



Mundingburra State School

Student Code of Conduct 2021-2024

Every student succeeding


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

Queensland Department of Education
State Schools Strategy 2019-2023

Contact Information

Postal address:	PO Box 3415 Hermit Park Queensland 4812
Phone:	07 4759 6444
Email:	admin@mundingburrass.eq.edu.au
School website address:	www.mundingburrass.eq.edu.au
Contact Person:	Sue Royle (Principal)

Endorsement

Principal Name:	Sue Royle
Principal Signature:	
Date:	26 November 2020

P/C President Name:	Jane Andreassen
P/C President Signature:	
Date:	26 November 2020

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Purpose

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

The Mundingburra 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

Mundingburra State School has a long and proud tradition of providing high quality education to students in Townsville. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Mundingburra State School has three core values: **Curiosity, Compassion and Resilience** which are enacted through our three expectations of **We Learn, We Care, We Persevere**.

We Learn about ourselves, others, and the world around us.

We Care about ourselves, others and the world around us. We are accountable for our actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment.

We Persevere in all situations, inside and outside the classroom, we try our best even when things are difficult.

These values and expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections are the most valuable skills our communities need now and in the future.

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

I thank the school community for their consultation in the development of this Mundingburra State School Student Code of Conduct. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Mundingburra State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Sue Royle and her team has ensured that parents have been able to contribute and provide feedback on the final product. This has been an important aspect in the development of the Mundingburra 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 Mundingburra 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 Mundingburra 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 29](#) provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Mundingburra 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 Mundingburra 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

The consultation process used to inform the development of the Mundingburra State School Student Code of Conduct occurred in three phases.

In the first phase, we held consultation in Terms 2 and 3 of 2020. We examined a range of data sets on student behaviour, both positive and negative, and outcomes from the most recent School Opinion Survey. We identified strengths from our previous Responsible Behaviour Plan for Students, and areas for further development.

A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The final phase of consultation was completed in Term 4 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Mundingburra State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Mundingburra State School Student Code of Conduct, including promotion through the school website and social media, weekly school and Staff newsletters, and staff emails. Any families who require assistance to access a copy of the Mundingburra State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

Review Statement

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

Data Overview

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

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

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

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

There are four different confidential surveys for:

- parents
- students
- staff
- Principals.

For more information, refer to [frequently asked questions](#) page. The School Opinion Survey Process was modified in 2020 due to COVID-19. Data sets reflect 2017-2019.

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2017	2018	2019
their child is getting a good education at school (S2016)	95%	95%	97%
this is a good school (S2035)	94%	97%	97%
their child likes being at this school* (S2001)	98%	97%	95%
their child feels safe at this school* (S2002)	98%	97%	98%
their child's learning needs are being met at this school* (S2003)	95%	97%	92%
their child is making good progress at this school* (S2004)	95%	97%	95%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	90%	93%
teachers at this school motivate their child to learn* (S2007)	94%	92%	93%
teachers at this school treat students fairly* (S2008)	92%	93%	85%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	93%
this school works with them to support their child's learning* (S2010)	93%	92%	89%
this school takes parents' opinions seriously* (S2011)	91%	87%	90%
student behaviour is well managed at this school* (S2012)	87%	90%	82%
this school looks for ways to improve* (S2013)	94%	95%	92%
this school is well maintained* (S2014)	94%	95%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2017	2018	2019
they are getting a good education at school (S2048)	100%	96%	99%
they like being at their school* (S2036)	96%	95%	94%
they feel safe at their school* (S2037)	93%	92%	95%
their teachers motivate them to learn* (S2038)	97%	94%	95%
their teachers expect them to do their best* (S2039)	100%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	93%
teachers treat students fairly at their school* (S2041)	92%	88%	90%
they can talk to their teachers about their concerns* (S2042)	91%	86%	91%
their school takes students' opinions seriously* (S2043)	88%	85%	89%
student behaviour is well managed at their school* (S2044)	84%	77%	84%
their school looks for ways to improve* (S2045)	97%	93%	97%
their school is well maintained* (S2046)	91%	93%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	92%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2017	2018	2019
they enjoy working at their school (S2069)	91%	98%	93%
they feel that their school is a safe place in which to work (S2070)	93%	100%	97%
they receive useful feedback about their work at their school (S2071)	91%	94%	88%
students are encouraged to do their best at their school (S2072)	99%	100%	98%
students are treated fairly at their school (S2073)	99%	92%	90%
student behaviour is well managed at their school (S2074)	90%	81%	83%
staff are well supported at their school (S2075)	84%	87%	80%
their school takes staff opinions seriously (S2076)	81%	83%	86%
their school looks for ways to improve (S2077)	96%	94%	93%
their school is well maintained (S2078)	93%	96%	93%
their school gives them opportunities to do interesting things (S2079)	81%	82%	82%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

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

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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

MUNDINGBURRA STATE SCHOOL - SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	72	60	87
Long Suspensions – 11 to 20 days	2	0	1
Charge related Suspensions	0	0	0
Exclusions	0	0	1

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. 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.

Multi-Tiered Systems of Support

Mundingburra State School uses multi-tiered systems of support as the foundation for our approach to learning and behaviour. A multi-tiered approach is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making regarding learning and behaviour. Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">teaching behaviours in the setting they will be usedbeing consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into accountproviding refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need themasking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more targeted intervention to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none">there is a clear connection between the skills taught in the interventions and the school-wide expectations.interventions require minimal disruption and are usually easy to sustaininterventions are reviewed for success and are matched to the student's need. <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>

3 Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in small groups.

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 function of the 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 desired outcome for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a Functional Behaviour Assessment (FBA) that identifies strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Mundingburra 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 equality, where every student is given the support they need to be successful. This means we will have a differentiated approach. 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 individual circumstances.

Our teachers are also obliged by law to respect and protect the privacy of individual students. While we understand the interest of other students, staff and parents to know what consequence/s 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.

Student Wellbeing

Mundingburra 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 for further information.

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.

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Mundingburra State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

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

Mundingburra 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

Mundingburra 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.

Mundingburra State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored on site to provide emergency first aid medication if required.

Mental health

Mundingburra State School implements early intervention measures 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

Mundingburra 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 students in the first instance, and where necessary provide first aid. In all other situations, Mundingburra State School Staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

In the case of the suicide of a student the Mundingburra State School suicide action plan will be enacted.

Student Support Network

Mundingburra State School is proud to have comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by Class Teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Mundingburra 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 representative of the Student Services team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Class Teacher or your child's Deputy Principal on 4759 6444.

Role	What they do
Indigenous Education Worker	<ul style="list-style-type: none"> provides educational support services to Aboriginal and/or Torres Strait Islander students communicate effectively and sensitively with Aboriginal and/or Torres Strait Islander students and caregivers provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Student Wellbeing Teacher	<ul style="list-style-type: none"> leadership of Positive Behaviour for Learning (PBL) team to promote an inclusive, positive school culture monitors behaviour and academic data to identify areas of additional need provides continuity of contact for students through the seven years of primary schooling.
Defence Transition Aide	<ul style="list-style-type: none"> monitors the social and emotional wellbeing of Defence students enhances awareness and appreciation of the unique Defence lifestyle in schools and communities provides support to children during times of parental absence.
Guidance Officer	<ul style="list-style-type: none"> Advocate, provide counselling, psychoeducational assessment and individual student support, recommendations and advice to students, teachers and parents concerning educational, behavioural, career development, mental health and family issues Conduct activities such as student observation and psychoeducational assessment in order to determine the nature of student learning difficulties, disability, developmental levels of psychological and emotional status in order to make recommendations for educational adjustments and interventions Assist schools in the implementation of student protection, gifted and talented education, behaviour support policies and risk management processes that may involve the development of individualised student plans including Educational Support Plans Provide leadership and specialised support in response to student protection issues, critical incidents and emergencies, and the transition of students into alternative education programs, and their reintegration back into mainstream schooling.
Deputy Principal/s and Head of Special Education Services (HOSSES)	<ul style="list-style-type: none"> coordinate transition to primary school for students commencing prep coordinate transition to secondary for students moving from Year 6 to Year 7 lead role for implementation of Positive Behaviour for Learning (PBL) monitors student attendance data, arranges intervention for students monitors student welfare provides continuity of contact for students and their families ensures students feel safe and comfortable and want to come to school liaises with State School Registered Nurse (SSRN) when supporting specialised health conditions.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, State School Registered Nurse, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal for your child's year level.

Whole School Approach to Discipline

Mundingburra State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

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 Mundingburra State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL 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 or PBL are encouraged to speak with the Class Teacher or make an appointment to meet with the sector Deputy Principal.

PBL 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 three Positive Behaviour for Learning (PBL) expectations in place for students; We Learn, We Care, We Persevere.

Students

Below are examples of what these PBL expectations look like for students across the 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 Mundingburra State School.

Parents and Staff

The tables below explain the PBL expectations for parents when visiting our school and the standards we commit to as staff.

We Learn

<i>What we expect from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You support your child by reinforcing good learning habits at home.	We will provide a positive, supportive learning environment.
You encourage your child to have a passion for reading.	We explicitly teach the skills to 'learn to read' and 'read to learn'.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.

We Care

<i>What we expect 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 respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You are respectful in your conversations about school staff.	We will ensure positive behaviours are role modelled for all students.
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 leave and collect your child on time, from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

We Persevere

<i>What we expect from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide feedback about your child's progress.
You approach the Class Teacher or Principal if you are concerned about the behaviour of a staff member, student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

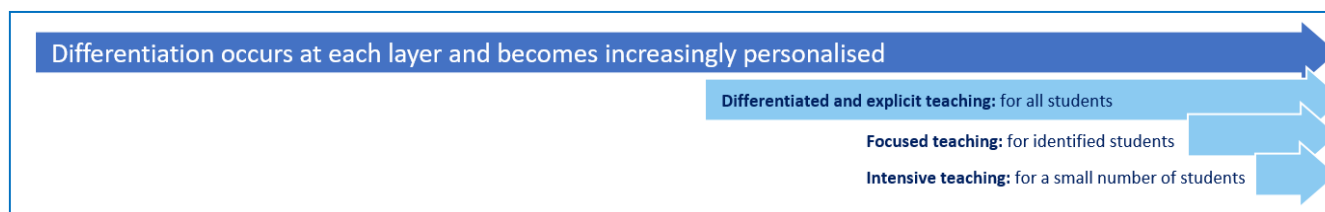
Differentiated and Explicit Teaching

Mundingburra 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. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Mundingburra State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning

needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as 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, 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, illustrated below, 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.

MUNDINGBURRA STATE SCHOOL BEHAVIOUR EXPECTATIONS MATRIX

HOW	All Areas	Before/After School	Classroom	Eating Areas	Playground	Toilets
We Learn (curiosity)	<ul style="list-style-type: none"> - Attend school every day (unless you have a valid reason) - Use computers for educational purposes only 	<ul style="list-style-type: none"> - Arrive at school on time - Sit respectfully in the appropriate CPA (reading, puzzles etc.) - Line up in Year Level areas when instructed, ready to start your classroom routines - At the end of the day go directly to your pick up location 	<ul style="list-style-type: none"> - Request permission before leaving the learning environment - Be organised and ready for each school session - Do your work to the best of your ability - Ask appropriate questions - Be an active listener 	<ul style="list-style-type: none"> - Eat the correct food at the correct time - Put rubbish/recyclable items in the correct bin to care for our environment 	<ul style="list-style-type: none"> - Learn rules of games and activities - Know which areas you are allowed to play in 	<ul style="list-style-type: none"> - Go to the toilet before starting each school session - Return to class promptly - Learn good hygiene skills including washing hands after using the toilet and before eating
We Care (compassion)	<ul style="list-style-type: none"> - Greet everyone with respect - Use good manners - Use polite/ appropriate language - Treat others as you would like to be treated - Talk about others positively - Take pride in yourself and in your school, and wear the school uniform with pride - Help peers who are having difficulties - Be involved in team work - Respect everyone's property - Walk on hard surfaces - Keep your hands and feet to yourself 	<ul style="list-style-type: none"> - Be safe and respectful to everybody in the school environment (students, teachers, teacher aides, staff, parents, guardians, crossing supervisors and visitors) - Store bikes, scooters and bags in designated areas 	<ul style="list-style-type: none"> - Raise your hand to contribute in class - Show respect and interest in what others have to say or do - Move calmly around the classroom - Keep your feet, the chair legs and desk legs on the floor 	<ul style="list-style-type: none"> - Eat your food only - Be respectful of others eating around you - Place your lunch box in a safe place, closed securely to keep our animals safe - Put your hat somewhere safe after break-time (bag, classroom) 	<ul style="list-style-type: none"> - Look after equipment - Share sports equipment - Be a good sport - Encourage others - Wear a sun safe hat - Wear shoes at all times - Return sports equipment to the owner 	<ul style="list-style-type: none"> - Respect others' privacy - Leave toilets clean - Report any problems or damage - We keep the toilets vandalism free - Use toilets appropriately including: put soiled toilet paper in the toilet, flush the toilet after use, only use what soap you need, wash hands before leaving
We Persevere (resilience)	<ul style="list-style-type: none"> - Take turns - Follow instructions given by adults - Be a problem solver - Do the best you can in all pursuits and set yourself goals - Ask for assistance when required - Leave personal treasures/toys at home 	<ul style="list-style-type: none"> - Eat breakfast before you come to school, or arrange to bring an extra piece of fruit or a sandwich to eat in the CPA - Walk with bikes and scooters when entering or leaving the school grounds - Use correct road crossings and follow the road rules 	<ul style="list-style-type: none"> - Know the procedure for safety drills and act calmly at all times - Do your work to the best of your ability - Wait patiently for your turn to speak - Enter a classroom only when a teacher is present 	<ul style="list-style-type: none"> - Walk calmly to your eating area - Raise your hand and wait to ask permission to get a drink, put rubbish in the bin or go to the toilet before the linking up bell - Wait for the duty teacher to release you to line up - Line up and respectfully sit in class lines 	<ul style="list-style-type: none"> - Participate in school approved games only - Follow the rules of the game - Finish playing at first bell so that you have time to go to the toilet and eat your lunch - Stay in your designated area 	<ul style="list-style-type: none"> - Leave food items outside - Remind others of appropriate behaviours - Try to use the toilet during break time (instead of learning time)

Focussed Teaching

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

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

Support Staff, including teachers with specialist expertise in learning, language or development, work collaboratively with Class Teachers at Mundingburra State School to provide focussed teaching. Focussed teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s and Student Services team to identify those who:

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

Mundingburra State School has a range of Student Support Staff in place to help arrange and deliver focussed 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:

- You Can Do It - Achieve
- Learning Connections
- Rock and Water
- Zones of Regulation
- Functional Behaviour Assessment.

For more information about these programs, please speak with your child's Class Teacher, Student Wellbeing Teacher or Deputy Principal.

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 barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be supported by appropriate staff at the school, who will communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

Mundingburra State School makes systematic efforts to prevent problem student behaviour by explicitly teaching and reinforcing expected behaviours on an ongoing basis. As part of our approach, Mundingburra State School strives to teach students that they are responsible for how they behave at all times. Students learn that consequences are a direct result of their actions. All staff encourage students to make appropriate behaviour choices and help them accept that consequences are a result for their actions. Consequences are used to educate the student that his or her choice of behaviour is inappropriate. In applying consequences, the key action for the teacher is to use a restorative approach and to reflect with the student by discussing the right choices and the appropriate action for the time.

Our school seeks to ensure that responses to unacceptable behaviour are restorative, consistent and proportionate to the nature of the behaviour. OneSchool is used to record minor and major problem behaviour.

The disciplinary consequences model used at Mundingburra 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, rule reminders and consequences may be used by teachers to respond to low-level or minor problem behaviours.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines whether the behaviour is minor or major with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time that it happens
- **Major** problem behaviours are handled by staff members/administration and referred to the appropriate line manager.

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- do not require involvement of specialist support staff or administration.

Major behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of school administration
- may require restorative conversations.

For a small number of students, 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/or 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
- 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 ‘take-up’ time for student to process instruction
- Reduce verbal language
- Break down tasks into smaller chunks
- Prompt student to take a break in class
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention/stay back to complete instructions.

Focussed

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

- Functional Behaviour Assessment
- Individual Behaviour Support Plan (IBSP) including support strategies
- Targeted skills teaching in small group
- Reflection Room/Classroom Detention
- Behaviour contract/ Re-entry plan
- Counselling and guidance support
- Classroom monitoring chart/system
- Check In Check Out strategy
- Restorative conversation
- Referral to Student Services for team based problem solving
- Stakeholder meeting with parents and external agencies.

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists as appropriate
- IBSP
- 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).

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 Mundingburra 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 Mundingburra State School may be invited to attend a re-entry meeting prior to their return to the classroom. The main purpose of this meeting is to support the student in returning to 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. Re-entry meetings are brief and kept small with only essential staff 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.

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 the Student Wellbeing Teacher, may also offer important advice/support to ensure a successful outcome to the re-entry meeting.

Mundingburra 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:

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

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. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

While using technology facilities and devices, students will be required to act in line with the Mundingburra State School Code of Conduct. The Mundingburra State School Responsible Use of BYOD devices policy clearly outlines school expectations for parents and students. Students are not encouraged to bring personal devices to school other than approved BYOD devices.

Responsibilities

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

Students are expected to:

- use technology devices under the instruction, supervision and permission of teachers
- be courteous, considerate and respectful of others when using a device
- switch off and sign the mobile telephone in at the office before school and collect at the end of the school day
- seek teacher's approval where they wish to use a mobile device under special circumstances.

In addition, students and their parents/carers 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 the school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

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

- access other students' accounts and/or change passwords on and off site
- use a mobile phone or other 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 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
- take into or use mobile devices during class assessment unless expressly permitted by school staff.

* *Personal Technology Devices includes, but is not limited to, games devices, computers, camera and/or voice recording device, mobile phones, any smart devices and devices of a similar nature.*

Preventing and responding to bullying

Mundingburra State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. 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.

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.

Inclusion

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

Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to learn, care and persevere.

Partnerships

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

Support

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

A priority for Mundingburra State School to implement strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

Bullying

There is no place for bullying at Mundingburra State School. Both those being bullied and those who bully are at risk for behavioural, emotional and academic concerns. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress. Bullying is persistent, consistent and targeted.

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

Cyberbullying

Cyberbullying is treated at Mundingburra 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.

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 eSafety Commissioner](#) or the Queensland Police Service.

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

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

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

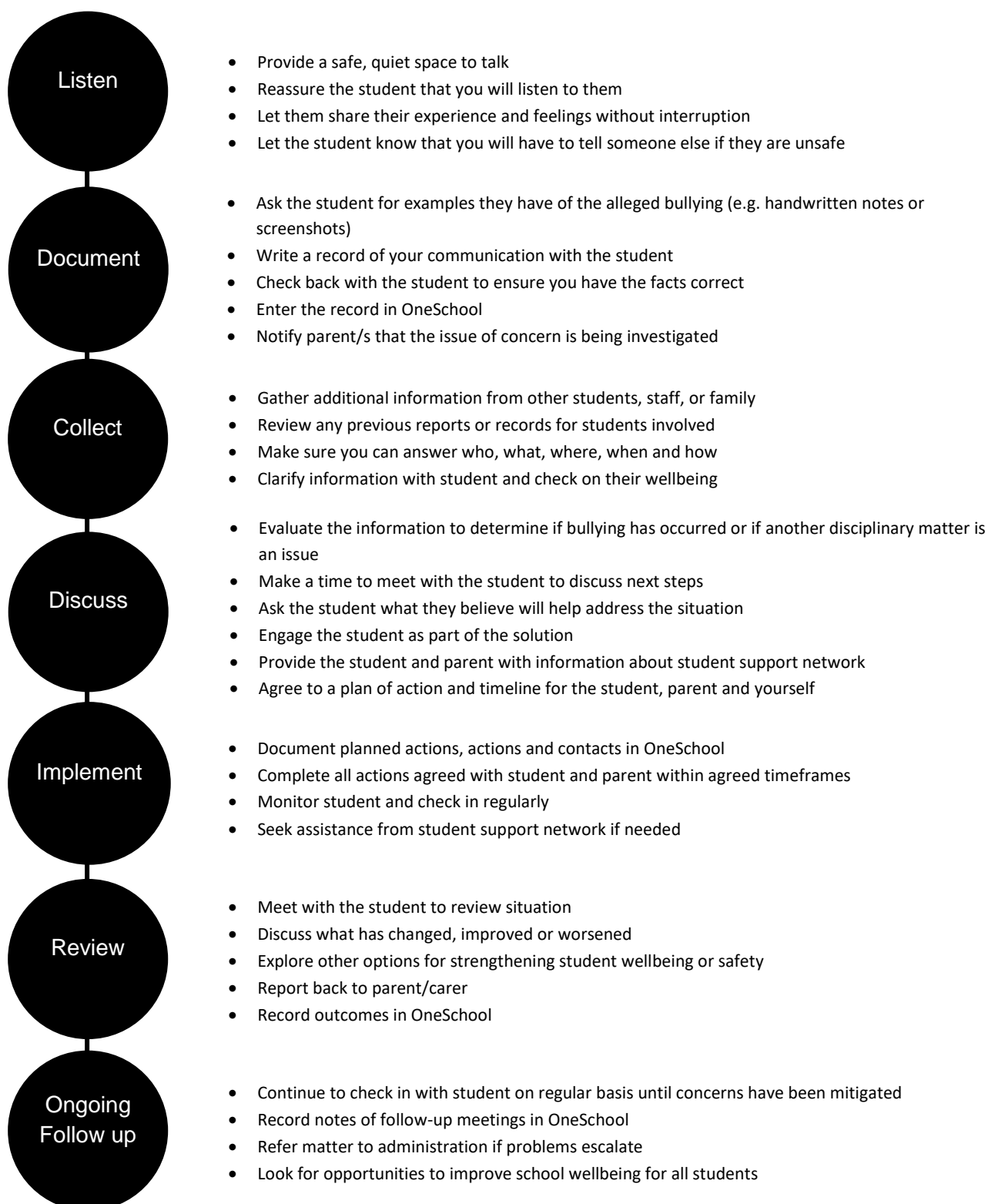
Mundingburra State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns. All staff at Mundingburra 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. 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 events or celebrations or more significant consequences such as suspension or exclusion from school.

The following flowchart explains the actions Mundingburra 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.

Mundingburra State School - Bullying response flowchart for teachers





MUNDINGBURRA STATE SCHOOL

77 Ross River Road Mundingburra Qld 4812 · P.O. Box 3415, Hermit Park Qld 4812

Phone: (07) 4759 6444 · Fax (07) 4759 6400

E-mail: principal@mundingburrass.eq.edu.au

Mundingburra State School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Mundingburra State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyberbullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

****This Anti Bullying contract is included in the student's enrolment application. See enrolment pack for further details.***

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. It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected.

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?
- Ensuring that personal information such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Students should not post content online that they would be uncomfortable saying or showing to their parents/carers, or shouting in a crowded room. 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. There can also be legal ramifications for what you post.
- Consider what you post/write, because hasty, emotive responses could inflame situations unnecessarily. Remember, once content is posted online you lose control over it and it can be quickly shared with a very wide audience. Logging out and taking a few moments to think about potential consequences of your post is a helpful strategy.
- Remembering that it can be difficult to work out whether messages typed on social media sites, apps, texts etc, are meant to be funny or sarcastic. Tone and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking or engaging with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.
- 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.

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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

Keep comments calm and polite, 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

Inappropriate online behaviour may constitute a criminal offence. Both the (Criminal Code Act 1995 (Cth) s. 474.17) and the Defamation Act 2005 (Qld) contain relevant provisions applicable to cyberbullying. School staff may contact their union or obtain personal legal advice if they feel that online content seriously defames or impacts their reputation.

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.

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 Mundingburra 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)
- other items that may intended for use as a weapon

The [Administration of medications in schools](#) 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 Mundingburra 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;
- 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.

Parents/Carers of students at Mundingburra State School:

- must ensure children 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 Mundingburra 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.
- Parents must 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. In circumstances where it is appropriate, children may collect temporarily removed student property after they have been advised by the Principal.

Restrictive Practices

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 focussed 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.

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, road traffic safety). 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.

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](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school.
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format.
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](#).