



Minimbah State School

Student Code of Conduct 2024-2026

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

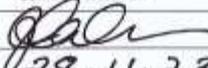
Queensland Department of Education

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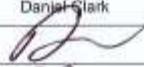
Endorsement

Principal Name: Jennifer Skeahan

Principal Signature: 

Date: 28.11.23

P/C President and-or School
Council Chair Name: Daniel Clark

P/C President and-or School
Council Chair Signature: 

Date: 28-11-23

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Purpose

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

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

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

Principal's Foreword

Minimbah State School has a proud tradition built on the traditional values of Respect, Responsibility and Integrity. Minimbah State school is a changing and transitioning educational environment that is focusing on the inclusive engagement of all students to achieve and realise their potential.

Minimbah State School was established in 1997 and is part of a vibrant community closely connected to Morayfield and Caboolture. There is a current enrolment of approximately 750 students, providing quality learning for students from Prep to Year 6.

Minimbah State School provides students with an attractive country style learning environment with extensive fields and is closely connected with its local community.

Minimbah State School is proud of its successful Robotics teams and their campaigns. Together more broadly we will be building our technology fleets, skills and capabilities, to move our educational focus on learning into the digital arena to ensure our students are capable, connected, global citizens ready to build their dreams with a futures focus.

We are connecting our students with all areas of the Arts curriculum. This will mean our students will engage in Visual Arts and Media, Dance, Drama and Music. By providing these opportunities for students they have the ability to excel in their chosen passions.

We also provide a range of sporting opportunities for our students including the engagement in Local and Regional GALA days, school sporting carnivals, District and Regional sporting trials and competitions and Health and Physical Education.

Every classroom in our school is a vibrant learning environment with a skilled practitioner.

We focus on learning, social capabilities and productive relationships. We have high expectations of our students, staff and the wider community, to ensure together we are culturally responsible and inclusively responsive for our community.

We believe in ensuring that every child is supported to realise their full potential.

We focus on Equity and Excellence and we share a love of learning with a relentless passion.

We collaborate and we engage in consultation. We request feedback and we act on it.

Together our motivation is to build a leading-edge learning environment from the early years through the foundational years, in preparation for a successful transition to High School. Join us on our journey.

Thank you for your ongoing support.

Jennifer Skeahan

Principal

P&C Statement of Support

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

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Minimbah State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 33 provides an excellent starting point to understand how to approach the school about these types of problems.

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

Consultation

In 2023, Minimbah State School undertook a consultation process to develop this Code of Conduct. We consulted with our staff during a number of meetings across Term 3 and 4 of 2023. The draft Student Code of Conduct was prepared with a range of contributors including teachers, specialised support staff and teacher aides. The draft Student Code of Conduct was further presented to teaching staff at a whole school staff meeting with all school staff invited to attend.

The draft of the Student Code of Conduct was finalised, with the final version of the Student Code of Conduct completed in November 2023. It was presented to and discussed at the P&C meeting of 28th November 2023. The P&C voted to endorse the Minimbah State School Student Code of Conduct for implementation from the commencement of the 2024 school year.

Our communication strategy developed to support the implementation of the Minimbah State School Student Code of Conduct, includes enrolment meetings, school website, school Facebook page, and school newsletter.

The Minimbah State School Student Code of Conduct will be available on our school website. Any families who require assistance to access a copy of the Minimbah State School Student Code of Conduct, including translation to a suitable language, are invited to contact our office.



Review Statement

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

Learning and Behaviour Statement

At Minimbah State School we believe that an inclusive, safe and supportive environment ensures the rights of all community members as follows

- Students' right to learn
- Teachers' right to teach
- Everyone's right to be safe

Our school expect and aim for high standards of personal achievement and behaviour.

We believe that positive classroom behaviour is achieved through effective teaching, inclusive and engaging curriculum and respectful relationships between staff, students and community.

We believe that positive behaviour is enhanced through a whole school approach and effective organisation and school leadership.

A review of whole school processes and school data relating to current processes, procedures and recorded behaviour incidents has also informed the development of new processes.

We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Three Levels of Support

Minimbah State School uses three levels of support as the foundation for our approach to behaviour. Minimbah State School staff match increasingly intensive interventions to the identified needs of individual students.

Universal Behaviour Support – Tier 1 Support

All students (100%) in the school receive support for their academic and behavioural development. At Minimbah State School our focus is on the whole-school implementation of both the Australian Curriculum and the Minimbah State School Expected Behaviours. This involves

- Teaching expected behaviours in the setting in which they will be used
- Implementation of agreed programs and procedures that are known and understood by all members of the school community
- Consistently following whole-school processes which are clear and well understood, when addressing challenging behaviour, while considering behavioural norms and behavioural function
- Providing refresher lessons and targeted recognition throughout the school year so that students are primed to use these skills as and when they need them
- Seeking feedback from students and parents with regards to school climate, instruction, reinforcement, and discipline so that improvements can be made

Our school values are RESPECT, RESPONSIBILITY and INTEGRITY and we believe that values are necessary to create a productive and safe learning environment. We believe each person is responsible for their own actions and that all members of the Minimbah State School Community are responsible for school standards and behaviour.

At Minimbah State School our primary focus is on the development and facilitation of a positive school culture that recognises, acknowledges and rewards the positive behaviour and efforts of all students.

Whole school Positive Consequences for Acceptable Behaviour

Our Whole school expectations are outlined in the Minimbah State School Expected Behaviours Matrix (see appendix A)

ESCM (Essential Skills for Classroom Management)

Teachers will use strategies such as the 10 Essential Skills for Classroom Management to actively reduce student inappropriate behaviour and increase student learning outcomes.

The skills include:

- Establishing Expectations
- Giving Instructions
- Waiting and Scanning
- Cueing with Parallel Acknowledgement
- Body Language Encouraging
- Descriptive Encouraging
- Selective Attending
- Redirecting to the Learning
- Giving a Choice
- Following Through

When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Reinforcing Expected School Behaviour

Brilliant Behaviour Boomerangs

In 2024 we will be implementing a new certificate system. Students will receive tokens called Brilliant Behaviour Boomerangs (Boomies) for demonstrating our school values. The boomerang tokens represent throwing out our school values of respect, responsibility and integrity. As a student receives a certain amount of Boomies, they will reach certain thresholds which in turn represent a specific certificate which will be presented on the weekly assemblies.

'On Track' Certificate	25 Brilliant Behaviour Boomerang Tokens
Bronze Certificate	75 Brilliant Behaviour Boomerang Tokens
Silver Certificate	125 Brilliant Behaviour Boomerang Tokens
Gold Certificate	200 Brilliant Behaviour Boomerang Tokens
Platinum Certificate	250 Brilliant Behaviour Boomerang Tokens

Student points will be reset each term. At the completion of a term students will receive an end of term reward based on the highest level certificate that they have earned for that term. An example of an end of term reward structure is as follows.



'On Track' Certificate	Move in the classroom
Bronze Certificate	Movie in the classroom Bring in your own treats
Silver Certificate	Movie in the classroom Popcorn delivered
Gold Certificate	Move in the school hall Popcorn machine
Platinum Certificate	Movie in the school hall Popcorn machine Pizza party

Student points also go towards points for each sports house. At the end of each term the students in the sports house with the highest points tally will receive a second reward.

Targeted Behaviour Support – Tier 2 Support

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 supports, providing more time and specialisation in supports from range of school-based staff to enable students to meet the required academic and behavioural expectations.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the Minimbah State School Expected Behaviours Matrix. The types of interventions offered at this level will vary according to the needs of the students, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are sustainable
- variations within each intervention are limited
- interventions have a good chance of working (e.g. they are “evidence-based” interventions that are matched to the student’s need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 practice is indicated.

Processes Used To Address Behaviour

Staff use the Student Engagement Flow Charts (*see appendix B*) to make decisions regarding managing and referring student behaviours.

If students choose to behave inappropriately in the school environment, it is in their best interests that they are aware of the consequences of their behaviours, and that they accept responsibility for infringement of the School’s Code of Behaviour and General School Rules. Behaviours have been placed in two separate categories, minors and majors.

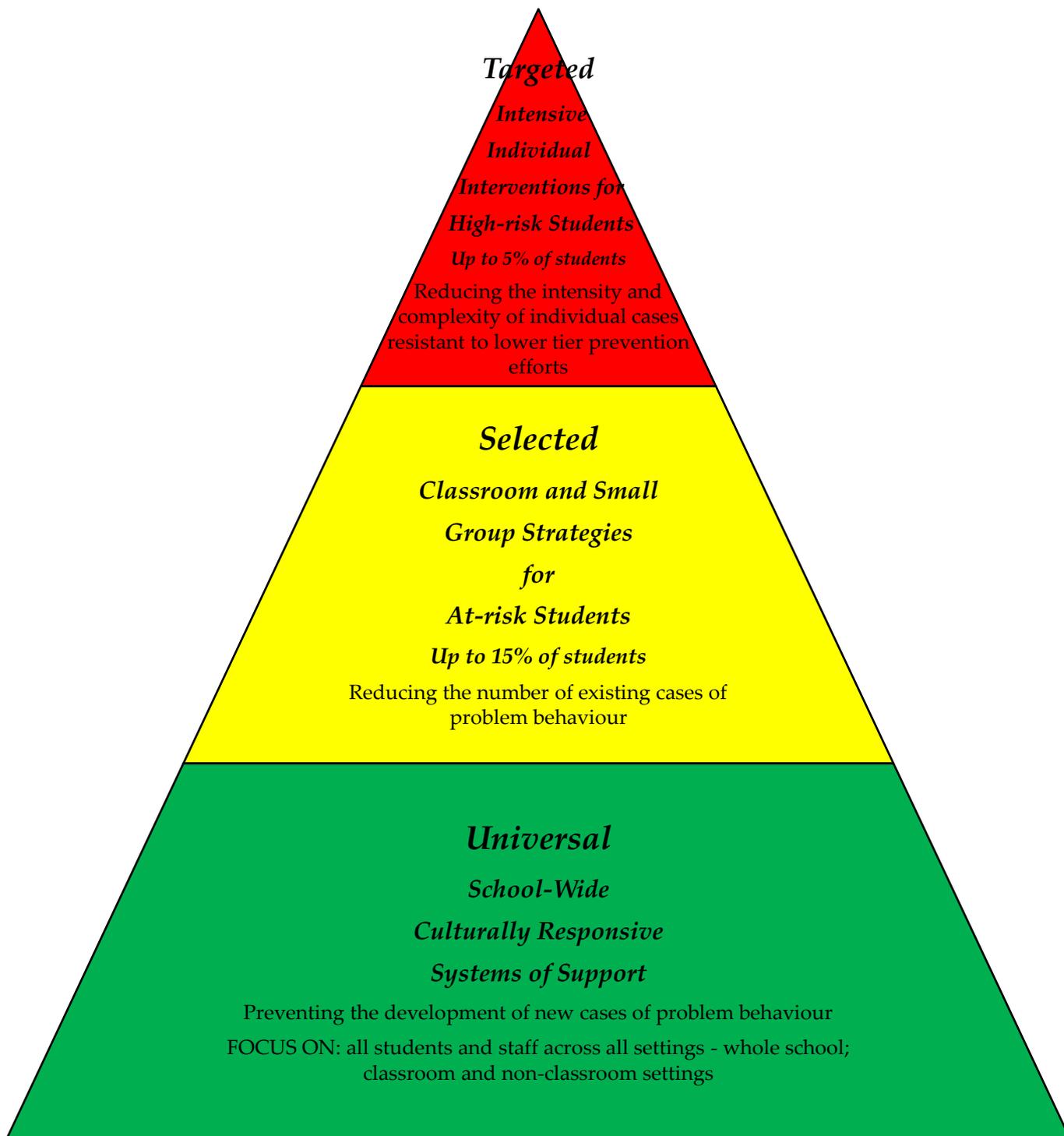
Appendix C illustrated the differentiation between majors and minors, giving some examples and some “non-examples” to aid interpretation. Minor behaviours are defined as staff managed, major behaviours are defined as administration managed.

Minimbah State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis.

Data is used to identify students needing extra in the way of targeted behavioural support. Though the problem behaviours of these students may not be immediately regarded as severe, the frequency of their behaviours may put these students’ learning and social success at risk.

Students requiring more targeted support are referred by the class teacher to the Student Support Services Team. Each individual case is discussed and strategies decided upon. Many of these students are placed on an Individual Behaviour Support Plan (IBSP) written by the classroom teacher with support from the Student Support Services Team. They are provided with increased daily opportunities to receive positive contact with adults, meet achievable behaviour goals and receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Students on behaviour plans are monitored closely and reviewed on a regular basis by the classroom teacher and the Head of Department (HOD) for Wellbeing, Engagement and Attendance. Students whose behaviour does not improve after targeted support may require specialised/external intervention.



Targeted Behaviour Support – Tier 3 Support

Individualised supports for a **few students** (up to 5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:

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

Tier 3 supports exist along a continuum. If the school data indicates that more than up to 5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is indicated.

Emergency Responses or Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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.

Basic defusing strategies

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).

Maintain calmness, respect and detachment

(Model the behaviour you want the student/s 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).

Approach the student in a non-threatening manner

(Move slowly and deliberately towards 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).

Follow through

(If the student/s start displaying the appropriate behaviour, briefly acknowledge their choice and redirect 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).

Debrief

(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).

Physical Intervention

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

NB. All incidents involving physical intervention MUST be reported to the Principal or Deputy Principal immediately. Administration will ensure parents/carers are informed of any such incidents involving their child.

Appropriate physical intervention may be used to ensure that Minimbah State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention **cannot** be used as a form of punishment
- physical intervention **must not** be used when a less intrusive response can effectively resolve the situation
- the underlying function of the behaviour

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Health and Safety incident record ([Workplace Health and Safety Incident Record](#))
- One School record of incident
- Debriefing meeting



Network of Student Support

Universal Support	Targeted Support	Intensive Support
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Parents
Teachers
Teachers Aides
Support Staff
School Chaplain
Administration Staff
Year Level Teachers

HOD WEA
Guidance Officer
HOSES
School Chaplain
Inclusion Teachers

Psychologist
Speech and Language
Pathologist
Occupational Therapist
Physiotherapist
HOD WEA
Advisory Visiting Teachers for :
Autism spectrum disorder
Hearing impairment
Intellectual impairment
Physical impairment
Speech-language
Impairment
Vision Impairment

Government and Community Agencies

- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service
- Early Year Place
- Autism Queensland

Related Legislation	Related Policies
Commonwealth Disability Discrimination Act 1992	Safe, Supportive and Disciplined School Environments
Commonwealth Disability Standards for Education 2005	Inclusive Education
Education (General Provisions) Act 2006	Enrolment in State Primary, Secondary and Special Schools
Education (General Provisions) Regulation 2006	Student Dress Code
Criminal Code Act 1899	Student Protection
Anti-Discrimination Act 1991	Hostile People on School Premises, Wilful Disturbance and Trespass
Commission for Children and Young People and Child Guardian Act 2000	Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
Judicial Review Act 1991	Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
Workplace Health and Safety Act 2011	Managing Electronic Identities and Identity Management
Workplace Health and Safety Regulation 2011	Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Right to Information Act 2009	Temporary Removal of Student Property by School Staff
Information Privacy (IP) Act 2009	

Some related resources

National Safe Schools Framework

National Safe Schools Framework Resource Manual

Working Together resources for schools

Cybersafety and schools resources

Bullying. No way! www.bullyingnoway.com.au

Take a Stand Together

Student Learning and Wellbeing Framework <https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf>

Parent and Community Engagement Framework <https://education.qld.gov.au/parents/community-engagement/Documents/pace-framework.pdf>

Positive Behaviour for Learning

Code of Conduct for School Students Travelling on Buses
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what

consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Educators, parents, and children and young people themselves all have a role to play as part of a whole school approach to supporting the wellbeing and mental health of all Queensland state school students.

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Our school provides regular instruction to students with regards to behaviour and social expectations, the school values and student wellbeing. Examples of this learning include: Saying No to Bullying (Using the High Five and Reporting), Mindfulness; Growth Mindset; Resilience; Zones of Regulation (Regulating our Emotions); Being Ready to Learn; Showing Kindness.

Additionally, we provide age-appropriate healthy life education through our Health Units from Prep-6. The school also delivers the department's Prep to Years 12 Respect program (Respectful Relationships) which is aligned with the Australian Curriculum and provides teachers with age-appropriate teaching and learning resources to support students to develop the skills and knowledge they need to build and maintain healthy, positive relationships. Minimbah State School also marks events such as R U OK? Day, Queensland Mental Health Week and Day for Daniel with whole of school events or events targeted at appropriate grade levels.

Minimbah State School runs a number of structured and supported play options for students at lunchtimes. Students can be supported with an emotional wellbeing plan' or a 'playground plan' where student input is given to create a timetabled plan for play time. An example of lunchtime activities offered at Minimbah State School is shown in *Appendix D*.

Policy and Expectations

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

Specialised Health Needs and Medications

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

This means that appropriate health plans are developed and followed. Staff have access to information on a student's medical condition and develop appropriate supports as required. A percentage of staff are trained in First Aid; CPR and specialised Anaphylaxis support. Specialised training with regards to specific medical care routines is provided on a needs basis.

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

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

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

Mental Health

Minimbah State School works closely with students and families to implement early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. Our Guidance Officer will work with families and support engagement with external mental health professionals. Guidance Officer support may include facilitating the development, implementation and periodic review of a Student Plan.

Suicide Prevention

Minimbah State School staff who notice suicide warning signs in a student understand that they must seek help immediately from the Guidance Officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid.

Minimbah State School staff follow suicide intervention and prevention advice by assessing risk and as required ensuring:

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

Minimbah State School staff follow the Suicide Risk Continuum developed for staff to guide them.

Suicide Postvention

In the case of a death by suicide of a student that has not occurred on school grounds, Minimbah State School would enact a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected. Where a death by suicide occurred on school grounds or at a school event, Minimbah State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support

Minimbah State School employs specialised staff to work with students, their families and teachers, to help the social, emotional and physical wellbeing of every student. All of our staff are dedicated to ensuring our school is an inclusive, nurturing environment.

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

Role	What They Do
Guidance Officer	<ul style="list-style-type: none"> • supports students within the school environment offering counselling with students on a one-on-one basis or in a group setting, offering referrals to external supports as needed • assists students with specific difficulties, acting as a mediator or providing information on other life skills • provides educational assessments with outcomes and recommendations to support student learning alongside feedback to teachers and parents • liaises with parents, teachers, regional staff and other external health providers as needed as part of the counselling process.
Head of Special Education Services	<ul style="list-style-type: none"> • coordinate and facilitate Stakeholder meetings with families, educators and allied health professionals to plan for and support our students • management of Complex Case • collaborate with educators and families to develop Individualised Behaviour Support Plans and Individual Student Safety Plans • provide explicit teaching of Emotional Regulation strategies and individualised strategies to support learning and wellbeing outcomes • provide emergent support to staff and students • follow up on specific behaviour incidents
InclusionTeacher	<ul style="list-style-type: none"> • provide emergent support to staff and students • support identified students accessing the curriculum • collaboratively produce Individual Behaviour Support Plans and Wellbeing Plans • lead small groups of students to work on emotional regulation and behaviour • Assist to provide resourcing and strategies for classroom teachers and students consistent with student needs

	<ul style="list-style-type: none"> • Implement small group social skills program
School Psychologist	<p>Individual Support to students with mild to moderate mental health concerns addressing areas such as</p> <ul style="list-style-type: none"> • Mental Illness • Adjustment Difficulties • Prolonged Grief and Loss • Trauma • Parental Health Issues
School Chaplain	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> - attendance at school - referral for behaviour support - relationships/social skills - conflict with peers/teacher/family - social/emotional/physical wellbeing

It is also important for students and parents to understand there are regional and statewide support services available to the school and the school may consult these staff where indicated. These include Principal Advisor Student Protection, Regional Guidance Officer (Student Engagement and Wellbeing), Regional Autism Coach, Principal Education Officer (Inclusion), Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

Minimbah State School uses a multi-tiered system of support for discipline within the school which includes the explicit teaching of self-regulation using trauma-informed practices. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

At Minimbah State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

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

Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same expectations in place for students, which are based on the three school values of Respect, Integrity and Responsibility.

Students

Below are examples of what these expectations look like for students across the school. As previously referred to, Appendix A includes the Minimbah State School Expected Behaviours Matrix which clearly outlines the expected behaviours which are explicitly taught to students and referred to throughout their time at Minimbah State School. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Minimbah State School.

Respect

- Listen to staff and students in class
- Follow instructions given by staff
- Listen to fellow students' questions in class
- Care for equipment, grounds and property
- Respect others space and belongings
- Use respectful and socially acceptable language at school
- Use manners
- Accept differences in others positively

Responsibility

- Be prepared for class
- Be organised
- Report problems to staff
- Move around the school appropriately
- Wear full school uniform
- Respond appropriately
- Complete homework and assignments on time
- Follow the directions of staff
- Ask for help when needed
- Learn from your mistakes

Integrity

- Do the right thing, even when no-one is watching
- Own your behaviour
- Be honest, even when it is difficult
- Show you have integrity in your actions and words
- Encourage fellow students to do their best

Parents and staff

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

Respect

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.

You approach your child's class teacher with any concerns or complaints in a respectful manner and you take a problem-solving approach to complaints and discuss any concerns with us.	We respectfully manage concerns or complaints in an open, fair and transparent manner. We take a problem-solving approach.
You treat all members of the school community respectfully.	We treat students, parents and community members respectfully.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.
During the school day you ensure that you report to the school office first (this is not required at drop-off or collection before or after school).	We are warm and welcoming at all times.

Responsibility

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day on time and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student. We will advise you if your child becomes unwell during the day and needs to be collected by you.
You drop-off and collect your child from the designated areas at school at the designated times.	We give clear guidance about designated areas for parents to drop-off and collect students.
You share relevant information about your child's health, learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's health, learning, social and behavioural progress at school.
You support your child to meet the learning and behavioural expectations at school. You are aware of the Student Code of Conduct.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress. We strive to develop each student to their full potential, by teaching effectively and setting high expectations in both learning and behaviour. We model positive behaviour for our students.
You support your child to meet the school uniform policy. You speak with your child's teacher if you are experiencing difficulty in this area.	We communicate clearly about the school uniform policy.

You stay informed about school news and activities by reading the school newsletter, school facebook page, class emails and other materials sent home by school staff.	We will use the electronic school newsletter along with the school facebook page and class emails as the primary means of notifying parents about school news, excursions or events
You make every effort to attend parent teacher interviews and parent information sessions.	We inform parents and carers regularly about student progress and offer opportunities for consultation with parents on any issues relating to students and/or school operating procedures.
You approach the class teacher, Deputy Principal or Principal if you are concerned about the behaviour of a staff member, another student or parents.	We will work with every family to quickly address any concerns about the behaviour of staff, students or other parents.

Integrity

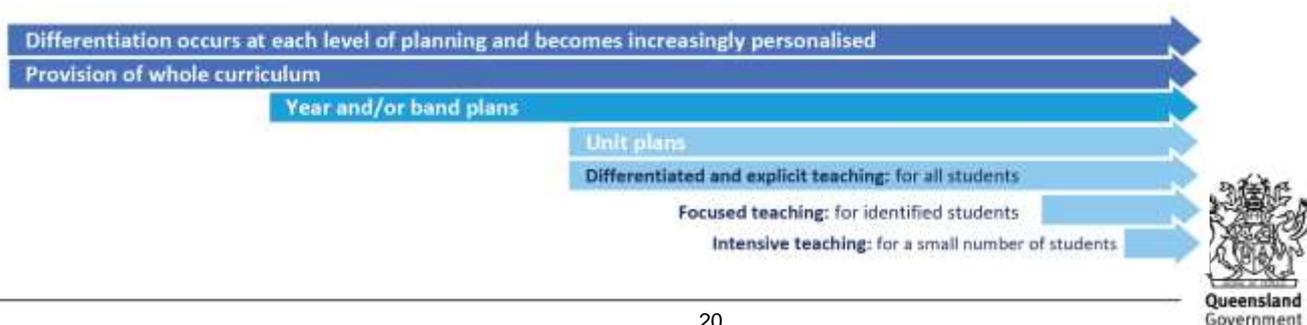
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You take a positive, solution-focused approach to resolving concerns.	We will nominate a contact person for you to work with to resolve a school related concern.
You respect school, student, parent and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



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

Every classroom in our school uses the Behaviour Expectations Matrix (see *Appendix A*), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. It has been developed to reflect our schools' core values of Respect, Responsibility and Integrity.

Focused Teaching

Approximately 10 to 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language development, emotional regulation or behaviour management work collaboratively with class teachers at Minimbah State School to provide focused teaching. Focused teaching is aligned to the Behaviour Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- The Zones of Regulation
- Functional Behaviour Assessment

For more information about these programs, please speak with the relevant Deputy Principal for your child's year level.

Intensive Teaching

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

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

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

Students who require intensive support will be assigned a Complex Case Manager at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student and their parents/carers. If and as the need for support reduces, the additional supports will reduce and the need for a Complex Case Manager will be reviewed.

Legislative Delegations

Legislation

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

[Anti-Discrimination Act 1991 \(Qld\)](#)

[Child Protection Act 1999 \(Qld\)](#)

[Commonwealth Disability Discrimination Act 1992](#)

[Commonwealth Disability Standards for Education 2005](#)

[Criminal Code Act 1899 \(Qld\)](#)

[Education \(General Provisions\) Act 2006](#)

[Education \(General Provisions\) Regulation 2017](#)

[Human Rights Act 2019 \(Qld\)](#)

[Information Privacy Act 2009 \(Qld\)](#)

[Judicial Review Act 1991 \(Qld\)](#)

[Right to Information Act 2009 \(Qld\)](#)

[Police Powers and Responsibilities Act 2000 \(Qld\)](#)

[Workplace Health and Safety Act 2011 \(Qld\)](#)

[Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school Principals are responsible for “controlling and regulating student discipline in the school”. Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school.

A copy of the Instrument of Authorisation (Chapter 12, Part 3 of Education (General Provisions) Act 2006) from the Principal to the persons who are from time to time the holders of the position of Deputy Principal at this school is included in *Appendix E*.

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

[Education \(General Provisions\) Act 2006 Director-General’s delegations](#)

[Education \(General Provisions\) Act 2006 Minister’s delegations](#)

[Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)

[Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)

[Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 10 to 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

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

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Revisioning
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

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

We reserve the right to give permission for students to attend and represent the school if their prior behaviour is such that concerns are raised about their ability to meet the Student Code of Conduct.

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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.

Re-entry following suspension

Students who are suspended from Minimbah State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the 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 HOSES may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Any updated policies of the Department of Education in relation to any of the above mentioned areas will supercede current policy and will be communicated as necessary.

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

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

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

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

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

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

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

Responsibilities

State school staff at Minimbah State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;



- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone; there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Minimbah State School

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

Students of Minimbah State School

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

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Minimbah State School has determined that the school will be a device free zone. Students have access to school iPads, laptops and desktop computers for research or curriculum purposes so there is no need to have mobile phones in the school grounds.

Use of mobile phones and other communication devices, such as phone watches are not permitted by students at Minimbah State School during school hours.

In order to support students who require mobile phones to communicate with parents the following is expected and will be enforced. Students who travel to school with a mobile phone must immediately switch their mobile phone off and proceed to the office when they arrive at school to check in their mobile phone in for the day. Mobile phones must not be

kept in school bags, desks or on their person. In the afternoon when the student has been released for the day, the student must immediately proceed to the office to collect their mobile phone. Students may switch their phone on once they leave the school grounds, or in the event they need to contact their parent for safety purposes.

Smart Watches: Once at school any function of a smart watch other than telling time must be switched off. Students must not be connected to any 4G network or messaging Apps whilst on the school grounds.

Minimbah State School will not take responsibility for any communication devices that are lost or stolen as a result of not being submitted to the office, nor will the school use resources to search for these devices.

Responsibilities

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

It is **acceptable** for students at Minimbah State School to:

- use school provided devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills

 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment

It is **unacceptable** for students at Minimbah State School to:

- use a mobile phone or other personal devices in an unlawful manner
- use a mobile phone whilst on school grounds
- use school provided electronic devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments

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 Minimbah State School Student Code of Conduct. In addition students and their parents should:



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

Preventing and responding to bullying

Minimbah State School complies with Education Queensland policies which reference the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

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

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

Minimbah State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Prep to Year 2 – Deputy Principal – Michelle Savy

Year 3 to Year 6 – Deputy Principal – Stan Vipen

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
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue

Day three
Discuss

- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Cyberbullying and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

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

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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

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

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

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

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

Minimbah State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

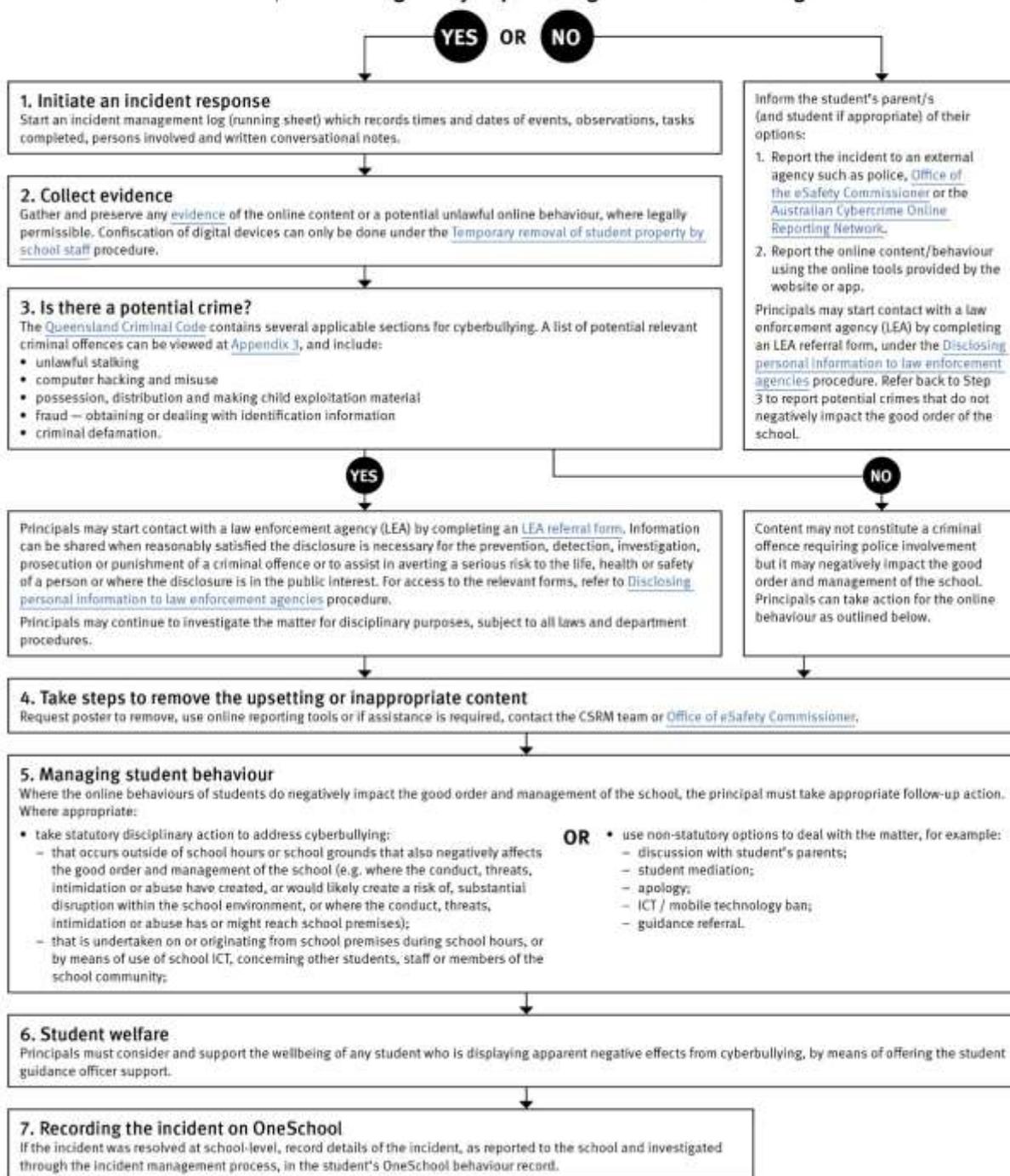
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Appropriate use of social media

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

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

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

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

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

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

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

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

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

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* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Minimbah State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional state 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. When staff use restrictive practices they will do so in accordance with the **Restrictive Practices Procedure** of Education Queensland.

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. 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.

Related Procedures and Guidelines

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

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

Resources

[Australian Professional Standards for Teachers](#)

[Behaviour Foundations professional development package](#) (school employees only)

[Bullyng. No Way!](#)

[ehedspace](#)

[Kids Helpline](#)

[Office of the eSafety Commissioner](#)

[Parent and community engagement framework](#)

[Parentline](#)

[Queensland Department of Education School Discipline](#)

[Raising Children Network](#)

[Student Wellbeing Hub](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal Review:** [contact the local Regional Office](#)

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

3. **External review:** contact a review authority

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

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

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



Appendix A

Minimbah State School Behaviour Expectations Matrix

		<i>Respect</i>	<i>Responsibility</i>	<i>Integrity</i>
		<i>Settings</i>		<ul style="list-style-type: none"> • Use manners and communicate kindly • Follow directions first time, every time • Accept differences positively • Care for equipment, grounds and property • Keep yourself and others safe
<i>Classroom</i>		<ul style="list-style-type: none"> • Sit appropriately • Whole body listening • Keeping hands and feet to self • Be a good learner and allow others to learn • Take care when using items belonging to others (equipment belonging to teacher or others; wall displays) 	<ul style="list-style-type: none"> • Stay on and apply yourself to tasks • Respond appropriately (questioning; asking for help; answering questions) • Keep bookwork tidy • Record and completed assigned set tasks • Follow instructions first time every time • Be a good learner and allow others to learn • Have the right equipment • Move around the room calmly • Take care when using items belonging to others (equipment belonging to teacher or others; wall displays) 	<ul style="list-style-type: none"> • Be honest • Consider others • Be inclusive • Stay on task without teacher monitoring
<i>Playground d/ Sport</i>	<i>Eat</i>	<ul style="list-style-type: none"> • Leave the area clean • Put up hand and wait for a teacher to dismiss you • Use manners when asking for things • Follow instructions 	<ul style="list-style-type: none"> • Sit whilst eating in the correct area • Eat your own food • Wait to be dismissed • Put lunchboxes away at the end of lunch • Put all rubbish in the bin 	<ul style="list-style-type: none"> • Keep it tidy • Consider others • Share space • Manage your own behaviour

	<i>Play</i>	<ul style="list-style-type: none"> • Play fair • Care for the environment • Follow the rules for the game you are playing • Demonstrate good sportsmanship and play fairly • Take turns and share the equipment • Look out for other and play safely 	<ul style="list-style-type: none"> • Return borrowed equipment • Be sun safe • Play in the correct area • Use the High Five and report problems when necessary • Move to and from the play areas correctly and at the right times 	<ul style="list-style-type: none"> • Share space • Be inclusive (include everyone) • Consider others • Move safely • Report issues
<i>Before School</i>	<ul style="list-style-type: none"> • Wait patiently • Be polite • Use manners • Sit calmly and quietly whilst waiting for the start of school • Leave the area clean 	<ul style="list-style-type: none"> • Be at the right place at the right time (lining up outside classroom) • Go to the toilet before the start of school • Put your own rubbish in the bin 	<ul style="list-style-type: none"> • Consider others • Move safely • Manage your own behaviour 	
<i>Toilets</i>	<ul style="list-style-type: none"> • Give others privacy • Straight there, straight back • Leave the toilets clean and tidy 	<ul style="list-style-type: none"> • Use the facilities appropriately • Flush the toilet • Use water, soap toilet paper and paper towel correctly • Use the toilet at appropriate times • Wash hands after using toilet • One person in each toilet at a time 	<ul style="list-style-type: none"> • Allow privacy • Play free zone • Keep the toilets tidy • Report inappropriate behaviour 	
<i>Transitions</i>	<ul style="list-style-type: none"> • Move quietly around the school in two lines • Be organised for your transition • Move in a safe manner and quickly • Keep left when passing others • Walk on the paths in a safe manner 	<ul style="list-style-type: none"> • Keep bag racks clean and tidy • Be in the right place at the right time • Get a drink and use the toilet before the bell • Be prepared for your learning (have your travel pack/hat/homework/library book etc ready) 	<ul style="list-style-type: none"> • Move safely • Consider others • Wait quietly for your teacher in your class lines before school and after breaks 	
<i>ICT</i>	<ul style="list-style-type: none"> • Use a quiet voice when in the computer labs • Follow all directions 	<ul style="list-style-type: none"> • Mobile phones turned off and handed in at the office of a morning 	<ul style="list-style-type: none"> • Follow internet agreement • Access the correct websites/programs 	

	<ul style="list-style-type: none"> • Treat items respectfully • Clean your workspace up after yourself • Don't touch others technology 	<ul style="list-style-type: none"> • Use of all technological devices as directed • Follow Internet Agreement • Bring all items that you need when in the computer room 	<ul style="list-style-type: none"> • Use the technology for its intended purpose
<i>Bus</i>	<ul style="list-style-type: none"> • Wait patiently • Be polite • Use manners • Sit quietly whilst the roll is being called • Leaving the area clean • Sitting calmly until invited to stand and walk to the gate 	<ul style="list-style-type: none"> • Be at the right place at the right time (bus lining up area) • Be road safe • Remain seated, facing forward with seat belts fastened (if bus fitting with them) • Keep belongings stored correctly • Accessing the toilet when given the opportunity • Put your own rubbish in the bin • Mobile phones in bag 	<ul style="list-style-type: none"> • Consider others • Move safely • Manage your own behaviour
<i>Tuckshop</i>	<ul style="list-style-type: none"> • Line up quietly and patiently • Be polite and use manners 	<ul style="list-style-type: none"> • Place orders in before school • Buy and move on • Know what you are going to buy before you line up • Have your money ready 	<ul style="list-style-type: none"> • Only buy for yourself • Consider others • Only buy what you need and will eat (don't waste food)
<i>Office</i>	<ul style="list-style-type: none"> • Be polite and use your manners • Respond to greetings/questions with words not noises • Wait patiently in line at the office counter/window to be spoken to • 	<ul style="list-style-type: none"> • When called to office attend promptly 	
<i>Assembly/ Formal Occasions</i>	<ul style="list-style-type: none"> • Actively participate and follow procedures • Demonstrate appropriate audience manners (sitting cross legged, hands to yourself, eyes tracking the speaker, sitting up straight) • Sit quietly • Standing still and singing nicely during the National Anthem 	<ul style="list-style-type: none"> • Enter and exit sensibly • Manage your own behaviour • Actively listening to all speakers 	<ul style="list-style-type: none"> • Receive awards with pride • Manage your own behaviour • Ignoring misbehaviour from those around you • Clap with the audience

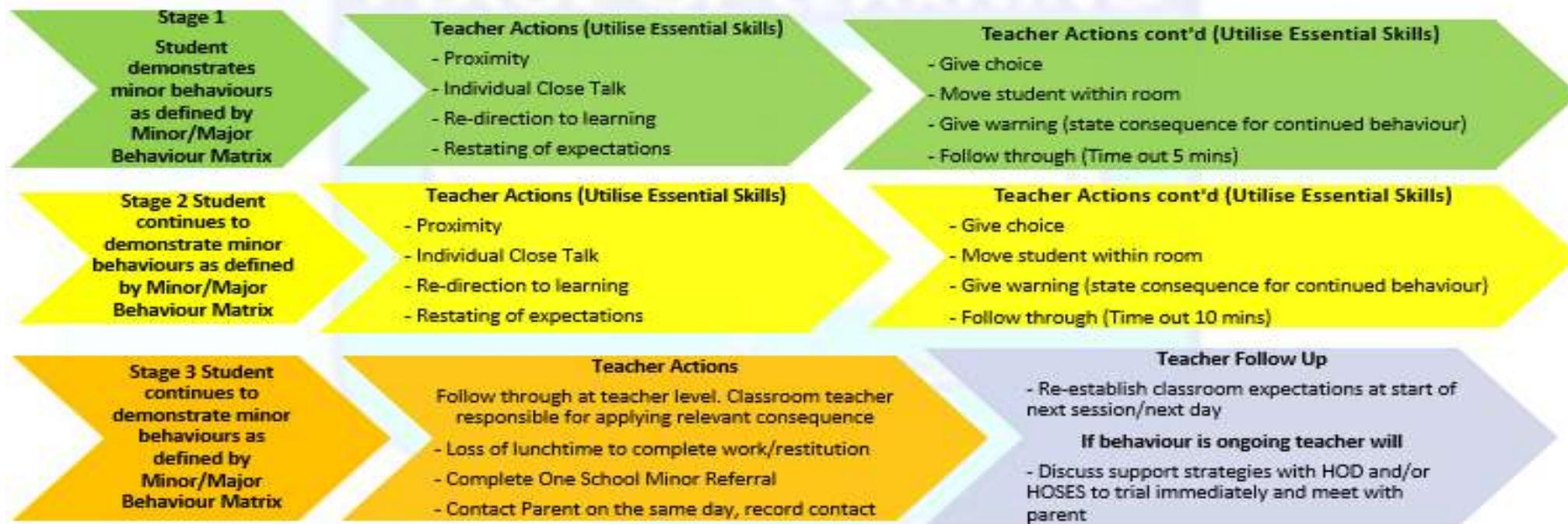


Appendix B

Schoolwide Student Engagement Flowchart – Teacher Managed (MINOR Behaviours)

Establishing Expectations			
Expected behaviours clearly established and rewarded	Consistent and predictable routines taught and practised	Trauma informed practices embedded daily	Positive relationships established with students – unconditional positive regard
Daily curriculum planning is differentiated for students	Proactive rule reminders are used regularly	Whole class and individual reward systems used	Firm, calm and measured voice and tone used.

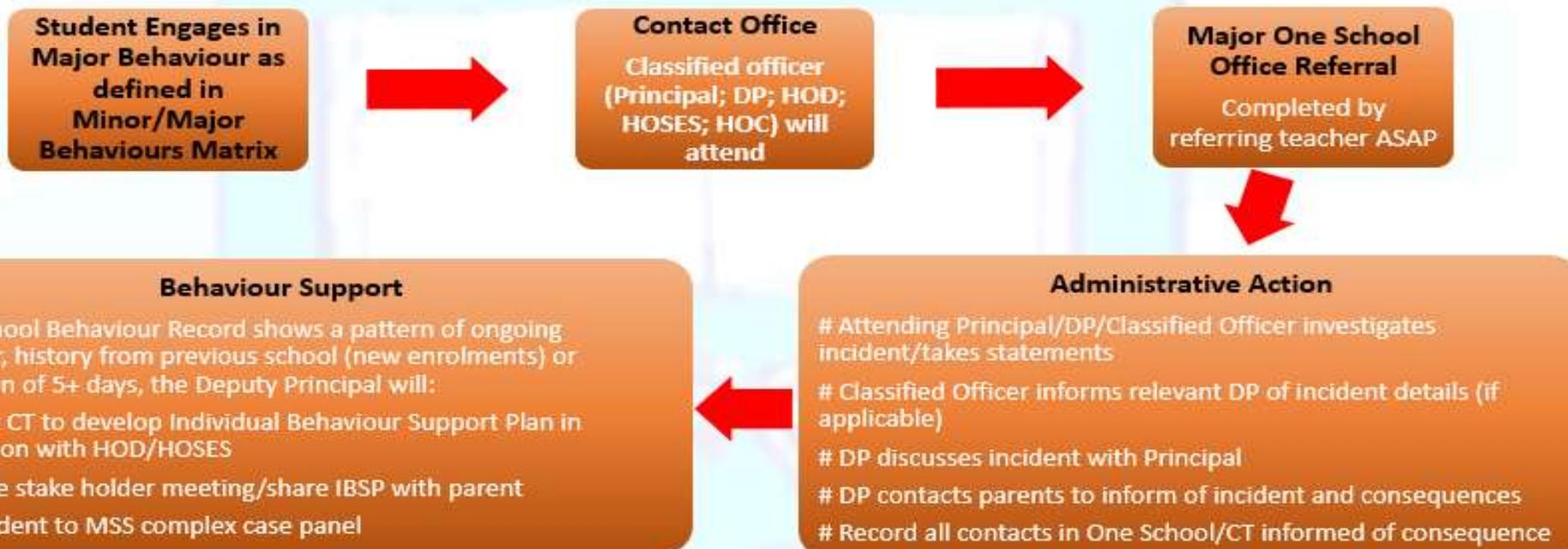
Instruction Giving
<ol style="list-style-type: none"> 1. Gain student attention (verbal/non-verbal) 2. Give clear instructions (check for understanding) 3. Wait and scan (at least 5 seconds) 4. Give immediate descriptive encouragement 5. Cue with parallel acknowledgement



Schoolwide Student Engagement Flowchart – Admin Managed (MAJOR Behaviours)

Establishing Expectations			
Expected behaviours clearly established and rewarded	Consistent and predictable routines taught and practised	Trauma informed practices embedded daily	Positive relationships established with students
Daily curriculum planning is differentiated for students	Proactive rule reminders are used regularly	Whole class and individual reward systems used	Firm, calm and measured voice and tone used.

Instruction Giving
<ol style="list-style-type: none"> 1. Gain student attention (verbal/non-verbal) 2. Give clear instructions (check for understanding) 3. Wait and scan (at least 5 seconds) 4. Give immediate descriptive encourager 5. Cue with parallel acknowledgement



Appendix C

Minor/Major Behaviour Definitions and Examples

One School Category	Minor Behaviours – Teacher Managed	Major Examples – Teacher and Leadership Team Managed	Non-Examples
<p>Abusive Language</p> <p>Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</p>	<ul style="list-style-type: none"> ❖ Inappropriate school language as a reaction, without intent ❖ Saying unkind/hurtful comments ❖ Calling another student name's in a non-consistent or non-repeated manner. ❖ Swearing in general speech ❖ Muttering under breath ❖ Loud voices, shouting, unkind comments about another person 	<ul style="list-style-type: none"> ❖ Inappropriate school language/swearing – with intent/or directed at others. ❖ Repeated name calling ❖ Abusive personal attacks ❖ Racial slurs 	<ul style="list-style-type: none"> ❖ Loud voices ❖ Shouting ❖ Unkind comments about another
<p>Academic Misconduct</p> <p>Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.</p>	<ul style="list-style-type: none"> ❖ Copying some answers from other students work or assessment. ❖ Copying someone else's work without their permission. 		<ul style="list-style-type: none"> ❖ Speaking during a test/assessment task – off topic
<p>Bullying</p> <p>Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.</p>	<ul style="list-style-type: none"> ❖ Calling another student names in a non-consistent or non-repeated manner. ❖ Being a bystander while others are engaging in bullying behaviours. ❖ Not talking to someone due to conflict 	<ul style="list-style-type: none"> ❖ Inciting others in bullying behaviours. ❖ Targeting particular student/s with physical behaviours including rough pushing and objects. ❖ Persistent intimidation of a student. ❖ Persistently emotionally assaulting/harming another person. ❖ Consistently bullying and/or targeting particular student/s. ❖ Encouraging and inciting others in conflict & joining in. 	<ul style="list-style-type: none"> ❖ Calling another student names in a non-consistent or non-repeated manner. ❖ One-off altercation ❖ Physical misconduct that is not repeated ❖ Not talking to someone due to conflict
<p>Defiance</p>	<ul style="list-style-type: none"> ❖ Student initially refuses to follow directions ❖ Talks back 	<ul style="list-style-type: none"> ❖ Verbally stating a defiant response to a request from a teacher in an aggressive manner 	<ul style="list-style-type: none"> ❖ Tasks attempted but not completed. Passive resistance to attempt task.

<p>Student refuses to follow directions given by school staff.</p>	<ul style="list-style-type: none"> ❖ Uses non-directed swearing when given a direction ❖ Yelling at an adult ❖ Active resistance to attempt task. ❖ Arriving at class unprepared to work. ❖ Refusing to work with certain other students when directed ❖ General off-task behaviour ❖ Tasks not attempted or completed without care and attention or in a negative manner, failure to adhere to bookwork policy. ❖ Persistent/repeated attendance at class without required materials eg. Exercise books, text books, laptop, writing materials. 	<ul style="list-style-type: none"> ❖ Wilful, persistent refusal to follow directions ❖ Persistent display of non-compliant behaviours ❖ Physically or verbally threatening staff ❖ Consistently and intentionally not attempting or completing a set task despite interventions 	<ul style="list-style-type: none"> ❖ Persistent/repeated attendance at class without required materials eg. Exercise books, text books, laptop, writing materials. ❖ One off refusal to follow direction ❖ One off ‘no’ or ‘don’t want to’ type comments before following direction given ❖ Raising voice ❖ Challenging direction
<p>Disrespect</p> <p>Student intentionally delivers socially rude or dismissive messages to adults or students.</p>	<ul style="list-style-type: none"> ❖ Inappropriate school language as a reaction, without intent ❖ Saying unkind/hurtful comments ❖ Calling another student name’s in a non-consistent or non- repeated manner ❖ Making threatening gestures 	<ul style="list-style-type: none"> ❖ Inappropriate school language/swearing – with intent/or directed at others. ❖ Threatening harm to others ❖ Aggressive comments/gestures of a threatening nature directed at another person 	<ul style="list-style-type: none"> ❖ Saying ‘shut up’ ❖ Comments made in jest as part of play
<p>Disruption</p> <p>Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour</p>	<ul style="list-style-type: none"> ❖ Late to class and then cause a disturbance. ❖ Unauthorised movement around the classroom. ❖ Calling out to distract others, interrupting learning of others. ❖ Talking to other students, during learning time, after reminders ❖ Calling out. ❖ Chatting ❖ Repetitive sounds. 	<ul style="list-style-type: none"> ❖ Extreme and persistent class disruption. ❖ Persistent chatting despite the use of School wide Positive Behaviour System. ❖ Persistent off-task calling out ❖ Persistent interruption of teacher ❖ Repeatedly getting out of seat and disrupting others 	<ul style="list-style-type: none"> ❖ Making noises that are related to a disability ❖ Calling out answers to questions out of enthusiasm ❖ Tapping pencil ❖ One off talking to another student

<p>Dress Code</p> <p>Student wears clothing that is not within the dress code guidelines defined by the school.</p>	<ul style="list-style-type: none"> ❖ Wearing jewellery or other items of clothing that are not part of the mandated school uniform, such as shorts, shoes, bracelets. 		<ul style="list-style-type: none"> ❖ Not wearing the correct uniform where there are genuine circumstances ❖ Not wearing a hat during play
<p>Falsifying Documents</p> <p>Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.</p>		<ul style="list-style-type: none"> ❖ Student has signed a person's name without permission. 	
<p>Fighting</p> <p>Student is involved in mutual participation in an incident involving physical violence.</p>		<ul style="list-style-type: none"> ❖ Physically assaulting/harming another person. ❖ Verbal or physical actions which are consistent - pushing objects, hitting or kicking people and/or swearing/abusive (put-down) language towards others. 	
<p>Harassment</p> <p>Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.</p>	<ul style="list-style-type: none"> ❖ Saying unkind/hurtful comments 	<ul style="list-style-type: none"> ❖ Persistent harassment of others. ❖ Persistently emotionally assaulting/harming another person. 	<ul style="list-style-type: none"> ❖ Un-intentionally causing a reaction.
<p>Physical Aggression</p> <p>Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical</p>	<ul style="list-style-type: none"> ❖ Pushing someone causing no harm ❖ Not keeping hands and feet to self – gentle hitting, tapping not near the head area. ❖ Rough/unsafe play ❖ Play fighting ❖ Incidental pushing ❖ Grabbing as part of play during activity ❖ Being rough with peers without intent. ❖ Hitting with hats. 	<ul style="list-style-type: none"> ❖ Spitting directly towards an adult. ❖ Anti-social behaviours including dacking, hitting in genital area. ❖ Aggressive behaviours using closed fist and spitting. ❖ Punching, kicking with force, on purpose with intent. ❖ Repeatedly tackling (football without supervision). ❖ Physically assaulting/harming another person. 	<ul style="list-style-type: none"> ❖ Horseplay ❖ Friendly punch in the arm ❖ Accidental contact during activity

aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> ❖ Tackling (football without supervision). 		
<p>Property Damage</p> <p>Student participates in an activity that results in destruction, damage or disfigurement of property.</p>	<ul style="list-style-type: none"> ❖ Accidental damage of school property such as running through gardens or marking school furniture. ❖ Drawing on books ❖ Destroying own/others stationery ❖ Opportunistic stealing e.g. finding and keeping 	<ul style="list-style-type: none"> ❖ Damaging school property intentionally/permanently/ with intent ❖ Repetitive misuse or destruction of material/item of high personal or monetary value that could result in impairment or injury of materials/items. ❖ Repeated and ongoing vandalism/graffiti ❖ Stealing 	<ul style="list-style-type: none"> ❖ Accidentally breaking a pencil or dropping equipment
<p>Property misuse causing harm to others</p> <p>Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</p>	<ul style="list-style-type: none"> ❖ Not using materials/items for its intended use or causing harm to materials/items. ❖ Making paper planes and throwing them in the classroom ❖ Throwing balls of paper in a classroom ❖ Using a plastic bottle as a football ❖ Playing with sticks 	<ul style="list-style-type: none"> ❖ Dangerous throwing of objects directly at an adult/other students ❖ Physically assaulting/harming another student with object. ❖ Throwing objects into a fan ❖ Hitting others with objects 	<ul style="list-style-type: none"> ❖ Picking up sticks/rocks or any other item (have not used them for anything). ❖ Doodling on books
<p>Substance misconduct– illegal substances</p> <p>Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.</p>		<ul style="list-style-type: none"> ❖ Drug use ❖ Selling drugs, holding/storing drugs for others ❖ Buying drugs ❖ Arriving to school under the influence of any substance 	
<p>Substance misconduct involving tobacco and other legal substances</p> <p>Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements</p>		<ul style="list-style-type: none"> ❖ Smoking/Vaping ❖ Distributing or selling cigarettes/vapes ❖ Distributing or selling painkillers or other medications ❖ Being in possession of cigarettes/vapes 	<ul style="list-style-type: none"> ❖ Asking a teacher if they smoke/drink ❖ Talking about cigarettes/vapes
<p>Technology Violation</p>	<ul style="list-style-type: none"> ❖ Use of computer for off-task purposes ❖ Student has mobile phone out during class or break times. 	<ul style="list-style-type: none"> ❖ Accessing/distributing inappropriate materials electronically ❖ Tampering with hardware 	<ul style="list-style-type: none"> ❖ Forgetting student log on ❖ Not saving work so as to make it irretrievable

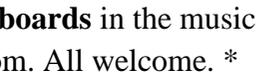
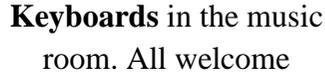
<p>Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</p>	<ul style="list-style-type: none"> ❖ Mobile phone ringing during class. 	<ul style="list-style-type: none"> ❖ Hacking school files ❖ Using phone to record other students or staff. ❖ Using a mobile phone during school hours for the purpose of bullying another person. ❖ Using mobile phone to view or send inappropriate images or content. 	
<p>Theft</p> <p>Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.</p>	<ul style="list-style-type: none"> ❖ Taking someone's hat and wearing it. 	<ul style="list-style-type: none"> ❖ Student in possession of, or having passed on, or responsible for removing someone else's property. 	
<p>Truancy (out of class)</p> <p>Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).</p>	<ul style="list-style-type: none"> ❖ Being in an out of bounds area during play time ❖ Taking an extended toilet break during class time ❖ Frequently being late to class after break 	<ul style="list-style-type: none"> ❖ Skipping classes 	<ul style="list-style-type: none"> ❖ One off lateness to class
<p>Truancy (out of school)</p> <p>Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).</p>		<ul style="list-style-type: none"> ❖ Being out of school grounds without permission once student has arrived at school – no leaving school grounds. 	
<p>Use/possession of combustibles</p> <p>Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).</p>		<ul style="list-style-type: none"> ❖ Possession of spray paint; matches; lighters; firecrackers; petrol; lighter fluid; aerosols 	<ul style="list-style-type: none"> ❖ Talking about graffiti
<p>Use/possession of weapons</p>		<ul style="list-style-type: none"> ❖ Possession of knives; guns – real or look alike 	<ul style="list-style-type: none"> ❖ Using a utensil to eat

Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.			
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Lunchtime Activities Term 3

Be Respectful, Be Responsible, Show integrity.

	Monday	Tuesday	Wednesday	Thursday	Friday
First Break	 <p>Senior Robotics in the Science Lab.</p>  <p>Lego Club in 1A. All welcome *</p>  <p>Football on Senior oval. *</p>	 <p>Chess*</p>  <p>Problem Solvers in the resource centre. *</p>  <p>Football Game on Senior oval*</p>  <p>Quiet</p>  <p>Keyboards in the music room. All welcome. *</p>	 <p>Senior Robotics in the Science Lab.</p>  <p>Problem Solvers in the resource centre*</p>  <p>Football Game on Senior oval*</p> 	 <p>Chess *</p>  <p>Junior Choir in the music room.</p>  <p>Football on the senior oval.*</p>	 <p>Senior Robotics in the Science Lab.</p>  <p>Football on Senior oval*</p>  <p>Quiet</p>  <p>Keyboards in the music room. All welcome</p>  <p>Art club in 5/6A. Senior School only*</p>



Lunchtime Activities Term 3

Be Respectful, Be Responsible, Show integrity.

	Monday	Tuesday	Wednesday	Thursday	Friday
Second Break	 Senior Choir in the music room.	 Robotics in the Science room.	 Recorder Club in the music room.	 Optiminds in Mrs Pacey's room (4D).	 Senior Dance Club in the music room. All welcome*
	 Gardening. All welcome.	 Junior Dance Club in the music room. All welcome*	 Gardening. All welcome.	 Gardening. All welcome.	 Gardening. All welcome.



