Murgon STATE SCHOOL

Be Respectful, Be Safe, Be a Learner

Student Code of Conduct

2021-2024

Currently being co-constructed with staff and community for full implementation in 2021

Every student succeeding

engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Purpose

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

The Murgon 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 student engagement and learning.

The Student Code of Conduct underpins high standards of behaviour, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Our Collective 'WHY' at Murgon State School

To inspire confidence and build capacity so that children can make positive life choices in their communities.

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Endorsement

Principal Name:	Aaron Jones
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	
P/C President and-or School Council Chair Signature:	
Date:	

Contents

Purpose	2
Principal's Foreword	4
P&C Statement of Support	5
Consultation	6
Data Overview	9
Review Statement	9
School Opinion Survey	10
School Disciplinary Absences (SDA)	11
Learning and Behaviour Statement	12
Multi-Tiered Systems of Support	12
Consideration of Individual Circumstances	13
Student Wellbeing	14
Student Support Network	16
Whole School Approach to Engagement	18
PBL Expectations	19
Differentiated and Explicit Teaching	21
Focussed Teaching	22
Intensive Teaching	23
Legislative Delegations	24
Legislation	24
Delegations	24
Disciplinary Consequences	25
School Policies	29
Temporary removal of student property	29
Use of mobile phones and other devices by students	31
Preventing and responding to bullying	33
Appropriate use of social media	41
Restrictive Practices	43
Critical Incidents	44
Related Procedures and Guidelines	45
Resources	46
Conclusion	47

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Principal's Foreword

Introduction

To inspire confidence and build capacity so that children can make positive life choices in their communities.

At Murgon State School, staff collaboratively created our whole school, 'WHY,' as a way of communicating to the wider community what drives (or inspires) daily learning in our school, as well as what motivates our staff - their purpose for attending work each day.

Murgon State School has a long and proud tradition of providing high quality education to students from across the Barambah Cluster. We believe strong, positive relationships between all members of our school community is the foundation on which we support students to succeed.

Murgon State School has three core values, Aspire, Believe and Challenge:

Aspire *- direct one's hopes or ambitions towards achieving something they believe is out of reach or unachievable*

Believe *- accept that (something) is true, especially without proof – Growth Mindset 'I can't do it…YET!'*

Challenge *- a call to someone to participate in all situations regardless of perceived ability or strength*

These core values form the basis of our Student Code of Conduct with the aim of building strong interpersonal skills within our students and assisting them to be confident, self-regulated and kind young people. Our staff believe that respectful communication and positive connections with others are the most valuable skills needed in our communities, now and into the future.

Murgon State School staff take an educative approach, believing that mistakes are opportunities for everyone to learn and that with explicit teaching, positive behaviour choices can become instinctive (or more readily made). 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 staff take to educate students about these policies, as well as the explicit teaching of 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.

This document 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 (Optional)

Consultation

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

The following groups were consulted for feedback on the policy:

- Indigenous Elders
- Behaviour/Engagement Teams
- LCC
- P&C
- Whole Staff including Teacher Aides

In the first phase, we held a series of internal meetings with staff representatives over a 6-12month period 2019-2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

Then, a draft Murgon State School Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in July 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in _____ 2020 for endorsement. The P&C Association unanimously endorsed the Murgon State School Student Code of Conduct for implementation in 2020/21.

A communication strategy has been developed to support the implementation of the Murgon State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails.

Review Statement

The Murgon State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

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Learning and Behaviour Statement

All areas of Murgon State School are learning and teaching environments. We consider student engagement and staff/student relationships to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

Our shared school and community beliefs:

- Learning is life-long.
- All individuals have the capacity to learn but at different rates and in differentiated formats.
- High quality curriculum programs, teaching, learning and interpersonal relationships contribute to academic and social outcomes.
- All individuals learn best in an environment that is safe; success orientated and reflective of the principles of equity and social justice.
- All students and staff have the right to feel safe, cared for, respected and to learn and play without fear or disruption.
- Everyone is responsible for their own behaviour and must respect the rights of others.
- School consequences include proactive steps to promote self-worth and self-regulation.
- Our school community provides appropriate social role models.

Our school community has endorsed the following school rules to teach and promote our high standards of responsible behaviour:

Be Respectful **Be Safe** **Be a Learner**

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 consequences used at this school.

Murgon 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.

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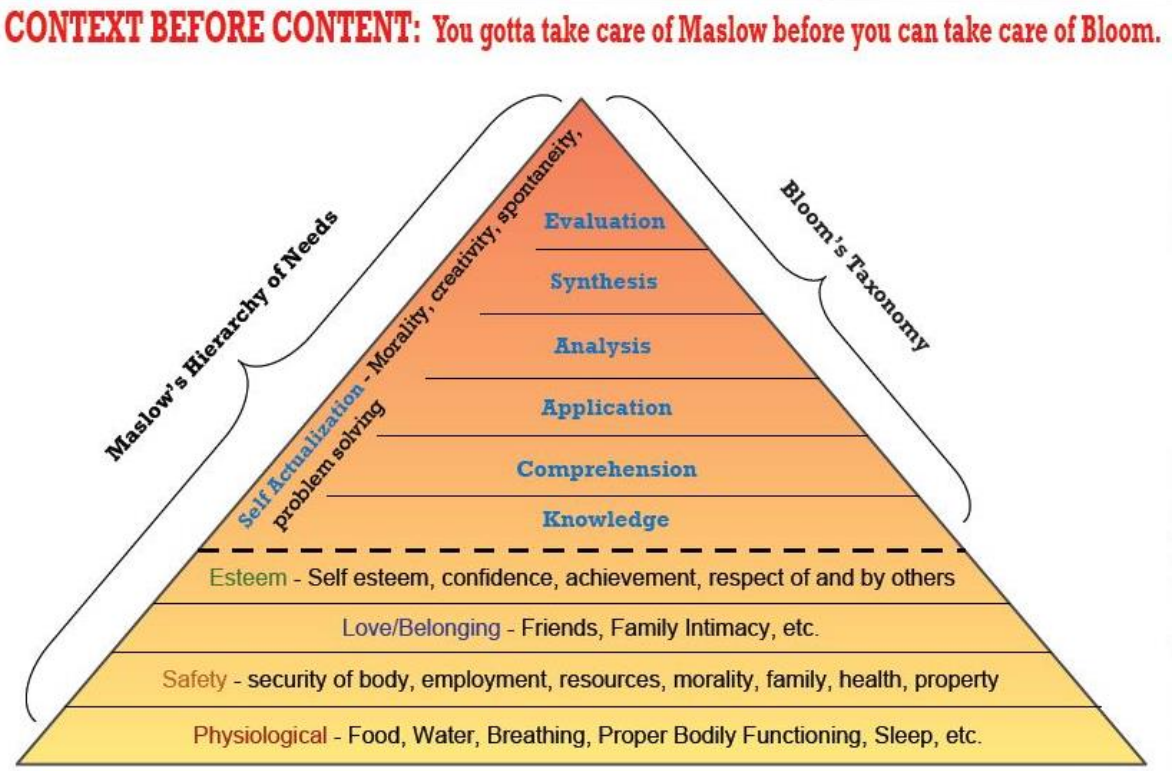
At Murgon State School we aim to build and maintain strong relationships between staff, students and the wider community. As part of the relationship building process, staff at Murgon State School must understand the basic needs for students prior to engaging in learning activities. These needs are well researched and evidenced by Maslow's Hierarchy of needs and Blooms Taxonomy as evidence below.



The building blocks to these relationships occur through the use of two research-based programs; Zones of Regulation and Restorative Practices (including Circle work/yarning circles). These programs focus on empowering students to own their emotions and choices and learn ways to regulate emotions and/or realise the impact their choices have on others.

The Zones of Regulation is designed to foster self-regulation and emotional control.

The purpose of delivering the Zones of Regulation is to teach students to understand the importance of self-regulation and developing social, emotional and sensory regulation skills. It is aimed to support students to manage and become aware of their internal emotions, sensory needs and thinking patterns.

The Program is designed to implement an explicit teaching sequence to allow students to develop the knowledge and understanding of sensory integration and regulation, emotional self-understanding and emotional self-regulation, executive functioning and cognitive control of behaviours, visual scaffolds and visual teachings, social thinking, social thinking vocabulary and the development of self-awareness. Students will gain vocabulary for emotional terms, develop skills in reading facial expressions, insight on triggers, problem solving skills and basic knowledge to assist in how to handle everyday situations appropriately.

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Restorative practice is built on values which separate the person from the behaviour. It promotes accountability. Restorative practice is all about relationships. The premise of restorative practice is to repair relationships that have been damaged. The aim of restorative practice is for offenders to reflect and accept responsibility for their wrongful actions and/or to fix the harm.

Restorative conversations are an opportunity for the offender and the victim to express their feelings about a particular situation. The use of restorative language and questions during these conversations allow children and young people to understand the impact of their behaviours. Restorative language helps shift the focus away from blame and shame to cause and repair. Questioning is a key component of a restorative conversation as it prompts the offender/victim to think about how they felt before, during and after the event.

Circle Work/Yarning Circles
Circle work is used to develop positive relationships. Through participation in circle time, students learn the skills required to engage with and listen to each other. It also promotes:

- Improved speaking and listening skills;
- Increased self-esteem;
- Empathy, recognition and ownership of feelings;
- Unity, respect and turn-taking;
- A sense of community;
- An understanding of how one's behaviour affects others;
- Improved emotional intelligence;
- Improved problem-solving skills;
- A sense of responsibility; and
- Improved relationships between children, and between children and school staff.

Circle time can be used as a 'check in' opportunity at the beginning of the day or an opportunity to solve problems inside and outside the classroom.

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Multi-Tiered Support plan descriptions

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; and • asking students and their families for their perspectives on school climate, instruction, reinforcement, and consequences 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 from staff and are easy to sustain; • variations within each intervention are limited; and • 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. 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. 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.

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Student Wellbeing and Support Network

Murgon 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
Murgon State School builds the foundations for wellbeing and lifelong learning by curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) through the implementation of the P–12 Curriculum, Assessment and Reporting Framework.

Murgon State School acknowledges the positive impact that a meaningful relationship between adults (staff) and students can have on students' academic and social outcomes.

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
Murgon 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
Murgon 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
Murgon 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 Office can provide further information and relevant forms.

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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.

Murgon 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
Murgon 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
Murgon 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 a student in the first instance, and where necessary provide first aid. In all other situations, Murgon 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, Murgon 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, Murgon 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.

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Student Support Network

Murgon 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.

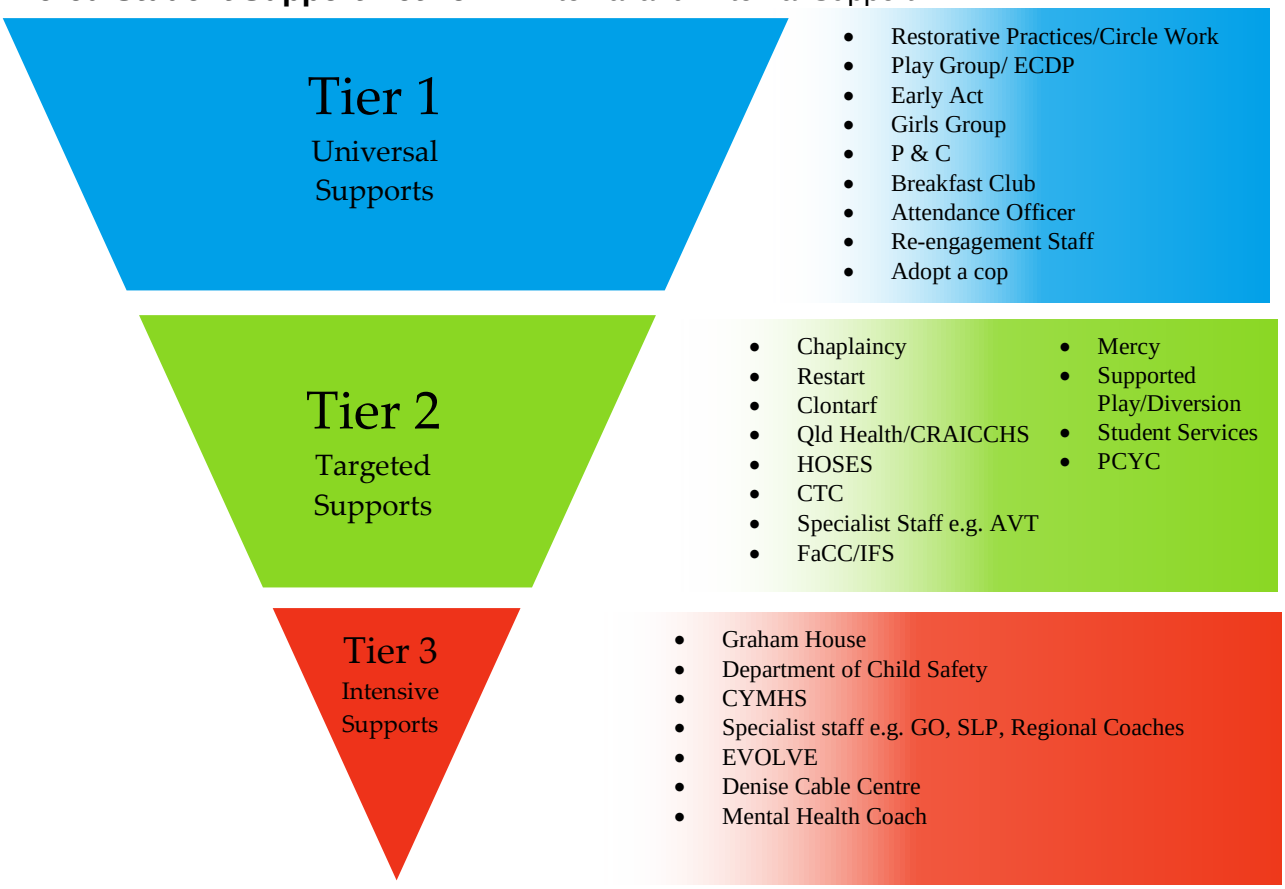
Students can approach any trusted school staff member at Murgon State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer, Head of Special Education or Principal on the school phone number.

It is also important for students and parents to understand there are regional and state-wide 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 Guidance Officer, Head of Special Education or the Principal.

Tiered Student Support Network – Internal and External Support



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Whole School Approach to Engagement (Mandated)

At Murgon State School, we believe consequences are not about punishment. They reflect the belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

Our Staff work tirelessly to engage students in meaningful learning experiences by:

1. Implementing inclusive and positive interactions to engage and support all students in classroom activities.
- The use of the Zones of Regulation program across the school to create an opportunity to strengthen relationships between staff and students as well as the student/student relationships.
- Regularly contacting parents/guardians with feedback on student learning and engagement.

2. Establishing and maintaining orderly and workable routines to create an environment where student time is spent on learning tasks.
- Staff work to weekly timetables that clearly articulate key learning areas being implemented.
- Classroom learning environments include visual stimuli that enhances the learning experiences for students.
- Visual timetables assist in routine and structure for students and support staff.

3. Managing challenging behaviour by establishing and negotiating clear expectations with students and addressing behavioural issues promptly, fairly and respectfully.
- Classroom expectations are clearly articulated and visual representations are available in all learning areas.
- Restorative conversations are conducted to identify/negotiate and resolve issues.
- Regularly contacting parents to address behaviour choices of students within class and general school contexts (positive and minor behaviour feedback).

4. Ensure students' wellbeing and safety within the school by implementing school and/ or system, curriculum and legislative requirements.
- Social/Emotional 'check in' using circles occurs at various times of the day to monitor students' levels of understanding/thoughts/emotional state.
- Assist with access to support services through referral processes.
- Work collaboratively with parents/guardians to improve student engagement and learning.

5. Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
- Model appropriate online/ICT behaviours.
- Ensure appropriate eSafety courses are provided to students.

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

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

Reinforcing expected school behaviour

At Murgon State School, communication of our key messages about behaviour is supported through reinforcement of desired behaviours. This continual reinforcement provides the students with feedback for engaging in expected school behaviour. This reinforcement fosters positive interaction between staff and students. All staff members are trained to give consistent and appropriate acknowledgement. Murgon State School signature positive behaviour rewards include VIVOs and Green Slips along with Weekly ABC awards which are presented on Parade.

VIVOs: Vivo points are a whole school reward system that acknowledges positive behaviour. Children accrue points that enable them to purchase rewards of their own choice. Vivo points are awarded to address targeted behaviours identified from school behaviour data.

Green Slips: All staff acknowledge children who demonstrate positive behaviours by issuing a green slip. Children than take this green slip home to be signed by a parent or guardian who can reinforce the behaviour. On return to school this slip entitles the bearer to a prize from the office. Administration staff then record this on the student's profile on OneSchool.

ABC Awards: Certificates that are presented at weekly assemblies. These certificates recognise children who have met school expectations for Attendance, Behaviour and Curriculum.

VIVO Shop: Students have access to the virtual VIVO online shop at home and school. Within this shop, students have the ability to purchase school based rewards and items available through the external VIVO Shop.

End of Term Rewards Activities: Twice a term (weeks 5 & 10) students are able to purchase reward 'experiences' through the VIVO shop using accrued VIVO credits; these rewards range in cost and time. Week 10 rewards are usually of significantly more value due their longer length and financial cost.

Consideration of Individual

Staff at Murgon 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 staff and principal consider with each individual student in both the instruction of behaviour and the response to behaviour*.

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Our staff 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.

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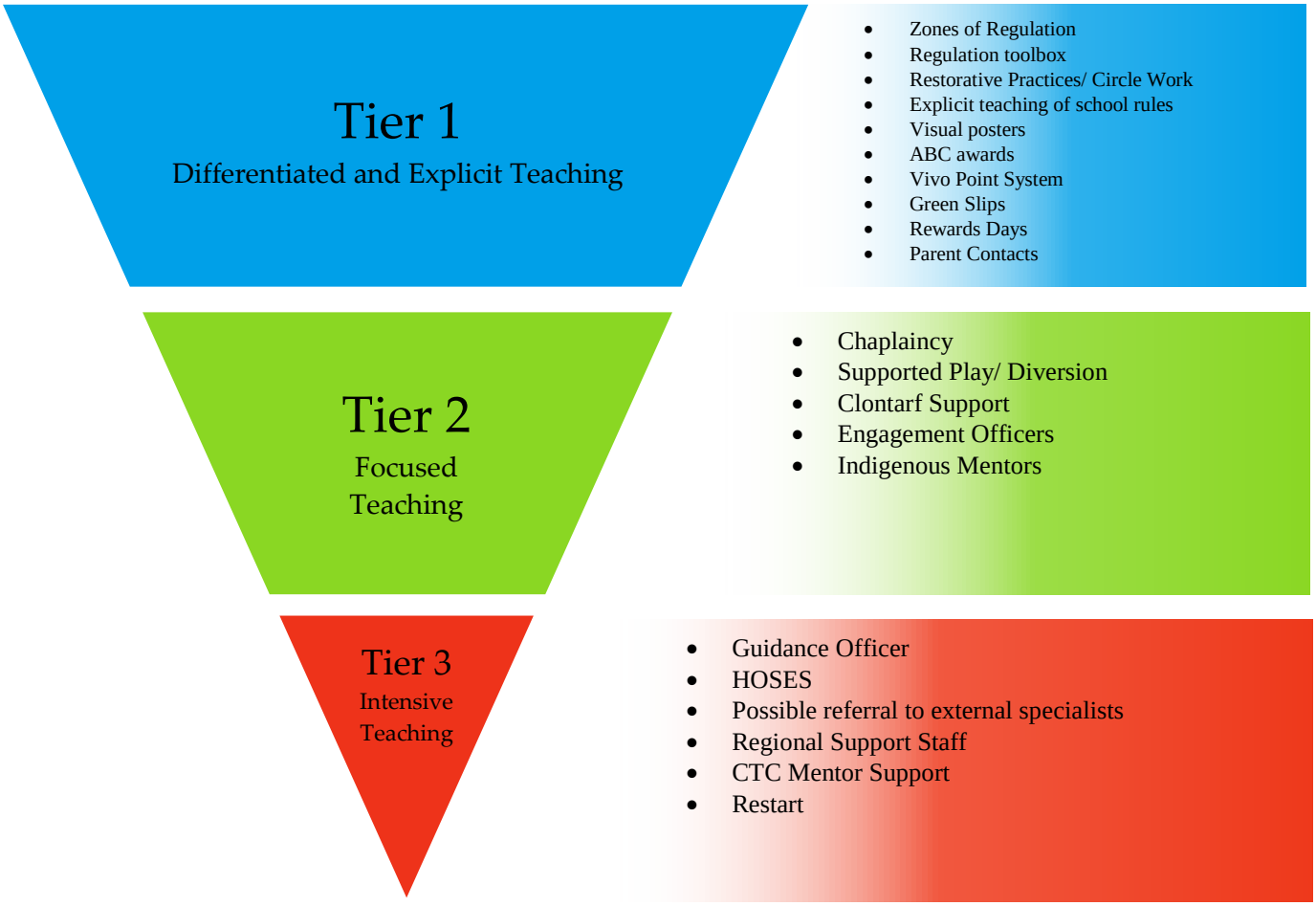
Differentiated and Explicit Teaching

Murgon State School is a 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. Staff reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Staff at at Murgon 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 staff 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 same model is used for academic and pedagogical differentiation.



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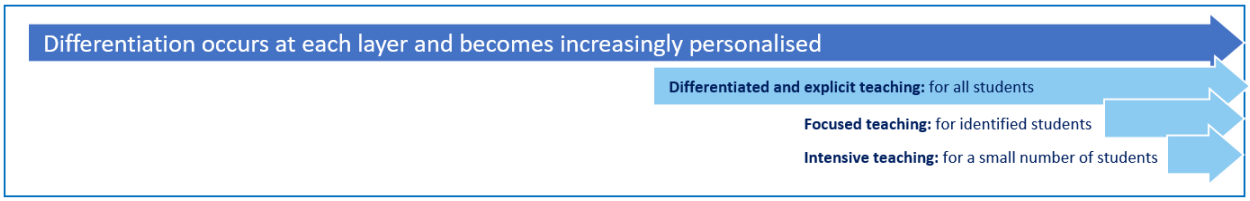

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, *in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for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

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

Murgon State School Behaviour Expectations Matrix

	Be Respectful	Be Safe	Be a Learner
All Settings	• Use manners • Follow directions of staff • Accept differences • Care for self, others and property • Use appropriate language • Communicate calmly with others • Appropriate responses (tone, pitch, language, actions)	• Hands and feet to yourself • Walk on cement areas	• Try your best • Wear your uniform with pride • Be honest • Active listening
Classroom	• Follow classroom expectations • Follow routines • Follow adult instructions • Supporting others (staff and peers)	• Sitting at your desk correctly • Walk when moving • Clean up areas • Careful use of equipment as designed/intended	• Attempt all work • Support others • Ready to learn • On time to lessons/activities
Playground/Sport – Eat	• Remain seated while others are eating • Hands up for dismissal • Pick up rubbish and place into the bin • Use acceptable noise levels (appropriate volume)	• Eat your own food • Wear you own hat • Sit on the tiger turf	
Playground/Sport – Play	• Play and remain in your designated area • Consider others by taking turns • Include all students	• Use equipment correctly and safely • Respect others personal space (no contact) • Appropriate games in appropriate spaces •	• Take turns • Listen to others • Display good sportsmanship • Ask questions of others relating to games • Speak to teachers if you need support/assistance
Toilets	• Wait your turn • Everyone deserves privacy • Leave the area as you found it • Access for all	• Wash hands before leaving • Dry hands before leaving • Turn off taps when finished.	• Inform an adult immediately of any problems/damage • Use during designated breaks • In and out quickly
Transitions	• On time • Be patient • Go directly to required location • Move quietly • Take your belongings with you (bag)	• Line up in designated area • Stop as asked/directed • Stay on paths	• On time to lessons/activities • Model appropriate movements/actions • Listening to instructions
ICT	• Care for equipment • Share with others • Be patient • Appropriate use of email • Use as instructed • Keep computers charged for others	• Be gentle • Access appropriate sites • Cyber safety aware • Walk when carrying	• If unsure ask for assistance • Stay on task • Use time wisely
Bus	• Wait in line, away from road edge • Use appropriate voice • Follow rules/expectations of the bus	• Remain seated • Cross the road behind the bus after looking both ways • Wear seatbelt (when fitted)	• Model appropriate movements/actions for others • Talk to person seated next to you – ask questions/check in on them.
Assembly/ Formal Occasions	• Active listening to presenters • Clapping at the end of presentations • Stand quietly for anthem	• Sit in designated class areas	• Listen for information important to you
Other: Excursions – all areas	• Use manners • Follow directions of staff • Accept differences • Care for self, others and property • Use appropriate language • Communicate calmly with others • Appropriate responses (tone, pitch, language, actions)	• Hands and feet to yourself • Walk on cement areas	• Try your best • Wear your uniform with pride • Owning choices • Active listening

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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 advisory teachers with specialist expertise in learning, language or development, work collaboratively with staff at Murgon State School to provide focused teaching. Focused teaching is aligned to the Behaviour Expectations Matrix, and student progress is monitored by school staff to identify those who:

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

Murgon State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Functional Based Assessment.

For more information about these programs, please speak with the school Guidance Officer.

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 school staff, 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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Legislative Delegations

Legislation

Murgon State School Student Code of Conduct 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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Disciplinary Consequences

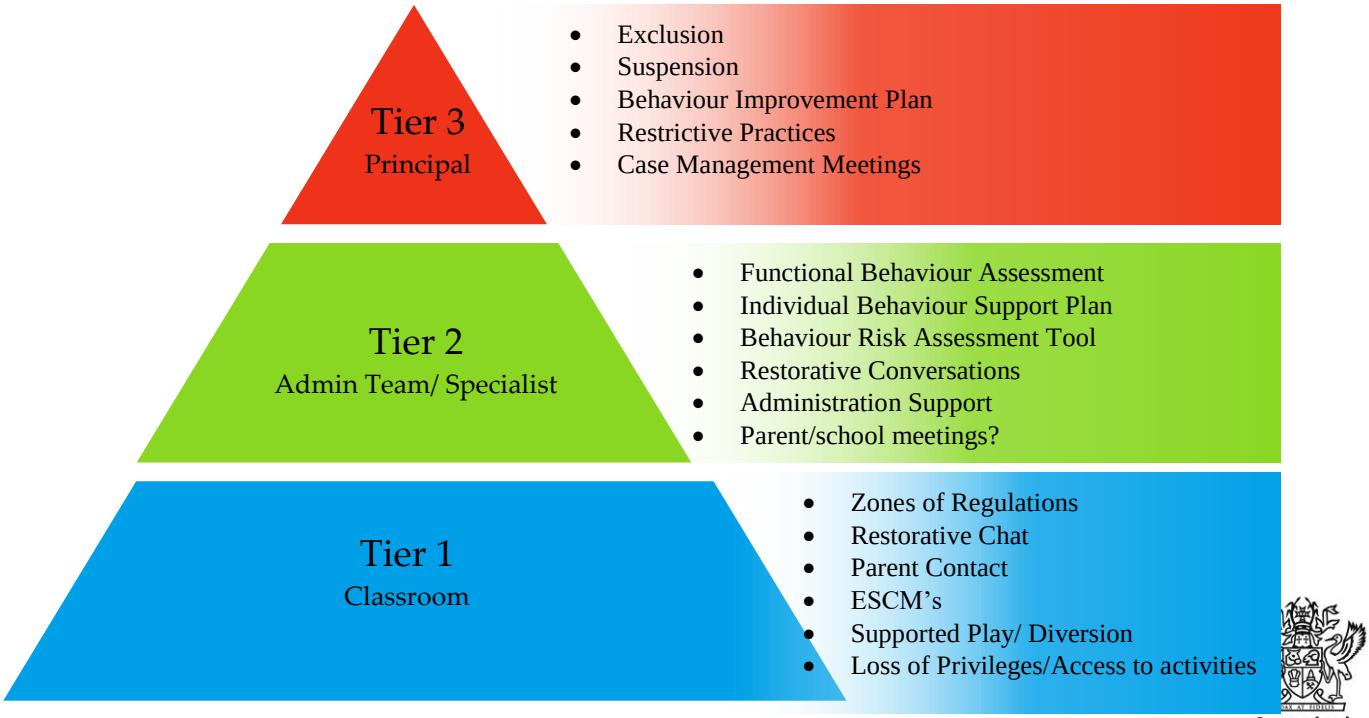
The disciplinary consequences model used at Murgon State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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



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Differentiated – Tier 1

Staff member 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 – Tier 2

Staff member 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
Token economy (VIVO rewards)	Student Reflection sheet – with Staff member	Behavioural contract
Counselling and guidance support	Self-monitoring plan	Check in Check Out strategy
Teacher coaching and debriefing	Referral to Student Support Network for team based problem solving	Stakeholder meeting with parents and external agencies

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Intensive – Tier 3

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.	Part time enrolment	

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 Murgon 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.

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 Murgon 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.

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

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

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

Re-Entry Agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments
In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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School Policies (Mandated)

Murgon State School has tailored school engegement 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 Murgon 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

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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:

Staff at Murgon 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 Murgon 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 Murgon 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 Murgon 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 Exemplar State College 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 (Mandated)

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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, Murgon 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.

It is **unacceptable** for students at Murgon 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 staff directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

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- 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 Murgon 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
  - Staff will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

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Preventing and responding to bullying

Murgon 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. Staff 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.

Murgon State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. 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 Murgron State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Murgon State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Murgon State School staff members 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 staff who receive the bullying complaint and their assessment of immediate risk to the student/s.

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Murgon State School - Bullying response flowchart for staff

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
Deputy Principal – John Sarev – 4169 8333
Principal – Aaron Jones – 4169 8333

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 is treated with the same level of seriousness as in-person bullying at Murgon State School. 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that 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 Murgon 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 Deputy Principal or Principal

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Murgon State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

Report
Refer to the Online incident management guidelines for more details, or if assistance is required, contact the 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.

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.

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.

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

Murgon 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 Murgon 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.

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Murgon State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Murgon State School works together to establish a safe, supportive and positive school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Murgon STATE SCHOOL
Be Respectful, Be Safe, Be a Learner

Murgon State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Murgon State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature	Parent's signature	School representative signature	Date

Queensland Government

Bullying response flowchart for staff

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
Deputy Principal – John Sarev
Principal – Aaron Jones

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

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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Appropriate use of social media (Mandated)

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

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Restrictive Practices (Mandated)

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

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

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

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

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

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

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

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

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

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Critical Incidents (Mandated)

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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Related Procedures and Guidelines

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

Queensland Government

Resources (Optional)

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

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Conclusion (Optional)

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution**: discuss your complaint with the school

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

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

2. **Internal review:** contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

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

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

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

Queensland Government

Appendix 3

Murgon STATE SCHOOL
Be Respectful, Be Safe, Be a Learner

Congratulations to

Green Slip

for

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Class Teacher

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Parent

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Admin

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Murgon STATE SCHOOL
Be Respectful, Be Safe, Be a Learner

Congratulations to

Green Slip

for

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Class Teacher

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Parent

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Admin

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Appendix 4

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Restorative Chat – Reflection Sheet

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Getting enough rest, being organised, setting a goal to achieve, and planning for the goal can help you move from BLUE to GREEN

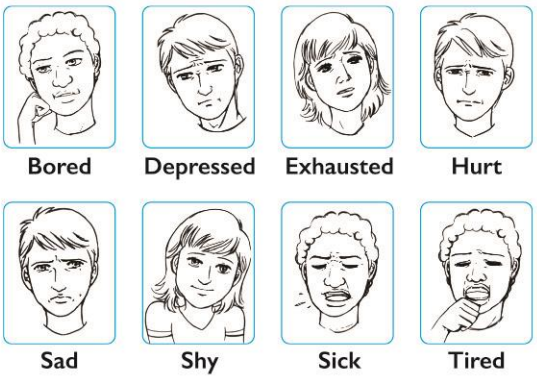
Yes, you can be in more than one ZONE at the same time!

BLUE ZONE

How this might feel:

- Sad
- Sick
- Tired
- Bored
- Moving Slowly
- Sluggish
- Not motivated
- Not ready to learn

How do I act when I am in this zone?



- You act very slow and aren't aware of what you may be doing.
- You have a hard time concentrating.
- You're not in full control of your body.

What tools can I use to support myself in this zone? What can help me move out of the blue?

- ✔ You can talk to your friends or a caring adult about your feelings.
- ✔ You can draw a picture and colour it carefully.
- ✔ You can take a short break to rest yourself for a few minutes.
- ✔ Try asking for a nice big hug from someone you love.
- ✔ Listen to music for a few minutes.
- ✔ Go for a short walk, do some gentle exercises, or stretch.

Queensland Government

READY TO LEARN

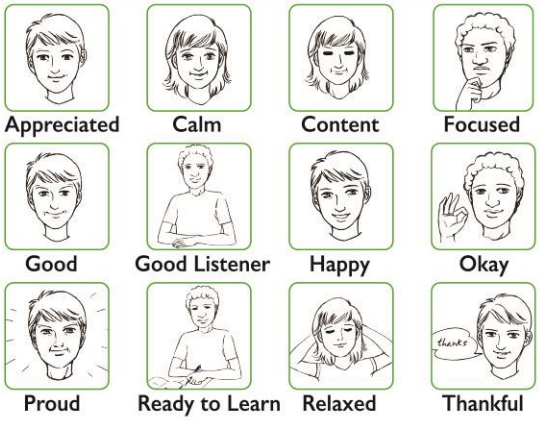
Yes, you can be in more than one ZONE at the same time!

GREEN ZONE

How this might feel:

- Happy
- Joyful
- Calm
- Focused
- Feeling okay
- Energised
- Alert
- Ready to learn

How do I act when I am in this zone?



- You are ready to learn and very energised to come to each class.
- You are focused and on task.
- You feel relaxed and on top of things.

What tools can I use to support myself in this zone? What can help me stay in the green?

- ✔ Keep having a positive mindset about what you are learning!
- ✔ Make sure you are getting your work done and staying on top of your due dates.
- ✔ Help others around you – be kind, always.
- ✔ Show expected behaviours.
- ✔ Put your best effort into your work.
- ✔ Recognise that challenges and set-backs or mistakes are also opportunities for you to grow.

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Recognising how your behaviour affects the people around you can help you move from RED to GREEN

Yes, you can be in more than one ZONE at the same time!

RED ZONE

How this might feel:

- Mad or angry
- Hands on others
- Yelling
- Refusing to work
- Aggressive
- Mean
- Unhappy
- Not ready to learn

How do I act when I am in this zone?

Aggressive

Angry

Elated

Mad

Mean

Out of Control

Terrified

Yelling

- Something has happened and you feel very mad and aggressive or defensive.
- Your emotions feel like they are out of your control.

What tools can I use to support myself in this zone? What can help me move out of the red?

- ✔ You can talk to your friends or a caring adult about your problem.
- ✔ Breathe deeply in through your nose for 4 seconds, then out of your mouth for 8 seconds. Do this until you feel calm.
- ✔ You can take a short break away from things for a few minutes.
- ✔ Listen to your inner "coach" (positive self-talk) rather than your inner "critic" (negative self-talk).
- ✔ Do some gentle exercises like pushing against a wall.
- ✔ Consider, what is the size of your problem? Is it a big problem, a medium problem, or a little problem? Does the size of your reaction match the size of the problem? How big should it be?

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Eating healthy foods, getting enough rest, and finding a balance between work and play or relaxation can help you move from YELLOW to GREEN

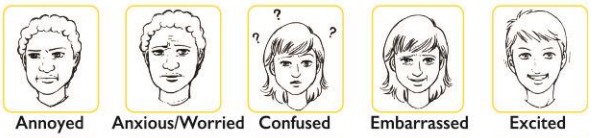
Yes, you can be in more than one ZONE at the same time!

YELLOW ZONE

How this might feel:

- Frustrated
- Worried
- Silly or wiggly
- Unfocused
- Impulsive
- Anxious
- Not ready to learn

How do I act when I am in this zone?



- You are feeling worried and something is bugging you.
- You are fidgeting.
- You are distracted by a head or stomach ache.
- You feel tense / stressed.

What tools can I use to support myself in this zone? What can help me move out of the yellow?

- ✔ You can talk to your friends or a caring adult about your worries.
- ✔ Breathe in through your nose for 4 seconds, then out of your mouth for 8 seconds. Do this three times. You just meditated!
- ✔ Get a drink of water.
- ✔ You can take a short break away from things for a few minutes.
- ✔ Squeeze a stress ball.
- ✔ Go for a short walk, do some gentle exercises, or stretch.
- ✔ Be a "coach" to yourself – remind yourself that you can do it!
- ✔ Make a to-do list of things you know you can get done within a reasonable length of time, and check them off as you go.

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