MALANDA STATE
HIGH SCHOOL

Student
Code of Conduct

2021-2024

Every student succeeding

Queensland Department of Education
State Schools Strategy 2019-2023
The Department of Education trading as Education Queensland International CRICOS 00608A
Malanda State High School 0222

Purpose

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

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

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

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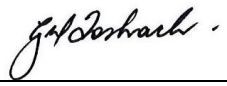
Principal Signature:	
Date:	17/11/2020

P&C President	Penny Johnson
President Signature:	
Date:	17/11/2020

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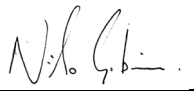
Chair Signature:	
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Principal's Foreword

Introduction

At Malanda State High School, we aim to help every student achieve the best they possibly can from secondary education. This is achieved by parents, students and teachers working together to develop a positive climate and successful working relationship; an environment where learning occurs.

The guiding principle of our school is respect – respect for self and respect for others. To achieve this, all programs we have in place satisfy students' needs for safety, belonging, choice, fun and recognition.

Our teachers care for the students and provide a stable environment for all people. Students are closely monitored in this school. We know all our students. We work with students on a curriculum which caters for all ability groups, promotes self-discipline and develops a place where education can be enjoyed and remembered.

We encourage the development of positive relationships between staff and students characterised by mutual respect and understanding. Students are encouraged to develop self-discipline and to accept responsibility and the consequences for their own actions. We aim to prepare students, not only for the few years they attend high school, but for the years that lie ahead. Students should understand that as well as being individuals, they have community responsibilities. Responsibility, duty and service are virtues we are proud to promote.

The mission for our school is to ensure that all students learn well. To achieve this, our staff take an educative approach to discipline, that behaviour can be taught and mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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P&C Statement of Support

The Malanda State High School Parents & Citizens Association is an active member of the Malanda State High School community. We provide support and input into a range of guiding documents and policies that are designed to build the skills of students and encourage positive culture that firmly establishes Malanda State High School as a supportive school. Together with the school we are committed to creating a safe and positive learning environment for all students. The Malanda State High School Parents & Citizens Association deliberated and offered constructive input into the Student Code of Conduct and support the school in implementing the code to the benefit of all school staff, students and parents.

Penny Johnston
P&C President
2020

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Consultation

At Malanda State High School we believe in working together to create a positive climate with successful working and learning relationships achieved through pen communication and involvement from our school and wider community.
We actively encourage feedback and input from our students, staff, parents, community and other key stakeholders.

Our Code of Conduct is developed in consultation with staff, parents and students through the P&C, Student Council and School Council. Students and staff were provided platforms for open discussion around school policies and procedures which contributed to the development of the Code Of Conduct. School Council members were actively encouraged to provide feedback and input into the development of this document and participated in discussions covering the key issues and changes from The Responsible Behaviour Plan for Students to the Student Code of Conduct.

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Whole School Approach to Discipline

In defining a Supportive School environment at Malanda SHS the following characteristics are identified as critical:

- That all members of the school community (students, teaching staff, support staff and parents) work as a team to provide consistent, fair and reasonable responses to behaviour which emphasises a range of support strategies from personal support and counselling through to direct intervention
- That learning outcomes, both curricular and co-curricular, are maximised for all students through quality practices in learning/teaching, school organisation and interpersonal relationships
- That these quality practices are implemented as a deliberately planned, whole of school continuum of action
- That non-violent, non-coercive and non-discriminatory language, behaviour and practices are defined, modelled, practised and reinforced
- That all members of the school community are supportive of, and supported in, developing the skills and attitudes necessary to firmly establish a Supportive School Environment with Malanda SHS.

At Malanda State High School we VALUE:

- The uniqueness of each individual
- The pursuit of knowledge, the enjoyment of learning and the achievement of academic excellence
- Education programs which maximise the academic, physical, social and moral growth of our students
- The close support and cooperation of parents and the wider community
- The importance of teamwork in order to maximise our success as learners and as teachers
- The virtues of honesty, trustworthiness, courage, dignity, fairness and love
- Pride in our achievements and celebrating the success of others.

***At Malanda State High School we BELIEVE that**:*

- All members of the school community should be responsible for, and accept the consequences of their actions
- We should promote an inclusive curriculum that is equitable, effective and responsive to individual and community needs
- We should promote a caring, safe and productive learning and teaching environment
- We should overcome barriers that hinder access to participation in the approved curriculum
- We should encourage the development of interpersonal relationships that are characterised by our values continuum
- We are entitled to non-discriminatory, non-violent and tolerant behaviour from all members of the school community.

At Malanda State High School we have RESPONSIBILITIES to:

- Exercise common-sense and cooperation in all situations
- Be courteous to all members of the school community and to our visitors
- Be considerate of the needs and feelings of others
- Show respect for other people, their personal property, opinions and rights
- Take pride in ourselves, our achievements and our school
- Keep the school environment safe
- Actively support school activities
- Be aware of and use avenues for help
- Maintain a positive learning environment
- Always strive to the best of our abilities

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Responsible action in maintaining the Code of Conduct will entitle us to the following RIGHTS:

- To work to the best of our ability without being disrupted by others
- To work in a pleasant, safe and healthy environment
- To be treated as individuals with courtesy and respect
- To have our opinions, feelings and concerns heard and considered
- To feel proud of our school and our own achievements.

BEHAVIOUR PROCESS AT MALANDA SHS

Malanda SHS's Behaviour Process is designed to:

a) Reward those students whose effort and behaviour are positive and reflect the school's Code of Conduct
b) Encourage improved effort and behaviour from those students who have chosen to behave in ways which are in conflict with the school's Code of Conduct

Our Model for Whole School approach to Discipline

This Model is composed of three integrated stages:

Stage 1 – *Universal Behaviour Support*
Stage 2 – *Targeted Behaviour Support*
Stage 3 – *Intensive Behaviour Support*

The table below provides an overview of the role each stage plays in establishing and maintaining a supportive school environment. The aim of this table is to strongly emphasise the overall significance of the pro-active phase within a supportive school environment.

Stage 1 – *Universal Behaviour Support*	
Role:	To implement a positive teaching and learning environment. The formula for success within this proactive phase is best summarised as follows: • To establish a school environment, which supports curricula and co-curricular programs that are well organised, fully resourced and which actively promote the values and beliefs of the school community; • The programs are implemented by teachers and parents, who establish and expect high standards of personal achievement and behaviour; • To teach the Universal Desired Behaviours to all students; • To acknowledge positive behaviour.
Level:	The Universal Phase aligns with all behaviour levels.

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Stage 2: *Targeted Behaviour Support*	
Role:	To provide direct support to students who are repeatedly disrupting their own learning or the learning of others. The result of this direct support is that the students provide their own control to rectify the situation. The support may be provided by any Support Personnel.
Level:	The Targeted Phase aligns with Behaviour Level "Amber", one below Entry level

Stage 3: *Intensive Behaviour Support*	
Role:	To provide specific external control for those students who are deliberately disrupting their own learning and/or the learning of others. These students are unable or unwilling to control themselves. Actions may be provided by staff in the form of detentions, buddying out, discipline improvement plans, student support plans until such times as the students prove by a change of attitude that they are willing to behave and work at their learning.
Level:	The Intensive Phase aligns with Behaviour Level "Red", two below entry

Guidelines for the implementation of our Behaviour Plan

a) The plan is organised into six levels (refer to levels in Appendix 1)
b) Each level identifies a particular standard of student effort and behaviour and the response by the school, parents and community to that behaviour
c) "Gold" level identifies those students whose effort and behaviours are of the highest standard through to "Red" level (two below entry level) which identifies those students, who by their inappropriate behaviour and effort, have placed their learning at great risk.
d) All students are placed on "Entry" level on enrolment to school
e) Levels "Bronze", "Silver" and "Gold" identify students who have made positive choices in terms of effort and behaviour.
f) Students are placed on "one below entry level" (Amber) and "two below entry level" (Red) as a consequence of a range of inappropriate behaviours across several classes
g) Students should always remember that the application of consequences as listed below occurs as a result of their own actions and choices. Each student has the capacity to reverse the process by positive changes in attitudes and actions. Consequences will be administered on a case by case basis, according to the student's pattern of effort and behaviour, as well as personal circumstances.
h) The levels of all students are reviewed prior to the issuing of Terms 1-4 Report Cards. Students can however, seek a review of their level during the term on application to their Head of Student Support. Levels may change during a term due to a specific incident.

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Gold Level

Criteria for this level:

A student who:

- Promotes a positive image of the school
- Displays a commitment to own and other's education
- Works to maximise potential
- Is self-managing in terms of effort and behaviour
- Is a strong positive role model for other students
- Has exceptional commitment to his/her school and community in areas such as sport, service, cultural and academic pursuits
- Promotes the school's Code of Conduct
- Respects, helps and encourages all members of the school community
- Maintains Silver Level for a minimum of one term
- Year 10, 11 & 12 students may apply for Gold Level.

What happens to students on this level?

A student:

- Receives a Gold Certificate on whole school assembly
- Is presented as one of the Gold Level students at Presentation Evening
- Has parents notified in writing
- Is given access to the Hall of Honour and to specialist rooms on request
- Is eligible, if a Year 12 student, for election to any of the student leadership roles.
- Receives a gold level community discount card.
- Access to gold level lunch facilities.
- Receives all lower behaviour level entitlements and other privileges as deemed appropriate by the Administration
- Final Applications in any year for Gold Level must be received no later than Term 4, Week 4.

Silver Level

Criteria for this level:

A student who:

- Maintains a positive image of the school
- Displays a commitment to his/her education
- Works to the best of his/her ability
- Is a good role model for other students
- Participates in, or supports, the full range of school events
- Upholds the school's Code of Conduct
- Cooperates with, and supports, all members of the school community
- Has attained Bronze Level
- Year 8, 9, 10, 11 & 12 students may apply for Silver Level.

What happens to students on this level?

A student:

- Receives a Silver Certificate on whole school assembly
- Has parents notified in writing
- Is eligible to represent the school at Special events
- Is included in special extra-curricular activities
- Is eligible for election to House Captain and/or Committee Leader
- Receives all lower behaviour level entitlements and other privileges as deemed appropriate by the Administration

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Bronze Level

Criteria for this level:

A student who usually:

- Maintains a positive image of the school.
- Actively engages in his/her learning.
- Works to his/her ability.
- Upholds the school's Code of Conduct.
- Behaves appropriately and promptly accepts responsibility for his/her actions.
- Cooperates with other members of the school community.
- All students can attain this level after 1 term.

What happens to students on this level?

A student:

- Receives a Bronze Certificate at year level assembly.
- Has parents notified via report card.
- Is eligible for election to student leadership roles of year level captain and sports house captain.
- Receives all lower behaviour level entitlements and other privileges as deemed appropriate by the Administration.
- A student attains this level by receiving an end of term report card with all positive ratings/comments in relation to effort and behaviour.

(See Appendix 2: Application Process)

Entry Level

Criteria for this level:

A student who:

- Adheres to the school's Code of Conduct
- Usually interacts and communicates with others positively
- Completes most class and homework tasks
- Aims to produce work that is of an acceptable standard
- Completes all assessment requirements
- Usually behaves appropriately and accepts responsibility for own behaviour and actions
- Has completed consequences for "one below" level behaviours.

What happens to students on this level?

A student is eligible:

- To participate in any activities organised by the school
- For election to support positions on committees.
- To represent school, region and state in sporting, cultural and academic events.

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Targeted Behaviour Support

"One Below" Level

Reasons for being on this level:

A student has

- Displayed a pattern of minor breaches of the Code of Conduct (during term or as indicated on the end of term report) and has not responded to assistance by, for example,

  <u>In Class</u>

  - being late to class
  - not bringing required books / equipment to class
  - not completing class-work
  - not completing homework or assignments
  - interfering with the learning of others
  - failing to follow instructions
  - truanting from class
  - using electronic equipment
  - failing to attend detentions
  - harassment
  -

  <u>Out of Class</u>

  - littering or using graffiti
  - being out of bounds
  - possessing cigarettes/implements
  - smoking cigarettes (1st offence)
  - interfering with others' property
  - failing to follow instructions
  - inappropriate use of electronic technology
  - wearing inappropriate clothing
  - using inappropriate/insulting language
  - harassment
- Completed consequences for "Two Below" Level behaviours.

What happens to students on this level?

A student may/will

- Undergo counselling with a Head of Student Support who will guide him/her through the 'working out' process
- Have parents informed by Head of Student Support (HOSS) of the concerns regarding his/her behaviour or effort and invite them to discuss the situation
- Be asked to examine the school's Code of Conduct with his/her parents
- Be required to perform a school improvement task and/or catch up on missed school work at lunch time or after school
- Be placed on a Student Support Book
- Be relocated from the classes / playground where issues are occurring
- Receive counselling from the Guidance Officer, Youth Worker, or other support staff
- Take part in a specialised behaviour programme
- Receive a warning of suspension or be suspended
- Be asked to relinquish any position of responsibility
- Not be allowed to participate in school related activities unless working positively towards Entry Level as shown on a Student Support Book, which is signed by teachers each lesson and HoSS/parents daily
- Have other consequences applied which are appropriate to the situation. A student must maintain satisfactory effort and behaviour for 10 days before returning to Entry Level, via Student Support Book.

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Intensive Behaviour Support

"Two Below" Level

Reasons for being on this level:

A student has

- Committed a serious breach or displayed a pattern of breaches, of a less serious nature, of the school's Code of Conduct which may include one or more of the following:
  - cheating
  - fighting
  - distribution of alcohol on school premises or at a school function
  - abuse of electronic technology
  - swearing at an adult member of the school community
  - stealing
  - repeated harassment
  - repeated truancy
  - smoking (2nd offence)
  - use of alcohol
  - malicious vandalism
  - continued disruption of other's learning
  - abusive language (student to student)
- Repeated "One Below" behaviours after support was given
- Committed a major breach or displayed a pattern of serious breaches of the school's Code of Conduct which may include one or more of the following:
  - dangerous behaviours towards other members of the school community
  - aggressive or threatening behaviour towards an adult member of our community
  - repeated insolence and disobedience
  - drug taking
- Refused to participate effectively in programme of learning

What happens to students on this level?

A student

- May be relocated from all problem classes/playground until an interview is conducted with his/her parents
- Will be required to have counselling in social skills and/or learning skills with the HOSS, Guidance Officer or Youth Worker
- Will have an Individual Behaviour Plan developed
- May be required to perform a school improvement task and/or catch up on missed school work in own time (lunch time or after school)
- May be enrolled in a behaviour modification programme
- Will not be allowed to participate in school-related privileges such as socials, excursions (non-academic), or school representation
- May be suspended and, (on return to school):
  - take part in a Return from Suspension interview accompanied by parent/guardian
  - be placed on a Student Monitoring Book
  - be required to stay on this level until the return from suspension process is completed
  - be required to relinquish from any office of responsibility
- May complete other strategies, consequences and removal of privileges as for "One Below" Level.
- May be issued with Advice of Non-Compliance (Compulsory Participation Phase) as a result of concerns regarding effort and/or behaviour.
- Must maintain satisfactory effort and behaviour for at least 10 days before returning to "One Below" level, via Student Support/Monitoring Book
- May go through 'Cancellation of Enrolment' process for post compulsory age students

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Emergency Situations
In an emergency situation involving a severe problem behaviour, students will be instructed by their teachers how to respond to ensure their safety.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.
Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.
In these situations, teachers should use the following basic defusing strategies:

- Avoid escalating the problem behaviour
- Maintain calmness, respect and detachment
- Approach the student in a non-threatening manner
- Follow through
- Debrief.

The school's Emergency or Critical Incident Response may be activated in response to these types of situations.

Physical Intervention

To ensure students are kept safe, staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others

Record Keeping

For Serious Breaches or patterns of minor breaches of the school's Code of Conduct the following will occur:

- Entered into One School at the direction of the Heads of Student Support, Deputy Principal, or Principal
- Health and Safety Incident Record completed
- Debriefing report (for student and staff) completed.

At Malanda SHS we have a team approach to behaviour support which includes the involvement of school administrators, staff, students, parents, and members of the wider community and personnel from other agencies.

Responsibilities for our Student Code of Conduct

A. Students

1. To be knowledgeable of and uphold the school's Student Code of Conduct
2. To accept and abide by Classroom Rules
3. To be familiar with all aspects of the school's Student Code of Conduct

B. Parents & Carers

1. To take an active interest in their student's education
2. To provide the school with support in developing student behaviour by familiarising themselves with the Student Code of Conduct and co-operating with the school in administering the plan (See Student Diary)
3. To ensure their student understands the behaviour that is expected of them whilst on the way to school, at school and on the way home from school.
4. To follow up any concerns raised by the teaching staff concerning their child's behaviour and progress
5. To discuss with the school any problems they feel are detrimental to the effective learning of their student.

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C. Teachers

1. Be knowledgeable about all aspects of the school's Student Code of Conduct
2. To support the philosophy of the Student Code of Conduct at all times
3. To effectively establish classroom rules, responsibilities and routines
4. To effectively manage student behaviour inside and outside the classroom in a fair, just and consistent way
5. To document the behaviour of students of concern and actions taken by the teacher on their specific behavioural problems. If further support is needed, consult the Heads of Student Support
6. To develop a specific Classroom Learning Plan, which is effective in dealing with the range of student misbehaviour
7. To develop skills in using, for example, Essential Skills for Classroom Management (ESCM) to effectively manage student behaviour
8. Make an initial decision on the movement of students between behaviour levels at reporting based on Home Groups
9. Communicate with parents regularly in terms of positive and negative behaviours of individual students.

D. Support Staff (Teacher Aides & Other Ancillary Staff)

1. To support the philosophy of the Student Code of Conduct by developing positive relationships with students
2. To follow up concerns regarding student behaviour by referral to the Head of Student Support.

E. Head of Student Support

3. To possess a thorough knowledge of the school's Student Code of Conduct and model its philosophy at all times
4. To play a leadership role in the Responsible Behaviour Plan by:
   - Developing Individual Behaviour Plans and Discipline Improvement Plans for students when necessary
   - Contacting parents to develop a supportive relationship for students
   - Storing and disseminating information regarding student behaviours using One School
   - Making final decisions on the movement of students between levels
   - Make decisions regarding the promotion or demotion from levels Bronze, Silver and Gold
5. Coach teachers and follow up concerns regarding students:
   - Where in class behaviours are in breach of the school's Code of Conduct
     - Persistently not prepared for learning (equipment etc.)
     - Consistently producing work of an unacceptable standard or failing to submit work
     - Continually disrupting the learning of others in their year level
     - Persistently harassing other students
     - Consistently exhibiting (or one off) offensive or unsafe behaviour
   - Where out of class behaviours are in breach of the school's Code of Conduct
     - Persistently harassing other students
     - Consistently exhibiting (or one off) offensive or unsafe behaviour
6. To provide care, guidance and curriculum support to the students in their year level where this impacting on behaviour
7. To visit classes and monitor the quality of the learning /teaching process and the implementation of ESCM
8. To organise support programmes for individuals or groups of students within or out of school providers
9. To provide regular and on-going in-service for all staff in the year level on Responsible Behaviour strategies.

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F. Youth Support Coordinator (VPG) / School Based Youth Health Nurse

1. To be available for counselling students:

    - By appointment, for routine inquiries (on personal matters, interpersonal matters, subject selection)
    - At the specific request of Heads of Student Support, Parents/Carers and Administration
    - In any situation requiring conflict resolution

2. To possess a thorough knowledge of the school's Student Code of Conduct and model its philosophy at all times.

3. To assist teachers and heads of Student Support
    - By counselling students as they move through the Levels of Behaviour
    - By consultation, to provide suggested strategies in classroom management
    - By giving suggested procedures for handling difficult students
    - By providing counselling to difficult students referred by the HoSS especially where the student is at risk of suspension, exclusion or cancellation of enrolment.

4. To assist parents/carers by:
    - Being available to negotiate in conflict situations
    - Being supportive of their attempts at student development at home
    - Providing suggestions for student development

5. To assist the overall Student Code of Conduct by providing resources on behaviour management skills for students and teachers.

Additional Support Networks (in school)

Our Students at Risk Process identifies students at risk of not completing school. These students are identified by AGENTs through our Report Card system; by teachers and Heads of Student Support through our Responsible Behaviour Process, and referrals from key support workers in the school. A variety of sources of support are then offered to individual students or groups of students.

These include:

1. The Heads of Student Support are responsible for overseeing the implementation of our behaviour level system and supporting and rewarding positive effort and behaviour.
2. The Learning Support Teacher and Teacher Aides who offer in class and out of class support for students with learning difficulties.
3. The Students with Disabilities Teacher/s who offers support to students identified with a particular disability or gift.
4. The Work Placement Officer who organises work experience, work placement, school based apprenticeships and traineeship opportunities for students.
5. The School Based Youth Health Nurse who offers support in the form of information, counselling and referral for physical, emotional and mental health concerns.
6. The Youth Support Co-ordinator who offers support for students at risk of not completing school and provide counselling and referral for educational, personal, emotional and mental health concerns.
7. Other social skilling courses offered to students who need to develop better learning and behaviour strategies.
8. Other courses offered by private providers like Get Set For Work.
9. 2 Day / 3 Day options for Year 11 & 12 students only.

A data base is kept of the students identified and the support given to them using the Individual Behaviour Plans or Individual Support Plans.

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Additional Support Networks (Out of School)

Support is also sought from a range of Government and community agencies: Disability Services, Child and Youth Mental Health, Child Safety Unit, Queensland Police, Tableland Alcohol and Drug Services, Eacham Community Health Organisation, Atherton Neighbourhood Centre, Tableland Sexual Assault Service.

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Consideration of Individual Circumstances

When applying individual behaviour support, or applying consequences for inappropriate behaviour, we take into consideration the individual circumstances of students. These include the context, emotional wellbeing, culture, gender, race, socioeconomic circumstances and impairment to ensure responses are fair and equitable. When applying consequences, the individual circumstances and actions of the student and the needs and rights of the school community members will be considered at all times.

Differentiated and Explicit Teaching

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

Teachers at Malanda SHS 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.

Focused Teaching

Malanda SHS has developed a Standard of Practice- Essential Skills for Classroom Management- the 10 ESCM that is utilised by all staff as the practise of efficient and focused teaching. The practice provides clarity to teachers as to 'how' to actively and effectively utilise the ESCM in all learning environments to ensure that all students are learning and experiencing success at all times. The ESCM have been used in Queensland schools to help teachers develop effective behaviour management strategies. They provide essential ways for teachers to establish order and expectations in their class and then the ability to respond flexibly to student management issues.

These skills are observed through formal and informal observations along with discussions on their implementation during line management meetings with teachers. These are vigorously monitored to ensure this is a standard of practice across all classroom and adopted by all staff at Malanda SHS in order for our students to be successful.

Intensive Teaching

A small number of students who progress through the behaviour levels may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These student 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.

Intensive teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill with a small number of students. Intensive teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Malanda SHS to provide focussed teaching. Intensive teaching is aligned with our behaviour levels and student progress is monitored by the classroom teacher, Head of Student Support and/ or Deputy Principal.

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Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 2% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 1.1%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

School Disciplinary Absences

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

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

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

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

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

Principal's Responsibilities

Prior to making a decision about disciplinary consequences, including detention, removal of privileges, suspension or exclusion;

- ✓ Assess the student's behaviour and the level of the risk the behaviour presents
- ✓ Take into account:
    - A student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
    - Procedural fairness in all decision making
    - That the grounds for suspending or excluding a student apply to all students, including mature aged students
    - The conduct of a student may include an omission to perform an act by the student
    - That action can be taken to address the behaviour occurring outside school premises or school hours
    - An offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
- ✓ Apply a school disciplinary absence, such as suspension or exclusion, as a strategy of last resort.

Suspensions (1-10 or 11-20 days)

- ✓ Principals are the only staff members under the Education (General Provisions) Act 2006 (Qld) with the power to make a decision about the use of suspension for an enrolled student
- ✓ in contemplating the use of suspension as a disciplinary consequence, consider whether the student's behaviour constitutes one or more of the following grounds from section 282 of the Education (General Provisions) Act 2006 (Qld):
    - disobedience
    - misbehaviour
    - conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
    - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
    - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff
    - the student is charged with a serious offence (refer to Flowchart: Suspensions (charge-related))
    - the student is charged with an offence other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending (refer to Flowchart: Suspensions (charge-related))
- ✓ Provide the student and parent written notice of the suspension on the approved form
- ✓ May authorise a Deputy Principal, Head of School or Head of Campus to tell a student and parent of the Principal's decision to suspend.

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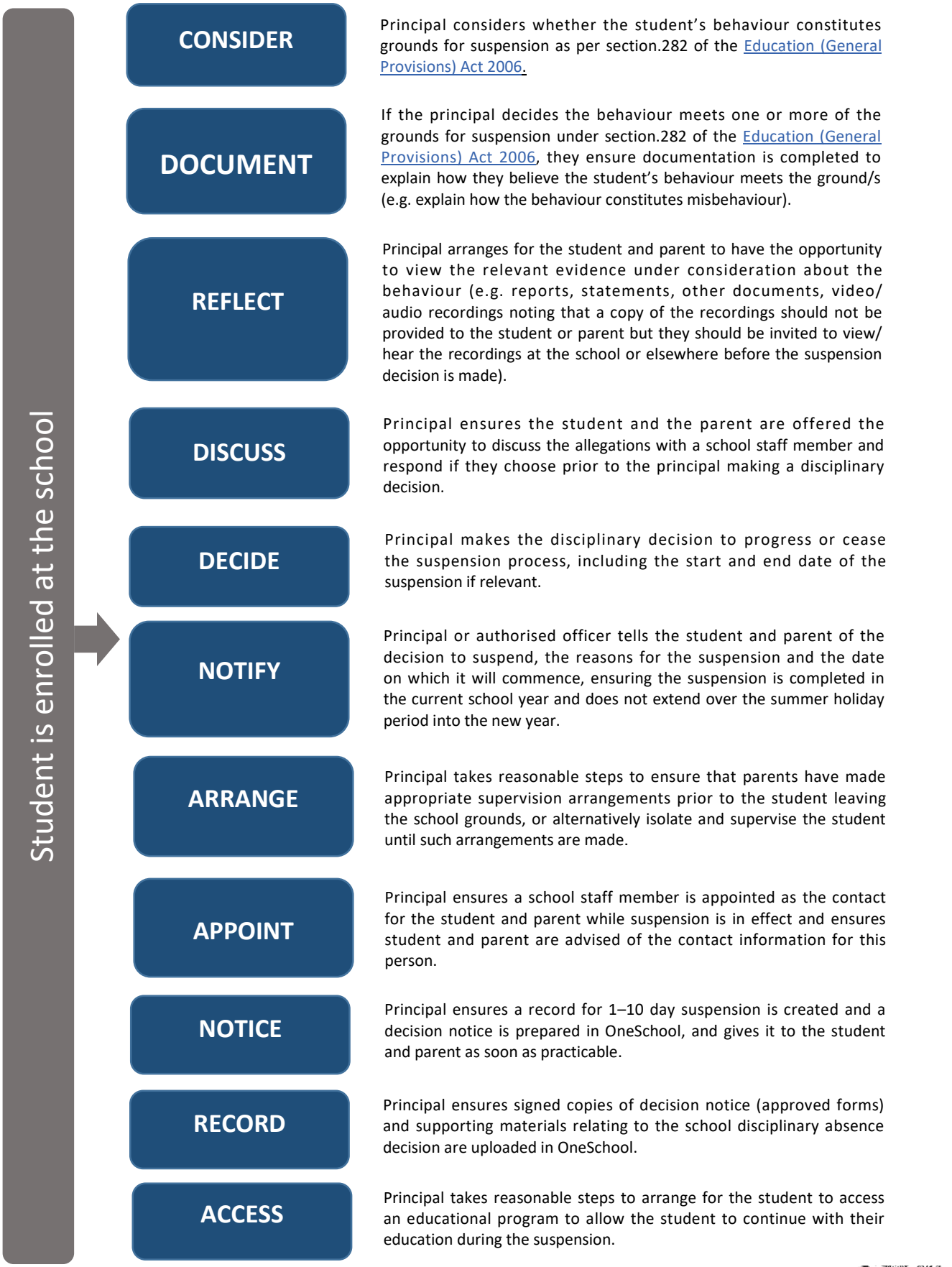
Flowchart: Suspensions (1-10 days)



Flowchart: Suspensions (11-20 days)

CONSIDER

Principal considers whether the student's behaviour constitutes grounds for suspension as per section.282 of the Education (General Provisions) Act 2006.

DOCUMENT

If the principal decides the behaviour meets one or more of the grounds for suspension under section.282 of the Education (General Provisions) Act 2006, they ensure documentation is completed to explain how they believe the student's behaviour meets the ground/s (e.g. explain how the behaviour constitutes misbehaviour).

REFLECT

Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g. reports, statements, other documents, video/ audio recordings noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/ hear the recordings at the school or elsewhere before the suspension decision is made).

DISCUSS

Principal ensures the student and the parent are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.

DECIDE

Principal makes the disciplinary decision to progress or cease the suspension process, including the start and end date of the suspension if relevant.

NOTIFY

Principal or authorised officer tells the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence, ensuring the suspension is completed in the current school year and does not extend over the summer holiday period into the new year.

ARRANGE

Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.

APPOINT

Principal ensures a school staff member is appointed as the contact for the student and parent while suspension is in effect and ensures student and parent are advised of the contact information for this person.

NOTICE

Principal ensures a record for 11–20 day suspension is created and A decision notice is prepared in OneSchool, including details about how to make a submission against the suspension to the Director-General or delegate, and gives it to the student and parent as soon as practicable.

RECORD

Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.

ACCESS

Principal takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.

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Flowchart: Charge-related suspensions

Student is enrolled at the school

AWARE

Principal receives information that a student has been charged with a serious offence or an offence other than a serious offence.

CONSIDER

Principal considers whether the student's behaviour constitutes charge-related grounds for suspension as per section.282 of the Education (General Provisions) Act 2006 and determines if there is sufficient information to make a disciplinary decision while the student's charge is pending.

ACCESS

Principal requests the Director-General obtain information from the Queensland Police Commissioner for the purposes of informing the decision-making process and uses the Behaviour risk assessment tool – safety or wellbeing (a copy of the completed risk assessment should be retained in OneSchool).

DOCUMENT

If the principal decides the student's behaviour constitutes the relevant ground for suspension under section.282 of the Education (General Provisions) Act 2006, they ensure documentation is completed to explain how they believe the student's behaviour meets the ground/s (e.g. explain the serious offence charge or charge other than a serious offence).

REFLECT

Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g. information provided through requesting the Director-General obtain information from the Queensland Police Commissioner).

DISCUSS

Principal ensures the student and parent are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.

DECIDE

Principal makes the disciplinary decision to progress or cease the charge-related suspension process, including the start date if relevant.

NOTIFY

Principal or authorised officer tells the student and parent of the charge-related suspension, the date on which it will commence and that the end date will likely be determined once the charges have been finalised in the court.

ARRANGE

Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.

APPOINT

Principal ensures a **regional case manager** is allocated through OneSchool.

NOTICE

Principal ensures a record for a charge-related suspension is created (restricted to Senior Responsible Officer), and a decision notice is prepared in OneSchool, including details about making a submission against the suspension to the Director-General or delegate, and gives it to the student and parent as soon as practicable with a copy of the information provided by the Queensland Police Commissioner.

RECORD

Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool (ensure no hard copies of the information received from the Queensland Police Commissioner are kept by the school or saved in OneSchool outside the 'Confidential Attachment').

ACCESS

Principal takes reasonable steps to arrange for the student to access an educational program or a school of distance education to allow the student to continue with their education during the suspension.

DECIDE

Principal, as soon as the charges are dealt with, moves forward with a decision about ending the charge-related suspension or progressing to exclusion.

*At any time throughout the charge-related suspension, the principal may seek an update on the status of the student's charges through an additional request to the Director-General to obtain information from the Queensland Police Commissioner.

Re-entry Following Suspension

Students who are suspended from Malanda SHS will be required 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 record as the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is mandatory for the student and encouraged for their parent/carer to attend a re-entry meeting. It is a beneficial time for the school and parents to meet to discuss the support measures put in place in order to reduce further disciplinary action for future behaviours. It is offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The re-entry meeting time is allocated in the suspension paperwork. However, this time can be rescheduled via the School Office should the time not be suitable. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Deputy Principal of either Junior or Secondary (or their delegate) attending with the student and their parent/carer. If a further support person is required, this may be communicated where possible.

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

Structure

The student re-entry meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Reasonable Adjustments

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

Temporary Removal of Student Property

Overview

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of Malanda State High School, to maintain and foster mutual respect between all school staff, students and visitors.

Responsibilities

Principal	Ensures school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that ➢ **Consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school. ➢ **Consent is required** from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or school staff who temporarily remove a mobile phone from a student are **not authorised to unlock the phone or to read, copy or delete messages stored on the phone**. ➢ where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or school staff should seize the bag immediately and remove from the student's access **prior to seeking search consent** or calling the police. Under no circumstances should the student be permitted to go into the bag themselves. ➢ Under normal circumstances, principals and school staff members **are not permitted to search student property** (e.g. a student's school bag) unless they have the consent of the student or their parent. ➢ Under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or school staff may need to search a student's property without the student's consent or the consent of the student's parents. ➢ Principals or school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination. Ensures parents and students are: ➢ informed of the procedure which enables school staff to temporarily remove student property and the expectations in relation to property students may bring to school ➢ aware of the right to refuse permission for school staff to search student property, and that police may be called if consent is not provided ➢ Provided with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school.

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	Ensures information about this procedure is clearly detailed in the Student Code of Conduct, including; ➢ that school staff may in certain circumstances remove student property without the consent of parents or students ➢ the limits on school staff accessing information from temporarily removed student property, such as mobile phones ➢ Examples of property that may be temporarily removed, such as bags, mobile phones, jewellery or prohibited items such as knives ➢ Examples of the amount of time certain property may be temporarily removed (e.g. end of day or school week) ➢ That student property may be seized by the police.
School staff	Follow appropriate processes outlined in the Student Code of Conduct regarding; ➢ temporary removal of student property ➢ access to information on temporarily removed student property (e.g. messages or photos on student mobile phone) ➢ return of temporarily removed student property ➢ circumstances where temporarily removed student property need not be made available for collection ➢ Deciding a reasonable time to make temporarily removed student property available for collection.
Students	Must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that ➢ is prohibited according to the school's Student Code of Conduct ➢ is illegal (e.g. illegal drugs or implements e.g. e-cigarettes, pod vapes, vape pens, box mods or vaporizers etc.) ➢ puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms) ➢ does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club) ➢ Does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda). ➢ Collect their property as soon as possible when advised by the principal or state school staff it is available for collection.
Parents	Ensure their children do not bring property onto school grounds or other settings used by the school that; ➢ Is prohibited according to the Student Code of Conduct ➢ Is illegal (e.g. drugs such as cannabis, ecstasy, amphetamines) ➢ Puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms) ➢ Does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club) ➢ Does not maintain and foster mutual respect (e.g. printed materials with offensive language). ➢ Parents can collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

State school staff

- Only persons who are authorised under the Education (General Provisions) Regulation 2017 (Qld) can remove from a student at the school, any property in the student's possession if the principal or staff member is satisfied the removal is necessary.

Temporary removal of student property

- Property may be temporarily removed from a student if the principal or state school staff are reasonably satisfied the removal is necessary to;
    - ensure compliance with the Student Code of Conduct

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- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school.

Return of temporarily removed student property

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

- Ensure temporarily removed student property held by the school is made available for collection by the student or parent within a reasonable time period

- If the student is a child, the principal or school staff member may choose to make the temporarily removed property available for collection to the parent only if it is more appropriate to do so, given

    - its condition, nature or value, and/or
    - to ensure the safety of students or staff, and/or
    - for the good order and management, administration and control of the school.

- Where the student is independent or mature age, it may be appropriate to return the temporarily removed property directly to them
- Ensure temporarily removed student property made available for collection is in the same condition as when the property was removed.

Retention of temporarily removed student property

- Principal and state school staff may retain temporarily removed student property if
    - the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police
    - police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend
    - *Police Powers and Responsibilities Act 2000* (Qld),advise the student and their parent of this action and that the temporarily removed student property is no longer in the possession of school staff

- If police decide not to seize the property, return the temporarily removed student property to the student or parent as soon as practicable.
- Student or parent has not collected the temporarily removed student property despite reasonable efforts(multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent it is available for collection
- Where staff reasonably suspect that the student is not the lawful owner of the property

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Use of mobile phones and other devices by students

In consultation with the broader school community, Malanda State High School has determined that in certain situations, there is the need to explicitly teach the responsible use of mobile phones and other devices as a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that in most situations, time and space is designated at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

All our procedures are intended to reinforce with students the importance of self-managing their usage of such technology.
Our policy and procedures are intended to eliminate unnecessary disruption to the process of quality teaching and learning and to support a safe and respectful school environment
All students are able to bring devices to school
Year 7 – 9 students are NOT be permitted to take phones into the classroom for any lessons, except under the following circumstances:

- Under direction of the Junior Support team in which case the phone device will have a specific purpose identified under the individual provisions for the child
- Under direction of the classroom teacher for specific curricular use which has been flagged and approved by the principal for the teacher/ class concerned

Phones remain the responsibility of the student – if a student chooses to bring a phone to school he/she will do one of the following steps to comply with the policy:

- Secure phone in school bag for the duration of the day at their own risk of loss
- Bring the phone to the office for safe storage before school and for collection at the completion of the school day.

If phone access is required for tuckshop purposes at lunch breaks students will need to stow phone in bags for all lessons - returning phones to bag directly after use. It is preferred that other forms of payment options are utilised.

Year 10-12 students are be permitted to take phones into the classroom but must remain out of sight and use unless directly related to teaching, learning and the curriculum. Please note: listening to music during class time is unlikely to be an appropriate use of technology and should only occur with teacher permission or support team provisions in place
Students are not to make or receive phone calls, texts or use social media sites during school time on their personal device
Mobiles phones are not be used during recess breaks
If students need to call parents about a school issue or illness, they must talk to the Head of Student Support or the school admin team first in order to gain support or advice

Malanda State High School takes no responsibility for breakages, loss or theft of electronic devices that are not handed in to the school office.

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At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Malanda State High School Student Code of Conduct. In addition students and their parents should:

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

Parent Responsibilities

It is recognised that Parent/ Carer contact during school hours needs to occur on occasions. In order to ensure that students do not breach the student responsibilities and our school is able to follow set protocols and procedures, we require the following support;

- Parents/Carers are not to call or text their child during the school day
- Parents are to contact the office directly to get a message to their child.
- All pickups for appointments need to be arranged via the school office and students must be signed out
- Student concerns need to be addressed via the office.

Queensland Government

Preventing and Responding to Bullying

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 Malanda SHS our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following table indicates 3 main phases to support all students involved in incidents of bullying at Malanda SHS.

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Bullying – No Way!

Proactive Phase	Support Phase	Control phase
Preventative for all students all the time	***Supporting change for some students some of the time.***	***Directing behaviours for some student(s) some of the time.***

Curriculum Teaching & Learning			
A filter of the issues… ▪ relationships ▪ shared power ▪ student ownership ▪ communication ▪ reporting (not dobbing) ▪ rights & responsibilities ▪ vertical unitised curriculum ▪ Principles of Effective Learning & Teaching ▪ issues embedded in subjects through outcomes, topics, themes, processes (surveys etc.) products (posters, plays, stories) ▪ positive, productive, proactive classroom. ▪ culture of individual success ▪ self-esteem development ▪ links with prior learning environments ▪ professional development and training	Bully… ▪ extra tutoring ▪ classroom meeting focus on bullying attitudes to instigate cultural change	Victim… ▪ extra tutoring ▪ classroom meeting focus on bullying attitude to instigate cultural change	Bully ▪ extra tutoring ▪ strictly monitored program ▪ special learning program (e.g. IEP) focussing on - relationships - power sharing - rights and responsibilities ▪ parent monitoring of learning outcomes parent participation in learning program

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Interpersonal Relationships			
▪ Adults/Peers role modelling appropriate behaviours ▪ Year Coordinator Pastoral care role ▪ Skill streaming, Young Women in Schools, Helping Friends Programmes ▪ camps ▪ leadership programs ▪ communication between parents and children ▪ newsletter & planner – awareness raising – policy situations, expectations ▪ lunchtime activities – student run clubs, competitions, sport, library, video, hall, Student Learning Centre, special events ▪ Spaces – pleasant, diverse, uncrowded, interesting. ▪ Community participation (P & C, School Council, Student Representative Council Events)	Bully refer to key personnel ▪ peer counselling ▪ mediation ▪ Guidance Officer/ YSC counselling ▪ Conflict resolution program ▪ Aggression/Anti-Violence Program ▪ Self-esteem program ▪ Social skills training ▪ Family intervention – community conference Playground duty teachers aware of tension	Victim refer to key personnel ▪ peer counselling ▪ support – listen, talk with show strategies e.g. Safe places . ▪ Assertiveness, rights, walking away, reporting. ▪ consider anxiety about reporting ▪ look for signs of bullying ▪ self esteem program ▪ no blame approach ▪ support network/mentor ▪ supporting parents	▪ individual management plan ▪ community conference ▪ structured social skill development program ▪ intensive guidance support

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School Organisation, Leadership & Management		
▪ Whole school approach to bullying ▪ Positive focus in Learning, achievement & activity ▪ Code of Conduct ▪ Responsible Behaviour Plan & Supportive School Environment Policy ▪ Child Protection Policy training ▪ Programs promoting diversity – NAIDOC, International Women's Day, Cultural activities, Harmony Day. ▪ Investigating, documenting and interviewing procedures ▪ Consultative and collaborative review, evaluation and planning strategies. ▪ Communication strategy/Awareness raising strategies and tools – pamphlets, policy development mechanisms ▪ Publishing/Celebrating student success ▪ Guidance Officer ▪ Expectations of behaviour as per previous level	▪ recording all incidents ▪ behaviour management plan consequences Level 6 Consequences YLC counselling and working it out process, parents informed, and may be placed on support booklet, withdrawn from class, receive counselling from GO, Level 5 Consequences Withdrawal from class/playground, interview with parents, HOY inform parents, counselling with GO remain in school grounds, not allowed to take part in school related privileges, monitoring card, removal from some positions of responsibility. ▪ Developing mentor program ▪ Monitoring programs as per previous level	▪ behaviour management plan consequences Level 4 consequence Placed in withdrawal area for up to 5 days or out of school suspension 1-3 days; HOY informs parents; counselling with GO to develop a behaviour contract, consequences as per level 6. Level 3,2,1 consequences These include out of school suspension 1-5 days, 6-20 days or exclusion/cancellation recommended to District Director.

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Bullying Response Flowchart for Teachers

The following table explains the actions Malanda SHS staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Key contacts for students and parents to report bullying:

Year 7 to Year 9 – HoSS Junior
Year 10 to Year 12- HoSS Senior

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Appropriate Use of Social Media

Malanda SHS acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. We also acknowledge the potential for damage to be caused (either directly or indirectly) to our students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

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

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

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

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

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

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

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

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

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Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the HoSS for their sector of schooling. The HoSS can be approached directly by students/ staff or via phone/email by parents for assistance in preventing and responding to cyberbullying.

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

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.

Help
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.

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.

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
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

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Restrictive Practices

Restrictive Practices

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

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

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

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

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

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

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

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

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

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Critical Incidents

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

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

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

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

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

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

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

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

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

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Related Procedures and Guidelines

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

- 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 Uniform Policy
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

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