



# Mitchelton State High School

# Student Code of Conduct 2021-2024

## ***Every student succeeding***

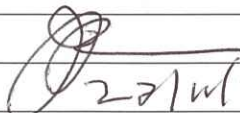
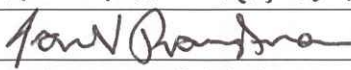
*Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.*

Queensland Department of Education  
State Schools Strategy 2020-2024

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## Endorsement

Principal Name:	John Searle
Principal Signature:	
Date:	27/11/2020
P/C President and-or School Council Chair Name:	JAN VIKING RAMSTROM
P/C President and-or School Council Chair Signature:	
Date:	27.11.2020

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## Purpose

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

The Mitchelton State High 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.

The Mitchelton State High School community articulates its purpose as:

*“To achieve quality educational outcomes by providing a safe, supportive and challenging environment that prepares students for a global future.”*

Our vision statement is:

### **Inspiring Individual Excellence**

Our school motto is:

**MENS SANA IN CORPORE SANO**  
**(A sound mind in a sound body)**

The main operating principles or values of MSHS are those which are applied to all aspects of school life and are modelled, monitored and communicated frequently to the whole school community. These form the basis of the school's Responsible Behaviour Plan for Students. They are:

**Respect**  
**Accountability**  
**Participation**

It is expected that these operating principles deliver:

- A respectful and high-quality learning environment
- Individual ownership of one's actions and performance
- Positive attitude and participation in school life.

All areas of Mitchelton State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic programs. Our school-wide framework for managing behaviour is 'Positive Behaviour for Learning'.

The Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are known to everyone assisting staff and students at Mitchelton State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

The school's approach, which considers the legislation, related policies and standards, is based on the following beliefs:

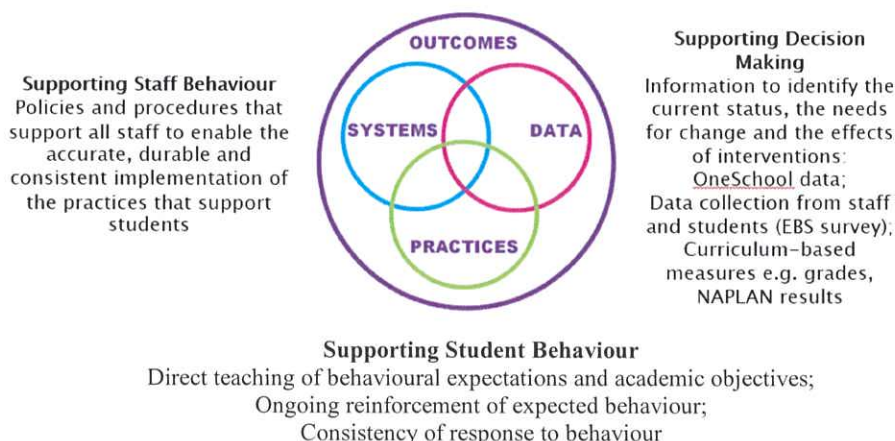
- Society sets behaviour limits. It is our responsibility to know these limits and live within them.
- To encourage appropriate behaviours, we set limits through expectations, rules and consequences. When the limits are breached, we accept the consequences of our actions.
- We control our own behaviour. We choose either appropriate or inappropriate behaviours.
- Members of the school community are responsible for encouraging a warm, caring, positive environment where effective learning will occur and in which students can make sensible choices regarding rules and consequences.

# Positive Behaviour for Learning @ Mitchelton SHS

Mitchelton State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis, building a positive preventative culture within the whole school that will serve as a foundation for both social and academic success through direct teaching of behaviour expectations, academic and behavioural interventions. The school's values of Respect, Accountability and Participation are incorporated in all initiatives of PBL.

## PBL Organisational Framework

Academic, social-emotional and behavioural achievements



The school in cooperation with staff and students have developed clear behaviour expectations. These are visible around the school in all classrooms.

To encourage and achieve academic and behavioural success Mitchelton SHS has implemented a school-wide reward system for students and staff.

### **RAP Awards (Reward a Positive and Respect, Accountability, Participation)**

- Free and frequent
- In every lesson, break, activities outside school hours
- Used to acknowledge and reinforce classroom and playground expectations and routines.

**At Mitchelton SHS the following overarching behaviour principles are required to be adhered to:**

- Students are expected to wear the full school uniform at all times
- Students are expected to be on time and attend school every day
- Students are to come to school prepared and ready to learn and to respect the rights of others to teach and learn
- Students should be cooperative, considerate and courteous to all members of the school community
- Students are expected to behave to ensure a safe environment for all
- Students are expected to respect the rights and property of all
- Potentially harmful substances are not to be in students' possessions or use

## Whole School Approach to Discipline

Mitchelton State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This whole-school approach is used in all classrooms and programs offered throughout the school, including sporting activities and excursions.

PBL 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 Mitchelton State High 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. 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.

The development of the Mitchelton State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can to set students up for success is a shared goal of every parent and school staff member.

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

### PBL 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 three Positive Behaviour for Learning (PBL) expectations in place for students, RESPECT, ACCOUNTABILITY and PARTICIPATION (RAP).

#### Students

Below are our PBL expectations for students across the school. In addition, each classroom will have a more specific set of expectations to help students and visitors understand the expectations and meet the standards we hold for everyone at Mitchelton State High School.

# BEHAVIOUR EXPECTATIONS

	In all areas at all times	Class time	Break time	Outside School Grounds (whilst in school uniform)	Assemblies	Transitions	Specialised subjects
Respect	<ul style="list-style-type: none"> <li>I will:</li> <li>• respect the rights of others</li> <li>• actively maintain a clean and safe environment</li> <li>• respect other's property and my own</li> <li>• be tolerant and respect the opinions &amp; achievements of others</li> <li>• appreciate and celebrate the diversity of cultures in our school</li> <li>• be polite at all times</li> <li>• be honest</li> <li>• follow staff instructions</li> <li>• respect the personal space of others</li> <li>• help others take care of equipment, facilities and surroundings</li> <li>• say no to bullying</li> <li>• attend to personal hygiene &amp; health</li> <li>• be aware of noise &amp; volume</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• respect other's right to learn</li> <li>• accept constructive feedback</li> <li>• listen to the opinions of others</li> <li>• remove my hat before I enter the room</li> <li>• use equipment correctly and with respect</li> <li>• respect other's space and property</li> <li>• use appropriate language</li> <li>• listen when someone is speaking – one person speaks at a time</li> <li>• speak using a suitable volume &amp; tone at all times</li> <li>• turn phone to silent or off and put away before entering the room</li> <li>• take pride in my appearance</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• walk calmly</li> <li>• display good sportsmanship</li> <li>• be inclusive of others</li> <li>• respect others privacy</li> <li>• use toilets appropriately</li> <li>• display good manners</li> <li>• respect the property of others</li> <li>• stay away from out of bounds areas</li> <li>• follow teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• behave and speak in a manner that shows appreciation and consideration for the people/facilities that I have access to</li> <li>• be courteous and well mannered</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• listen to the speaker and watch the performances</li> <li>• sit quietly</li> <li>• remove my hat, bag and sunglasses</li> <li>• honour the National Anthem</li> <li>• move directly to assigned seating</li> <li>• leave the area clean</li> <li>• refrain from placing my feet on the chairs</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• wait quietly outside room</li> <li>• move quickly, quietly and efficiently to class</li> <li>• respect the property of others</li> <li>• allow for passing traffic</li> <li>• line up outside room and wait for teacher</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• act in a safe manner</li> <li>• respect my work space and specialised equipment</li> <li>• respect the property of others</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>I will:</li> <li>• follow school processes &amp; procedures</li> <li>• take responsibility for my own learning and actions</li> <li>• take every opportunity to learn</li> <li>• act at all times with responsibility and integrity</li> <li>• represent my school positively</li> <li>• wear correct uniform</li> <li>• be on time for school/class</li> <li>• look out for friends</li> <li>• report to the office when late</li> <li>• acknowledge problems and seek help</li> <li>• keep valuables on my person or leave valuables at the office</li> <li>• report misconduct &amp; damage</li> <li>• use sporting equipment in the correct area</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• line up responsibly</li> <li>• place bags on racks or in designated areas</li> <li>• bring appropriate equipment for my class</li> <li>• follow teacher's classroom rules</li> <li>• follow all the rules for the use of all electronic devices</li> <li>• use my diary</li> <li>• hand in drafts &amp; assignments on time</li> <li>• use teacher feedback effectively to improve results</li> <li>• save work consistently on USB, H Drive &amp; D Drive</li> <li>• ensure I have a note signed by my teacher to leave the room</li> <li>• seek out the teacher if I have concerns about the class (academic or social)</li> <li>• follow computer use &amp; computer room guidelines</li> <li>• leave my work area tidy</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• place all litter in bins</li> <li>• go to the toilet during breaks so that classes are not interrupted</li> <li>• keep the toilet area clean and tidy</li> <li>• follow tuckshop rules</li> <li>• move to class promptly on the bell</li> <li>• give myself enough time to get to class</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• walk straight to my destination</li> <li>• ensure all forms and monies are paid prior to the excursion</li> <li>• use the crossing when walking across the road</li> <li>• wear school uniform correctly to and from school</li> <li>• use appropriate language and actions to and from school</li> <li>• refrain from smoking</li> <li>• recognise that wearing the school uniform shows that I am an ambassador for my school</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• sit on the chairs appropriately</li> <li>• have my bag under the seat</li> <li>• refrain from eating/drinking in the Hall</li> <li>• follow teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• be on time to class</li> <li>• know and follow my timetable</li> <li>• stick to existing paths</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• act in a safe manner</li> <li>• clean up my work space and return equipment to the correct space</li> <li>• wear the school hat</li> <li>• bring necessary equipment (i.e. ingredients)</li> </ul>
Participation	<ul style="list-style-type: none"> <li>I will:</li> <li>• be law abiding</li> <li>• follow WHO&amp;S procedures</li> <li>• walk/carry my skateboard/bike/ scooter in the school grounds</li> <li>• keep hands and feet to myself</li> <li>• follow healthy practices</li> <li>• always try my best</li> <li>• have a positive attitude</li> <li>• wear the school uniform with pride</li> <li>• speak in a positive manner</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• stay seated unless otherwise directed</li> <li>• follow the safety procedures of the class, including wearing personal protection equipment</li> <li>• be prepared for learning</li> <li>• actively listen and participate</li> <li>• ask for help when I have difficulty</li> <li>• work as a team</li> <li>• help and encourage others to learn</li> <li>• complete all task, including classwork, homework and assessment by the due date and to the best of my ability</li> <li>• follow the instructions of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• stay in designated areas</li> <li>• wear my school hat and follow the sun safety policy</li> <li>• place all rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• follow all transport and road rules</li> <li>• remain seated on the bus</li> <li>• follow the instructions of rail staff and bus driver</li> <li>• walk calmly on and off public transport</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• arrive on time</li> <li>• enter and exit in an organised manner</li> <li>• applaud achievements appropriately</li> <li>• sing the National Anthem and school song</li> <li>• sit in the allocated Care seating</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• be on time to class</li> <li>• have all relevant equipment ready</li> <li>• wait until breaks to visit bathroom and get a drink</li> </ul>	<ul style="list-style-type: none"> <li>I will:</li> <li>• be prepared with specialised equipment</li> <li>• use time responsibly to participate in curriculum</li> <li>• be prepared with appropriate PPE</li> </ul>

## Consideration of Individual Circumstances

Staff at Mitchelton State High 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.

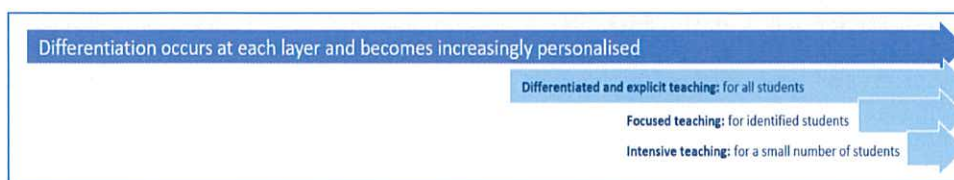
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

## Differentiated and Explicit Teaching

Mitchelton State High 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 Mitchelton State High 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 and Non-Negotiables Matrix, illustrated below, as a basis for developing their behaviour standards. Using these expectations, 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.

### Respect

- Raise your hand to speak.
- Respect everybody's right to learn.
- Value yourself and care for others.

### Accountability

- Accept responsibility for your actions.
- Act with honesty and integrity.
- Be ready and prepared to learn.

### Participation

- Complete all tasks to the best of your ability.
- Engage in learning activities with a positive attitude.
- Get involved in school activities.



### Respect

- Speak & act politely
- Keep phones & accessories out of sight

### Accountability

- Bring all equipment
- Line up on time

### Participation

- Follow all instructions promptly
- Complete expected classwork



## 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.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Mitchelton State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Mitchelton State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

For more information about these programs, please speak with the Deputy Principals.

## 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 case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Disciplinary Consequences

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

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

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

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

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

### Differentiated

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

- Use of Essential Skills for Classroom Management
  - Establish Expectations
  - Give Instructions
  - Waiting and Scanning
  - Cueing with Parallel Acknowledgment
  - Body Language Encouraging
  - Descriptive Encouraging
  - Selective Attending

- Verbal and Non-Verbal Redirecting to the Learning
  - Before Giving a Choice and Giving a Choice
  - Following Through
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- 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
- Class-wide incentives
- Reminders of incentives or class goals
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## **Focussed**

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 or discipline plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

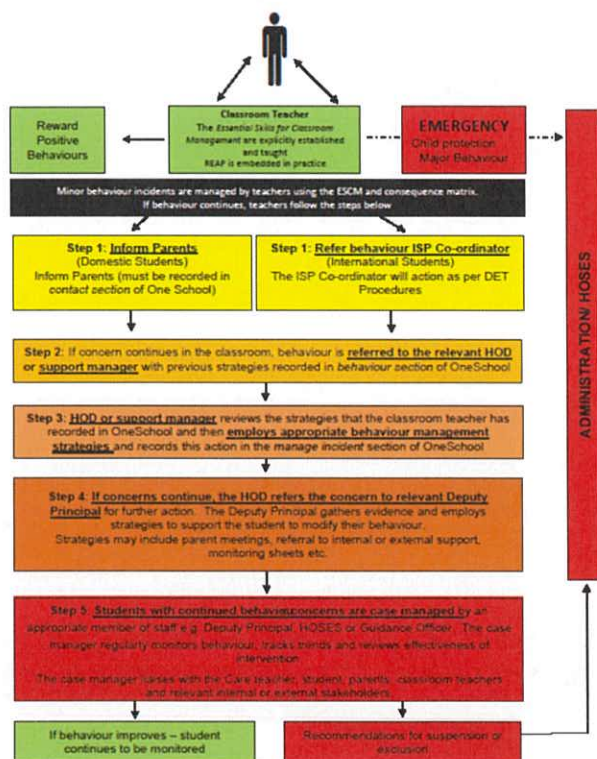
## Intensive

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

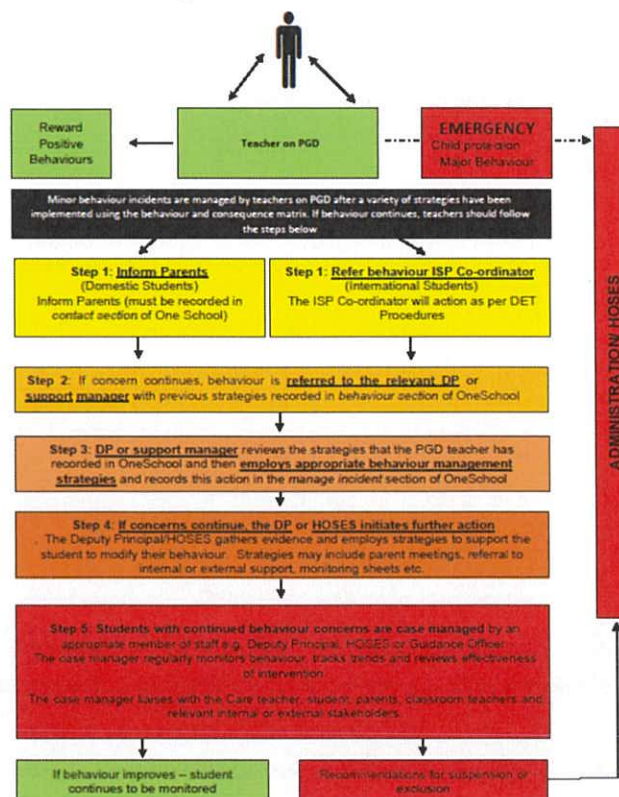
- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

### Mitchelton State High School Behaviour Management Process

Behaviour Management Flow Chart - Classroom



Behaviour Management Flow Chart - Non-Classroom



Minor Misbehaviours				
Behaviour managed by teacher in classroom and non-classroom settings				
	Behaviour	Behaviour Support Strategies		Actions
Disruptive Behaviour	Minor disruptive behaviour in class including:  Talking Calling out Attention seeking behaviours Interruptions Moving around the room	<ul style="list-style-type: none"> <li>Establish behaviour expectations</li> <li>Referring to expectations</li> <li>Cueing with parallel acknowledgement</li> <li>Selective attending</li> <li>Non-verbal redirection</li> <li>Proximity</li> <li>Individual close talk</li> <li>Pause in talk</li> </ul>	<ul style="list-style-type: none"> <li>Redirection given</li> <li>Give a choice</li> <li>Move student in room</li> <li>Rule reminder</li> <li>Verbal redirection to learning</li> <li>Peripheral vision while working</li> <li>Indicate post lesson discussion</li> <li>Questioning to redirect behaviour</li> <li>Call student's name</li> </ul>	<ul style="list-style-type: none"> <li>Warning</li> <li>Detention/Make up time</li> <li>Behaviour monitoring sheet</li> <li>After class discussion</li> <li>Parental contact</li> <li>Litter duty</li> <li>Seating plan change</li> </ul>
	Ignoring instructions	<ul style="list-style-type: none"> <li>Repeating instruction using '...thank you.'</li> <li>Give a choice</li> <li>Time out</li> <li>Cueing with parallel acknowledgement</li> <li>Proximity</li> <li>Rephrase instructions</li> </ul>	<ul style="list-style-type: none"> <li>Individual close talk</li> <li>Description of reality</li> <li>Body language – encouraging</li> <li>Verbal redirection to learning</li> <li>Descriptive encouraging</li> <li>Timer on board</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Warning</li> <li>Detention/Make up time</li> <li>Parental contact</li> </ul>
Defiance and Misbehaviour	Use of mobile phone in class	<ul style="list-style-type: none"> <li>Establish expectations</li> <li>Rule reminder</li> </ul>	<ul style="list-style-type: none"> <li>Following through</li> </ul>	<ul style="list-style-type: none"> <li>Confiscation</li> <li>Parental contact</li> </ul>
	Refusal to start, continue or complete set tasks	<ul style="list-style-type: none"> <li>Establish learning expectations</li> <li>Opportunities to respond</li> <li>Cueing with parallel acknowledgement</li> <li>Proximity</li> </ul>	<ul style="list-style-type: none"> <li>Verbal re-direction to learning</li> <li>Non-verbal redirection to learning</li> <li>Body language encouraging</li> </ul>	<ul style="list-style-type: none"> <li>Detention/Make up time</li> <li>Parental contact</li> </ul>
	Eating or drinking (except water) in class	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Verbal or non-verbal redirection given</li> <li>Humour to manage behaviour</li> </ul>		<ul style="list-style-type: none"> <li>Warning with options</li> <li>Timer on board to work it off</li> <li>Detention</li> </ul>
	Chewing gum	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Non-verbal redirection</li> <li>Verbal instruction</li> </ul>		<ul style="list-style-type: none"> <li>Lunch detention cleaning up</li> <li>Parental contact</li> </ul>
	Uniform violation e.g. wearing caps in class	<ul style="list-style-type: none"> <li>Non-verbal redirection</li> <li>Verbal instruction</li> <li>Rule reminder</li> </ul>	<ul style="list-style-type: none"> <li>Cueing with parallel acknowledgement</li> <li>Reminder of co-curricular Student Behaviour Agreement</li> </ul>	<ul style="list-style-type: none"> <li>Warning with options</li> <li>Detention</li> <li>Confiscation</li> <li>Parental contact</li> <li>Mark on ID Web</li> </ul>
Misconduct involving others	Name calling or teasing (Manage per Safe School Policy)	<ul style="list-style-type: none"> <li>Call student's name</li> <li>Post-lesson discussion</li> <li>Individual close talk</li> </ul>	<ul style="list-style-type: none"> <li>Proximity</li> <li>Verbal and non-verbal redirection</li> </ul>	<ul style="list-style-type: none"> <li>Mediation</li> <li>Restorative practice</li> <li>Apology</li> </ul>
	Unsafe or rough play	<ul style="list-style-type: none"> <li>Verbal instruction</li> <li>Rule reminder</li> </ul>	<ul style="list-style-type: none"> <li>Non-verbal redirection</li> <li>Cueing with parallel acknowledgement</li> </ul>	<ul style="list-style-type: none"> <li>Warning with options</li> <li>Detention</li> <li>Parental contact</li> <li>Apology</li> <li>Mediation</li> </ul>
	Inappropriate language- incidental, non-directive, conversational	<ul style="list-style-type: none"> <li>Redirection given</li> <li>Referring to expectations</li> <li>'Rephrase' – give alternatives to express the same</li> </ul>	<ul style="list-style-type: none"> <li>Description of reality</li> <li>Post lesson discussion</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practice</li> <li>Reprimand/warning</li> <li>Litter duty</li> <li>Natural consequence</li> </ul>
Truancy and Absenteeism	Lateness to class	<b>Teacher responding to late student:</b> <ul style="list-style-type: none"> <li>Teacher uses words of encouragement</li> <li>Teacher greets the student and student comes inside, sits down</li> <li>Teacher gives private instructions as to the tasks on hand</li> </ul>	<b>Teacher not responding to late student:</b> <ul style="list-style-type: none"> <li>Student enters the room without any comment and participates</li> </ul>	<ul style="list-style-type: none"> <li>Record on ID Web</li> <li>Detention/Make up time</li> <li>Litter duty</li> <li>Parental contact</li> <li>Attendance monitoring sheet</li> </ul>
	Truancy or unexplained absence from class	<ul style="list-style-type: none"> <li>Following through</li> <li>Emailing the student to follow up missed work</li> <li>Positive/words of encouragement to student when seeing the student elsewhere in the school 'We missed you today in class, where were you?'</li> </ul>		<ul style="list-style-type: none"> <li>Follow up</li> <li>Parental contact</li> <li>Detention</li> <li>Monitoring/behaviour sheet</li> <li>Restorative practice</li> </ul>
IT Misconduct	Use of laptop for purposes other than study e.g. gaming	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Verbal and non-verbal redirection to learning</li> </ul>	<ul style="list-style-type: none"> <li>Proximity</li> <li>Individual Close talk</li> </ul>	<ul style="list-style-type: none"> <li>Block internet/gaming</li> <li>Parental contact</li> </ul>
Equipment and Property Misconduct	Insufficient or incorrect equipment for class	<ul style="list-style-type: none"> <li>Establish expectations</li> <li>Rule reminder</li> </ul>		<ul style="list-style-type: none"> <li>Detention</li> <li>Parental contact</li> </ul>
	Littering	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Model the way – 'Let's clean up the rubbish together'</li> </ul>	<ul style="list-style-type: none"> <li>Verbal redirection</li> <li>Giving a choice</li> <li>Verbal prompt and repeat</li> </ul>	<ul style="list-style-type: none"> <li>Litter duty</li> </ul>
	Interfering with the property of others	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Verbal and non-verbal redirection to learning</li> </ul>	<ul style="list-style-type: none"> <li>Proximity</li> <li>Individual close talk</li> </ul>	<ul style="list-style-type: none"> <li>Mediation</li> <li>Restorative practice</li> <li>Natural consequence</li> <li>Apology</li> </ul>
	Possession of prohibited items e.g. liquid paper, permanent markers	<ul style="list-style-type: none"> <li>Establish expectations</li> <li>Rule reminder</li> <li>Following through</li> </ul>		<ul style="list-style-type: none"> <li>Confiscation</li> <li>Parental contact</li> </ul>
	Inappropriate and/or unacceptable use of equipment	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Verbal and non-verbal redirection to learning</li> </ul>	<ul style="list-style-type: none"> <li>Proximity</li> <li>Individual close talk</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practice</li> <li>Parental contact</li> <li>Detention</li> <li>Natural consequence</li> </ul>

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Mitchelton State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

### Re-entry following suspension

Students who are suspended from Mitchelton State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

**Structure**

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly 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.

## Network of Student Support

Mitchelton State High School has an extensive network of personnel supporting its Behaviour Management Policy both school-based and external.

### School-based:

Principal  
Deputy Principals  
Head of Special Education Services  
Heads of Department  
Guidance Officers  
Year Level Coordinators  
Special Education Program  
Teachers and Teacher Aides  
Classroom Teachers  
Care Teachers  
Administration Staff  
Students Leaderbody  
School-based Health Nurse

School Chaplain  
Defence Transition Mentor  
Aboriginal and Torres Strait  
Islander Liaison Officer  
Youth Support Worker  
International Student Coordinator  
Student Representative Council  
School Council  
P&C Committee  
Ancillary Staff  
Workplace Health and Safety  
Coordinator

### External:

STIP  
LASER  
GGG  
Positive Learning Centre  
Child Protection & Investigation Unit  
Child & Youth Mental Health  
Services  
Family and Child Connect  
Jabiru

Intensive Family Support Piccabeen  
Community Centre  
Dept of Communities - Child Safety  
Advisory Visiting Teachers  
Disability Services Queensland  
Queensland Health  
Queensland Police Service  
Local Council

### Online Support:

<http://mitcheltonshs.eq.edu.au>  
[www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)  
<http://education.qld.gov.au>

[www.health.qld.gov.au](http://www.health.qld.gov.au)  
<http://kidshelpline.com.au>

### Phone support:

Kids Helpline: 1800 55 180

## School Policies

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

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

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all 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 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 Mitchelton State High School and will be removed if found in a student's possession:

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

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

## Responsibilities

### State school staff at Mitchelton State High 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 Mitchelton State High 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 Mitchelton State High 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 Mitchelton State High 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 Mitchelton State High 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 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, Mitchelton State High 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.

### **Responsibilities**

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

### **Guiding Principles**

1. Mobile phones/electronic devices should not be used in any way that is disruptive to the normal routine of the school.
2. Students should have their personal electronic devices switched off and out of sight during lessons and other supervised activities.
3. In all classrooms, phones are not to be used as calculators, for playing games or for sending messages to other students.
4. In-phone cameras or recorders are not to be used without permission.
5. Student are not to photograph or film other individuals without their consent.
6. Students are not to send harassing or threatening text messages or engage in any form of cyberbullying.

## Procedures

- So all students have the maximum opportunity for optimal use of class time, devices need to be **switched off** and **out of sight** during lessons and other supervised activities.
- Electronic devices can be used in class only with the expressed permission of the teacher/supervisor.
- When a student is seen with a personal electronic device or that device is heard in lessons it will be confiscated at the school office, for collection at the end of the day.
- The school accepts no responsibility for mobile phones/electronic devices being stolen or damaged. This equipment is brought to school at the owner's risk.

It is **unacceptable** for students at Mitchelton State High School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in classes
- 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 Mitchelton State High School Student Code of Conduct. In addition students and their parents should:

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

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## **Preventing and responding to bullying**

Mitchelton State High School uses 'Bullying – No Way' 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.

### **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 Mitchelton State High 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 Mitchelton State High 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 steps will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Mitchelton State High School - Bullying response flowchart

Please note these steps 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:

#### Year 7 to Year 12 – Care Teacher or Year Level Coordinator

#### STEP 1 Listen

- Report bullying to your Care teacher, Year Level Coordinator, Guidance officer or Deputy Principal
- Provide a safe, quiet space to talk
- Let them share their experience and feelings without interruption
- Identify the who, what, where, when and how
- 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

#### STEP 2 Document

- Ask the student for a statement and/or examples they have of the alleged bullying
- Check back with the student to ensure you have the facts correct
- Notify parent/s that the issue of concern is being investigated
- Enter the record in OneSchool

#### STEP 3 Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Evaluate the information to determine if bullying has occurred
- Clarify information with student and check on their wellbeing

#### STEP 4 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
- Mediation between students may be offered, if all parties are in agreement
- 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

#### STEP 5 Implement

- Document in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

#### STEP 6 Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Record outcomes in OneSchool

#### STEP 7 Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Look for opportunities to improve school wellbeing for all students

## Cyberbullying

Cyberbullying is treated at Mitchelton State High 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 Care class teacher. There is also other staff (Year Level Coordinators, Guidance Officer or Deputy Principals), who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that 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 Mitchelton State High 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 Deputy Principals.

# Mitchelton State High School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

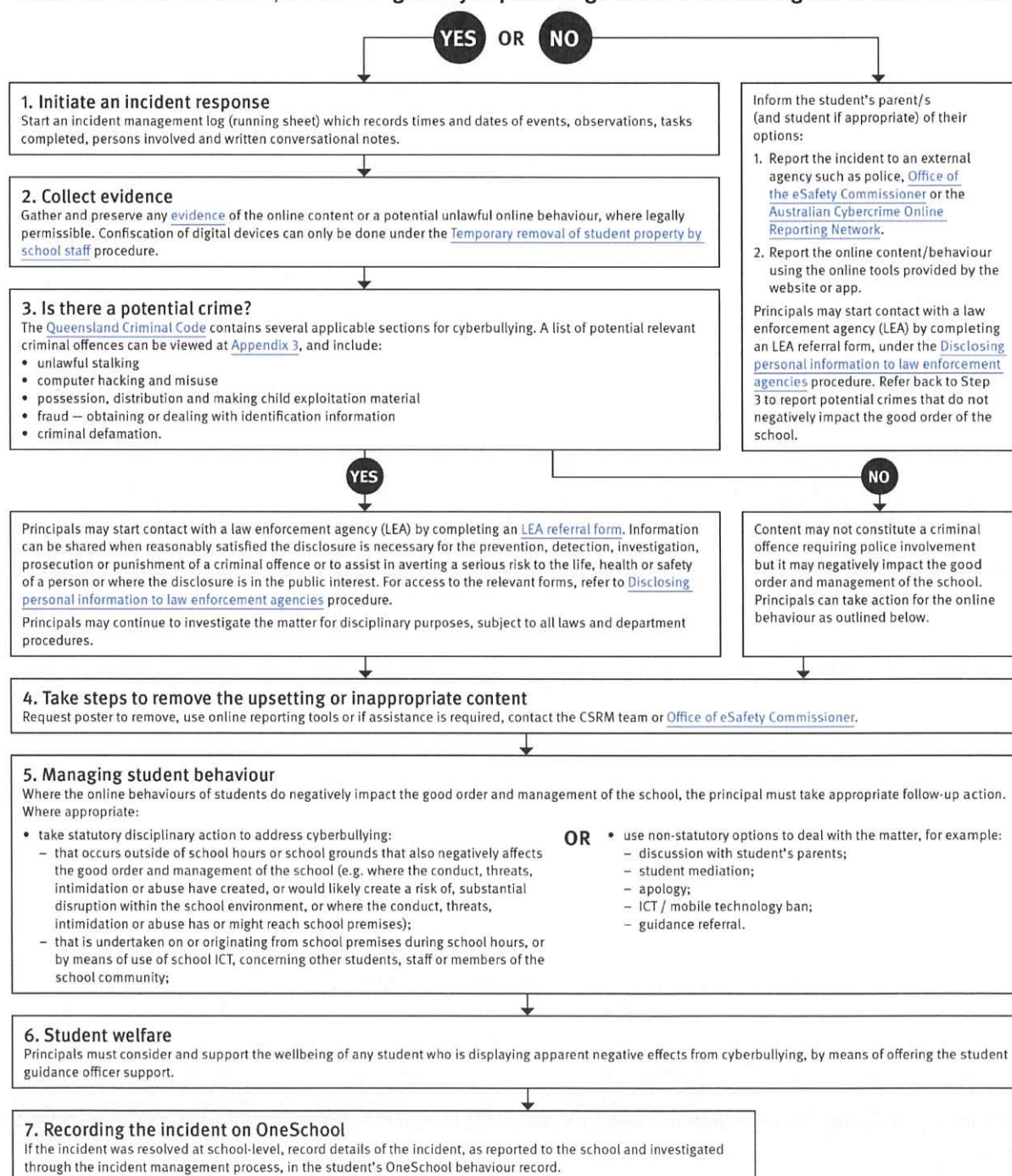
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

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

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

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## Restrictive Practices

School staff at Mitchelton State High 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.

## Emergency and critical incident responses

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