Minden State School

Student
Code of Conduct
2020-2023

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 2019-2023

Purpose

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

The Minden 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.

Contact Information

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Contact Person:	Anne Wilkes - Principal

Endorsement (Mandated)

Principal Name:	Anne Wilkes
Principal Signature:	A.L.Wilkes
Date:	

P/C President name:	Emma Griffin
Date:	

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Introduction

Minden State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all students. We are committed to developing future-focused critical thinkers supported by an educational environment where high expectations of student behaviour and discipline form a strong and positive foundation for learning. Minden State School operates an inclusive policy, catering for all students. Success is promoted through the following behaviour expectations.

I am responsible

I am respectful

I am a ready to learn

Minden State School's supportive school environment is also underpinned by our core values derived form our school's name.

My Community
Integrity
Nurturing
Dedication
Every Opportunity
No Excuses

These behaviour expectations and 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.

Minden 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 the 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 Minden 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.

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P&C Statement of Support

As president of the Minden State School P&C Committee, I am proud to support the new Student Code of Conduct. We encourage all parents to familiarise themselves with the Minden State School *Student Code of Conduct,* and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Minden State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Minden State School *Student Code of Conduct* and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Minden 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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Consultation

The consultation process used to inform the development of the Minden State School *Student Code of Conduct* occurred in three phases.

Initially, school leaders held a series of internal meetings with staff during 2020. We examined a range of data sets regarding student attendance, school disciplinary absences and outcomes form the most recent School Opnion Survey. We identified strengths and successes from our previous Responsible Behaviour Plan and identified areas for further development.

In the second phase, school leaders surveyed students, parents / carers and staff regarding school culture and climate. Participants were asked to offer positive ideas and suggesions for improving the quality of relationships and communication in the school.

Thirdly, a draft *Student Code of Conduct* was developed and distributed for comment to members of the school community. The finalised version, incorporating suggested changes and feedback, was presented to the P&C Association in November 2020 for endorsement.

The Minden State School Code of Conduct has been communicated via a purposeful communication strategy including parent information sessions, promotion through the school's website, newsletter and facebook. Families requiring assistance to access a copy of the Minden State School Code of Conduct, including a language translation, are encouraged to contact the Principal.

Learning and Behaviour Statement

At Minden State school, we believe all areas of the school are teaching and learning environments. We believe that proactive behaviour management is an opportunity for valuable social learning and supports success in our education programs.

Minden State School's *Student Code of Conduct* details how our school facilitates positive behaviours, prevents inappropriate behaviour choices and how we respond to unacceptable behaviour. At all times, Minden State School strives to reflect the values and behaviour that are acceptable in society. We endeavour to remain connected to the community beyond our school to ensure our students embrace appropriate values and behaviour choices as enacted by responsible citizens.

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.

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Multi-Tiered Systems of Support

Minden State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

| Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful.

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Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

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

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

Continuum of school-wide instructional and positive behaviour support
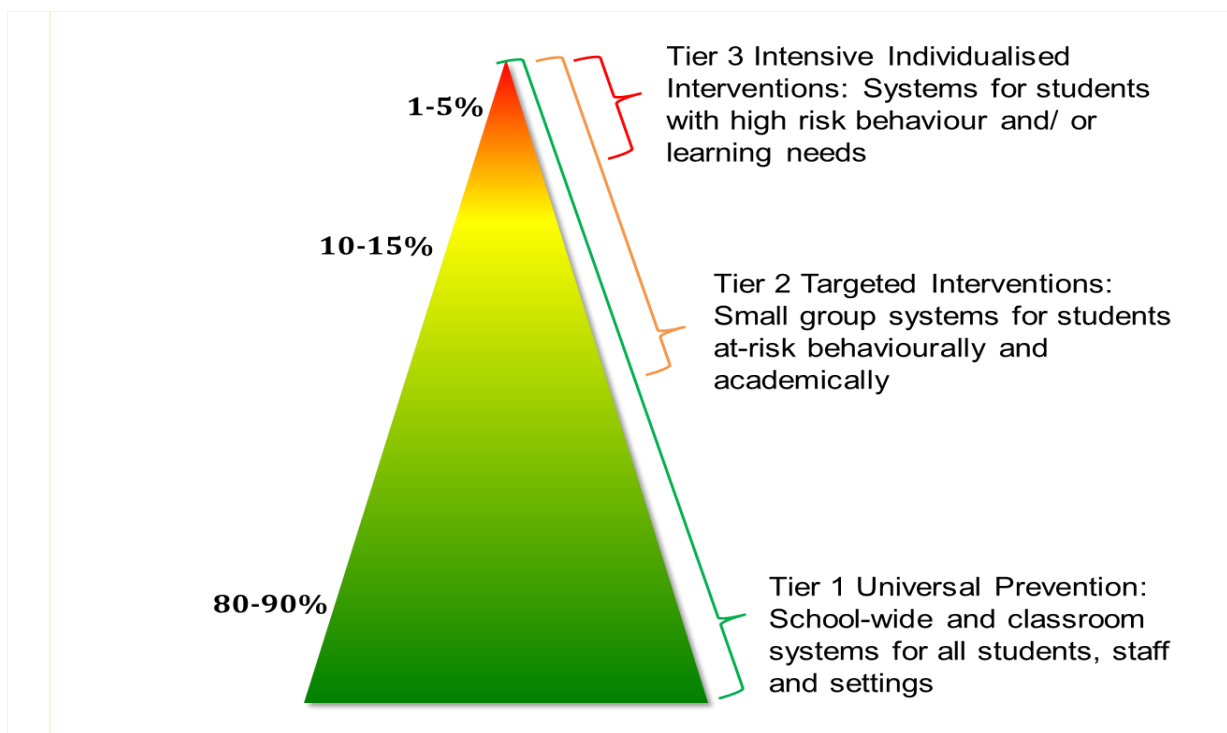
The Positive Behviour for Learning (PBL) continuum applies to all students and supports our school to discourage unproductive behaviours through the development and implementation of approaches including:

- Engaging environment and effective instruction
- Relevant and viable curriculum
- Effective school management systems and support

Student Wellbeing and Support Network

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures 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.

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Minden State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

Policy and expectations

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

Drug education and intervention

Minden State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

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

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

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

Mental health

Minden State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Minden State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Minden State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Minden State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Minden State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Minden State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Minden State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal.

Role	What they do
Guidance Officer	- provides a comprehensive student support program within the school environment - assists students with specific difficulties - liaises with parents, teachers, or other external health providers as needed as part of the support process.
Registered Nurse (referral required)	- works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs - provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Year Level Teacher	responsible for student welfare at each year level

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	• provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school.

Chaplain	• provides individual and, at times, group support to students to assist their engagement with education
	• support students to overcome barriers to education such as
	   ○ attendance at school
	   ○ relationships/social skills
	   ○ conflict with family/peers/teachers
	   ○ social/emotional/physical wellbeing.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.
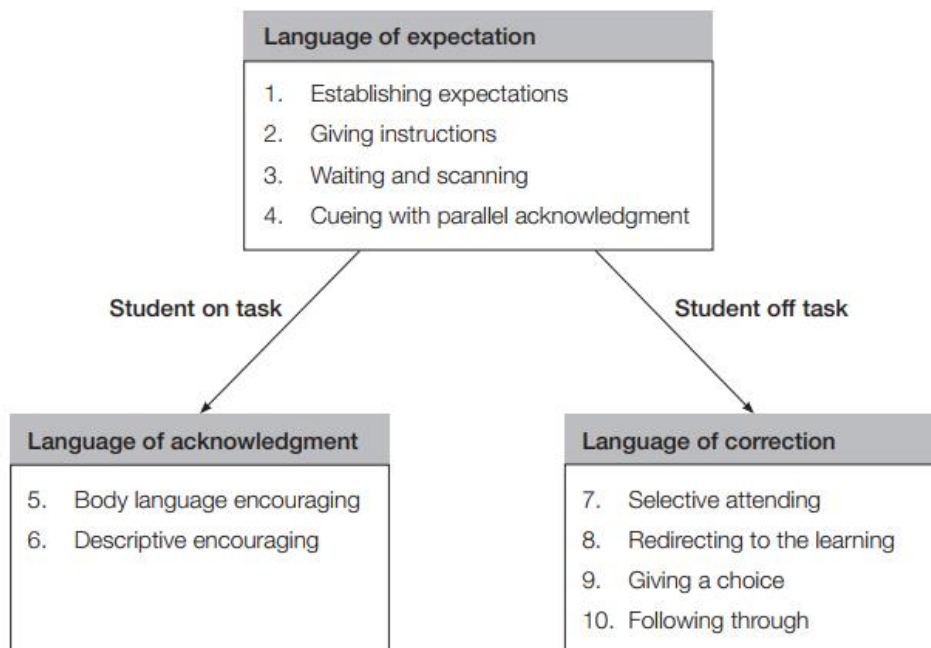
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Whole School Approach to Discipline

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

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 Minden State School we believe discipline is about more than punishment and behavioural incidents are viewed as an opportunity to teach socially acceptable behaviours. Our belief is 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. This is basd on the 10 Essential Skills for Behaviour Management as illustrated below.

Language of expectation
1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgment

Student on task

Student off task

Language of acknowledgment
5. Body language encouraging
6. Descriptive encouraging

Language of correction
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Our whole school approach to establishing and maintaining a supportive learning environment reflects the work of Paul Dix *(When the Adults Change, Everything Changes, 2017).*

Minden's philosophy reflects the following section from Dix's work:
"The idea that behaviour management is simply about learning a set of techniques that emerge from a teacher's "toolkit" is a dangerous one. Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with "magic behaviour systems, bought behaviour tracking software or instantly achieved"… In behaviour management, culture eats strategy for breakfast. Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way the adults behave." (Paul Dix. 2017, p2)

We belive that a strong school culture focussed on Dix's *Five Pillars of Pivotal Practice* is essential to support teachers and students.

The Five Pillars of Pivotal Practice

Consistent, calm adult behaviour	First attention for best conduct	Relentless Routines	Scripting difficult interventions	Restorative Follow-up
1.	2.	3.	4.	5.
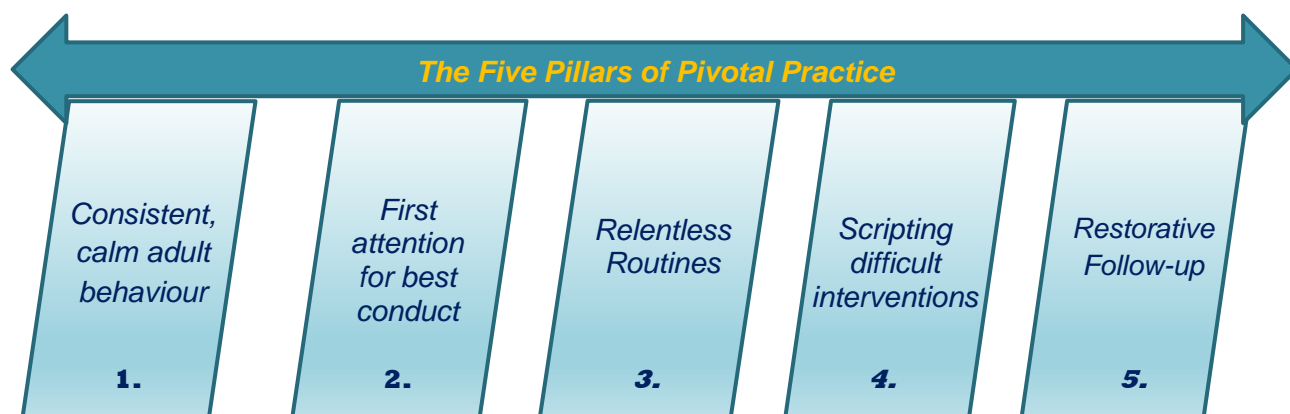
Consistent, calm, adult behaviour

Adults in our school are in control of their own behaviour at all times. We engage in the following consistent practices every day:

- Meet and greet each student every day.
- Refer to school expectations and values regularly throughout the day.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps.
- Prevention before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

Attention for Best Conduct

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. We reward positive behaviour and achievement in the following ways:

- verbal and non-verbal praise
- positive phone calls home
- postcards
- awards on assembly

Common Routines

At our school we have the following consistent routines:

Walking Zones
These are all concrete paths and walkways around the school to ensure learner safety when moving to and from classes and to reduce risk.

Listening Lines
Lining up allows adults to check that all students are present and provide an opportunity to convey messages.
- Our whole school assembles in the morning to hear any daily messages.

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- After break, we line up outside our classrooms to check numbers and debrief as a school (if required).

Sit 'n' Eat
Sitting while eating ensures attention is focussed on the act of eating for safety and allows interaction bewteen peers.
- During eating time, we sit and eat with our friends. We put our rubbish in the bin when we are finished. We pack our lunch boxes away in our bags.

Learning Spaces
At Minden, we use a variety of inoor and outdoor learning spaces. We use all spaces respectfully for their intended use only so ALL classes have the opportunity of enoying learning in these areas.
- Learners are responsible for ensuring that these spaces are always clean and tidy in order for learning to occur.
- Equipment and resources are treated respectfully and returned to their storage area.
- Learners are explicitly taught that learning is to occur in our learning spaces.

Our classrooms all have their own unique '***Essential Agreements'*** (as opposed to class rules) that outline the expectations for each classroom. These are decided on at the beginning of the year and revised by each teacher as required.

Our school has ***'Playground Area' agreements*** that have been developed as a school to ensure consistency in our expectations around the school.

Difficult conversations

De-escalation of inappropriate student behaviour by staff avoids low-level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate, staff use a range of strategies to support that student to get back on track without giving attention to the negative behaviour. If a range of strategies have been implemented and have not had the required impact staff should get alongside the student and deliver a "script". Staff will create a script that they feel comfortable with. An example of this could be:

• I have noticed that you are … (having trouble getting started, wandering around etc.
• At our school, we …
• You need to … (refer to action to support behaviour e.g. move to another table).
• Do you remember yesterday/last lesson/last week when you.. (refer to a positive behaviour)?
• That is what you need to show today …
• Thank you for listening … take up time

Adults at our school do not shout or model poor behaviour. Microscripts are performed without anger or frustration. The tone must be reassuringly consistent with body language. Adults always check their own behaviour before using a script.

⭐ **30 second intervention**

a. Gentle approach, personal, non-threatening, side on, eye level or lower.
b. State the behaviour that was observed and which expectation / routine it contravenes.
c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
d. Walk away from the learner; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

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Restore, Redraw, Repair

"Punishment doesn't teach behaviour, restorative conversations do." (Paul Dix, 2017)

Our staff restore and repair any broken relationships and take the time to work through concerns with learners. Restorative conversations are a process used by our staff to ensure teaching occurs. These conversations aim to repair and build relationships to ensure a positive learning community remains in our school. Our learners know that they do not have to be best friends with everyone in our school but need to be friendly at all times.

A restorative conversation in our school follows this process:
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What do we need to do to put things right?

For younger learners, we use the following:
- Let's imagine if there were …. (people affected/a way of putting it right/things you could do differently.) What would they be?
- 1-10 scales: 'On a scale of 1 to 10 how angry were you?'
- Offer a postponement and support if time is required.

Counter-Intuitive Behaviour Management

At Minden State School, we believe that effective behaviour management is counter-intuitive. Adults in our school, resist the urge to shout louder, punish harder and bully more. All adults stand together on core consistencies, seeing it as a central aspect of their professional responsibility to uphold.

- We use research-based techniques to assist our learners with their behaviour.
- We don't expect learners to always know how behave. We teach and practice our expectations.
- We respond to poor behaviour with deliberate calm.
- We correct in private, praise in public.
- We use recognition boards not name and shame boards.
- We don't treat behaviour as a game and therefore do not use peg charts or token economies.
- We reward with positive recognition – verbal is our most preferred.
- We focus on the immediacy of consequence rather than the weight of punishment.
- We don't get caught up in emotion.

Deliberate Botheredness

At Minden State School, we believe that the effectiveness of our teaching, and our capacity to manage behaviour requires us to be "bothered" about our students.
"…the importance of being relentlessly bothered and of ensuring that individual children, like adults feel important and valued and like they belong… This botherdness will build a strong bond of trust and will enable students to flourish" (Paul Dix, 2017)

Our school focuses on building positive relationships with our learners and families. We recognise that learners follow adults not behaviour systems.

- We acknowledge that our learners enjoy being appreciated in many different ways, they don't respond to bribes.
- We recognise that *'Botheredness'* is a daily act that is built into all teaching routines.

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- Our learners know we care and care about their learning.
- We recognise 'over and above' behaviour through daily affirmation, postcards / phone calls home and praise.

Clear 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 Positive Behaviour for Learning (PBL) expectations in place for students.

Below are examples of what our 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 Minden State School.

Minden State School Behaviour Expectations Matrix

School Expectation	At all Times	Learning Tme	Eating & Play Time	Other Times
I am ready to learn	✓ Follow instructions the first time ✓ Be organised ✓ Have a growth mindset ✓ Show persistence ✓ Have a go ✓ Be on time	✓ Whole body listening ✓ Complete all tasks ✓ Take pride in your work ✓ Take on feedback ✓ Be an active learner	✓ Take turns and share ✓ Follow the rules of the game ✓ Be a problem-solver ✓ Return to class on time	✓ Follow school expectations during school activities (excursion incursions, camps, interschool sport)
I am respectful	✓ Wear school uniform with pride ✓ Use manners ✓ Use appropriate language ✓ Respect other's space and property ✓ Treat others how you would like to be treated	✓ Raise your hand to speak ✓ Listen to other's ideas ✓ Let others learn ✓ Care for your classroom and other's belongings ✓ Move quietly during learning time	✓ Play fairly ✓ Include and encourage others to join in and play ✓ Tidy your eating area anfd wait ti be dismissed	✓ Care for other's privacy ✓ Use the toilets and play areas appropriately ✓ Use school devices and property appropriately
I am responsible	✓ Walk on concrete areas ✓ Stay out of the gardens ✓ Use equipment appropriately ✓ Hand in lost property ✓ Ask for help when you need it	✓ Use furniture, devices and resources appropriately ✓ Move appropriately around learning spaces ✓ Move to specialiist lessons quietly	✓ Be sun-safe outside (hat & sunscreen) ✓ Play in supervised areas only ✓ Wait for a teacher before playing ✓ Return play equipment	✓ Have good hygiene practices (wash your hands, cover your miouth to sneeze, use tissues) ✓ Be cyber-safe at school and home ✓ Follow road rules ✓ Follow bus rules

In order to assist students with making appropriate behaviour choices and thus supporting our school's positive learning environment, we implement the following consistent process:

Steps for supporting behaviour and learning

Establish a safe, supportive learning environment

- Clear display of school expectations and values with regular revision during the day.
- Least intrusive behaviour management strategy- ignore / redirect.
- Implement positive behaviour management to encourage desired behaviour *(I like the way….)* (individual or class)

1.   Reminder

- Adults remind learners of expectations and values.
- Redirect to desired behaviour *(I need you to work quietly)*

2.   Caution

- Teacher informs student of their inappropriate behaviour choice.
- Teacher provides explicit direction to the student to encourage a positive behaviour choice (*You need to work quietly so as not to disrupt others)*

3.   Break Space

- Teacher informs student of the inappropriate behaviour observed and expectation infringement.
- Break space within room (supervisions sustained, eye contact)
- Student continues learning activity where appropriate.
- Teacher reminds student of calming techniques (zones of regulation toolbox)

Break space is not to exceed 10 minutes

4.   Buddy Class

- Student is escorted to Buddy Class with learning materials.
- Student receives minimal attention from the buddy class (teacher and students)
- Allow the student time to calm down.
- Class teacher records referral to Buddy Class in OneSchool and informs parent / carer.

Buddy class is not to exceed 15 minutes

5.   Reflection and Repair

- Adult and learner engage in reflection.
- This may occur directly after an incident or at a break. The focus is on restoirng relationships.
- Class teacher to record in OneSchool and contact parent / carer.

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Consideration of Individual Circumstances

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

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

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

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

Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation. Each layer provides progressively more personalised supports for students.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

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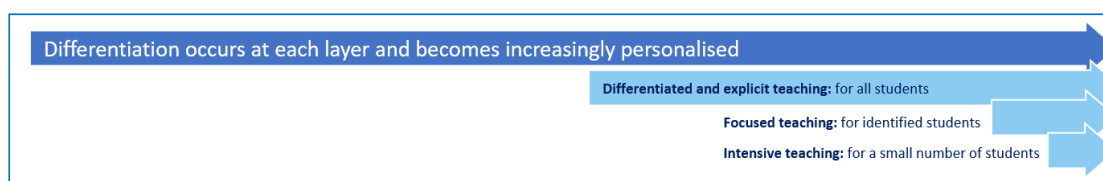
Focused Teaching

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.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Minden State 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.

Minden State School also invests in the following evidence-based programs to address specifi skill development for some students:
• Zones of Regulation
• Fuctional Behaviour Assessment

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 that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

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Disciplinary Consequences

The disciplinary consequences model used at Minden State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Behaviours that require immediate attention from administration staff are considered major behaviours. All other behaviours, when not consistently recurring, are considered minor behaviours.

		MINOR	**MAJOR**
I am ready to learn	All Times	Being late Not having materials and equipment organised	Inappropriate use of technology
	Learning Time	Extended, unexplained time away from class during learnig time Not completing tasks Distracting others	Consistently off-task Consistently disruptive Consistently non-compliant
	Eating & play time	Not following the rules of the game Not taking turns or sharing Disregarding other's opinions and feelings	
	Other times	Disregarding school expectations during school activities (excursions, incursions, camps, sports)	
I am respectful	All Times	Inappropriate language (written / verbal) Disrespectful tone, backchatting	Threatening others Consistent non-compliance Major defiance Theft
	Learning Time	Talking in class when not appropriate Calling out Making distracting noises	Constant disruption
	Eating & play time	Excluding others Entering out-of-bounds areas	Leaving school grounds without permission
	Other times	Noisy movement around the school during learning time	Vandalism
I am responsible	All Times	Running on concrete or around buidlings	Fighting / bullying
	Learning Time	Swining on chair Using non-approved websites	
	Eating & play time	Intentionally disrupting other's play Not wearing a hat in sunny areas Sharing food Misuse of equipment	Using objects to hurt another person
	Other times	Playing in out-of-bounds areas or the toilets Misue of bubblers / spraying others with water bottles	Possessing hazardous items

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 expectation 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.

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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:
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed Disciplinary Responses

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Disciplinary Responses

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

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

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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 Minden State 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 in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:
- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. Guidance Officer, Chaplain)
- 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.

Legislation

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

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:
- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

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School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

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

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

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

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

Responsibilities

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

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Minden 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. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.
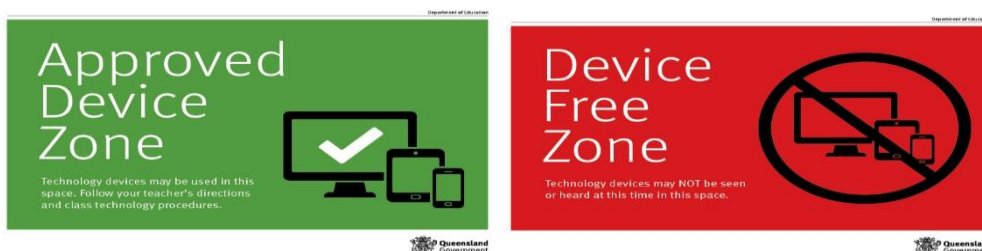
Responsibilities

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

Mobile phones
All mobile phones are to be clearly labelled and handed to th administration staff in the office at the beginning of each day and collected at 3:00pm. All care, but no responsibility, will be taken for the device.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school-day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent / carer.

Devices potentially containing evidence of criminal offences may be reported to the Police. In such cases, the Police may take possession of such devices for investigation purposes and students and aprents / carers will be advised to contact Queensland Police sevice (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged due to the potential for theft and general distraction and or disruption associated with them. If such devices are brought to school, they must be turned off and remain out of sight during assemblies or classes unless permission has been provided by teaching staff.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and openly in all aspects of school life without concern that their personal privacy is being invaded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Minden State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet postings) builds a culture of distruct and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in toilets, change rooms,or any other place where a reasonable person would expect to be afforded privacy.

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student, at school, who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable pf bringing the school into public disrepute is considered to be breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outocmes may have, or will occur.

Students involved in:
- recording; and/or
- disseminating material (throughj text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion)

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) is against the law and if detected by the school will result in a referral to QPS.

Text Communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of privacy Act 1971, "a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation". It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Agreement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

Personal Technology Devices includes, but is not limited to:
- Laptop computers
- Tablets
- Ipad
- Mobile phones
- Blackberrys
- iPods
- Cameras / voice recorders
- and devices of similar nature

It is **acceptable** for students at Minden State School to:
- use personal technology devices for:
- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Minden State School to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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

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- 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 Minden State School *Student Code of Conduct*. In addition students and their parents should:
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Minden State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Minden State School has a **Student Leadership Forum**, with representatives from years 5 and 6 who regularly meet with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

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

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

3. **Student voice**
Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

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

5. **Support**
School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Minden State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Minden State School strives to create a positive, predictable environment for all students at all times of the day. The establishment of a disciplined teaching environment is essential for:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- Raising performance and attendance
- Promoting equality and diversity and
- ensuring the safety and wellbeing of all members of the school community.

There is no place for bullying at Minden State School. Research indicates that both those being bullied andf those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

What is 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.

Bullying can be conceived as containg seven elements or components:
- An initial desire to hurt
- The desire is expressed in action
- The action is hurtful
- It is directed by a powerful person or group against someone less powerful
- It is without justification
- The behaviour is typically repeated
- With evident enjoyment by the bully (Rigby, 1993)

At Minden State School, staff provide explicit instruction to all students to ensure they can accurately identify and articulate behaviours that can be classed as bullying.

This poster is displayed in all classrooms and buildings throughout the school as an additional resource to support students with understanding a range of behaviours that may be encountered on a regular basis, but do not necessarily constitute bullying.

At Minden State School, there is a broad agreement among student, staff and aprents that bullying is an observable and measurable behaviour. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or sebral times, and whether or ot the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Reserch indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing or simply standing by and watching rather than intervening to help the person being bullied. Our school does not condone students placing themselves in a situation of risk and consequently, our anti-bullying procedures involve teaching all students a range of safe and effective responses to all problem behaviour, including bullying, in a way that those who engage in bullying behaviour are not socially reinforced for demonstrating it.

The anti-bulying procedures at Minden State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are explicitly taught the expected school behaviours and receive high levels of social acknowledgement for doing so.

Prevention
At Minden State School, we believe addressing specific problram behaviour will be successful if the general level of disruptive behaviour, in all areas of the school, is kep to a minimum. Consequently, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will remain the primary strategy for preveting problem behaviour, including preventing the subset of bullying behaviour
- All students know the school expectations and have been taught the expected behaviours in all areas of the school
- All students have been, or are being, taught the specific routines in non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering the classroom
- All students receiving high levels of positive reinforcement for demonstrating expected beahviours, incuding those associated with following routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas

Research indicates that a common outcome of an anti-bullying program, is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One factor contributing to this is the lack of behavioural rehearsal and consequently, at Minden, we combine knowledge with practice in a process of active learning, so that students learn to understand appropriate behaviours by "doing" (through role play) as much as by "knowing".

Responsibility of the school:
- Implement the school's Student Code of Conduct
- Ensure active class and playground supervision by staff
- Teach the approrpaite behaviour expectaions through class lessons and Play & Learn
- Teach coping strategies and how to buld resilience via the Bounce Back progrm
- Establish routine class discussions to deal with problems

Responsibilities of students in regards to bullying:
- Be in the right area at the right time to avoid known "hot spots" (e.g. out-of-bounds areas)
- Ignore the behaviour

- Talk to the bully voicing your dislike of their choice of behaviour
- Walk away if the bullying persists
- Report honestly to the staff member on duty, the class teacher or the principal
- Report honestly to parents / carers (including the role you played if any)
- Be confident that your report will be investigated and follow-up action will occur
- Be confident that assistance will be provided to support the victim and address the specific bullying behaviour

Responsibility of school staff in regards to bullying:
- Be available to listen to children's accounts of incidents
- Be available to communicate with parents / carers
- Treat incidents seriously
- Treat incidents with confidentiality where necessary
- Follow-up
- Proactively educate students using school rules, values, Bounce Back and Play & Learn

Responsibility of Parents / Carers
- Watch for signs that your child is being bullied e.g. unwillingness to come to school, worried about being at school, disappearance of property
- Encourage your child to talk through the issue as possible as possible so you have some idea of context and timing
- Keep an open mind, remember, you are getting one side of the story
- Ask questions gently
- Ask if the child has informed a staff member, especially their class teacher
- Help the child reflect on what has been done so far
- Help the child work out the best way of solving the problem

Some important "next steps" to consider:
- Never attempt to sort out the bullies yourself – it can actually make the situation worse
- Contact your child's teacher to gain a clearer picture of the facts
- Present your child's information as calmly and accurately as possible
- Allow the school time to investigate the issue with all people involved
- Remember, the best way to solve the issue is to work WITH the school in finding solutions and supporting your child

Support measures that parents / carers can implement:
- Encourage your child to develop friendships
- Limit use of social media
- Support your chid in developing interests (sporting, cultural, performance etc)
- Work at improving your child's self-esteem
- Seek counselling to enable the child to learn to be more assertive and resilient
- If serious abuse has occurred, consider calling the Police

At Minden State School, all students receive high levels of posititve reinforcement for demonstrating expected behaviours, including those associated with following routines, from all staff in all areas of the school. Additionally, a high level of quality active supervision is a permanent staff routine in non-classroonm areas. Duty staff are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of non-classroom areas.

The following flowchart explains the actions Minden 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.

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Minden State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying: Prep to Year 6 – Class teacher

First hour Listen

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

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

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

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- 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

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Cyberbullying

Cyberbullying at Minden State School is treated 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 regular class teacher.

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

Students enrolled at Minden 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.

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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.
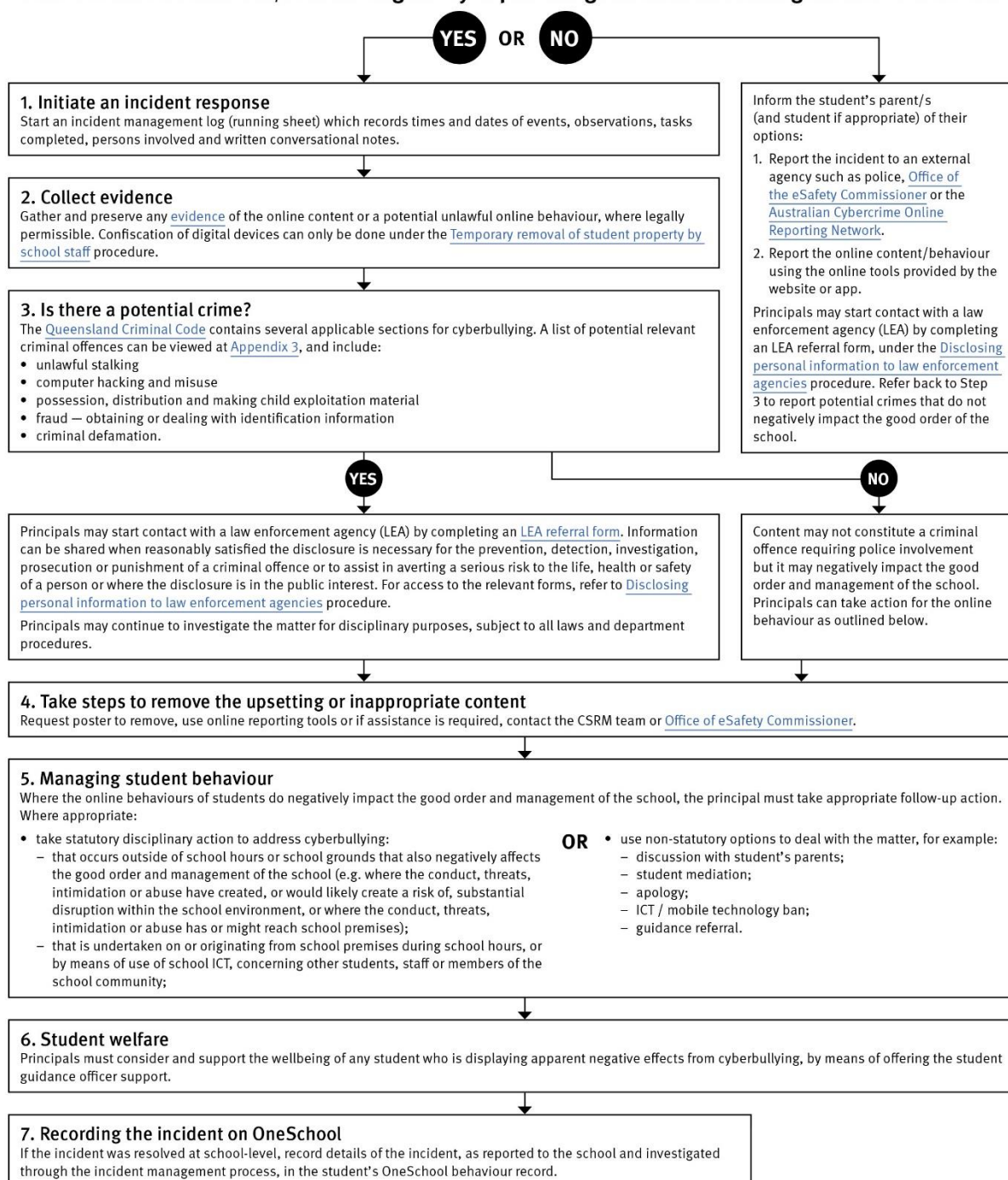
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process 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.

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
• unlawful stalking
• computer hacking and misuse
• possession, distribution and making child exploitation material
• fraud — obtaining or dealing with identification information
• criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

• take statutory disciplinary action to address cyberbullying:
  – that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  – that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR • use non-statutory options to deal with the matter, for example:
  – discussion with student's parents;
  – student mediation;
  – apology;
  – ICT / mobile technology ban;
  – guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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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

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

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

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

Appropriate use of Social Media

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. <u>Avoid escalating the problem behaviour:</u> 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. <u>Maintain calmness, respect and detachment</u>: 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. <u>Approach the student in a non-threatening manner</u>: 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. <u>Follow through</u>: 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. <u>Debrief</u>: 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

There are a significant number of related procedures and guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- *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 persons on school premises, wilful disturbances 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 systams*
- *Using mobile devices*

Resources

- *Australian Professional Standards for Teachers*
- *Behaviour Foundations professional development package (school employees only)*
- *Bullying. No Way!*
- *Eheadspace*
- *Kids Helpline*
- *Officer of the eSafety Commissioner*
- *Parent and Community Engagegement Framework*
- *Parentline*
- *Department of Education Queensland School Discipline*
- *Raising Children Network*
- *Student Wellbeing Hub*

Conclusion

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

All Queensland state school 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. Parent / carers are able to 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:

- Provide a clear idea of the issue or concern and your desired resolution
- Provie all relevant information when making a complaint
- Understand that addressing a complaint can take time
- Cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- Advise the school if something changes, including if assistance 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 a right of reply. A complainant also has the right to have a support person throughout the process.

The following process may assist parents / carers and school staff in reachingan outcome that is in the best interests of the student:

1. **Early resolution:** discuss youor complaint with your child's teacher.
   You can make an appoitntmnt to discuss your concern with your child's teacher or converse with them via phone or dojo.

2. **Internal review**: contact the local regional office
   If you are dissatisfied with the early resolution process, you are able to ask the regional office to conduct a review. You will need to submit a request for internal review from within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority
   If you are dissatisfied with the outcome of the internal review, you may wish to contact a review authority, sucha s the Queensland Ombudsman, and requestan independent, external review. More information regarding external review options is available at www.ombudsman.qld.gov.au

Some matters need to be handled in ad ifferent way to school matters and will be referred to other areas in the deprtment. These include:

Issues about harm, or risk of harm, to as tudent attening astate school, which must be managed in accordance with the Student Protection procedure.

Complaints about corrupt conduct, public interest disclosures or certain decisions made under legislatin, which will be dealt with as outlined in the Exckuded complaints factsheet.