Mareeba State High School
Student Code of Conduct

2021-2023

Every student succeeding
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community,
Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Scott Whybird
Principal Signature:	
Date:	
P/C President Name:	
P/C President Signature:	
Date:	

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Purpose

The Queensland Department of Education is committed to ensuring every state school is a nurturing safe, supportive and disciplined environment, where all students can learn, achieve and reach their full potential. This approach underpins the work of staff at Mareeba State High School, who are committed to providing education that is responsive to the needs of all learners in our school community.

Our aim is to create and sustain the best possible environment for effective teaching and learning. Within this environment, it is anticipated that:

- Staff are consistently prompting for, teaching and reinforcing the development of self-discipline for all students
- All school community members are taking responsibility for their behaviour and respecting the rights of others

We believe that keeping parents and carers informed of our standards and processes is an important factor in working in partnership for the benefit of our students. Therefore this Student Code of Conduct has been developed to outline our systems for teaching positive behaviours, preventing problem behaviour, and responding to unacceptable behaviour.

Our ongoing aim is to enable our students to learn and demonstrate behaviours that are reflective of our four key values: **Respect, Organisation, Learning and Safety**. Keeping a strong focus on these core values will support the following desired outcomes:

- A quality curriculum that meets and responds to the diverse needs of all students
- High standards of work habits, manners and personal presentation
- Continuous improvement through innovative, responsive and accountable leadership
- Positive management practices which empower students to accept responsibility for their learning and behaviour
- The development of self-esteem, team work, respect and positive interpersonal relationships
- Innovative critical and creative teaching and learning practices incorporating new technologies
- The enhancement of learning opportunities through productive community partnership

The consultation process that informed the development of the Mareeba State High School Student Code of Conduct occurred in three phases.

In the first phase, we conducted a survey with staff on behaviour support practices at the school, to rate their current perceptions and rank priorities for improvement.

In the second phase, we reviewed the relevance of our previous Responsible Behaviour Plan for Students, and shared information on the process of developing the new Student Code of Conduct with staff. The meetings of the school's Positive Behaviour for Learning team also acted as an ongoing forum for sharing ideas and suggestions for improving the quality of behaviour support practices in the school.

The third phase of consultation commenced in Term 3, when a draft Student Code of Conduct was prepared and distributed for comment. This finished version, incorporating suggested changes and feedback from staff, was sent to the P&C Association meeting on 11/11/2020 for endorsement. At this meeting, the P&C Association unanimously endorsed the Mareeba State High School Student Code of Conduct for implementation in 2021.

To support everyone's awareness of the Mareeba State High School Student Code of Conduct, opportunities to provide information will be included as part of the enrolment pack, within the school website, and via the school's newsletter and Facebook page.

Review Statement

The Mareeba State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances and staff turnover.

A comprehensive review will be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

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Whole School Approach to Discipline

Mareeba State High School uses the Positive Behaviour for Learning (PBL) framework to guide our actions in creating a safe, and supportive learning environment. This is a whole-school approach, used across all classrooms and informing all programs offered through the school, including sporting activities and excursions.

This approach acknowledges that the achievement of self-discipline, our goal for every student in our school, is dependent on first establishing schoolwide discipline.

Essentially PBL is a framework that supports schools to:
- Emphasise strategies that prevent or mimimise the likelihood of problem behaviour
- Retain a focus on the active teaching and reinforcement of positive behaviour
- View problem behaviour as an opportunity for re-teaching, alongside using fair and equitable consequences for misbehaviour
- Monitor and evaluate the success of these strategies, and problem-solve areas requiring improvement

A cornerstone of the PBL framework is the need for a consistent language for everyone to use when reinforcing expected behaviours. This is where our schoolwide values derive from – Respect, Organisation Learning, and Safety.

Having developed these four schoolwide values in 2012, the school has subsequently utilised the PBL framework to develop systems for:

- Identifying the student behaviours that exemplify these four values (see PBL expectations on the following page)

- Developing processes for actively promoting, prompting for and teaching these behaviours (i.e. a designated behaviour focus or 'Value of the Week', communicated to all students). In this way, students are more likely to learn and demonstrate expected behaviour because they hear the same consistent messages from multiple adults across the school day.

- Develop processes for encouraging and providing acknowledgment to students for demonstrating expected behaviour (e.g. our ROLstar strategy)

Schoolwide Expectations

Our school-wide expectations - Respect, Organisation, Learning and Safety - are guiding principles and reflect our desired outcomes for students.

We also believe that all adults in the school, whether visiting or working, should act as role models for our students – therefore they will also be meeting these same four expectations in all settings throughout the school day.

The table on the following page – entitled the 'Matrix of Expected Behaviour' illustrates these values in greater detail.

In short, it has been developed to answer the question : "What does *being respectful*, *being organised*, *being a learner,* and *being safe* actually look like and sound like?"

The Matrix is a table which describes these behaviours in detail, including expected behaviours for:

* All settings
* Classrooms
* School Grounds
* Tuckshop and Eating Areas
* Before and After School
* Online activities

Just as schools rely on the direction provided by their curriculum and pedagogical frameworks, success with student behaviour begins with clear behavioural expectations.

	We are Respectful	We are Organised	We are Learners	We are Safe
All Settings	• Look, listen and follow staff instructions • Use appropriate language • Accept difference and show tolerance • Be honest and take responsibility for our own actions • Show courtesy and consideration for others, their property and the school environment • Show pride in our school and represent it positively	• Bring required equipment. • Be on time • Be in the right place at the right time • Wear uniform correctly	• Participate in all activities and try new things • Complete all required tasks • Keep an open mind and a positive attitude • Ask for help if unsure • Give our best effort • Model positive behaviours to allow others to learn	• Look out for others and seek help • Keep our hands and feet to ourselves • Use equipment for intended purpose • Keep valuables in a safe place • Look after property and our environment • Show self-control • Follow the safety rules of activities • Show sensitivity to the needs and feelings of others • Sit, stand and move in a calm orderly manner.
Classrooms	• Help others • Use a respectful voice and manner • Wait our turn to speak • Respect others rights to learn and teach	• Line up quietly outside the classroom • Arrive prepared • Complete set tasks to the best of our ability and on time • Attend all lessons	• Care about your learning • Stay on task • Strive to achieve your best in all class work, homework and assessment • Only use electronic devices responsibly under teacher instruction	• Treat all equipment with care as demonstrated
School Grounds	• Be considerate of others • Show good sportsmanship • Look out for others • Respect others belongings • Care for the environment	• Stay in approved areas • Keep areas clean • Stay alert to unauthorised visitors and inform teaching staff • Move purposefully between classes	• Participate in organised activities e.g. student council. • Enjoy a relaxing and safe break	• Follow safe practices • Report hazards to staff • Keep to the left of the walkways and stairs
Tuckshop & Eating Areas	• Be courteous towards staff and students • Respect the outdoor eating environments	• Place litter in the bin • Monitor and maintain noise levels • Have orders and payment ready	• Make healthy choices	• Maintain personal boundaries • Queue in a safe manner
Before & After School	• Respect personal space • Speak politely • Treat all property respectfully	• Keep area tidy • Travel to and from school directly	• Learn road rules and public transport rules • Learn and apply student driver policy	• Encourage others to act in a caring way • Apply road rules around vehicles • Board the bus in an orderly fashion • Go directly into the school grounds on arrival
Online	• Use appropriate language and tone at all times online • Only share appropriate and considered material. • Only share information involving others with their permission'	• Reference material appropriately	• Use to your time online appropriately and efficiently to add to your learning	• Only post appropriate images and nothing that can identify you or your address. • Report anything concerning or upsetting to a trusted adult • Keep personal details off the internet at all times • Keep your log in and password secure

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Our schoolwide values apply to all members of the school community, The table below explains how these values apply to parents when visiting our school and the standards we commit to as staff.

	What we expect to see from you	What you can expect from us
Respectful	You make an appointment to speak with relevant school staff or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
	You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
	You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
	You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
	You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
	You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

	What we expect to see from you	What you can expect from us
Organisd	You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
	You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
	You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

	What we expect to see from you	What you can expect from us
Learner	You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
	You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
	You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

	What we expect to see from you	What you can expect from us
Safe	You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
	You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
	You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

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Differentiated and Explicit Teaching

Mareeba State High School provides differentiated teaching to respond to the learning needs of all students. This means that staff will vary what behaviour skills students are taught, as well as adapting how this instruction is delivered. This is the same approach used for teaching the academic content of the curriculum.

As noted above, this involves teaching expected behaviours and providing regular opportunities for students to receive reinforcement and acknowledgement for demonstrating these behaviours.

Decisions about what is taught are typically made in response to data collected on student behaviour, as well as the day-to-monitoring conducted by staff.

There are three main layers to this process of differentiation. These are:

Differentiated and explicit teaching – schoolwide processes that apply to all students
Focussed Teaching – targeted processes that apply to students requiring additional support
Intensive Teaching – highly individualised processes for a smaller number of students

This first 'schoolwide' layer can occur in a variety of contexts – Resilience lessons (see below), Parades, and woven into subject-specific lessons/learning areas.

Using the language of the schoolwide values and the rules outlined in the Matrix of Expected Behaviour, all teachers and other relevant staff are able to explain to students what each of the expectations look, sound and feel like in specific classrooms and other settings.

In addition, the implementation of the **Resilience Project** for each Year Level provides a further opportunity to promote and reinforce expected behaviour.

The Resilience Project is designed to provide practical strategies to build resilience. It is therefore an important part of our school's effort to look after the mental health of our community. It focuses around 4 key components:

Gratitude - being thankful and expressing appreciation for what one has, as opposed to focusing on the lack of something.
This aligns with expected behaviours such as: **Care about your learning; Show pride in our school and represent it positively; Treat all equipment with care, etc.**

Empathy - the ability to understand another person's thoughts and feelings from their perspective.
This aligns with expected behaviours such as: **Show courtesy and consideration for others, their property and the school environment**; **Respect personal space; Speak politely, etc.**

Mindfulness - Mindfulness is about practising a moment-to-moment awareness of thoughts, feelings, bodily sensations, and surrounding environment – with curiosity, and without judgement.
This aligns with expected behaviours such as: **Care for the environment**; **Make Healthy Choices, etc.**

Emotional Literacy - Emotional literacy is described as the ability to understand ourselves and other people, and in particular to be aware of, understand, and use information about the emotional states of ourselves and others with competence.
This aligns with expected behaviours such as: **Accept difference and show tolerance**; **Be honest and take responsibility for our own actions, etc.**

Focused Teaching

Some students in our school will typically require additional support to meet our behaviour expectations, beyond the schoolwide differentiated and explicit teaching strategies noted above. Some of these students may have difficulty meeting behavioural expectations in a particular period of the day or when participating in a specific learning area/subject. Therefore focused teaching may be needed to help them achieve success.

Focused teaching provides students with more opportunities to learn and practise behavioural skills. This involves the input of a range of support staff, who work collaboratively with class teachers at the school.

Some of these opportunities will be offered within specific groups, or as part of a targeted strategy based on resolving incidents or addressing ongoing problem behaviour. This can include:

- Check-in opportunities with support staff to help monitor progress and provide feedback to students
- Counselling opportunities to build awareness of what may be contributing to problem behaviour and encourage goal-setting
- Specific groups focusing on building specific social skills e.g. Shine and Strength program.

The table below outlines the key personnel who provide additional support at our school

Guidance Officer (GO) Offers personal counselling for students across Years 7 – 12. Assists students with specific difficulties, acting as a mediator or providing information on other life skills Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.	**School-Based Youth Health Nurse** Provides support regarding health concerns , including information and referral options related to: Healthy eating and exercise, Sexual health, Smoking, alcohol and other drugs.
Community Education Counsellors (CEC) Supports Aboriginal and Torres Stait Islander students and their families, via home visits, individualised counselling, and organising/leading meetings and functions within the community.	**Chaplain** Provides spiritual support and direction to the school community, and works closely with students, staff and other services to build a nurturing environment within the school.
Transition Support Officer Support young people who are at risk of not obtaining a QCE, having their enrolment cancelled or excluded to access alternative educational pathways.	**Senior Schooling VET Officer** Supports students with identifying opportunities for work experience, school-based trainneships and apprenticeships.
Students in Out of Home Care Coordinator Supports students in out of home care by addressing specific attendance isssues and/or social/emotional needs.	**Youth Support Coordinator (YSC)** Supports students identified as being at risk of disengaging from education, with a view to supporting their transition through Year 10 – 12 and to alternate pathways.

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School-based Police Officer	Student Support Space Officers
Fosters awareness of community safety and crime prevention strategies. Our school-based Police Officer is approachable to all students.	Monitor and follow-up procedures for students in the student support space, including supporting students to reflect on more positive behavioural choices and contacting Parents/Carers.
Year Level Coordinators Supports students in their respective year levels with all aspects of their school journey. Offers a supportive rather than disciplinary role in regard to addressing student difficulties.	**First-Aid Officer** Supports students who are sick at school and contacts parents. Also ensures that students with specific health concens have documented plans in place.
Head of Junior School and **Head of Senior School** Provides individual and, at times, group support to students to assist their engagement with education and training. **Support students to overcome barriers** to education such as: - attendance at school - drug and alcohol support needs - QCE/learning support - The effects of School Disciplinary Absences/referral for behaviour support - relationships/social skills - conflict with family/peers/teachers - social/emotional/physical wellbeing	**Education Support Services** Provides extensive support for students with disabilities through whole school inclusive practices.

It is also important for students and parents to understand there are regional support services also available to supplement the school network. These include:

- Principal Advisor Student Protection
- Principal Advisor – Restrictive Practices
- Mental Health Coach
- Autism Coach
- Inclusion Coach
- Advisory Visiting Teachers
- Senior Guidance Officers

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Intensive Teaching

Intensive teaching is offered to support students who demonstrate ongoing and/or challenging behaviour, particularly where there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

This level of support generally occurs when focused support strategies have been used but have not been entirely successful in changing behaviour.

Some students may require intensive teaching for a short period, to help them develop and/or demonstrate particular behaviour skills in a specific setting (e.g. with peers or within a particular subject area). Other students may require intensive teaching for a more prolonged period.

Decisions about the approach will be made based on information collected from staff (including school behaviour records) and after conversation's with the student's family.

At this level, individualised behaviour assessments are typically conducted and support plans are developed. At times this will also involve collaboration with external support agencies, who provide additional services for these students. This kind of approach aims to address the barriers to learning and participation faced by students who may also be experiencing a number of complex personal issues.

At a school level, we may modify the student's timetable and monitor the progress of these adaptations.

This may include providing parents with viable alternative options for their child's learning, including vocational pathways.

Disciplinary Consequences

The majority of our students will be capable of meeting our values of being respectful, being organised, being a learner and being safe. However, there will be times when staff will need to correct inappropriate behaviour and apply consequences.

In addition, procedures are established for the cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school. Details can be found on the school website.

By extension, relevant consequences are also in regard to the non-submission of work/ assignment tasks. Details can be found on the school website.

Outline of the disciplinary consequences model at Mareeba State High School

The disciplinary consequences model used at Mareeba State High School follows a least to most intrusive approach – that means that our actions will be matched to the severity and frequency of inappropriate behaviour.

For low-level or minor problem behaviours, strategies such rule reminders and sanctions are used by staff to help correct the behaviour and encourage the student to act more appropriately. These simple or 'least intrusive' strategies are normally sufficient for the majority of students.

However, there may be students who may experience difficulty with meeting the stated expectations and continue to display problem behaviour. Some behaviours can severely 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's Student Services for additional support or additional consequences.

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 no other alternative discipline strategy is considered sufficient to deal with the severity of the problem behaviour.

The differentiated responses to problem behaviour can be organised into three levels, with increasing intensity of support and use of consequences.

Differentiated

These are strategies utlised in response to **Level 1** behaviour (refer to *Student Behaviour and Staff Actions* in Student Organiser)

For behaviour of low-intensity/severity, the class teacher provides appropriate corrective responses matched to the frequency of the behaviour. This may include, but is not limited to, the following **least-to-most intrusive strategies**:

- Tactical ignoring of inappropriate behaviour
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders
- Using body-language (proximity)
- Revised seating plan and relocation of student/s
- Reminders of incentives or class goals
- Redirection – using a low voice and tone for individual instructions
- Giving 'take-up' time for student/s to process redirections

- Private discussion with student about expected behaviour
- Praising other students to 'cue' another student who is off-task
- Questioning to redirect ("What is our rule for…?")
- Warning of in-class consequences (e.g. time-out in classroom)

For ongoing behaviour, correction may also include additional consequences, including, but not limited to:

- Parent/carer contact
- Detention
- Time for making up missed work
- Loss of specific priveliges
- Post-lesson individual discussion

Staff are encouraged to keep records on ongoing patterns of problem behaviour and record (as required) specific incidents and parent/carer contacts on OneSchool.

Focused

These are strategies utlised in response to **Level 2** behaviour (refer to *Student Behaviour and Staff Actions* in Student Organiser)

Class teachers and other staff are supported by other school-based staff to address ongoing problem behaviour. This may include the following (non-sequenced) actions and consequences:
- Referral to subject HOD and development of targeted support strategies
- Parent/Carer contact
- Counselling and guidance support
- Detention
- Monitoring Cards
- Loss of specific priveliges
- Restitution/Restorative Conversation
- Stakeholder meeting with parents and external agencies
- Withdrawal to Student Support Space in Student Support Services Building
- Short term suspension (up to 10 school days)

Intensive

These are strategies utilised in response to **Level 3** behaviour (refer to *Student Behaviour and Staff Actions* in Student Organiser)

School leadership team work in consultation with Student Services Team to address ongoing an/or serious problem behaviour. This may include:
- Behaviour Assessments and development of individual support plans
- Complex case management and review
- Stakeholder meeting with parents and external agencies
- Temporary removal of student property
- 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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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. 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 Mareeba State High School may be invited to attend a re-entry meeting. The main purpose of this meeting is to welcome the student, with their parent/s or carers back to the school. It is not a time to review the decision to suspend, as the student has already received a consequence 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. A record of the meeting is saved in OneSchool, under both the Contact and the Support and Intervention tab

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 the Guidance Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family

circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we cannot disclose or discuss this information with anyone but the student's family. 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.

School Policies

Just like all other State Schools, Mareeba State High School has a series of school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- the good management 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 Mareeba State High School and will be removed if found in a student's possession:

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

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.

NB. Some learning areas (e.g. Manual Arts, Home Economics) will involve providing access to knives required for activities, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

Responsibilities

State school staff at Mareeba State High School:
- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag, prior to seeking consent to search the bag from a parent or calling the police, where there is suspicion that the student has a dangerous item (for example, a knife) in their bag

Notes on the issue of consent:
- 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;
- 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
- there may 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);
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Parents of students at Mareeba State High School
- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Mareeba State High School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a safe and supportive 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 Mareeba State High School
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Mareeba State High Schools Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a safe and supportive 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.

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Use of mobile phones and other devices by students

To ensure mimimal disruptions to learning, Mareeba State High School ensures that students understand the rules regarding the responsible use of mobile phones and other devices

As with other instances of inappropriate behaviour, breaches of these conditions may result in disciplinary actions (see *Disciplinary Consequences* on page 16)

Responsibilities

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

- Students are required to switch off and place the mobile device out of sight during classes, before and after school whilst on-site, and during lunch breaks unless the device is being used in a **teacher directed activity to enhance learning (see below)**

- seek and obtain a teacher's permission if they need to use a mobile device under special circumstances.

Acceptable and non-acceptable use

It is **acceptable** for students at MSHS to use mobile phones or other devices for **assigned class work and assignments set and supervised by teachers, e.g:**
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment

It is **unacceptable** for students at Mareeba State High School to:
- use a mobile phone or other devices **without permission from the supervising teacher**
- ignore teacher directions for the use of social media, online email and internet chat
- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminary or derogatory language (including actions that constitute bullying and/or harassment)
- commit plagiarism or violate copyright laws
- 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
- take into or use mobile devices (including those with Bluetooth functionality) at exams or during class assessment unless expressly permitted by school staff.

In addition students and their parents should be aware that

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- 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 the 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

Preventing and responding to bullying

MSHS uses the PBL framework to help promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community.

Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school.
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Defining bullying behaviours

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

The following flowchart explains the actions Mareeba State High School teachers will take when they receive a report about student bullying, including bullying which may have

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occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

The following flowchart explains the actions staff will typically 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 timeframes on this flowchart will vary depending on the professional judgment of teachers (e.g. their assessment of immediate risk to student/s).

Bullying response flowchart for teachers

Step 1	- Allow students to share their experience and feelings without interruption - As necessary, ask the student for examples they may have of the alleged bullying (e.g. hand written notes or screenshots) - Check with the student to ensure you have the facts correct - Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue - If you hold immediate concerns for the student's safety, let the student know how you will address these.
Step 2	- Develop a plan with the student – outlining next steps (ask the student what they think may help) - Notify / refer to relevant personnel (e.g Year coordinator, HOD) of the issue and enlist additional support as required - As applicable, notify parent/s that the issue of concern is being investigated - Document your communication with the student (i.e OneSchool).
Step 3	- Complete all actions agreed with student (and if applicable parent/carers) within agreed timeframes - Document relevant actions in OneSchool - Monitor student and check in regularly on their wellbeing - As required, seek assistance from student support network (e.g. Student Services)

Cyberbullying

Cyberbullying is treated at Mareeba State High School with the same level of seriousness as in-person bullying.

In the first instance, students or parents who wish to make a report about cyberbullying should approach staff at Student Support Services (A Block.)

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 behaviour such as cyberbullying which may occur on weekends 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.

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Parents and students who have concerns about cyberbullying incidents occurring during school holidays can seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a team to assist in maintaining 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 also provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what parents/carers can do if their child is a target or responsible for inappropriate online behaviour.

Student Intervention and Support Support Services

Mareeba State High School recognises the need to provide 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 Services table outlined on page 11 – 12.

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. As noted on the flowchart on page 23, all staff at Mareeba State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of social media

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

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

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

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

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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.

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, in line with the expectations outlined on page 9. 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, please 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

It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly (please see the following section on the management of **Critical Incidents** on pages 27-28).

In some 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. Restrictive practices in this instance include the use of physical restraint, seclusion, containment and clinical holding. School staff may use such strategies where:

a) the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others;
b) the seclusion or physical restraint is reasonable* in all the circumstances as a response to the student's behaviour and
c) there is no less restrictive measure available to respond to the student's behaviour in the circumstances.

The various forms of restrictive practice noted above are defined as follows:

Physical restraint	The use of physical force to prevent, restrict or subdue movement of a student's body or part of their body.
Seclusion	The solitary confinement of a student in a room or area from which their exit is prevented by a barrier or another person.
Containment	Planned restrictive practice that involves a <u>single</u> student in a room or area for the purpose of engaging in learning. The room is secured by a fob or similar system (or other mechanism) and the student's free exit is impeded. The student is always accompanied in the room by at least one adult.
Clinical holding	Planned restrictive practice that occurs when staff employ pre-arranged strategies and methods (of physical restraint) that are necessary and in the best interests of the student, based upon an assessed need and agreed in advance in order to provide essential healthcare or personal care. Clinical holding is prescribed by the appropriately qualified health professional.

*to be considered "reasonable", the seclusion or physical restraint must be:

a) proportionate to the risk of harm
b) discontinued once the risk of harm has dissipated, and
c) respectful of the student's dignity.

Examples of physical restraint that might be "reasonable" in the circumstances would be:
a) using manual guidance to prevent a student running onto a busy road
b) holding a student to prevent them physically attacking someone, or
c) holding a student's hand to prevent repetitive, serious self-injurious behaviour.

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This approach is in line with the Department of Education's **Restrictive practices procedure**, which has been developed for the protection of everyone's human rights, health, safety and welfare.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (e.g. of physical restraint) which are based upon behaviour risk assessment and are recorded in advance. This planned use of strategies will only be utilised 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 be undertaken to reflect on the use of the practice and determine what steps will be undertaken to manage a similar situation in the future.

All incidents of restrictive practices will be recorded and reported on OneSchool.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond to escalated 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 escalated behaviour of the student under rapid and safe control. It is not a time to attempt to 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.

The summary on the following page describes a number of basic defusing techniques for unexpected critical incidents.

It is not intended as a flowchart of specific steps, given the individual circumstances of each situation.

Actions to **avoid using** when problem behaviour occurs	Actions likely to de-escalate problem behaviour and lead to more positive outcomes
Shouting	Model the behaviour you want students to adopt – use a calm, measured tone Speak privately to the student/s where possible, speak calmly and respectfully,
Sudden movements	Approach the student in a non-threatening manner - move slowly and deliberately toward the problem situation.
Cornering the student Moving into the student's space Touching or grabbing the student	Keep a reasonable distance Establish eye level position Minimise body language, Withdraw if the situation escalates
Becoming defensive, communicating anger and frustration	Use a serious measured tone - choose your language carefully Stay calm and controlled, avoid responding emotionally.
Sarcasm	Be matter of fact & avoid humiliating the student Be brief, stay with the agenda, acknowledge cooperation
Remember, if the student starts displaying the appropriate behaviour, acknowledge their positive choice .	

Debrief: At an appropriate time (i.e. when the student is calm and receptive to discussion) help the student to identify the sequence of events that led to the unacceptable behaviour, discuss the choices (positive as well as negative) that the student made in this situation, and identify more positive options if similar situations occur in the future.

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Related Procedures and Guidelines

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

- 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

Further Resources

- Australian Professional Standards for Teachers

- 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