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Moranbah East State School

Student Code of Conduct

2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Pete Stansfield
Principal Signature:	
Date:	18-11-2020

P/C President	
P/C President Signature:	
Date:	20-18-2024

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Purpose

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

The Moranbah East State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive and effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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Principal's Foreword

Moranbah East State School has a long and proud tradition of providing high quality education to students in the Bowen Basin Central Queensland region. At Moranbah East State School, we put students first. We believe every child needs a champion that will support them every day, no matter what. As a team we all work together to ensure that this is the case for every student, every day.

I strongly believe that students in our current generation will not learn from people they don't respect. The staff at Moranbah East State School know that it is our role to build positive relationships with all students and families so that every child feels safe and supported in their learning environment. We believe strong, positive relationships between all members of our school and the community are the foundation to supporting the success of all students.

This is evident in our Moranbah East State School Motto "*Achieve with **Pride**"* and the core values and expectations that underpin the acronym PRIDE and what we stand for in our daily interactions i.e High standards in academic, sporting and cultural pursuits, achieved only through honest work and strong persistence.

P ersistence
R espect
I ntegrity
D iversity
E xcellence

These core values are also reflected in our school vision statement *"**Pride** in our achievements leads to success"* and have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with students, parents and our wider community are the most valuable skills our communities need now and in the future.

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

I thank the students, teachers, parents and other members of the community for their work in bringing this Moranbah East State School Student Code of Conduct together. Your interest and views shared through the process of

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developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations and work towards our vision statement outlined above.

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P&C Statement of Support

As president of the Moranbah East State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Rod Finney and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Moranbah East State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Moranbah East State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Moranbah East State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 41 provides an excellent starting point to understand how to approach the school about these types of problems.

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

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Consultation

The consultation process used to inform the development of the Moranbah East State School Student Code of Conduct in 2020 was quite different than normal due to COVID-19 with staff meetings and parent information sessions unable to occur in person earlier in the year. A draft version of the document was created by the leadership team and then emailed to the following school and community groups for consultation to provide feedback.

1. Local Consultative Committee (LCC)
2. Moranbah East State School staff (Input to LCC)
3. Parents & Citizens (P&C)
4. Parents of students at Moranbah East State School (F2F)
5. Student Representative Council (F2F)

During this process, 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. Participants were asked to offer positive ideas and suggestions for improving the quality of relationships and communication in the school. This information was collated and where appropriate added to our newly developed Student Code of Conduct.

The finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association endorsed the Moranbah East State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Moranbah East State School Student Code of Conduct, through promotion on our school website, Facebook, school parades, fortnightly newsletter and email.

Any families who require assistance to access a copy of the Moranbah East State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Moranbah East 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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Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and Principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- Parents
- Students
- Staff
- Principals

For more information, refer to frequently asked questions page.

School Opinion Survey

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

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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.

At Moranbah East State School, we consider behaviour management an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We use our core values of PRIDE, Persistence, Respect, Integrity, Diversity and Excellence to facilitate positive behaviours, teaching the prevention of problem behaviour and responding to unacceptable behaviour. Our school expectations underpinned from out core values have been agreed upon and endorsed by staff, students and our Parent and Citizens Association. We encourage any student or parent to make an appointment with the Principal/Deputy Principal to discuss the model of behaviour support and discipline used at this school.

Behaviour Management Procedure and Policy

At all times students are expected to be on their best behaviour and abide by these guidelines whether at school, school functions or travelling to and from school.

a) Presence in Rooms

Students are not to be in classrooms during breaks unless they have the permission of or are under the supervision of a teacher. At the start of the lesson students are to wait quietly outside the classroom until their teacher arrives, unless special arrangements have been made with their teacher.

b) Dangerous Behaviour

The following behaviours are either potentially physically dangerous or unhealthy and are therefore expressly forbidden:

- sitting on port racks/steps
- running close to buildings or on concrete areas
- throwing sticks, stones, water, seed pods, etc.
- pushing, tripping and other forms of “horseplay”, particularly near windows and doors
- playing ball games in restricted areas
- physical scuffling, fighting or assault.

c) Litter

If each and every student met his/her responsibility, litter would not be a problem. Litter should always be placed in the bins provided.

d) Banned Items

The following items are not to be brought into the school:
aerosol deodorant cans, chewing gum/bubble gum, matches/lighters; cigarettes; liquid paper; marker pens, alcohol or drugs; sling-shots; knives or

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other types of weapons; steel rulers, music players (e.g. MP3s, Ipods, etc.); offensive literature; mobile phones or any other items which the Principal determines may endanger the safety or well-being of any student or staff member.

Involvement or participation in drug abuse is a criminal offence and such matters occurring on school premises will be referred to the Police. Suspensions or exclusions from school are usual consequences.

Consideration of Individual Circumstances

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

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

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

Classroom Behaviour Plan

Each class teacher will follow the school behaviour management plan. Teachers have responsibility for and ownership of their class and their behaviour.

The classroom behaviour management plan must include:

- Core values i.e. PRIDE rules poster
- Behaviour Management Process

- Positives i.e. strategies/ideas used to recognise students who follow the rules
- Consequences i.e. discipline hierarchy to use
- Re-entry Questions i.e. What did you do? What happened? What rule did you break? What can be done to fix things? What might you do differently next time? What do you think I should do if I see the same or similar behaviour again?

The classroom behaviour plan must be:

1) Displayed clearly on the wall of the classroom and followed by relief staff
2) Taught explicitly to children in the room
3) Followed as per the 'The Behaviour Management Plan'
4) The Plan must make provision for:
   a) Documentation of inappropriate behaviour. Specific details must be recorded in Oneschool.
   b) Routines and setting limits; e.g. Made very clear what teachers will or will not allow students to do regarding such things as movement around the classroom, noise, manners, asking/answering questions, bookwork etc.

Behaviour Slips

Green Slips/PRIDE slips

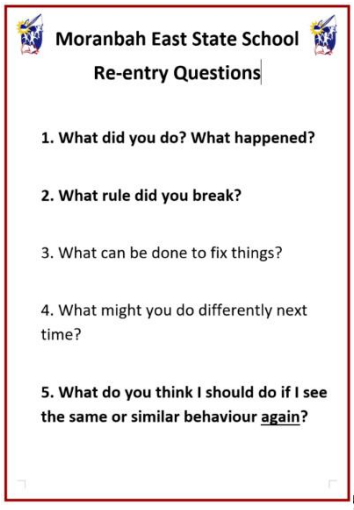
Green slips are issued for good behaviour. Classroom teachers are given a bundle to keep and some are kept in the playground duty folders. Students are drawn out of their class box and names provided to the Deputy Principal each parade. These students go into the draw to win a tuckshop prize if drawn out on parade. Additionally, two of these students are further drawn out for an opportunity to spin the PRIDE wheel and win one of the 24 prizes up for grabs.

Orange Slips

Orange slips are issued for inappropriate behaviour. They should only be given after staff have followed the behaviour management flowchart for students to the full extent or for physical behaviour. Orange slips are sent immediately to the office to be actioned by the Deputy Principal. Orange slips are the last step in the behaviour plan.

Re-entry questions

The re-entry questions are answered after a time out, buddy class or Deputy Principal visit. Students should fill these in so teachers have the answers the students are writing in order to discuss with parents. For students in Prep-Year 2, the answers may be given verbally and the teacher writes them onto the sheet for future reference. If a student has to go to buddy class, the classroom teacher will make contact and speak to the parent/carer.



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Re-entry Questions

1. What did you do? What happened?

2. What rule did you break?

3. What can be done to fix things?

4. What might you do differently next time?

5. What do you think I should do if I see the same or similar behaviour again?

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BEHAVIOUR MANAGEMENT PROCESS

NON-VERBAL

- NON-VERBAL REDIRECTION (LEAST INTRUSIVE UP)
- TAKE UP TIME

VERBAL

- VERBAL REDIRECTION (REMIND STUDENT OF THE APPROPRIATE BEHAVIOUR EXPECTATION)
- TAKE UP TIME

TIME OUT

- TIME OUT/THINKING CHAIR/COOL DOWN CORNER
- RE-ENTRY QUESTIONS

BUDDY CLASS

- STUDENT REPORTS TO BUDDY CLASS WITH WORK TO COMPLETE
- CONTACT PARENTS
- RE-ENTRY QUESTIONS

DEPUTY PRINCIPAL

- STUDENT REPORTS TO THE DEPUTY PRINCIPAL
- CONTACT PARENTS
- RE-ENTRY QUESTIONS

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Essential Skills for Classroom Management

At Moranbah East State School we use classroom profiling, a confidential and non-judgemental process that enables teachers to reflect on the effective teaching and learning strategies they use to manage the behaviour of students in their classroom. Essential Skills for Classroom Management are the foundational aspects of classroom profiling. Teachers participate in a minimum of two profiling sweeps per year to support their development around behaviour management and effective teaching in the classroom. There are 10 essential skills that teachers at Moranbah East State School focus on:

1) *Establishing Expectations* – To clearly articulate and demonstrate the boundaries of pro-social behaviour
2) *Giving Instructions* – Giving a clear instruction about what students are to do
3) *Waiting and Scanning* – To wait and look at students for 5-10 seconds after you give an instruction
4) *Cueing with parallel acknowledgment* – To acknowledge students' on-task behaviour with the intention of encouraging others to copy
5) *Body language encouraging* – To intentionally use proximity, body gestures and facial expressions to encourage students to remain on-task
6) *Descriptive Encouraging* – To encourage students to become more aware of their competence by describing exactly what is seen or heard from the teacher in the hope to see the behaviour more frequently
7) *Selective Attending* – To deliberately give minimal attention to safe, off-task or inappropriate behaviour
8) *Redirecting to the Learning* – To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal
9) *Giving a Choice* – To respectfully confront the student, who is disrupting others, with the available choices and their logical consequences
10) *Following Through* – Resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment.

Student Wellbeing

Moranbah East 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.

At Moranbah East State School we endeavour to have all student's vision and hearing screened in Prep where government funding allows. This enables for early detection and intervention to occur for problems that may

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impact a student's ability to be a successful learner in the Early years of schooling.
We also offer additional wellbeing programs to support vulnerable students and to develop social/emotional skills of all students. Staff have been trained in these areas and offer the program as a lunchtime activity or targeted group:

Rock and Water: offers trained staff an opportunity to interact with students through physical/social teaching. Physical exercises are constantly linked with mental and social skills to assist with challenges such as bullying and life experiences. The rock and water program leads from games, simple self-defence, boundary and communication exercises to a strong notion of self-confidence.

Drumbeat: is a structured, but flexible course delivered across 10 sessions. Each session focuses on different relationship themes such as identity and social responsibility, values, dealing with emotions, peer pressure, harmony, communication and teamwork. The program concludes with a performance, giving participants the opportunity to showcase their new-found skills and confidence.

Beyond Blue: Beyond Blue's primary school program (0-12 years) aims to improve young students mental health and wellbeing by providing foundational aspects of their development including physical, educational, social, emotional and cognitive development. This service is primarily accessed and communicated through the school Guidance Officer with frequent access to student and parent fact sheets for our vulnerable students.

Clubs/Choirs: Are scheduled daily to provide opportunities to build relationships between students and engage students in a positive, structured environment. Children who have developmentally appropriate social and emotional skills are more likely to experience more success in their daily lives. These lunchtime activities led by classroom teachers provide students with a safe environment to develop social and emotional regulation skills. Activities range across: Coding, Robotics, Craft Creations, Let's Talk, Choir, Reader's Cup and Math's Challenge.

House Captain Lunchtime activities: The House captains run lunchtime activities across Terms 1 - 4. In pairs, students select an activity of their choice and run the activity at a scheduled lunch session in either the junior or senior area of the school.

School Chaplain activities: The school chaplain runs art and craft activities two days a week to engage students in purposeful activities and is used as an avenue to support student social/emotional concerns they may have throughout a school day. This can also be in the form of individual/group support in the classroom.

Inclusion Hub: This is a safe and supportive environment that students with behavioural or social/emotional needs can access during first lunch on a daily basis. Some of the activities students can participate in include sensory games, teambuilding activities and reflection zones.

Fortnightly Focus: targets a specific social skill required for primary aged students to interact positively with others on a day to day basis. The fortnightly focus is linked to our PRIDE core values and aligns with our MESS

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expectations. They explain the purpose, suggested activities to reinforce the focus, along with reinforcing responses for demonstrated correct behaviour and modified responses to assist with re-teaching the focus when required.

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Moranbah East State School, we provide age-appropriate education that reinforces public health and safety messages through the True Relationships education program and Beyond Blue's educational activities and resources that encompass social/emotional and mental health support.

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

Specialised health needs
Moranbah East State School works closely with parents and the State School Nursing Service to ensure students with specialised health needs have access to trained staff to support their health needs whilst attending school or school-based activities.

This means that individual and emergency health plans are developed and followed for students with specialised health needs (MESS current health plans) e.g. Type 1 diabetes, epilepsy, supraventricular tachycardia, nephrotic syndrome, cardiac, eosinophilic esophagitis and juvenile arthritis. All 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. In the case of emergency at Moranbah East State School Health conditions, staff contact the office immediately via phone for action to be taken according to the health plan. In the event of an emergency requiring QAS, the staff member on the scene will call 000 directly and remain with the student whilst sending for assistance to the office.

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

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

Moranbah East State School maintains a minimum of four adrenaline auto-injector and asthma reliever/puffers in the school. One of each is stored in

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the school's emergency first aid kit in the main admin office, the library, 1E classroom and the other in the transportable first aid kit to provide emergency first aid if required.

Mental health
Moranbah East State School implements early intervention measures and/or support 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 through the Guidance Officer.

Suicide prevention
Moranbah East State School staff who believe a student is at risk of suicide or have noticed incidents of self-harm should seek help immediately from the school Guidance Officer, through the Deputy Principal/Principal where appropriate.

When dealing with a mental health crisis, schools call 000 if 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, Moranbah East 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 on Oneschool.

Suicide postvention
In the case of suicide of a student that has not occurred on school grounds, Moranbah East 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 suicide has occurred on school grounds or at a school event, Moranbah East State School immediately enacts the School Emergency Management Plan and communicates with the family of the student and ensures immediate support is provided to students and staff who may be affected.

Student Support Network

Moranbah East State School is proud to have a comprehensive Student Support Network in place to help the academic, 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 school staff member at Moranbah East State School to seek assistance or advice. If they are unable to assist they will provide guidance and help to ensure the student is connected to the appropriate representative of the Student Support Network.

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Parents who would like more information about the student support roles and responsibilities are invited to contact the principal on the school phone number.

Role	What they do
Principal	• leads school strategic four year plan and annual explicit improvement agenda
Deputy Principals	• leadership of student support network to support student welfare and promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need • coordinate transition to secondary for students moving from Year 6 to Year 7 • coordinate early years transition for Kindy to Prep students
Community Elders (Barada Barna)	• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Head of Curriculum	• whole school curriculum implementation, assessment, moderation and reporting • whole school pedagogical framework
Head of Special Education	• manage special education program and access to modified curriculum and assessment • monitor and manage student inclusion • lead schoolwide student support meetings • engage with and access specialised health services to meet individual student needs
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • 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.
Registered Nurse	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.

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

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, Head of Curriculum – Student Services (Hard of Hearing Deaf) and Senior Guidance Officers. Additionally, the following support services are also accessed at Moranbah East State School; Universal Design for Learning (UDL), Physical impairment (PI) and Visual Impairment (VI). For more information about these services and their roles, please speak with the school Principal.

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Whole School Approach to Discipline – Positive Culture

At Moranbah East State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school and an opportunity to change student behaviour by teaching. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach the expected behaviour. This is a whole-school expectation, used in all classrooms and programs offered throughout the school, including at sporting activities and excursions.

PRIDE Core Values

Moranbah East State School promotes learning, creativity and innovation. We believe **all** children should have the opportunity to achieve success.

The PRIDE program is based on high standards in academic, sporting and cultural pursuits, equity, inclusiveness and the building of social capital. We acknowledge that 'Pride in our achievements leads to success". PRIDE is the acronym used to set Moranbah East State School aside from all other schools and has been taken from our school motto "Achieve with Pride".

These core values Persistence, Respect, Integrity, Diversity, and Excellence help shape and build the skills of all our students to be confident, self-disciplined and kind young people. Each child has the opportunity to succeed in each or all of our core values every day.

PERSISTENCE
At Moranbah East State School we:
- Always try hard and never give up (positive growth mindset)
- Remain on task and complete work on time
- Are enthusiastic and motivated learners
- Remain calm and accept mistakes that we may have made (embrace feedback)

RESPECT
At Moranbah East State School we:
- Show manners, be courteous, kind and talk politely
- Are considerate of other's personal space, belongings and school property
- Resolve conflict in a positive way using the bullying high 5 strategy
- Follow class and school expectations

INTEGRITY
At Moranbah East State School we:
- Are honest, trustworthy, responsible and reliable

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- Are proud of our achievements
- Bounce back positively when things don't go our way
- Are gracious in defeat

DIVERSITY

At Moranbah East State School we:

- Accept that everyone belongs and is unique (acknowledge cultural heritage)
- Understand that we all learn in different ways and environments
- Include others and build positive relationships
- Realise that not everybody's needs are the same (equity as opposed to equality)

EXCELLENCE

At Moranbah East State School we:

- Show positive work habits (organised, attentive, co-operative, neat bookwork) in class and complete assessment to the best of your ability
- Set improvement goals to strive and achieve for further success
- Participate and try your best in all activities; academic and extra-curricular
- Take pride in yourself and our school community
- Wear our uniform with pride and attend school every day

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Attendance Strategy

93% **93% Attendance**

= students miss **14 days** per year!

90% **90% Attendance**

= students miss **20 days** per year!

85% **85% Attendance**

= students miss **30 days** per year!

80% **80% Attendance**

= students miss **40 days** per year!

POSITIVE ATTENDANCE STRATEGY	MANAGING ABSENCES	ABSENCES < 85%
• Run daily unexplained absences report – generated by office staff. • Admin to provide regular communication about high expectations in regards to attendance to students, teachers, parents and community (Newsletter, Assembly, Facebook, etc). • Admin to provide regular communication about strategies to improve attendance. • 100% attendance letter/certificate from principal to student each semester – generated by Deputy – recorded on OneSchool. • Teachers to provide a welcoming learning environment and engaging lessons for all students in the class. • Teachers to regularly communicate that 100% attendance equates to improved academic achievement • Teacher provides individual student/class incentives for daily attendance e.g. dojo points, peg up, class activity, graph attendance chart, certificate, visible goals, class newsletter update • Deputy Principal runs attendance report each term in Week 5 identifying students under 85%. • Deputy Principal analyses low attendance days each term and works with individual class teachers for improvement. • Deputy Principal distributes weekly/fortnightly attendance data grab for whole school attendance, individual class attendance, leading classes per year level & leading Year level for each term and distributes to staff in weekly update.	• Office staff run daily absence report and send SMS for any student with an unexplained absence or unexplained late arrival. • Office staff to phone individual student parent/guardian if no response from SMS the same day to explain the absence. • Class teachers to identify patterns of absenteeism and if 3 consecutive days, make contact with parent/guardian. • Absences more than 3 days and repeated patterns of continued absences are referred to Deputy Principal. • Class Teachers follow up with individual students upon returning to school about reasons for absences and in a positive way to reinforce the impact absences have on achieving their best in subjects (friendly and supportive approach). • Monthly Attendance Trophy to class with highest class attendance. • Movie reward day each term for the year level with highest attendance. • Students with absences for more than 10 consecutive days are referred to Deputy Principal to determine whether or not an exemption can be approved. • Office staff run end of week inconsistent absence report to amend any errors e.g. late, early etc.	• Deputy Principal runs attendance report for students below 85% attendance (or where necessary) and communicates the list with class teachers and Admin team by term. • Deputy Principal sends MSS attendance support letter to arrange a meeting with parent/guardian to develop an improvement strategy - recorded as a contact on Oneschool and referred to class teacher (semester 1 only) • Deputy/Principal to make phone calls to discuss attendance improvement strategy and support for students whose parents did not book a meeting – recorded in OneSchool. • Engage local and school support services e.g. GO, adopt-a-cop, Deputy to conduct home visits for non-engagement with school. Where attendance is below 85%, and reasonable efforts have been made to improve attendance, refer to the MSS Attendance Flow Chart – responding to attendance and implement as required.

Moranbah East Attendance Target = 93%

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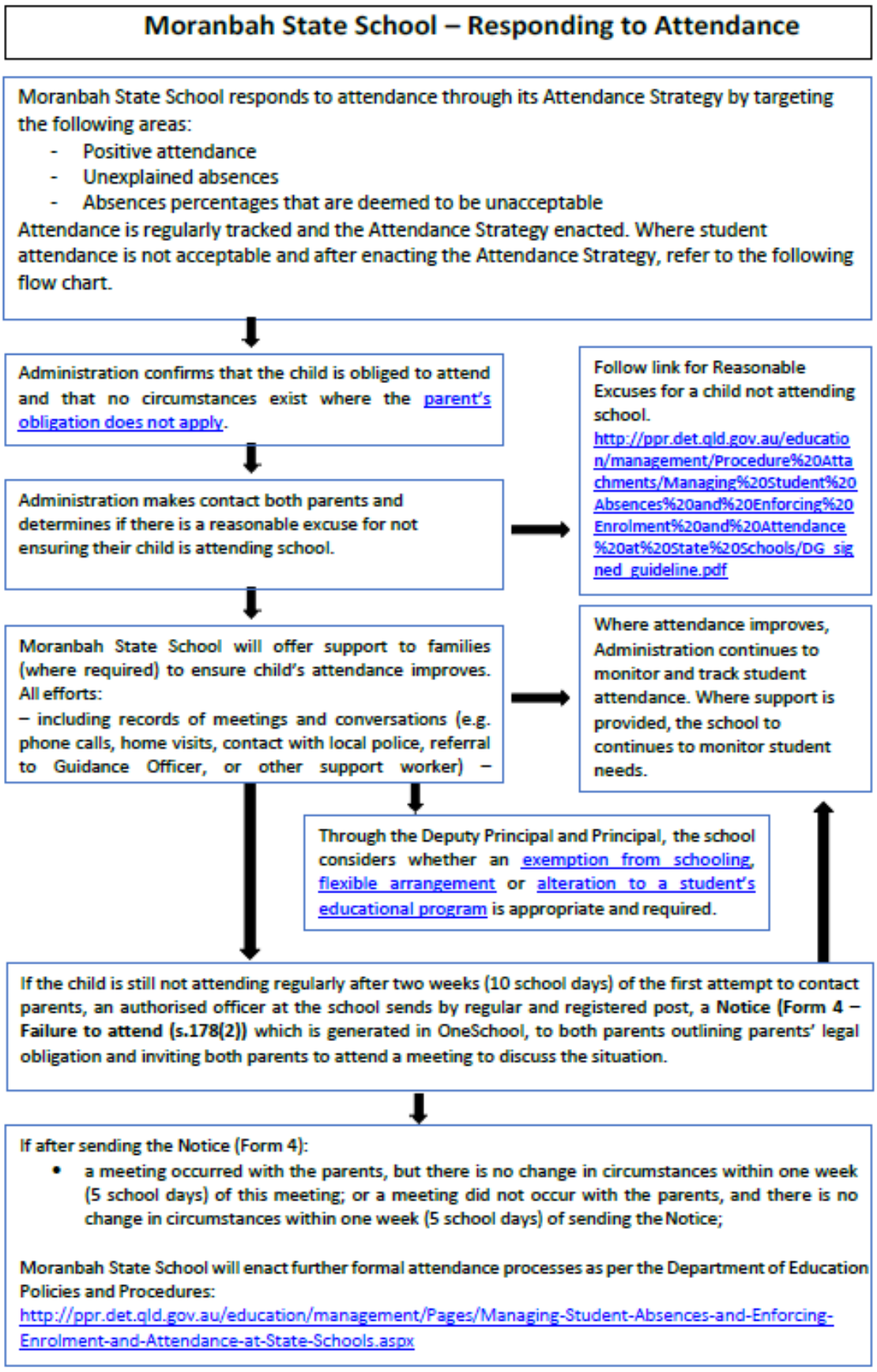
Responding to Attendance



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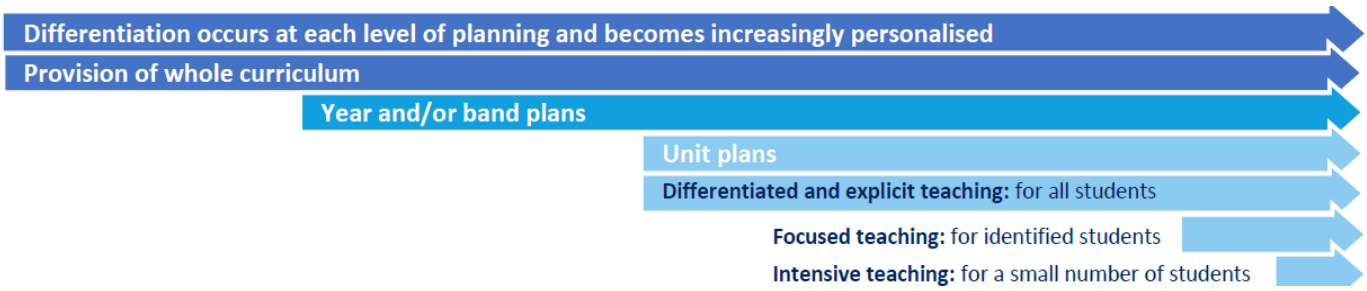
Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as specified in the policy '*A whole school approach to support student learning*' and illustrated in the diagram below. This model is used for academic, pedagogical differentiation and behaviour at Moranbah East State School as each layer provides progressively more personalised supports for students to assist with engagement in learning.



- Provide **differentiated and explicit teaching for all students**
- Collaboratively develop **Individual Learning Goals** for students with learning support needs in literacy and numeracy
- Provide for gifted and talented students
- Provide for students learning English as an additional language or dialect (EAL/D) by:
    - identifying and monitoring their development of English language proficiency using the *Queensland Bandscales for EAL/D Learners*
    - supporting their learning — as specified in Policy statement: *Curriculum provision to students with diverse learning needs*.
- Collaboratively develop **Individual Curriculum Plans** for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period

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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.

Moranbah East State School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations including teachers, teacher aides, School Chaplain and Guidance Officer. In addition, the school invests in the following evidence-informed programs to address specific skill development for identified students:

- Rock and Water
- Drumbeats
- Zones of Regulation
- Let's Talk
- Functional Behaviour Assessment.

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned an individual case manager (teacher or member of leadership team) that has the best rapport with the student to liaise and communicate with and between key stakeholders and the student.

Legislative Delegations

Legislation

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

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General’s delegations
- Education (General Provisions) Act 2006 Minister’s delegations
- Education (General Provisions) Act 2006 Director-General’s authorisations
- Education (General Provisions) Regulation 2006 Minister’s delegations
- Education (General Provisions) Regulation 2017 Director-General’s delegations

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Disciplinary Consequences

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 (rare in a primary school setting)
- Exclusion (period of not more than one year or permanently).

At Moranbah East 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. Depending on the circumstances, students may receive some or all of the following consequences prior to an SDA; lunchtime detentions, alternate playground plans, withdrawal from class to the Deputy Principal's office or an individual behaviour plan. The exception to this is deliberate physical misconduct towards staff.

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 Moranbah East State School will 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 communication between the school and parents/carer.

At Moranbah East State School we encourage the parents to attend a re-entry meeting to offer important advice to support the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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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 agenda with the student and their parent/carer is outlined below. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Reasonable adjustments
In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the returning 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. Support staff, such as guidance officer or the child's teacher/case manager, may also be present to offer important advice to ensure a successful outcome to the re-entry meeting.

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School Policies

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

- Temporary removal of student property
- Uniform Dress Code
- Personal Technology devices at school
- 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 school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Moranbah East 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).

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* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

School staff at Moranbah East State 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;
- Principal's 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 for Principal's to examine or otherwise deal with the temporarily removed student property. For example, temporarily removing a mobile phone from a student does not authorise a staff member 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 Moranbah East 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 Moranbah East 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 school staff that the property is available for collection.

Students of Moranbah East 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 Moranbah East State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or school staff it is available for collection.

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Uniform Dress Code

The Moranbah East State School P&C whole-heartedly supports the Moranbah East State School uniform policy. This uniform consists of an everyday uniform and a sports uniform.

All students are expected to be in full school uniform every school day.

Everyday Uniform

The uniform that can be worn every day consists of a school polo shirt and navy skorts or shorts. The skorts and shorts must be of an appropriate length. Bike pants and tights are NOT acceptable.

Year 6 students may wear their Senior shirt on any day of the week and school sports shirts may be worn on a class PE Day and sports carnivals.

Formal Uniform

The Formal uniform consists of a formal shirt and dress shorts for the boys; and a formal dress for the girls. This uniform is to be worn during formal school occasions such as band or choir performances. It may also be worn on any day of the week as an alternative to the school polo shirts.

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Hats

No Hat, No Play!

We are a Sun Smart School and enforce the rule No Hat, No Play.

Students are to wear a **navy blue** broad brimmed, bucket or surf hat with a brim of no less than 7cm.

Footwear

Footwear is closed-in, **preferably** black, joggers or black school shoes with navy or white socks. (No sandals, thongs or canvas shoes).

Sports Shirts

There is a school sports shirt **available from** the Uniform Shop in the school's house colours. This shirt is not to be worn on any day other than a students allocated sports day or whole school sports carnivals.

GRIFFIN
UNICORN
CYCLOPS
PHOENIX

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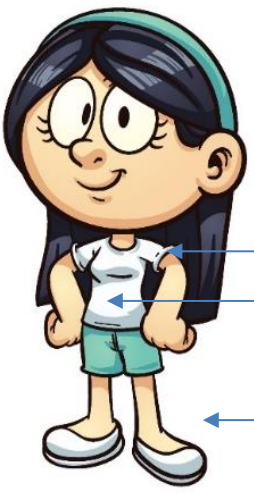
Winter Uniform

During the cooler months it is expected that students attend school in either a school jumper or a plain navy jumper. Plain navy track pants may also be worn.

Plain navy tights are also an acceptable part of the winter uniform but **MUST** be worn underneath a dress, skort or shorts. It is **NOT** acceptable to attend school in just tights and a polo.

Free Dress Days

Our sun safe policy is applicable to all Free Dress Days. The clothing worn must be appropriate for the age group. Clothing should have sleeves and not expose the midriff. Shoes should not have elevated heels or rollers and must be closed in. There should be no inappropriate writing or slogans on the clothing.



Age appropriate

Sleeves

Covered midriff
(No inappropriate slogans)

Closed in shoes
(No elevated heels or rollers)

Special Events Shirts

Shirts such as Band, Wakikirri, School Musical, NAIDOC and Central Highlands Zone shirts are NOT accepted as uniform, therefore special event shirts may only be worn on **Fridays in the year of issue**.
The only exception to this is the Year 6 Senior Shirt, which can be worn on any day of the week, and the School Sports Shirts on sports days.

Hair Accessories

Any accessories such as hair and head bands need to be in the school colours, predominantly navy or maroon.

Hair / Nail Polish

Hair should be that which would be seen as within the **natural** range of colours. **No** nail polish colours and **No** make-up.

Jewellery

The **only** acceptable jewellery to be worn is

- a watch,
- signet ring,
- medical alert bracelet,
- religious medallion
- 2 pairs of studs or sleepers (max).

Jewellery other than the items listed above pose a safety risk to students.

If for any reason a student is unable to be in school uniform they are expected to bring a note from a parent or caregiver.

In the event that a student is persistently out of school uniform parents will be contacted to discuss the situation. If the provision of a uniform for the student is needed due to financial or family circumstances, parents should discuss this with the principal so that assistance can be provided.

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Personal Technology Devices at School

Internet Use

Students who use the Internet at school must be responsible in the choice of material they access. Sites which will not be accessed at this school are those that:

- display erotic, pornographic or sexually suggestive material.
- display violent material.
- display pictures or script that promotes racist actions or thoughts.
- display or instruct people in the use of harmful materials (e.g. Drugs, weapons, explosives, etc)
- allow students to download viruses or materials containing viruses.

Inappropriate use of the Internet will result in an **immediate referral to the Deputy Principal** and parent/carer notification. Further consequences regarding continued use will be based on each individual circumstance after discussion with the principal.

BYODx – Year 6

As part of Year 6 transition to high school, a personal or school loaned laptop will be utilised in all classes for *educational purposes* only.

Students are not to:

- photograph or film other students or staff
- access internet sites that are not for educational purposes
- access or store illegal content
- use their device to bully or harass
- use their device to bring the school's good name into disrepute.

Consequences for BYODx breaches:

1. Consequences for misuse of the BYOD / school laptop will result in **immediate referral to the Deputy Principal** and parent/carer notification. Further consequences regarding continued use will be based on each individual circumstance after discussion with the principal.

2. Where there is reasonable suspicion that material contrary to the ethos of the school is being brought to school on a BYOD the school reserves the right to remove the personal device from the classroom and institute a search for such material.

Mobile Phones, Smart watches, iPods or other electronic device

Moranbah East State school students are not permitted to have any of the above stated devices in their own possession at school (unless required for a health plan e.g. diabetic. If a student requires a device to make contact with their parent/carer for before/after travel to school safety it **must be** handed in to the office for safe keeping throughout the day on arrival and collected after 2:40pm. Any communication during the day from the parent to their child is to be through the main administration office number.

Consequences for breaching this school rule:

1. If a student is found with their electronic device in their possession during the day, the device is confiscated from the student and taken immediately to the front office for storage in the school safe.
2. The office staff will contact the parent/carer to notify that their child's device has been taken off them and is being stored at the office.
3. The parent is required to collect the device from the office during or at the end of the day.

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Preventing and responding to bullying

Moranbah East State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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Bullying Strategy

Students at Moranbah East State School are taught and encouraged to follow the Hi 5 strategy. The Hi 5 is an effective strategy to develop problem-solving strategies for our students. It is a whole school approach that can also eradicate bullying and is comprised of a 5 step problem solving strategy that can be used in the classroom or playground and for perceived bullying incidents.

Values and Hi 5

- Values - used to foster better relationships, personal achievement and improved student wellbeing.
- Hi 5 - used to build student's social skills and resilience.

As a Staff

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.
- We want to promote pro-active strategies to prevent incidents becoming bullying.

How to Implement Hi 5

- Hi 5 program takes 4/5 sessions to implement. (1 structured lesson for 4/5 weeks to teach the strategy).
- Use the Y chart (looks like, feels like, sounds like for each step).
- All steps are modelled and taught through role play.
- Each class will have a Hi 5 chart showing steps for teaching/modelling problem-solving strategies.

Do the Hi 5

- Ignore
- Talk Friendly
- Walk Away
- Talk Firmly
- Report

<u>Ignore</u>

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

<u>Talk Friendly</u>

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel ..... when you..... because.....

<u>Walk Away</u>

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a teacher.

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- Do not look back. Walk confidently, don't run.

Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. e.g. I said.....
- State the consequences of continued bullying.

Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

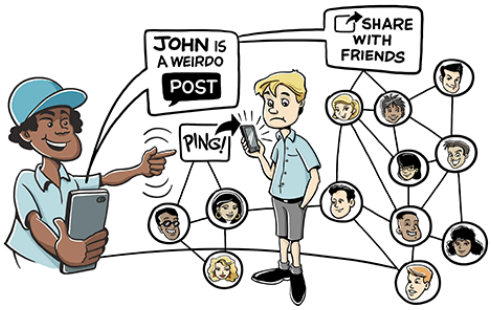
Reporting Vs Dobbing:

- Students need to know the difference between reporting and dobbing.
- Reporting is helping/getting yourself out of trouble.
- Dobbing is trying to get someone in trouble using a whiny voice.

Reporting:

- Students should in most circumstances attempt to problem- solve themselves first.
- If unsuccessful after doing the Hi 5 steps - see a teacher.

Cyberbullying



Cyberbullying is treated at Moranbah East State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

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 Moranbah East State School may face in-school disciplinary action, such as detention or removal of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

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Moranbah East 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

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.

NO

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

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

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

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

OR

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

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

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

Queensland Government

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 Moranbah East State School, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Moranbah East 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 Moranbah East State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of social media – Being Positive and Constructive

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

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

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

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

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the Principal or Deputy Principal 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, 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.

Queensland Government

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.

Queensland Government

State school staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons.

Generally, the restrictive practices permitted must only be used where:
a) the restrictive practice is reasonable in all the circumstances, and
b) there is no less restrictive measure available to respond to the behaviour in the circumstances.

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include:

a) seclusion
b) physical restraint
c) containment
d) mechanical restraint
e) chemical restraint, and
f) clinical holding.

Planned restrictive practices – physical restraint
State schools may plan for the use of physical restraint in respect of a particular student to respond to certain behaviours.

Any use of planned physical restraint must be:

1) supported by an Individual Behaviour Support Plan that:
   a) is informed by a Functional Behaviour Assessment, and
   b) details the positive and proactive strategies that will be implemented prior to the use of any planned physical restraint
2) undertaken on the basis of evidence and recorded in the Behaviour risk assessment tool – safety or wellbeing
3) informed by a clear documented rationale for the planned use of physical restraint
4) included in the student's Individual Student Safety Plan
5) supported by a strategy for reducing the use of the planned physical restraint (that is documented in the Individual Student Safety Plan), and
6) developed in consultation with the student's parents.

Moranbah East 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.

Queensland Government

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.

Queensland Government

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.

Queensland Government

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

Queensland Government

Resources

- 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

Queensland Government

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

   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.qld.gov.au.

Queensland Government

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