

# Moreton Downs State School



## Student Code of Conduct 2021-2023

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Principal Name: Mrs NICOLE KING

Principal Signature:

Date: 25/11/2020

P/C President and-or School  
Council Chair Name: Cassandra Finlay

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

Date: 25/11/2020

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## Purpose

Moreton Downs State School (MDSS) is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in rich, engaging and high quality learning experiences and acquire values supportive of lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

## Consultation

The consultation process involved a review of existing whole-school structures, consultation with the community via a survey, consultation with the P&C, consultation and meetings with teachers, teacher-aides and review by the Positive Behaviour for Learning team. This consultation process was used to develop the Student Code of Conduct for Moreton Downs State School.

The Student Code of Conduct is reviewed annually in alignment with current processes and practices at Moreton Downs State School, and in accordance with legislation. The Principal and the Parents and Citizens (P&C) President endorse the 'Student Code of Conduct'.

The 2020 review was completed to align with Queensland's Department of Education practices and policy. The Student Code of Conduct will be implemented in 2021.

## Learning and Behaviour Statement

The aim of Moreton Downs State School's Student Code of Conduct is to foster a positive school culture; to outline processes for facilitating positive behaviours and prevention and response to unacceptable behaviours. This is achieved by establishing relationships that are based on mutual respect. We value the rich diversity in our student population and recognise the need to ensure success for all. We believe all students are competent and capable learners. As a result, it is our professional responsibility to enable students to have a sense of self-worth within a safe and supportive environment.

At Moreton Downs State School, our learning and behaviour philosophy is based on the research informed 'Positive Behaviour for Learning' framework. Positive Behaviour for Learning (PBL), describes a three-tiered approach for providing support, differentiated intervention and strategies for school staff, students and the community. The PBL approach focuses on targeted, planned and proactive data-informed decision-making, designed to implement school-wide interventions based on identified areas of need. The PBL approach also outlines specific strategies and proactive interventions for specific students requiring an intensive level of support.

Students are explicitly taught school-wide expectations and rules via weekly lessons. Restorative practices are a critical component of our approach to learning and behaviour at Moreton Downs State School and are embedded in each of the three-tiered approach at the school. Zones of regulation are used throughout the school to provide a consistent and common language to discuss feelings and responses.

This is reflected in the core elements of Moreton Downs State School's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour.
2. Parent and community engagement.
3. Data informed decision-making.
4. Clear consistent expectations for behaviour.
5. Explicit teaching of appropriate behaviour to all students.

## Multi-Tiered System of Support

Moreton Downs State School delivers a range of whole school strategies and supports for all students and identified student behavioural needs. Three Tiers describe Moreton Downs State School strategies and implementation:

- Tier one: Targeted universal whole of school strategies meeting approximately 85 percent of student body
- Tier two: Targeted strategies focusing upon approximately 10 to 15 percent of the student body
- Tier three: Targeted strategies focusing upon approximately 3 to 5 percent of student body

The following overview outlines our shared expectations for the role of our school staff in creating and maintaining supportive and safe learning environments and the way collaborative relationships with parents are established and promoted.

Tier One:

Tier one describes universal strategies that are implemented by all staff for all students.

Tier one support may include:

- Weekly behaviour/expectation lessons
- Common artefacts displayed including 'Back to Green' ladder
- Implementation of the Essential Skills for Classroom management (ESCM)
- Teaching Zones of Regulation
- Restorative practices
- School – wide recognition of positive behaviour eg buzz tickets, buzz awards, buzz barrel draws
- Consistency in teaching of expectations and applying consequences with reference to the 'MDSS Behaviour Matrix' and the 'MDSS Major & Minor Categories Matrix'.

Tier Two:

Tier two describes additional support and intervention provided to approximately 10 and 15 per cent of our student population. Students who receive 'tier two' support are identified via data analysis conducted regularly and case managed through the PBL committee. Tier two supports include all supports provided in tier one.

Tier two support may include:

- Scheduled lunch time activities
- Check in and check out routines
- Targeted group intervention
- Parent/caregiver meetings
- Identification and discussion of function of behaviour

Tier Three:

Tier three describes additional support and intervention provided to approximately two and five per cent of our student population. Students who receive 'tier three' support are identified via data analysis conducted regularly and case managed through the PBL committee. Tier three supports include all supports provided in tier one and tier two.

Tier three supports may include:

- Functional behaviour analysis
- External agency support
- Individual Behaviour Support Plan

## Whole School Approach to Discipline

Moreton Downs State School's approach to school discipline is based on the research informed, Positive Behaviour for Learning (PBL) approach. Our philosophy position is that school staff have the collective responsibility to explicitly teach expectations for behaviour, assist students to develop strategies for managing conflict, embed processes for restoring relationships within our school and that school staff work at establishing strong and productive partnerships with our community including parents and caregivers.

The 'Moreton Downs State School Behaviour Matrix' (Appendix II) outlines our whole of school behaviour expectations for students in all learning and non-learning settings. The 'Major Minor Behaviours by Categories Matrix' (Appendix III) defines categories of behaviour along with the threshold for describing behaviour as a minor or a major behaviour.

Moreton Downs state school considers student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying a disciplinary consequence.

The following school rules and expectations are taught explicitly:

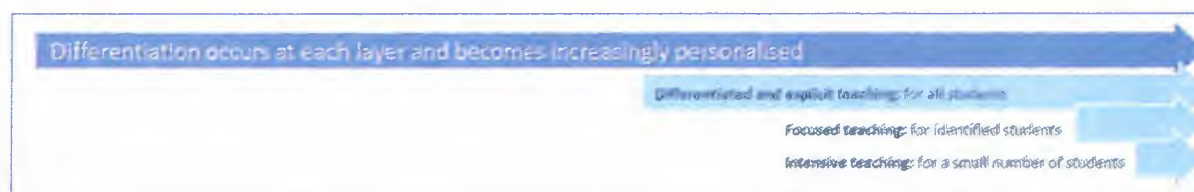
3 Bees:                      Be Safe  
                                    Be Respectful  
                                    Be a Learner

The Golden rules:        Keep your hands and feet to yourself, and  
                                    First time, every time!

All staff at Moreton Downs State School abide by our obligation to ensure that no information about the individual circumstances of students, including applied disciplinary consequences are shared with any person other than with the student's parent/s or caregivers. Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

## Differentiated and Explicit Teaching

Moreton Downs State School staff work to provide differentiated teaching to respond to the needs of all students. Differentiation occurs at each layer of support and becomes increasingly personalised as outlined in the diagram below.



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

Every classroom in our school uses the PBL Expectations Matrix, as illustrated in Appendix II, as a basis for developing their behaviour standards. Class teacher use this framework 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.

## Focused Teaching

Approximately 15 per cent 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 development, work collaboratively with class teachers at Moreton Downs State School to provide focused teaching. Focused teaching is aligned to the PBL 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 and redirection
- require intensive teaching and support.

Moreton Downs 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.

## 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 requiring intensive teaching support will be referred to HIVE Student Support and Case Management for further internal or external program support. Teachers developing a student profile identifying additional focused needs requiring interventions and support.

## Consideration of Individual Circumstances

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

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



Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. The school community 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.

## Disciplinary Consequences – Tier Approach

The disciplinary consequences model used at Moreton Downs 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 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 to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5 per cent, 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.

### Tier I Behaviour Strategies

- Effective classroom practices and management;
- Curriculum differentiation and adjustments;
- Classroom essential skills;
- Student profiling;
- Restorative practices (school wide implementation under development);
- School wide BUZZ Ticket incentives / BUZZ Badges / BUZZ Barrel Draw;
- Class wide / subject wide incentives;
- Individual incentive;
  - Student of the Week,
  - Worker of the Week;
- Growth Through Knowledge awards
  - Classroom Mathematics Award
  - Classroom English Award
  - Classroom / School Community Award
  - Classroom Persistence Award
  - Classroom All-Rounder Award
- Senior student leadership

- Learning celebrations

### Tier II Behaviour Strategies

- Scheduled lunchtime activities;
- Individualised lunchtime plans;
- Check in / check out processes;
- Targeted support group implementation;
- Back to green strategies
- Classroom / student profiling
- Behaviour support plans: Self-Check, Individual Support Plans, Behavioural Contracts, Check In Check Out
- Student support referral
- External Agency support
- Parental involvement

### Tier III Behaviour Strategies

- Functional Behaviour Analysis
- Making adjustments as required for the student (Check in – Check Out)
- Temporary removal of student property (e.g. mobile phone)
- Intensive Case Management
- Possible Behaviour Support Plan (BIP)
- Possible Individual Behaviour Support Plan (IBSP)
- Possible Flexible Learning Plan
- Alternative education placement
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days) and other
- Charge related suspension / Suspension pending exclusion
- Exclusion

## School Disciplinary Absence

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).

Moreton Downs State School considers the use of any SDA 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.

### Re-entry following suspension

Students who are suspended from Morton Downs State School may be invited to attend a re-entry meeting. This is to welcome the student, with their parent/s, back to school in order to set the student up for future successful re-engagement and strengthen home-school communication. 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.

The re-entry meeting focusses on making the student and their family feel welcome back into the school community. This may include; a welcome back to school, a check in on student wellbeing, an outline and offer of information about supports available and support processes planned around the student and family, setting follow up contacts and then re-entering the student to their 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 for a successful return to the school and learning environment. This may include school support staff or external agencies or family support

## Student Wellbeing and Support Network

Moreton Downs 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 in the first instance.

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.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Moreton Downs State School, we provide access to age-appropriate programs through a variety of services including Life Education, TRUE Year 5/6 (targeted health), Red Cross, Star Fish, IUHI (Goombuckar and Indigenous services), AVT Inclusion, Autism QLD, GOSEaW, Zones of Regulation, Assisted Technology, and Health Lessons.

A wide range of school-based and interdepartmental referral processes are used to access the appropriate networks required to support our students' wellbeing needs.

Integral and embedded processes provide a network of support across Moreton Downs State School include:

- Positive Behaviour for Learning Committee (PBL)
- Referral Team Meeting
- HIVE PROGRAM Staff / Complex Case Management Team
- Educational / Social / Emotional / Behavioural Support Programs
- Learning Support Programs
- Behaviour Support Programs
- Guidance Officer Processes
- Differentiated Programs
- Chaplaincy support
- Indigenous Community Advisor support
- External agency support

Our collegial approach to behaviour support incorporates a collaborative team of personnel:

- School Administrators
- Teaching / Non-teaching staff
- Guidance Officer
- Behaviour Support Consultant
- Speech Language Pathologist
- Learning Support Teachers
- Indigenous Community Advisor

- Advisory Visiting Teachers (AVTs)
- Department of Child Safety (DOCS)
- Queensland Health professionals
- Child Youth and Mental Health Services (CYMHS)
- Early Years Centre
- Chaplaincy
- Family and Child Connect
- Moreton IUIH (Institute of Urban Indigenous Health)

### Drug Education and Intervention

Moreton Downs State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

### Specialised health needs

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

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

### Medications

Moreton Downs 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.

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

### Mental Health

Moreton Downs State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

### Suicide Prevention

Moreton Downs State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of a student in the first instance, and where necessary provide first aid. In all other situations, staff follow suicide intervention and prevention advice by ensuring:

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

### Suicide Postvention

In the case of a suicide of a student that has not occurred on school grounds, Moreton Downs State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, 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.

## School Policies

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

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

## 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 Moreton Downs 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, 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:

Moreton Downs State School Staff:

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

Moreton Downs State School Parents:

- 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 Moreton Downs 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.

Moreton Downs State School Students:

- 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 Moreton Downs 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

This policy reflects the importance Moreton Downs State School places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Valuable personal items

Students must not bring valuable personal technology devices like cameras, digital video cameras, iPads or MP3 players to school as there is a risk of damage or theft. Personal phones are to be placed in a secure area in the office on arrival at school and will be available for collection after 3:00 p.m. Students will be directed to take these devices to the office if students are found with these devices during the school day.

### Recording voice and Images

Every member of the school community should feel confident about participating fully in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Moreton Downs State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony and is potentially an illegal act.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted, unless the class teacher provides express consent.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others if it is done:

- for the purpose of causing embarrassment to individuals or the school,
- for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

A breach of this policy may be subject to school disciplinary absence (including suspension or recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

### Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

\* *Personal Technology Devices includes, but is not limited to, games devices (such as portable gaming devices, tamagotchis®, laptop computers, iPads, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

Moreton Downs State School strives to create positive and safe environments for all students. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement
- improving achievement and attendance
- promoting equality, creating equity
- ensuring the safety and well-being of all members of the school community.

Bullying behaviours amongst students may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- personal or individual circumstances

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

There is no place for bullying at Moreton Downs State School. Bullying behaviours that require an individualised response at Moreton Downs State School include:

- Verbal:
  - teasing, name-calling, taunting, mocking, making offensive comments, racist remarks, insults, threats
- Physical:
  - kicking, hitting, pushing
  - taking belongings
  - retaliations
- Social / Emotional:
  - excluding from and manipulation of friendship or social groups
  - using hand gestures and/or threatening looks
  - whispering and spreading rumours
  - breaking secrets or gossiping
  - criticising clothes and personalities
- Cyberbullying:
  - sending inappropriate text messaging or emails,
  - sending offensive or degrading images by phone or social media, producing offensive graffiti,
  - posting unkind messages or inappropriate images on social networking sites (Facebook, Skype, MSN, Twitter, Instagram, Snapchat, Tik Tok etc...)
  - excluding individuals from online chats or other communication



- o assuming the identity of the victim online and representing them in a negative manner or manner that may damage their reputation and relationship with others

At Moreton Downs State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

## Prevention

Addressing specific problem behaviours successfully minimises the general level of disruptive behaviour in all areas of our school and is maintained at an expected low level of occurrence. Our schoolwide universal behaviour support processes are maintained at all times by all staff across the school to ensure that:

- Our universal/Tier 1 behaviour support processes always remain the primary strategy for encouraging positive behaviour and preventing problem behaviour, including the prevention of bullying behaviour
- All students know the 3 school rules/golden rules and are taught the expected behaviours and routines attached to each school rule in all areas of the school
- Students are taught the specific routines of classroom and non-classroom areas: focusing on being safe, respectful and being a learner
- Students receive high levels of positive reinforcement for demonstrating expected behaviours and their associated routines, from all staff in all areas of the school
- Highly active supervision is employed in all areas across the school, including teachers and support staff in classrooms and duty staff members in the playground. Staff are easily identifiable with badges and/or hi-vis vests, constantly moving, scanning and positively interacting with students.

The anti-bullying process at Moreton Downs State School takes care to combine knowledge with practice in a process of active learning, so that students understand by practising positive behaviours as much as by understanding what positive behaviour means.

Included in the Moreton Downs State School PBL termly schedule of lessons are anti-bullying lessons taught by all teachers in all classrooms. Lessons are delivered through direct instruction and discussions. Lesson content addresses acceptable pro-social behaviours amongst students and also address anti-social or bullying behaviours that impact on student wellbeing and will not be tolerated.

Moreton Downs State School uses behavioural data for decision-making. This data is entered into OneSchool on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track student behaviours and the effectiveness of the school's PBL processes, to make any necessary adjustments and to identify any specific bullying behaviours that may need to be addressed in the instructional process.

## 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. Please refer to Appendix I and Appendix V for further detail.

## 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 is important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently

damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily
- Be mindful when commenting, try to keep comments 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.
- Each social media platform provides minimum age guides for users. It is advisable to follow and adhere to these use guidelines which consider the age, ability and maturity of users

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.

The Moreton Downs State School Facebook page is used to release information to our school community. Parents and community should make direct contact with school to discuss arising matters

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 that involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

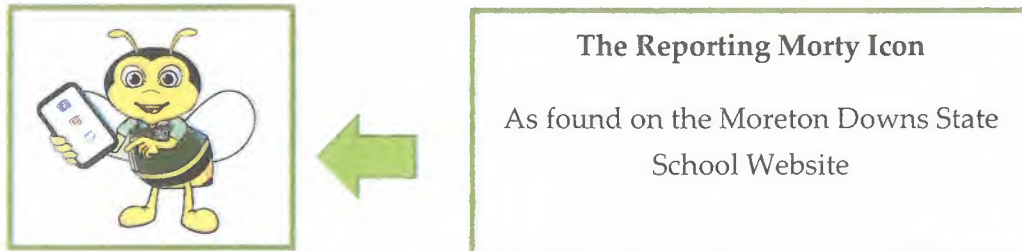
Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding

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

### Reporting @ MDSS

MDSS has developed a reporting media icon on the school website for students, parents and carers to report content concerns. This informs school administration of online content and experiences that users may find offensive



### Cybersafety and Reputation Management (CRM)

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

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

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

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

### Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are; however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Moreton Downs 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 may include counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy.

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school response actions, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

In all matters, each individual set of circumstances will be taken into consideration when managing arising incidents.

## Student Dress Code

### Rationale

Moreton Downs State School promotes the consistent wearing of the school uniform. The Moreton Downs State School Parents and Citizens Association designs and endorses the uniform policy and promotes consistent adherence to the school uniform. The School Uniform Policy consists of an agreed dress code and standard of items of clothing, which includes a school uniform that Moreton Downs State School students wear when:

- attending or representing their school
- travelling to and from school
- engaging in out of hours school representative activities

The Moreton Downs State School Parents and Citizens Association supports an appropriate uniform which is to be worn correctly every day because it:

- provides a safe environment for learning and enables ready identification of students and non-students in and out of the school;
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress/fashion at school;
- promotes a supportive environment at the school by fostering a sense of belonging and school spirit;
- fosters a mutual respect among individuals at the school by minimising visible evidence of economic, class or social difference;
- ensures legal responsibilities are met around legislation and policy for workplace health and safety and wellbeing; and
- promotes a positive image of the school to the local community by demonstrating high expectations of its students.

Moreton Downs State School Dress Code reflects the school community standard and is consistent with occupational health and safety and anti-discrimination legislation (SMS-PR-022 Student Dress Code).

The full Moreton Downs School Uniform Dress Code is available on request.

## Restrictive Practices

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

Generally, the restrictive practices permitted under this procedure must only be used where:

- a) the restrictive practice is reasonable in all the circumstances, and*
- b) there is no less restrictive measure available to respond to the behaviour in the circumstances.*

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

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

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers

5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

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

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

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

## Critical Incidents

Moreton Downs State School strives to implement clear and consistent responses to emergency situations or critical incidents involving severe and dangerous behaviour. This consistent process ensures that appropriate actions are taken to ensure both students and staff feel safe and are safe.

An **emergency situation, or critical incident** is defined as an occurrence that is dangerous, is sudden, urgent, usually unexpected, or an occasion requiring immediate action. This includes, but is not limited to, property misconduct, physical violence or possession of weapons at school.

Administration can take strong action against a student who brings a knife or weapon to school. No knives or knife-like items are allowed to be taken to school by students. It is against the law to have a knife at school.

If a student has a knife or weapon at school, the principal may inform the police.

- Possessing a knife or weapon at school may result in serious immediate disciplinary consequences, including suspension and exclusion.
- Police can search a student and their property at school if they suspect a student has a knife or a weapon.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or a jail sentence.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife or weapon on school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

Parents can assist in helping to keep Moreton Downs State School safe by:

- Making sure that their children know the laws about knives
- Not including knives or knife tools in children's lunch boxes, pencil cases or craft kits
- Contacting the principal if they believe their child is being bullied or threatened at school

**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. At Moreton Downs State School, staff implement the following effective defusing strategies when managing serious and escalating behaviour:

### Basic Defusing Strategies

- Avoid escalating the problem behaviour
- Maintain calmness, respect and detachment

- Approach the student in a non-threatening manner
- Follow through
- debrief

## Legislative Delegations

### Legislation

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

### Delegations

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

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

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

### 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)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Code of Conduct for School Students Travelling on Buses](#)

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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

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

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

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

Appendix 1	Cyberbullying Response for Staff
Appendix II	Behaviour Matrix
Appendix III	Major and Minor Categories
Appendix IV	Tier Responses
Appendix V	Flowchart Responding to Bullying



## 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

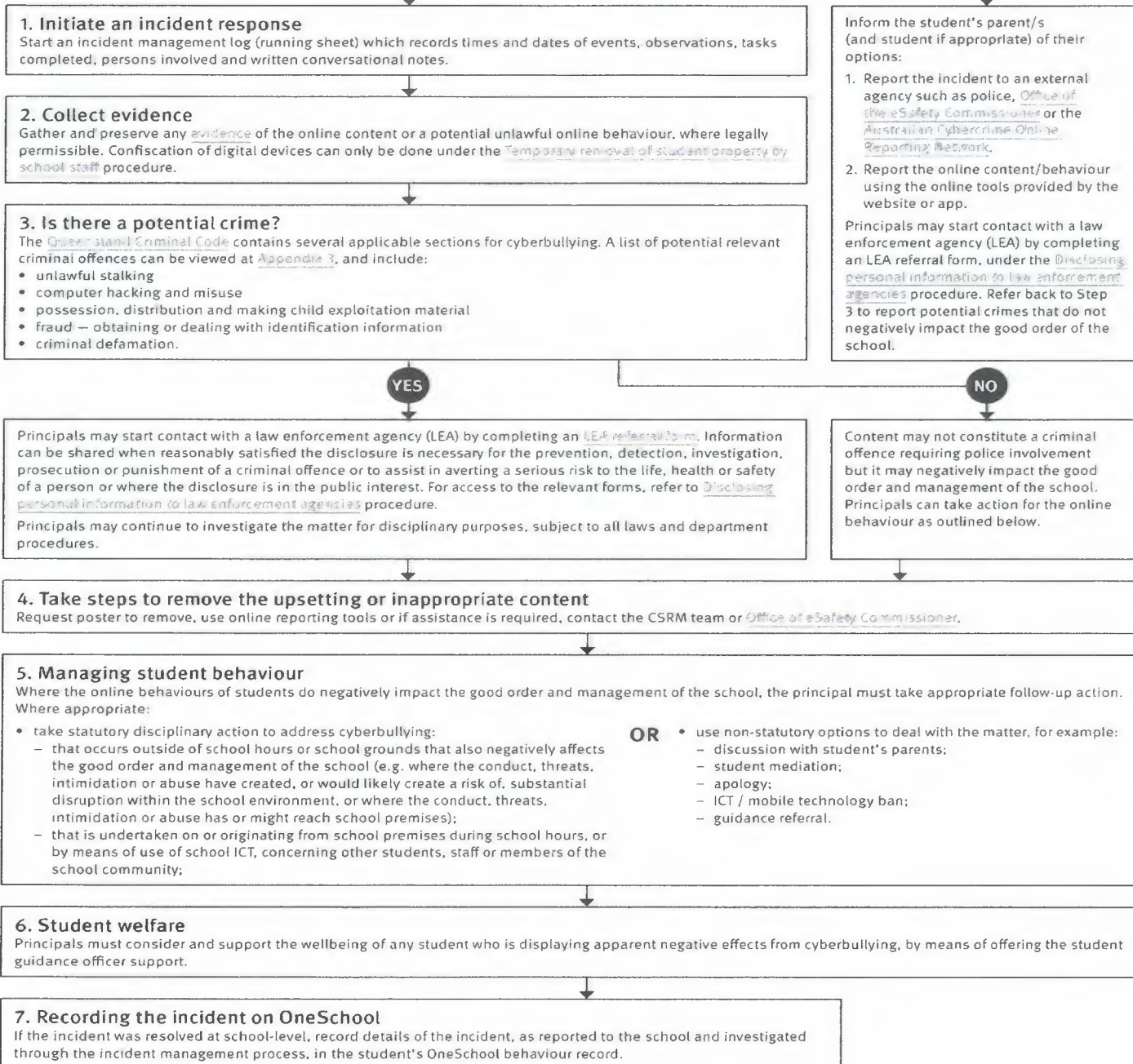
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined 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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or [Cybersecurity.ReputationManagement@qed.qld.gov.au](mailto:Cybersecurity.ReputationManagement@qed.qld.gov.au).

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

**YES OR NO**



Golden Rules									
<ul style="list-style-type: none"> <li>• First Time - Every Time</li> <li>• Hands and Feet to Yourself</li> </ul>									
To follow the keys I:	Across the School	Classroom	Eating	Oval / Playground	Transitions / Line Up	Toilets	Before / After School	Excursions / Sport	Hall
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to yourself</li> <li>• Am punctual</li> <li>• Am in the right place at the right time</li> <li>• Use equipment appropriately</li> <li>• Move safely around school</li> <li>• Ask permission to leave any setting</li> </ul>	<ul style="list-style-type: none"> <li>• Follow learning area routines –               <ul style="list-style-type: none"> <li>- Sit quietly</li> <li>- Correct learning area</li> <li>- Move quietly</li> <li>- Use equipment safely</li> <li>- Store equipment safely</li> <li>- Exit and enter safely</li> <li>- A chair is used for sitting on</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sit and eat in the correct area</li> <li>• Only eat my food</li> <li>• Do not rush eating</li> <li>• Store lunch boxes safely</li> <li>• Wash my hands</li> </ul>	<ul style="list-style-type: none"> <li>• Play fairly</li> <li>• Take turns</li> <li>• Wear school broad brimmed hat</li> <li>• Use equipment for its intended purpose</li> <li>• Wear socks and shoes at all times</li> <li>• Walk safely to and from play</li> </ul>	<ul style="list-style-type: none"> <li>• Walk when moving</li> <li>• Use hand rails correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Wash my hands</li> <li>• Keep food away from toilets</li> <li>• Wait outside as a toilet buddy</li> <li>• Use basin appropriately (Keep water in basin)</li> <li>• Have a buddy and wear lanyard</li> </ul>	<ul style="list-style-type: none"> <li>• Follow bike safety rules (wear helmet)</li> <li>• Walk along bike paths and footpaths</li> <li>• Wait in correct area, behind the fence</li> <li>• Only play on equipment with parent supervision</li> <li>• Enter and exit through gateways</li> <li>• Arrive promptly and leave promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all Rules</li> <li>• Remain with my class / Team</li> <li>• Listen to instructions</li> <li>• Wear safety equipment</li> <li>• Wear a broad brimmed hat</li> <li>• Travel safely on the bus</li> <li>• Take care of personal belongings</li> <li>• Am in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and Exit quietly</li> <li>• Follow instructions</li> <li>• Move safely</li> <li>• Return to class quietly</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Care for equipment</li> <li>• Wear uniform with pride</li> <li>• Take turns</li> <li>• Clean up after myself</li> <li>• Treat everyone how you want to be treated</li> </ul>	<ul style="list-style-type: none"> <li>• Keep my workspace tidy</li> <li>• Use good manners</li> <li>• Listen and follow instructions</li> <li>• Raise my hand</li> <li>• Consider all learning rights of others</li> <li>• Use friendly talk</li> </ul>	<ul style="list-style-type: none"> <li>• Place all rubbish in bins</li> <li>• Sit and speak quietly during eating time</li> <li>• Ask permission for toilet and drink.</li> <li>• Keep personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words</li> <li>• Encourage others to join in</li> <li>• Place rubbish in bins</li> <li>• Follow bell routine: Stop! Turn! Walk!</li> <li>• Follow Staff directions</li> </ul>	<ul style="list-style-type: none"> <li>• Walk quietly and orderly between areas</li> <li>• Carry items sensibly</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the privacy of others</li> <li>• Use the toilet for its purpose</li> <li>• Leave the area clean after use</li> <li>• Flush when finished</li> <li>• Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>• Use my own bike / scooter, walk out of school gate</li> <li>• Have bus pass ready</li> <li>• Listen and follow instructions of supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Use good sportsmanship (Win without boasting, lose without excuse)</li> <li>• Encourage others</li> <li>• Ask clarification questions</li> <li>• Use rubbish bins</li> <li>• Wear correct uniform</li> <li>• Use friendly talk</li> </ul>	<ul style="list-style-type: none"> <li>• Use friendly talk</li> <li>• Keep hall tidy</li> <li>• Use equipment for its purpose</li> <li>• Stand respectfully for the National Anthem</li> </ul>
<b>Be a Learner</b>	<ul style="list-style-type: none"> <li>• Always do my best</li> <li>• Follow and model school expectations</li> <li>• Am responsible for my learning</li> <li>• Use High 5 to problem solve</li> <li>• 'Think before acting'</li> <li>• Ask for help when required</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom routines</li> <li>• Complete tasks on time</li> <li>• Am organised for your learning</li> <li>• Help everyone to learn</li> <li>• Present my best work</li> <li>• Give my best learning efforts</li> <li>• Participate to progress my learning</li> <li>• Complete my homework</li> </ul>	<ul style="list-style-type: none"> <li>• Make healthy eating choices</li> <li>• Stop and listen to staff instructions</li> <li>• Know a good breakfast boosts your day</li> <li>• Eat and drink at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Follow game and activity rules</li> <li>• Am on time for eating</li> <li>• Use my High 5 to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and follow instructions</li> <li>• Follow bell time routines quietly and quickly</li> <li>• Am in the right place at the right time</li> <li>• Am in the correct areas</li> </ul>	<ul style="list-style-type: none"> <li>• Return to Learning quickly</li> <li>• Exit the classroom with permission</li> <li>• Know not to play in the toilet area</li> </ul>	<ul style="list-style-type: none"> <li>• Am on time for school</li> <li>• Sit in my area waiting before school</li> <li>• Am organised with my belongings</li> <li>• Follow road safety rules eg: supervised crossings</li> </ul>	<ul style="list-style-type: none"> <li>• Am in the right place at the right time</li> <li>• Give my best effort</li> <li>• Follow directions quickly and quietly – listen to teacher, coaches and referees</li> <li>• Help others</li> </ul>	<ul style="list-style-type: none"> <li>• Use active listening with all presenters</li> <li>• Give my best effort on Parade, PE or Music</li> </ul>



# Moreton Downs State School

## Major and Minor Behaviours by Category



Behaviour Category	Definition of Behaviour	Minor		Major	
		Example	Non-Example	Example	Non-Example
Exclusion/Isolation	Bullying: using superior strength or influence to intimidate (someone) typically to force them to do something. Harassment: aggressive pressure or intimidation	As per the definition, there is not a minor behaviour – refer to major	Once off reactive.  Once off exclusion/playing with a different group  Once off joke/name calling not intended to be mean	Deliberate, repeated behaviours intended to cause physical, emotional or mental harm: threats, name calling, violence, sexual harassment, exclusion, physical intimidation, threats and online abuse	One-time harmful behaviour or accidental harm
Defiant/Threats to adults	Verbal or physical defiant gestures that resist or threaten adults	Once off refusal comment to adult. Non-compliance with instruction. Walking away when teacher is talking. Inappropriate hand gesture		Repeatedly using defiant language directed, refusal comments e.g. "You can't make me." Threat of harm to an adult.	
Disruption	Behaviour that results in an interruption in the class, school routine or school activity.	Occasional calling out, inappropriate noises, tapping on desk, touching belongings or talking with neighbour, calling out answers, leaving seat or place without permission	Getting out of seat to get a tissue or drink Talking during collaborative learning time	Causing significant impact on others by banging on desks, stomping, throwing items, consistent calling out, leaving seat to get peer attention, swearing, running away following a redirection	Accidentally knocking items over, swearing or loud noise when hurt
Dress Code	Students breaching dress code.	Do not use – refer to Dress Code policy			
IT Misconduct	Inappropriate use of any digital / electronic device	One off deliberately accessing non task specific app or program	Accidentally clicking into blocked website	Deliberate attempt or access of inappropriate content at school. Breaching information privacy (photos). Causing online abuse or harm	Post which is accidental and not causing harm
Late	Late to class or to activities outside of classroom	Occasional lateness to class with reasonable explanation: at toilet, retrieving ball	At toilet unwell, at office, helping a friend at the direction of an adult or sickbay	Deliberate ongoing significant lateness to class without reasonable explanation	Routinely late back from lunchtime rehearsal
Lie / Cheating	Students communicates an untrue message or story and/or deliberately violates rules.	Lie affecting others e.g. accuses/exonerates other students and/or self, plagiarism	Lying about an event outside of school.	Student accuses a person with a significant offence which is found to be untrue	Offering information when found to be based on hearsay
Misconduct involving object	Inappropriate use of object.	Reckless, inappropriate use of an object not causing significant harm	Accidental/ trivial misuse – swinging pencil case, throwing and catching drink bottle	Deliberate inappropriate misuse of an object with the intent to cause significant harm or causing harm	Accidental harm.
Non-compliant with routine	Behaving in a way that does not comply with the classroom and playground rules or routines.	Do not use this category – use a more specific category (defiance, disruption, refusal to participate)			
Other conduct prejudicial to	General inappropriate behaviour.	Do not use this category – use a more specific category			
Physical Misconduct	Fighting or actions that involve harmful physical contact	Rough or reckless play without intent to harm. Pushing/shoving, hitting without harm e.g. tripping, light shoulder shove.	Accidental harm (push, bump, trip), reasonable challenge for a ball in a game	Deliberate physical act with the intent to cause harm, punching, kicking, spitting, biting, hair pulling	Accidental harm (ball thrown in face during a game or kick in soccer)
Possess prohibited items	Possessing items at school, declared to be prohibited	Being in possession of an object capable of causing harm or not handing phone to office before school	Having plastic/ butter knife to cut fruit. Use of scissors in the playground for craft	Bringing a weapon to school. Using an item as a weapon to harm or threaten to harm.	
Prohibited items	Possessing a prohibited item.	Refer to Admin immediately			
Property Misconduct	Participating in an activity that results in damage, destruction or disfigurement of property	Throwing, kicking, or breaking belongings or school property. Minor drawing on desks/tables.	Accidentally breaking of property	Deliberately impairing the usefulness of property: kicking a hole in a wall, throwing or breaking furniture, graffiti, stealing	Accidental breaking of property
Refusal to participate in the program of instruction	Non-verbally or verbally refusing to participate in learning activities or engage in learning tasks.	One off, deliberate refusal to follow teacher instructions. Non-disruptive non-compliance. Ignoring an instruction.	Unable to complete task, not understanding task, putting head down on desk due to feeling unwell/tired – blue zone	Deliberate refusal to follow teacher instructions causing disruption to others. Running away.	Medical condition or personalised learning outlining the student's ability to participate in the program of instruction
Third minor referral	Three minor incidents in the same category			Student requires 'Back to Green' intervention in the same category	
Threats to others	Any verbal or nonverbal threat to a person's physical or emotional wellbeing.	Threats made as a reaction or in poor humour without intent. Excessive staring.	Saying 'go away'	Deliberate intent to cause fear. Written, drawn, online, verbal or nonverbal threats of physical or social/emotional or sexual harm including threats to family members	
Verbal misconduct	Any spoken written or non-verbal communication that insults, mocks, belittles or slanders someone.	Infrequent or random hurtful communication based on physical appearance or difference. Laughing at misfortune to draw attention, cause embarrassment. Offensive language, swearing, Gossip.	Observational statement without intent of harm. Laughing at minor misfortune.	Offensive language directed at an adult or peer to cause harm. Deliberate communication that insults, mocks, belittles or slanders to cause harm. Spreading deliberate and significantly hurtful rumours	Common inappropriate words between friends. Student swearing after hurting themselves
Other	General.	Do not use this category			

## MDSS School Tier Levels

### Universal Behaviour Response

#### Tier I

### Tier 1 Behaviour Response

- Effective Classroom Practices
- Curriculum differentiation and adjustments
- **Essential Skill Practices**
  - Clear Expectations
  - Giving Instructions
  - Waiting and Scanning
  - Cueing with Parallel Acknowledgment
  - Body language encouraging
  - Descriptive Encouraging
  - Selective Attending
  - Redirecting to Learning
  - Giving of Choice
  - Follow Through
- Student Profiling
- Classroom Management
- Restorative Practices (school wide implementation under development)
- School wide BUZZ Ticket incentives / BUZZ Badges / BUZZ Barrel Draw
- Class wide / subject wide incentives
- Individual incentive
- Student Behaviour Conferencing

### Targeted Behaviour Response

#### Tier II

### Tier 2 Behaviour Response

- Scheduled Lunchtime Activities
- Individualised Lunchtime Plans for students
- Check In/Check Out Processes
- Targeted Support Group implementation
- Classroom / Student Profiling
- Developing Behaviour Support Plans
- Support plan: Self-Check, Individual Support Plans, Behavioural Contracts, Check In Check Out
- Counsel and Guidance Support...
- External Agency support
- Meetings: Parental, external agencies, targeted skills teaching, Student Support, Complex Case Management

### Intensive Behaviour Response

#### Tier III

### Tier 3 Behaviour Response

- Appropriate behaviour support strategies
- Continuous data collection: student profiling and observation, FBA development...
- Individual Student adjustments as required (Check in – Check Out)
- Complex Case Management Team
- **Behaviour Support Plan (BIP)**
- **Individual Behaviour Support Plan (IBSP)**
- **Flexible Learning Plan** (where required)
- Alternative education placement at external agencies such as the Positive Learning Centre (PLC) / Autism QLD / Flexi School Placement where required.
- Temporary removal of student property
- Short / Long Term Suspension, Charge Related Suspension, Pending

## Flowchart Responding to Bullying



