access to external agencies, assistance to develop support plans, resources etc)
- **Speech Language Support** (e.g. assessment, resources, access to programs, parent/carer support etc)
- **Guidance Officer Support** (e.g. parent/carer support, referral to external agencies, counselling, assessment, resources etc)
- **Regional Personnel Support** (e.g. Senior Guidance Officer, Guidance Officer Social-Emotional Wellbeing, Autism Coach, Inclusion Coach)
- 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)

Reinforcing Behaviour Expectations - Acknowledgement

At Morayfield East State School we have developed a number of systems for acknowledging students, which reinforce our behaviour expectations. All staff are skilled in ways to give consistent and appropriate acknowledgement. These acknowledgements take in many forms and are continually reviewed for effectiveness to ensure they resonate with the individual student or group. When students demonstrate appropriate behaviour they may be acknowledged in the following ways:

Universal Acknowledgement

- **Gotcha System** – ‘Gotcha’ tickets are issued for students demonstrating our school-wide behaviour expectations and it is noted which expectation has been demonstrated. These Gotchas are used to add to cumulative house points and go into lucky prize draws. These award systems are varied and may change from term to term or year to year, based on feedback from staff, students and parents.
- **Class Incentive Systems** – Individual class teachers develop systems to reinforce positive behaviour as part of their Classroom Management Plan. These systems may incorporate immediate, short term and long term acknowledgement and could include: specific positive praise, stickers, certificates, special privileges or prizes. An extensive list of ideas is available for teachers on the school home page.
- **Weekly certificates** – Class teachers identify four students per week; two who have consistently demonstrated the behaviour expectations and two students who achieved academic success.

Targeted Acknowledgement

- Specific acknowledgment linked to behaviour improvement goals
- Regular and specific feedback to students requiring targeted support about class and playground behaviour through tracking and/or record cards. This feedback is used to track progress, inform plans and celebrate success.

Intensive Acknowledgement

- Specific acknowledgements as part of an Individual Behaviour Support Plan to reinforce identified behaviour goals

Legislative Delegations

Legislation

Below are the links to relevant legislation that inform the Student Code of Conduct and overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

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

Disciplinary Consequences

Consequences for unacceptable behaviour

Morayfield East State School adopts a proactive approach to preventing problem behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Our school strives to ensure that responses are consistent and proportionate to the nature of the behaviour.

When responding to problem behaviour, the staff member first determines if the incident is of a Minor or Major level

Minor level incidents are managed by staff members utilising a range of strategies and consequences. Some incidents may be recorded on One School.

Minor level behaviours are those that:

- involve minor type rule breaking incidents.
- do not seriously harm others or cause suspicion that a student may be harmed.
- are not part of a pattern of problem behaviours.
- do not require involvement of specialist support staff or Administration.

Major level incidents are managed by staff and referred to Administration for additional support. These incidents are recorded on One School (Education Queensland database). Emergency or critical incidents result in a request for immediate Administration assistance.

Major level behaviours are those that:

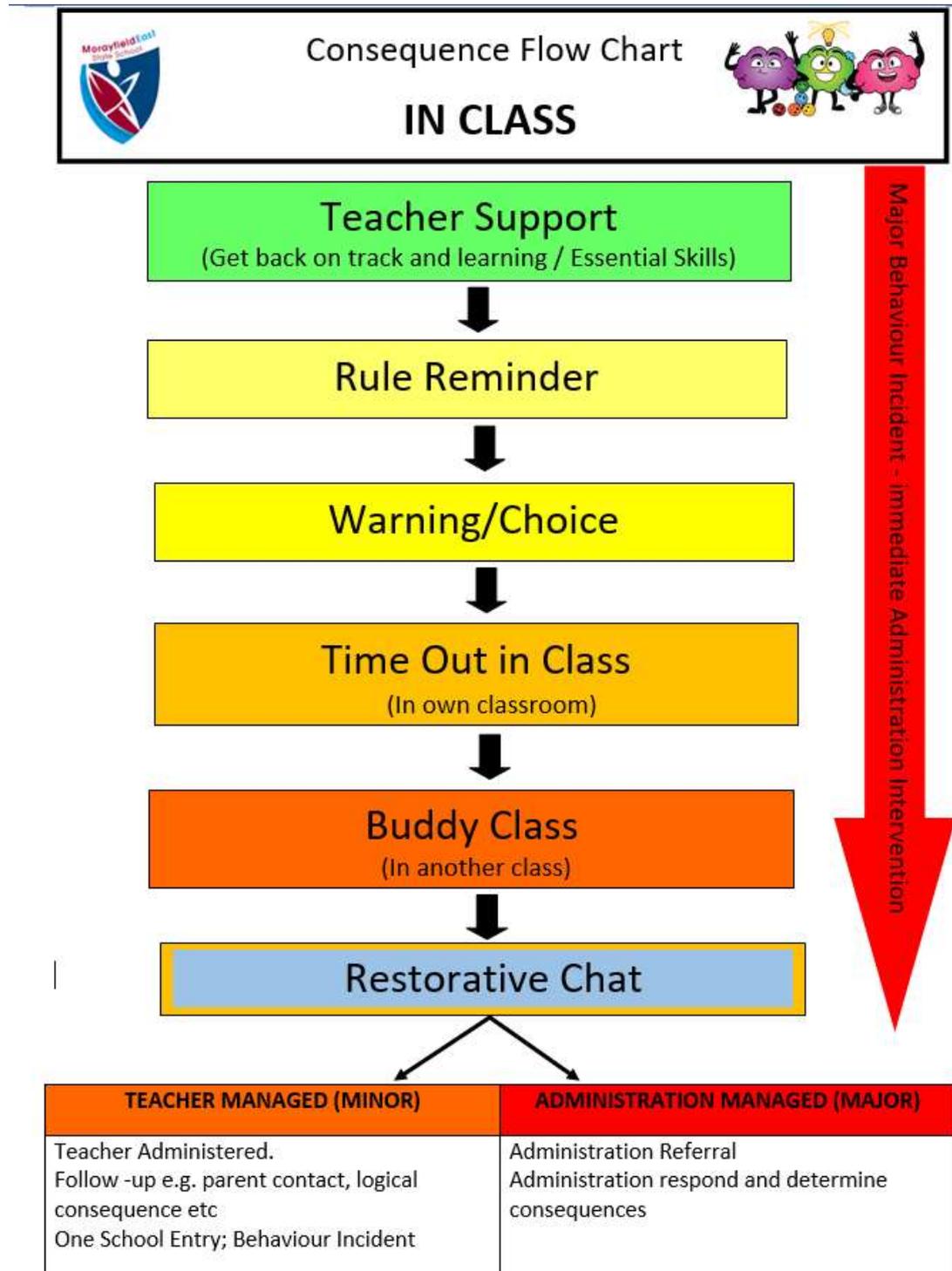
- significantly violate the rights of others or put others or self at risk of harm.
- require the involvement of school Administration or / and other support staff.

At Morayfield East State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development. A glossary of rule breaking categories of behaviour in One School has been included for staff, students and parents.

Students also receive instruction about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour, or when consequences are applied.

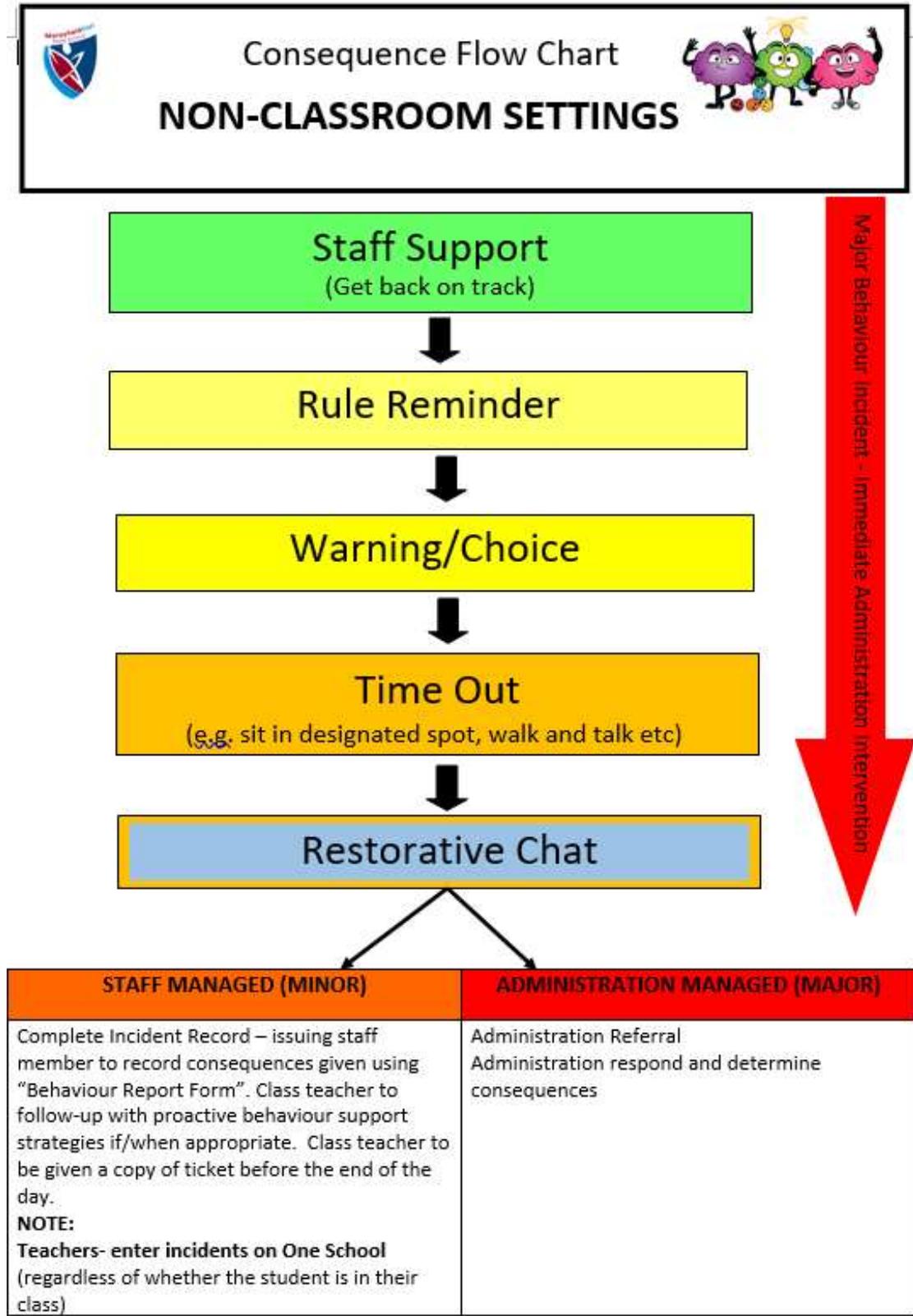
Response to Behaviour – Learning Areas

As part of our PBL approach, staff collaboratively formulated a flowchart that details the response to inappropriate behaviour at Minor and Major levels in learning settings:



Response to Behaviour – Non-Classroom Settings

As part of our PBL approach, staff collaboratively formulated a flowchart that details the response to inappropriate behaviour at Minor and Major levels in non-learning areas such as playground, carpark, gates etc.



School Disciplinary Absence (SDA)

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 Morayfield East State School, the use of any SDA is considered a very serious decision. It is 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.

Suspension can be used in cases that involve misconduct, disobedience and/or conduct prejudicial to the good order and management of the school.

Suspension may be used as a consequence for incidents involving:

- physical aggression towards students and adults including spitting.
- verbal aggression or intimidation towards students and adults.
- physical aggression towards students and adults.
- vandalism.
- incidents involving alcohol, cigarettes or drugs.
- a pattern of high level rule breaking where a range of strategies has not brought about needed improvement and change.
- significant class disruption or non-compliance.
- significant bullying behaviour or cyberbullying.

Students who are suspended have not demonstrated appropriate behaviours. This means that the school expectations of **Be a Learner, Be Respectful and Be Safe and Responsible** have been broken. Time may also be needed for the school to develop plans and implement processes to ensure the safety and well-being of staff and students.

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 Morayfield East State School are invited to attend a re-entry meeting on either the day of their scheduled return to school or the day before hand. The main purpose of this meeting is to review the student's behaviour and the circumstances leading up to the incident. The aim of the re-entry meeting is for school staff, parent and student to review the range of support in place to set the student up for future success and strengthen home-school communication.

The re-entry process is a valuable and effective part of the process for settling student back into school and their classrooms. Administrators use a restorative approach along side the Reboot program to set the returning students up for the best chance of success and reengagement with their fellow students and teachers.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via letter or 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.

EXCLUSION

Exclusion may be sought for serious incidents involving suspension. Exclusion may also be sought for incidents involving intimidation or aggression with a weapon and repeated high level rule breaking where a range of strategies has not been successful. Behaviour both inside or outside the school that affects the good order and management of the school can result in a recommendation to exclude a student or students.

School Policies

Morayfield East 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
- Student uniform and presentation
- 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.

Prohibited Items

The following items are explicitly prohibited at Morayfield East State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, 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 written materials

Removed items may be collected by a parent when advised by the Principal or school staff.

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.

Administration of Medications

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 Morayfield East 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 Morayfield East 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 Morayfield East 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 Morayfield East 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 Morayfield East 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.

In consultation with the broader school community, Morayfield East State School has determined that explicit teaching of responsible use of electronic devices is a critical

component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

The responsibilities for students using iPads (device) at school or during school activities, are set out in the ICT and Internet Access Agreement.

Mobile Phones and Smart Watches

Morayfield East State School acknowledges that some parents are desirous of their child having access to a mobile phone or smart watch (including Smart Watches, Apple Watches, Samsung Galaxy Watches etc. and other wearable technology) for safety purposes, as they travel to and from school.

All devices (phones and all wearable technology) must be switched off and signed into the office by the owner upon arrival at school.

- ✓ Students will be given a numbered ticket which they will need and return to be able to collect their device at the end of the day.
- ✓ If they lose the numbered ticket, a parent will need to come and sign the device out.
- ✓ Devices are signed out at the end of the school day or when a student leaves the school for the day.

All other electronic devices are not permitted at school, unless by prior arrangement and agreement between student's family and the Principal.

The school takes no responsibility for lost or damaged devices that are not registered at the office before school.

Responsibilities

The responsibilities for students bringing mobile phones or other devices at school or during school activities (both onsite and offsite), are outlined below.

It is **acceptable** for students at Morayfield East State School to:

- bring mobile phones, smartwatches or other devices for safety reasons while travelling to and from school
- be courteous, considerate and respectful of others when using a mobile device
- switch off and sign in all devices during designated school hours of operation
- seek the Principals's approval where they wish to use a device under special circumstances.

It is **unacceptable** for students at Morayfield East State School to:

- use a mobile phone, smartwatches or other devices in an unlawful manner
- withhold mobile phones, smartwatches or other devices and not sign them in at the office
- 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-device 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 devices (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 the Principal.

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 Morayfield East 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.

Please refer to [Advice for state schools on acceptable use of ICT facilities and devices](#).

Student Uniform and Presentation

Morayfield East State School is a uniform school and all students are expected to adhere to the Student Dress Code which is detailed in the school handbook on the school website. The school community, led by the P & C Association have collaboratively developed and endorsed this dress code which provides for some choice by students.

Students must wear the correct uniform combinations and must wear the uniform as it is ***intended to be worn***.

Please refer to the Morayfield East State School **Student Dress Code** updated January 2021. This enables our students to proudly uphold the image of Morayfield East State School with good standards of dress and behaviour at all times. This dress code aims to contribute to a safe and supportive teaching and learning environment.

Documentation

Below are the links to relevant documentation that inform the Student Code of Conduct and overall Student discipline procedure:

- [Advice for state schools on acceptable use of ICT services, facilities and devices](#)
- [Use of ICT systems](#)
- [Use of mobile devices](#)

Preventing and responding to Bullying

Morayfield East State School uses 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.

Morayfield East State School has a **Student Council**, with diverse representatives from year levels (four through six) meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council are the core elements of the Australian Student Wellbeing Framework:



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. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Morayfield East State School we believe students 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 Morayfield East 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 Morayfield East 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

Principal – Julieanne Wilson, 07 5428 8444

First hour
Listen

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

Day one
Document

- 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

Day two
Collect

- 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

Day three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- 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

Day four
Implement

- 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

Day five
Review

- 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

- Continue to check in with student on regular basis until concerns have been mitigated

Cyberbullying

Cyberbullying is treated at Morayfield East 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. The principal can be approached through the office by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

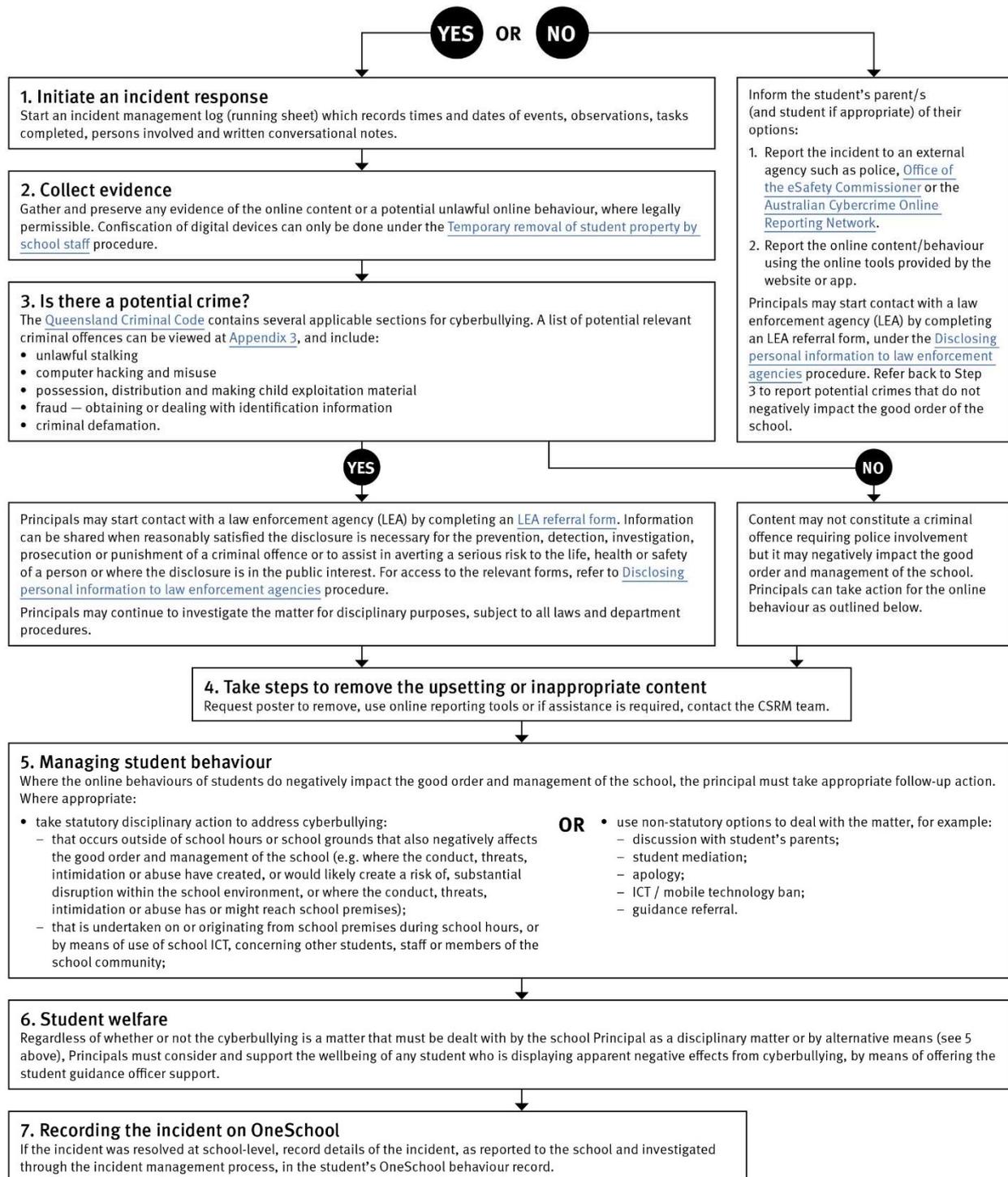
Explicit images

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

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the 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?



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 Morayfield East 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

Related Procedures and Guidelines

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

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

Complaint Process

Morayfield East State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to

conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).