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| Mutdapilly State School |

2024-2027

**Student**

**Code of Conduct**

***Equity and Excellence: realising the potential of every student***

***Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.***

*Queensland Department of Education*

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

The Mutdapilly 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.

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| Contact Information |
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| Endorsement |
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| Principal Name: Debra Honeyman |  |
| Principal Signature: |  |
| Date: September 2024 |  |
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| P/C President | Rosalie Siddons |
| P/C President: |  |
| Date: September 2024 |  |

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| Principal’s Foreword |

**Introduction**

Mutdapilly State School has a long and proud tradition of providing high quality education to students in the Scenic Rim area since 1874. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Mutdapilly State School has at its core its motto – Pursuit of Excellence. Additionally, we believe in four core values, Be Respectful, Be Responsible, Be Safe and Be Here.

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

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

I thank the students, teachers, parents and other members of the community for their work in bringing this Mutdapilly State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Debra Honeyman

2024

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| P&C Statement of Support |

The Mutdapilly State School P & C Committee endorses the Student Code of Conduct 2024 – 2027. We proudly support the process led by Debra Honeyman and her team to ensure this document is able to meet expectations to support students of this school.

We encourage all parents and families to familiarize themselves with the Mutdapilly State School Student Code of Conduct, and to take the time with their children to talk about the expectations of behaviour required within the Mutdapilly State School. We want to emphasise systems and policies in place on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying.

Any Parent or carer who wishes to discuss the Mutdapilly State School Student Code of Conduct and the role of families in supporting the behavioral expectations of the students are welcome to contact myself or join the Mutdapilly State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

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| School Captains/Leaders Statement |

On behalf of the student body at Mutdapilly State School, we endorse the Student Code of Conduct for 2024. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school.

Keira Baills, School Captain, 2024

Zoey Shears, School Vice-Captain, 2024

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| 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 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.  Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state 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.   One School is the Department’s record keeping software platform. All significant contact with parents and students and positive and negative behaviour incidents are recorded on OneSchool. Information about accessing records, reports or timetables is provided here:  [**https://www.qld.gov.au/education/schools/information/contact/pages/accessing**](https://www.qld.gov.au/education/schools/information/contact/pages/accessing)  Further information about recording incidents in OneSchool is contained in [Principal guidelines – student discipline](https://ppr.qed.qld.gov.au/attachment/principal-guidelines-student-discipline.pdf). |

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| Learning and Behaviour Statement |

At Mutdapilly State School staff have committed to the parameters for improving student outcomes as suggested by Lyn Sharratt (Clarity, 2019). We believe that all students can achieve high standards given the right time and the right support, that high expectations and early and ongoing intervention are essential. It is our belief that all teachers can teach to high standards given time and the right assistance. We believe that all leaders, teachers and students can articulate what they do and why they lead, teach and learn the way they do and we believe in a case management approach to student learning.

We also believe that visible consistency with visible kindness allows exceptional behaviour to flourish (Paul Dix, When the Adults Change Everything Changes, 2017).

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

At Mutdapilly State School we have four behaviour expectations:

Be Respectful, Be Responsible, Be Safe and Be Here

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**Student Wellbeing and Support Network**

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.

The school provides Well Being Support to students through the school Staff and Student Well Being program. The students work with reward and recognition supports, Smiling minds, Shell, ready to learn techniques and explicit structure to support their well being. Students and staff create and work with a positive school culture and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Within the curriculum Respectful Relationships is taught, the school provides a School Psychologist one day per fortnight and a school Chaplain one day per week.

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| Whole School Approach to Discipline |

Mutdapilly State School uses a 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.

Mutdapilly State School’s approach to discipline is an evidence-based framework used to:

* analyse and improve student behaviour and learning outcomes
* ensure that only evidence-based practices are used correctly by teachers to support students
* continually support staff members to maintain consistent school and classroom improvement practices.

At Mutdapilly State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. We believe prevention is the best way and our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

**Reinforcing expected school behaviour**

At Mutdapilly State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. 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. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

The disciplinary consequences model used at Mutdapilly 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 focused 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.

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| Our Expectations |

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same behavioural expectations in place for students – Be Respectful, Be Responsible, Be Safe and Be Here.

**Students**

Below are examples of what these expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Mutdapilly State School. In addition we know that every day counts therefore students should Be Here everyday.

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| SCHOOLWIDE EXPECTATIONS | | | |
|  | Be Respectful | Be Responsible | Be Safe |
| All areas | * Respect others’ personal space and property * Care for equipment * Clean up after yourself * Use polite language * Wait your turn | * Ask permission to leave the classroom * Be on time * Be in the right place at the right time * Follow instructions straight away | * Use equipment appropriately * Keep hands, feet and objects to yourself |
| Classroom | * Raise your hand to speak * Respect others’ right to learn * Talk in turns * Be a good listener | * Be prepared * Complete set tasks * Take an active role in classroom activities * Keep work space tidy * Be honest | * Walk * Sit still * Enter and exit room in an orderly manner |
| Playground | * Play fairly – take turns, invite others to join in and follow rules * Care for the environment | * Be a problem solver * Return equipment to appropriate place at the bell | * Participate in school approved games/activities * Wear shoes and socks at all times * Be sun safe; wear a broad brimmed hat |
| Walkways and stairs | Walk quietly and orderly so that others are not disturbed | Move peacefully in single file | * Rails are for hands * Walk one step at a time * Carry items * Keep passage ways clear at all times |
| Toilets | Respect privacy of others | Use toilets during breaks | * Wash hands * Walk |
| Bus line | * Wait your turn * Keep your belongings nearby | Leave school promptly | * Use own bike/scooter only * Walk bike/scooter to the gate * Board the bus when instructed to do so |

**Parents and staff**

The table below explains the behaviour expectations for parents when visiting our school and the standards we commit to as staff.

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|  | **What we expect to see from you** | **What you can expect from us** |
| **Be Respectful** | You make an appointment to discuss any matters relating to your child. | We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. |
|  | You are respectful in your conversations at home about school staff. | We will ensure positive behaviours are role modelled for all students. |
|  | You leave and collect your child from the designated area at school. | We will give clear guidance about a designated area for parents to leave and collect students. |
|  | You respect the obligation of staff to maintain student and family privacy. | We will maintain confidentiality about information relating to your child and family. |
|  | You recognise people are different and will be non-judgemental, fair and equitable to others in the school community. | We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events. |
|  | You take a positive, solution-focused approach to resolving complaints. | We will nominate a contact person for you to work with to resolve a school related complaint. |
|  | You respect school, student and staff privacy in your online communications. | We will act quickly to address social media issues that affect staff, students or families. |
| **Be Responsible** | You support your child to meet the learning and behavioural expectations at school. | We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child’s progress. |
|  | You stay informed about school news and activities by reading the materials sent home by school staff; sent by email or placed on our online platforms. | We will use a variety of communication tools to notify parents about school news, excursions or events. |
|  | You share relevant information about your child’s learning, social and behavioural needs with school staff. | We will share relevant information with you about your child’s learning, social and behavioural progress at school. |
| **Be Safe** | You approach the class teacher or Principal if you are concerned about the behaviour of a staff member, another student or parent. | We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents. |
| **Be Here** | You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details. | We will create a safe, supportive and inclusive environment for every student. |

**Consideration of Individual Circumstances**

Staff at Mutdapilly 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. Also this 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 consequence 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**

Student Plans document the ways students are supported at school. Depending on the needs of the individual student, and the intent of the plan, a Student Plan is comprised of various components. A student plan may consist of one or more of the following: Personalised Learning, Individual Curriculum Plan, Health Management, and/or Support Provisions. [Personalised Learning and Support Provisions](https://oneschoolhelp.eq.edu.au/student-support/student-plan),

Different parts of a student’s support profile will be relevant for different purposes at different times. Since the Student Plan contains all provisions and planned support for a student’s individual needs, it thus becomes a single point of reference for all planning details relating to the student’s access to curriculum and participation in the life of the school.

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 rules
* 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, use of ready to learn plans
* 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, redirection to thinking time)
* Detention

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**Focused Teaching**

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

At Mutdapilly State School staff work collaboratively to provide focused teaching. Focused teaching is aligned to the behaviour expectations and student progress is monitored by the classroom teacher/s to identify those who:

* no longer require the additional support
* require ongoing focused teaching
* require intensive teaching.

Mutdapilly State School utilises a case management approach to arrange and deliver focused teaching to students who need more support to meet expectations.

For more information about these programs, please speak with the class teacher or Principal.

**Intensive Teaching**

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

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

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

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

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| Disciplinary Consequences |

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 rules
* 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, use of ready to learn plans
* 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, redirection to thinking time)
* Detention

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| School Policies |
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In this section of the Mutdapilly State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

Mutdapilly 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

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| 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 Mutdapilly 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.

\*\* 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 Mutdapilly 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 Mutdapilly State School

* ensure your children 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 Mutdapilly 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 Mutdapilly 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 Mutdapilly 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 their property as soon as possible when advised by the Principal or state school staff it is available for collection.
* Please see [Temporary removal of student property by school staff procedure](https://ppr.qed.qld.gov.au/pp/temporary-removal-of-student-property-by-school-staff-procedure) for more information.

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| 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.

Mutdapilly State School has determined that explicit teaching of responsible use of mobile phones and other 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. As Mutdapilly State School provides digital devices for school use during core learning hours, there is no need for students to use personal digital devices during school hours.

It is **acceptable** for students at Mutdapilly State School to:

* switch off and place the mobile device with the Principal and collect at the end of the school day.
* seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Mutdapilly State School to:

* use a mobile phone or other devices in an unlawful manner
* use a mobile phone during classes or during lunch breaks
* 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 Mutdapilly 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.

[Advice for state schools on acceptable use of ICT facilities and devices](https://ppr.qed.qld.gov.au/pp/use-of-ict-systems-procedure) is available for your persusal.

**Preventing and responding to bullying**

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

The flowchart on page 33 explains the actions Mutdapilly 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.

**Cyberbullying**

Cyberbullying is treated at Mutdapilly State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 class teacher.

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](https://www.esafety.gov.au/) or the Queensland Police Service.

Students enrolled at Mutdapilly 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.

**Bullying response flowchart for teachers**

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*Template timeframes to be adopted/adapted as necessary to address local context*

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

**Prep to Year 6** – Class teacher and Principal

* Provide a safe, quiet space to talk
* Reassure the student that you will listen to them
* Let them share their experience and feelings without interruption
* If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
* Continue to check in with student on regular basis until concerns have been mitigated
* Record notes of follow-up meetings in OneSchool
* Refer matter to specialist staff within 48 hours if problems escalate
* Look for opportunities to improve school wellbeing for all students
* Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
* Make a time to meet with the student to discuss next steps
* Ask the student what they believe will help address the situation
* Provide the student and parent with information about student support network
* Agree to a plan of action and timeline for the student, parent and yourself
* Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
* Write a record of your communication with the student
* Check back with the student to ensure you have the facts correct
* Enter the record in OneSchool
* Notify parent/s that the issue of concern is being investigated
* Gather additional information from other students, staff or family
* Review any previous reports or records for students involved
* Make sure you can answer who, what, where, when and how
* Clarify information with student and check on their wellbeing
* Document the plan of action in OneSchool
* Complete all actions agreed with student and parent within agreed timeframes
* Monitor the student and check in regularly on their wellbeing
* Seek assistance from student support network if needed
* Meet with the student to review situation
* Discuss what has changed, improved or worsened
* Explore other options for strengthening student wellbeing or safety
* Report back to parent
* Record outcomes in OneSchool

**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?**

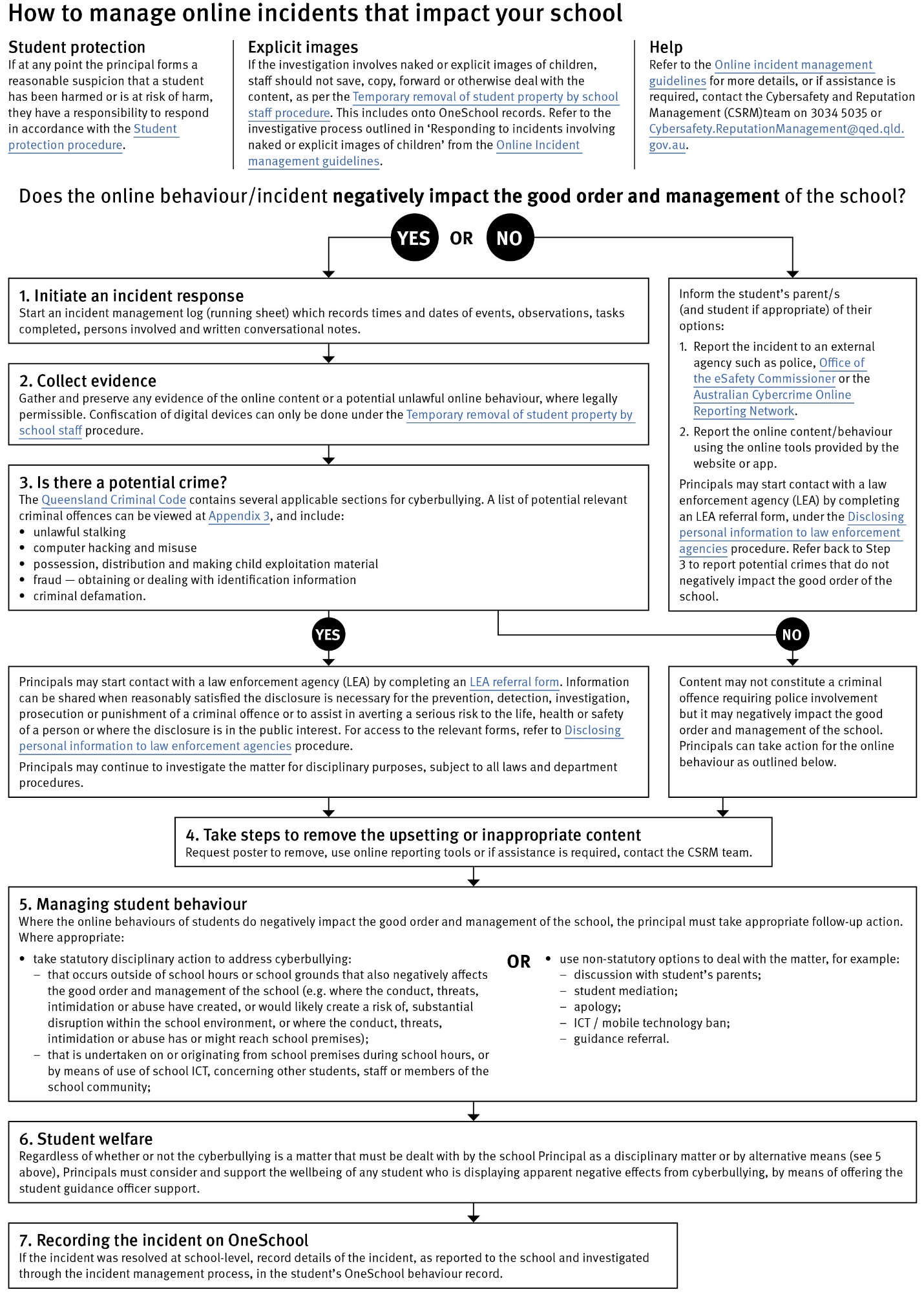
If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child’s successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child’s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

**Cyberbullying response flowchart for school staff**



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| Restrictive Practices |
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School staff at Mutdapilly 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.

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| 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.

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| 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

* + Cancellation of enrolment
  + 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

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| Resources |

* [Australian Professional Standards for Teachers](https://www.aitsl.edu.au/teach/standards)
* [Behaviour Foundations professional development package](https://learningplace.eq.edu.au/cx/resources/file/ef1b8f6c-8158-4ca0-966d-18ba4fa2c1f9/1/index.html) (school employees only)
* [Bullying. No Way!](https://bullyingnoway.gov.au/)
* [eheadspace](https://headspace.org.au/eheadspace/)
* [Kids Helpline](https://kidshelpline.com.au/)
* [Office of the eSafety Commissioner](https://www.esafety.gov.au/)
* [Parent and community engagement framework](http://education.qld.gov.au/schools/parent-community-engagement-framework/)
* [Parentline](https://www.parentline.com.au/)
* [Queensland Department of Education School Discipline](http://behaviour.education.qld.gov.au/Pages/default.aspx)
* [Raising Children Network](https://raisingchildren.net.au/)
* [Student Wellbeing Hub](https://studentwellbeinghub.edu.au/?origin-host=www.safeschoolshub.edu.au)

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| Legislative Delegations |

Here are a list of the most up to date State Wide Legislations for your perusal

* + [*Anti-Discrimination Act 1991* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-085)
  + [*Child Protection Act 1999* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1999-010)
  + [*Disability Discrimination Act 1992* (Cwth)](https://www.legislation.gov.au/Details/C2016C00763)
  + [*Disability Standards for Education 2005* (Cwth)](https://www.legislation.gov.au/Details/F2005L00767)
  + [*Criminal Code Act 1899* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-03-16/act-1899-009)
  + [*Education (General Provisions) Act 2006* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-05-01/act-2006-039)
  + [*Education (General Provisions) Regulation 2017* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/sl-2017-0161)
  + [*Human Rights Act 2019* (Qld)](https://www.legislation.qld.gov.au/view/html/asmade/act-2019-005)
  + [*Information Privacy Act 2009* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-014)
  + [*Judicial Review Act 1991* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-100)
  + [*Right to Information Act 2009* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-013)
  + [*Police Powers and Responsibilities Act 2000* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2000-005)
  + [*Work Health and Safety Act 2011* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/2018-07-01/act-2011-018)
  + [*WorkHealth and Safety Regulations 2011* (Cwth)](https://www.legislation.gov.au/Details/F2011L02664)

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| Conclusion |

Mutdapilly 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 they 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](https://www.complaints.services.qld.gov.au/).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](https://schoolsdirectory.eq.edu.au/).

1. **Internal review:** [contact the local Regional Office](https://education.qld.gov.au/contact-us/state-schools-regional-contacts)

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](https://education.qld.gov.au/contact-us/state-schools-regional-contacts) to conduct a review. You need to submit a [Request for internal review form](http://ppr.det.qld.gov.au/corp/governance/Procedure%20Attachments/Customer%20complaints%20management/Request%20for%20internal%20review%20form.docx) within 28 days of receiving the complaint outcome.

1. **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](http://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](http://ppr.det.qld.gov.au/education/community/Procedure%20Attachments/Student%20Protection/student-protection.pdf).
* 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](http://ppr.det.qld.gov.au/pif/policies/Documents/Excluded-complaints-factsheet.pdf).

https://intranet.qed.qld.gov.au/Services/strategymanagement/GSP/customer-complaints-management

CustomerComplaintsGS@qed.qld.gov.au