



Mitchell State School

Student Code of Conduct 2020-2023

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

Purpose

Mitchell State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Mitchell State School is committed to ensuring that every day, in every lesson, every student is learning and achieving within a safe, supportive and disciplined learning environment.

This Responsible Behaviour Plan for Students 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.

Contact Information

| | |
|-----------------|-------------------------------------|
| Postal address: | P O Box 65 Mitchell Queensland 4465 |
|-----------------|-------------------------------------|

| | |
|--------|--------------|
| Phone: | 07 4623 8888 |
|--------|--------------|

| | |
|--------|--------------------------------|
| Email: | Principal@mitchellss.eq.edu.au |
|--------|--------------------------------|

| | |
|-------------------------|----------------------|
| School website address: | mitchellss.eq.edu.au |
|-------------------------|----------------------|

| | |
|-----------------|----------------------------|
| Contact Person: | Mrs Cass Ahern (Principal) |
|-----------------|----------------------------|

Endorsement

| | |
|-----------------|----------------|
| Principal Name: | Mrs Cass Ahern |
|-----------------|----------------|

| | |
|----------------------|--|
| Principal Signature: | |
|----------------------|--|

| | |
|-------|--|
| Date: | |
|-------|--|

| | |
|---|--------------------|
| P/C President and-or School Council Chair Name: | Ms Joanne Ferguson |
|---|--------------------|

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

| | |
|-------|--|
| Date: | |
|-------|--|

Contents

| | |
|--|----|
| Purpose | 2 |
| Principal's Forward | 4 |
| Data Overview | 5 |
| School Opinion Survey..... | 5 |
| Student Disciplinary Absence (SDA) | 8 |
| Consultation | 9 |
| Learning and Behaviour Statement | 10 |
| Multi-Tiered Level of Support | 10 |
| Consideration of Individual Circumstances..... | 11 |
| Student Wellbeing and Support Network..... | 12 |
| Whole School Approach to Discipline..... | 14 |
| PBI Expectations..... | 16 |
| Differentiated and Explicit Teaching | 25 |
| Focussed Teaching..... | 26 |
| Intensive Teaching..... | 26 |
| Legislative Delegations | 27 |
| Legislation | 27 |
| Delegations..... | 27 |
| Disciplinary Consequences | 28 |
| School Policies..... | 34 |
| Temporary Removal of student property | 39 |
| Use of mobile phone and other devices by students..... | 41 |
| Preventing and responding to bullying..... | 44 |
| Appropriate use of social media | 49 |
| The use of Personal Technology Devices | 51 |
| Restrictive Practices..... | 53 |
| Critical Incidents..... | 54 |
| Critical Incident Report..... | 56 |
| Debriefing Report..... | 57 |
| Related Procedures and Guidelines | 58 |
| Resources..... | 59 |
| Conclusion | 60 |

Principal's Foreword

Introduction

Mitchell State School

Data Overview

School Opinion Data

| Parent Opinion Survey | | | |
|---|--------|--------|--------|
| Performance Measure | | | |
| Percentage of parents who agree# | 2017 % | 2018 % | 2019 % |
| My child likes being at this school. (S2001) | 84.4 | 94.4 | 100.00 |
| My child feels safe at this school. (S2002) | 96.3 | 84.4 | 95.5 |
| My child's learning needs are being met at this school. (S2003) | 92.6 | 90.6 | 100.00 |
| My child is making good progress at this school (S2004) | 92.5 | 90.3 | 100.00 |
| Teachers at this school expect my child to do his or her best. (S2005) | 96.3 | 93.6 | 100.00 |
| Teachers at this school provide my child with useful feedback about his or her school work.. (S2006) | 94.4 | 87.5 | 90.9 |
| Teachers at this school motivate my child to learn. (S2007) | 92.6 | 90.6 | 100.00 |
| Teachers at this school treat students fairly.. (S2008) | 87.0 | 90.6 | 95.5 |
| I can talk to my child's teachers about my concerns. (S2009) | 94.4 | 93.8 | 100.00 |
| This school works with me to support my child's learning. (S2010) | 94.4 | 90.6 | 95.5 |
| This school takes parents' opinions seriously. (S2011) | 88.8 | 87.5 | 100.00 |
| Student behaviour is well managed at this school. (S2012) | 83.3 | 56.3 | 90.9 |
| This school looks for ways to improve. (S2013) | 90.7 | 93.8 | 100.00 |
| This school is well maintained. (S2014) | 96.3 | 93.8 | 100.00 |
| This school gives my child opportunities to do interesting things. (S2015) | 92.6 | 90.6 | 100.00 |
| My child is getting a good education at this school. (S2016) | 92.5 | 90.3 | 100.00 |
| My child's English skills are being developed at this school. (S2017) | 90.6 | 87.5 | 100.00 |
| My child's Mathematics skills are being developed at this school. (S2018) | 92.5 | 93.8 | 100.00 |
| I understand how my child is assessed at this school. (S2019) | 94.3 | 93.8 | 95.5 |
| I understand how computers and other technologies are used at this school to enhance my child's learning. (S2020) | 96.2 | 93.8 | 95.5 |
| Teachers at this school are interested in my child's wellbeing. (S2021) | 96.2 | 93.8 | 95.5 |
| Staff at this school are approachable. (S2022) | 94.3 | 93.8 | 100.00 |
| Staff at this school are responsive to my enquiries. (S2023) | 94.3 | 87.1 | 95.5 |
| This school asks for my input. (S2024) | 88.9 | 87.5 | 95.2 |
| This school keeps me well informed. (S2025) | 92.6 | 80.6 | 100.00 |
| This school encourages me to take an active role in my child's education (S2026) | 92.6 | 93.8 | 100.00 |
| This school encourages me to participate in school activities. (S2027) | 90.7 | 93.8 | 100.00 |
| This school provides me with useful feedback about my child's progress. (S2028) | 92.6 | 84.4 | 100.00 |
| This school provide useful information online. (S2029) | 94.3 | 86.7 | 100.00 |
| This school is environmentally friendly. (S2030) | 96.2 | 93.8 | 100.00 |
| This school is well organised. (S2031) | 94.3 | 90.6 | 100.00 |
| This school has a strong sense of community. (S2032) | 88.7 | 93.8 | 100.00 |
| This school celebrates student achievements. (S2033) | 94.4 | 96.9 | 100.00 |
| I would recommend this school to others. (S2034) | 90.6 | 84.4 | 95.2 |
| This is a good school. (S2035) | 92.5 | 87.5 | 100.00 |

| Student Opinion Survey | | | |
|---|---------------|---------------|---------------|
| Performance Measure | | | |
| Percentage of Students who agree# | 2017 % | 2018 % | 2019 % |
| I like being at my school (S2036) | 64.6 | 54.7 | 88.7 |
| I feel safe at my school (S2037) | 82.8 | 79.6 | 87.0 |
| My teachers motivate me (S2038) | 80.0 | 90.9 | 90.6 |
| My teachers expect me to do my best (S2039) | 87.7 | 96.4 | 92.6 |
| My teachers provide me with useful feedback about my school work (S2040) | 78.5 | 79.6 | 88.7 |
| Teachers at my school treat students fairly (S2041) | 69.2 | 61.8 | 90.6 |
| I can talk to my teachers about my concerns (S2042) | 67.7 | 69.1 | 88.9 |
| My school takes students' opinions seriously (S2043) | 69.2 | 67.3 | 77.8 |
| Student Behaviour is well managed at my school (2044) | 58.7 | 40.7 | 70.4 |
| My school looks for ways to improve (S2045) | 79.4 | 74.1 | 92.5 |
| My school is well maintained (S2046) | 81.0 | 75.9 | 86.8 |
| My school gives me opportunities to do interesting things (S2047) | 68.8 | 75.9 | 88.7 |
| I am getting a good education at my school (S2048) | 81.5 | 70.9 | 92.5 |
| My English skills are being developed at my school (S2049) | 87.7 | 85.5 | 90.6 |
| My Maths skills are being developed at my school (S2050) | 84.4 | 80.0 | 92.5 |
| I understand how I am assessed at my school (S2051) | 74.6 | 74.1 | 84.9 |
| I can access computers and other technologies at my school for learning (S2052) | 86.2 | 92.7 | 94.4 |
| I am encouraged to use computers and other technologies at my school for learning (S2053) | 83.1 | 80.0 | 92.5 |
| I use computers and other technologies at my school for learning (S2054) | 81.5 | 92.7 | 92.6 |
| I enjoy using computers and other technologies at my school for learning (S2055) | 81.5 | 85.5 | 94.3 |
| I feel accepted by other students at my school (S2056) | 71.4 | 70.9 | 84.9 |
| My schoolwork challenges me to think (S2057) | 90.8 | 83.3 | 90.6 |
| My teachers challenge me to think (S2058) | 82.8 | 90.7 | 88.7 |
| My teachers encourage me to do my best (S2059) | 81.5 | 85.5 | 92.6 |
| My teachers clearly explain what is required in my school work (S2060) | 76.9 | 76.4 | 90.7 |
| My teachers help me with my school work when I need it (S2061) | 80.0 | 84.9 | 92.5 |
| My teachers use a variety of resources to help me learn (S2062) | 76.9 | 83.6 | 92.5 |
| My teachers care about me (S2063) | 73.4 | 80.0 | 92.8 |
| My school encourages me to participate in school activities (S2064) | 87.8 | 92.7 | 92.5 |
| My school encourages me to be a good community member (S2065) | 76.2 | 87.0 | 94.4 |
| My school celebrates student achievements (S2066) | 81.3 | 85.5 | 90.7 |
| I would recommend my school to others (S2067) | 66.1 | 58.5 | 86.5 |
| This is a good school (S2068) | 66.7 | 47.3 | 83.0 |

| Staff Opinion Survey | | | |
|--|---------------|---------------|---------------|
| Performance Measure | | | |
| Percentage of Staff who agree# | 2017 % | 2018 % | 2019 % |
| I receive useful feedback about my work at this school. (S2071) | 79.2 | 81.0 | 95.2 |
| Students are encouraged to do their best at this school. (S2072) | 91.3 | 95.2 | 100.0 |
| Students are treated fairly at this school. (S2073) | 79.2 | 81.0 | 95.2 |
| Student Behaviour is well managed at this school. (S2074) | 93.3 | 57.1 | 99.5 |
| Staff are well supported at this school. (S2075) | 83.3 | 85.7 | 95.2 |
| This school takes staff opinions seriously. (S2076) | 79.2 | 90.5 | 95.2 |
| This school looks for ways to improve. (S2077) | 95.8 | 90.5 | 100.0 |
| This school is well maintained. (S2078) | 100.0 | 95.2 | 100.0 |
| This school gives me opportunities to do interesting things. (S2079) | 79.2 | 95.2 | 100.0 |
| Students with a disability are well supported at my school. (S3201)* | 95.7 | 81.0 | 90.5 |
| My school has an inclusive culture where diversity is valued and respected. (S3202) | 91.3 | 95.0 | 95.2 |
| People are treated fairly and consistently at my school. (S3203) | 75.0 | 85.7 | 95.2 |
| My school is well managed. (S3204) | 79.2 | 85.7 | 95.2 |
| I am confident tht poor performance will be appropriately addressed in my school. (S3207) | 73.9 | 68.4 | 90.5 |
| I have choice in deciding how to do my job. (S3208) | 87.5 | 90.5 | 100.0 |
| I have the authority necessary to do my job effectively. (S3209) | 91.7 | 95.2 | 100.0 |
| My school inspires me to do the best in my job. (S310) | 91.3 | 95.2 | 95.2 |
| My school encourages me to take responsibility for my work. (S3211)* | 95.8 | 95.2 | 100.0 |
| My school encourages me to undertake leadership roles (S3212)* | 78.3 | 90.0 | 95.2 |
| My school encourages coaching and mentoring activities (S3213)* | 75.0 | 85.7 | 90.5 |
| My workplace culture supports people to achieve a good work-life balance. (S3252) | NA | NA | 95.2 |
| My workplace offers flexible work arrangements. (S3253) | NA | NA | 95.2 |
| I am satisfied with the opportunities available for career development. (S3214) | 70.8 | 85.7 | 100.0 |
| I have access to quality professional development. (S2086) | 65.2 | 90.5 | 100.0 |
| Staff at my school are actively involved in Developing Performance discussions (S3215) | 71.4 | 85.0 | 100.0 |
| I can access necessary information and communication technologies to do my job at my school (S3216)* | 75.0 | 95.2 | 95.2 |
| Information and communication equipment is well maintained at my school. (S3217)* | 87.5 | 100.0 | 95.0 |
| My school provides useful information online. (S3218)* | 91.7 | 95.2 | 100.0 |
| My school keeps me well informed about things that are important to m work. (S3219)* | 91.7 | 90.5 | 95.2 |
| There is good communication between all staff at my school. (S3220)* | 45.8 | 66.7 | 85.7 |
| Staff at my school work as a team to deliver improved outcomes. (S3221) | 58.3 | 71.4 | 95.2 |
| I feel that staff morale is positive at my school. (S3222)* | 62.5 | 61.9 | 95.2 |
| Staff at my school are interested in my wellbeing. (S3223)* | 91.7 | 85.7 | 95.2 |
| The wellbeing of employees is a priority for my school. (S3224) | 100.0 | 76.2 | 90.5 |
| I can cope with th pressures of my workload (S3225) | 91.7 | 90.5 | 90.5 |
| I am aware of occupational health and safety procedures at my school. (S3226)* | 100.00 | 100.00 | 100.00 |
| I am proud to tell others I work for my school (S3227) | 91.7 | 85.7 | 100.0 |
| My work has a direct positive impact on the community. (S3228) | 95.7 | 95.2 | 95.2 |
| I feel a strong personal connection to my school. (S3229) | 79.2 | 90.5 | 95.2 |
| I am satisfied with my job at my school. (S3230) | 91.7 | 85.7 | 100.0 |
| I would recommend my school as a good place to work. (S3231)* | 79.2 | 85.7 | 90.5 |

| | | | |
|--|------|------|-------|
| This is a good school. (S2108) | 87.5 | 85.7 | 95.2 |
| My school has taken action as a result of last year's School Opinion Survey (S3232) | 84.2 | 88.9 | 100.0 |
| The last week of a school term is generally as productive as the rest of the term. (S3233) | 82.6 | 75.0 | 94.7 |

*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, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

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

Consultation

Mitchell State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. A review of school data sets from 2018 – 2019 also informed the development process.

The plan was endorsed by the Principal and President of the Mitchell State School P & C to be adopted from 2020.

Review Statement

The Mitchell 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.

Learning and Behaviour Statement

All areas of Mitchell State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is “Positive Behaviour for Learning” (PBL). PBL is a compilation of practices, interventions and change strategies that are effective and efficient in achieving important social and learning outcomes.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Mitchell State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

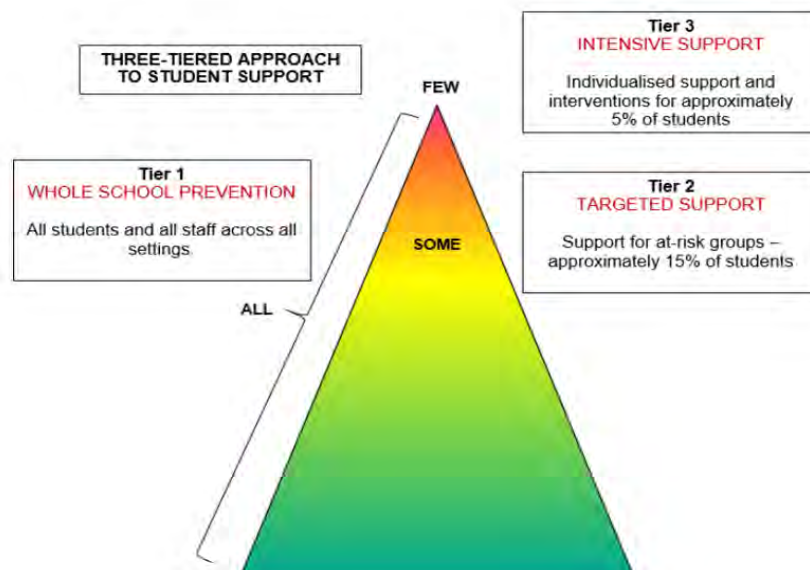
Our school community has identified the following school values to underpin and promote our high standards of responsible behaviour:

- Be a Learner
- Be Respectful
- Be Safe

Our school values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour ([Appendix 1](#)) and online at: <https://behaviour.education.qld.gov.au/supportingStudentBehaviour/Documents/code-school-behaviour-a4.pdf>

Mitchell State School uses a three-tiered approach to promote and recognise positive behaviour as well as adopt processes to manage behaviours that are consistent with our school’s expectations.

Our whole school approach directs support to different levels of student need. Three layers provide a continuum of support with increasing focused and personalised teaching and intervention at each successive layer based on analysis of student data and ongoing monitoring of student progress.



Consideration of Individual Circumstances

Staff at Mitchell State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations together with 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 consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing and Support Network

Mitchell 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 classroom teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

Services offered for students at Mitchell State School include, but are not limited to, Breakfast Club, Respectful Relationships is integrated into Health and Physical Education, Defence Talks, NRL Development sessions, Rescue Roos Program, Deadly Readers Indigenous Program, Programs involving Surat Aboriginal Corporation, Cybesafety talks (QPS) and 'You Choose Program' offered by Youth Justice.

Through the implementation of the P – 12 Curriculum, Assessment and Reporting Framework, Wellbeing is included in all curriculum areas embedding personal and social capabilities (self-awareness, self-management, social awareness and social management).

Teachers strive to create classrooms that are inviting, safe and supportive to student needs as the relationship between teacher and student has lasting effects on the student both short and long-term.

Specialised health needs:

Mitchell State School works with parents to ensure that students with specialised health needs have access to the best support that the school can provide whilst both at school or on school excursions.

Health plans are necessary (example – Anaphylaxis Management Plan, Allergies Response Plan, Asthma Management Plan) for those students who require them. Staff are informed and trained in the Management and response to these health issues.

Medications

Mitchell 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.

Mitchell State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the Administration Office to provide emergency first aid medication if required.

Mental health

Mitchell State School implements early intervention measures and treatments for students where there is a 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

Mitchell State School staff who notice suicide warning signs in a student should immediately contact the school Guidance Officer or other appropriate staff. An SP4 Form should be completed and submitted to Principal for approval.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of the student in the first instance, and where necessary provide first aid. In all other situations, Mitchell 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, and
- all actions are document and reported.

Suicide postvention

In the event of a suicide of a student that has not occurred on school grounds, Mitchell 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, Mitchell State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Mitchell State School has a 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 Mitchell State School to seek assistance and 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 Support Network.

Students have access to the School Based Health Nurse at various times.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal, Mrs Cass Ahern or HOD, Ms Angela Campbell, on the school phone number.

It is also important for students and parents to understand there are regional and state-wide support services available to supplement the school network. For more information please contact either the Principal, Mrs Cass Ahern or HOD, Mrs Robyn Utschink on the school phone number.

Whole School Approach to Discipline

Mitchell 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 non-classroom settings, 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 only evidence-based practices are used correctly by teachers to support students, and
- continually support staff members to maintain consistent school and classroom improvement practice

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

The development of the Mitchell State College 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 Principal or HOD.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Mitchell State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

Mitchell State School is committed to consistently implementing an evidence-based whole of school approach to improving behaviour and student performance. Through the feedback from the School Opinion Survey, consultation was undertaken with all school community stakeholders: staff, students and parents to identify consistent and schoolwide expectations. These are set out in the teaching matrix and the intention is that regular review of school behaviour information and trends, for example, OneSchool, tracking records, anecdotal data, observation and school disciplinary absences will occur to enable data informed decision making to be undertaken. Each term, agreement will be reached determining which of the listed expectations (in teaching matrix) will be prioritised for the explicit teaching of these behaviours to all students across all year levels during the timetabled weekly PBL session. Those expectations, not formally selected to be explicitly taught in any given term, will still be endorsed throughout our school, with all school staff informally teaching and reinforcing every day in all school contexts.

These expectations are communicated to students through a number of strategies, including:

- Modelling of these school values by ALL staff members

- Detailed explanation of school values and expectations at enrolment interview
- Expectations displayed visually on posters around the school and classroom behavioural walls in classrooms
- Expectations displayed in school community using electronic message board and Facebook
- The rule of the week (expectation) is introduced on Monday assembly for both 'Primary and Secondary students and through a video posted on Facebook where students have enacted the rule of the week in a 'role play' situation.
- Behaviour lessons are conducted by classroom teachers during timetabled PBL lessons and on assembly (as per matrix).
- Specific positive reinforcement of learning from PBL lessons is given during active supervision by staff during classroom and non-classroom activities.
- Student Awards given each week on parade that recognise students modelling the desired expectation behaviour for the week

PBL Expectations

A set of behavioural expectations in specific settings has been attached to each of our three school values. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

| Schoolwide Behaviour Expectations Teaching Matrix Every child, every lesson learning and achieving | | | |
|---|--|---|---|
| SCHOOL CONTEXTS | Be a Learner. | Be Respectful. | Be Safe. |
| ALL SETTINGS including all extra-curricular events (School Sport, Music) | <ul style="list-style-type: none"> Attend school all day, everyday Be on time Try your best at all times Ask for help when needed | <ul style="list-style-type: none"> Represent yourself and your school positively Follow directions from all staff Wear a clean and neat school uniform Tell the truth Use good manners Care for the environment & all property Share and wait your turn Respect others' right to learn Use school appropriate language | <ul style="list-style-type: none"> Walk safely, sensibly & quietly to, from & around school Keep hands, feet & objects to self Follow all safety procedures Report all safety concerns to staff Be in right place at the right time Stay in school grounds Recognise, react and report Recognise dangers and physical feelings associated with them Move around the school safely, sensibly and quietly to, from and around the school |
| Classrooms Office Library | <ul style="list-style-type: none"> Use your Diary Follow your Timetable Keep work space tidy & organised Be an active participant in classroom activities e.g. SLANT | <ul style="list-style-type: none"> Talk/Listen to the speaker Take turns to speak Ask permission to leave the classroom Celebrate the success of others | <ul style="list-style-type: none"> Use classroom equipment safely and carefully Keep stairs, verandahs & paths clear Hand mobile phone in to the office Sit safely on chair or on floor (as required) |
| Playground | <ul style="list-style-type: none"> Co-operate and include others Allow others to play their games Take turns/wait my turn | <ul style="list-style-type: none"> Follow rules Play and eat in designated areas Eat healthy food Place rubbish in bins /Wait to be dismissed Return equipment to appropriate place on the bell Bounce back (resilience) Be kind Reduce/re-use and recycle | <ul style="list-style-type: none"> Play school approved games Use sports and play equipment safely Be Sun safe and wear a broad brimmed hat Use drinking taps appropriately Wear socks and shoes at all times Engage in new activities – take safe and calculated risks |
| Toilets | <ul style="list-style-type: none"> Use toilets before and after lessons | <ul style="list-style-type: none"> Respect others privacy Use toilets appropriately | <ul style="list-style-type: none"> Be hygienic and wash hands Use facilities correctly |
| Before & After School | <ul style="list-style-type: none"> Be on school grounds with permission only Arrive by 8:45 am | <ul style="list-style-type: none"> Report to coaches / staff at the required time for after school sports training | <ul style="list-style-type: none"> Obey road rules Walk bikes/scooters/skateboards in school grounds Keep myself and others safe (on-line and in the community) |
| Online | <ul style="list-style-type: none"> Participate in use of approved online sites and educational games | <ul style="list-style-type: none"> Post only appropriate content on line Report any unacceptable behaviour to the teacher Be courteous and polite in all online communications | <ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep user names and passwords private Follow all teacher instructions about keeping private information off online sites Hand electronic devices into the office Be Cybersafe |
| Transitions | | Routine: <ul style="list-style-type: none"> Remove hat before entering room Sit in SLANT Move quietly to avoid disruptiveness to others | <ul style="list-style-type: none"> Follow school routines: <ul style="list-style-type: none"> Line up (be on time) Wait for teacher Wait to be invited into room Sit quietly in seating plan Toilet use only at lunch breaks Go straight there and straight back |

- Whole of school programs such as Respectful Relationships program is taught from Prep-Year 10 as part of the Health and Physical Education curriculum area
- Targeted programs such as 'You Choose Program' offered by Youth Justice for identified groups of students against clearly identified criteria
- Chaplain initiated and led programs based on emotional and social student enhancement
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Use of communication mediums such as the electronic sign and Facebook to promote proactive and student-centred programs
- PBL Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs for staff include professional development about positive proactive approaches to managing student behaviour including Essential Skills for Classroom Management (ESCM) and Effective Classroom Practices (ECP)
- Profiling offered to classroom teachers to receive confidential feedback as to classroom strategies and routines being adopted and practised in classrooms.
- Classroom displays in all teaching areas to reinforce school expectations, rewards, consequences and class rules

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Check-in/Check-out cards can be used to provide targeted support for students who are seeking to improve their personal behaviours
- Regular Personal Learning Plan meetings with staff, parents and students to identify (and work towards) attainment of personal goals

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School
- Procedures for Preventing and Responding to Incidents of Bullying; and
- Appropriate Use of Social Media.

Parents and Staff

Below is a table which explains the PBL expectations for parents when visiting out school and the standards we commit to as staff.

| Be a Learner | |
|---|---|
| <i>What we expect to see from you (Parent)</i> | <i>What you can expect from us (Staff)</i> |
| You make an appointment to speak with your child's teacher or Principal/HOD to discuss any matters in 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 are respectful in your conversations at home about school staff. | We will ensure that positive behaviours are role modelled to all students. |
| You bring your child to school on time and leave and collect your child from the designated area at school. | We will give clear guidance about a designated area for parents to leave and collect students. |
| You ensure your child has the equipment he/she requires for school and if not make arrangements with the class teacher. | We will ensure that each child has access to relevant materials to engage properly and productively in the curriculum. |
| You will support your child to meet the learning and behavioural expectations of Mitchell State School. | We will explicitly teach the required learning and behavioural attributes which we value at Mitchell State School. |
| Be Respectful | |
| <i>What we expect to see from you (Parent)</i> | <i>What you can expect from us (Staff)</i> |
| You share relevant information about your child's learning, social and behavioural needs with school staff. | We will listen and work with information that you supply regarding your child's learning, social and behavioural needs. |
| You can expect that information shared to the Principal/HOD/GO, etc is confidential to maintain your family and student privacy. | We will ensure that any information that is relevant to the family or particular student is confidential and is only given to the necessary support staff to do their job (e.g. GO) |
| You ensure that your child is aware of respectful ways of speaking and asking for assistance. | We will teach children how to be respectful in line with our PBL Matrix, providing them with the tools to be respectful to all students and staff. |
| You respect the differences within students and respect the ability of teachers to acknowledge this in their teaching. | We recognise differences in families, students, economic circumstances and acknowledge the necessity to cater for this in the classroom. |
| Be Safe | |
| <i>What we expect to see from you (Parent)</i> | <i>What you can expect from us (Staff)</i> |
| You can expect that your child is safe from harm when attending Mitchell State School. | We will follow and implement all Workplace Health and Safety Guidelines to build a school which is safe for your child. |
| You can expect that your child is taught the necessary and relevant safety guidelines to maintain a safe and supportive environment at Mitchell State School. | We will teach the required safety rules as per our PBL Matrix to maintain a safe and supportive classroom. |

Reinforcing expected school behaviour


At Mitchell State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards (Appendix 7).

| Free and Frequent | Short to Medium | Long Term |
|--|--|---|
| Adult attention <ul style="list-style-type: none"> Non contingent – smiles, thumbs up, conversations Contingent – specific positive feedback Classroom based reward systems e.g. <ul style="list-style-type: none"> Stickers Raffle tickets Dojos | For demonstrating the school values in the playground setting <ul style="list-style-type: none"> P-6 playground gotchas 7-10 playground tucker tickets Community Gotchas Parade certificates (acknowledging demonstration of Rule of the Week behaviours) Parade Certificates (acknowledging student specific commendations) | MiBDO Celebration evening Community acknowledgement |
| Tangibles / Mitch's Rewards – earned for students who attend school on time in their school uniform and adhere to the school values. | | |

A menu of reinforcers is reviewed annually in pods (depending on sectors for the year) with input from all staff and students to ensure the system remains motivating for students and staff. The menu of reinforcers is displayed publicly and in each classroom.

The number of Mitch points received by students is recorded for each student. A transparent system is used so that students and staff are easily able to track progress throughout the year to ensure they are on target to receive their short /medium / long term reward.

Example of Mitch reward menu and Tracking Device:

| MITCH'S REWARDS MENU PREP – YEAR 2 | |
|---|---|
|  | 2 PYJAMA DAY WITH MOVIE AFTERNOON 22 |
| 3 ROTATIONS IN LESSON 4: OUTDOOR GAME, PLAYING ON PLAYGROUND, JUMPING CASTLE | 45 |
| MI BIG DAY OUT TERM 1 2020 | 45 / 49 |

| TEACHER MiBDO Tracker 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|
| REWARD TERM 1 – TARGET 45 of 49 POINTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NAME: _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

45/49 = 91.83% of days a point is earned

Mitchell State School – Mitch Points and Tucker Tickets

Staff members hand out Mitch Points each afternoon to acknowledge students at school for adhering to school values for the whole day. Refer to the Rewards Criteria.

Classroom teachers record and monitor the accumulation of Mitch Points and then arrange for students to enjoy their achieved rewards at convenient junctures during each term. Prep – Year 2 students receive Gotchas and Year 3 – Year 10 students receive Tucker Tickets when staff observe them following school values in non-classroom areas each day during break times. When students are given a tucker ticket, they drop the card in one of the designated collection points throughout the school.

Each week, the designated staff member draws two names (recognising each sector of the school) from the Tucker Ticket box. These students are invited to enjoy a special lunch provided by staff (usually a purchased treat from the café). Tucker Tickets or Mitch points are not part of a cost response system, therefore are never taken off students as a consequence for problem behaviour.

Prep – Year 2 students who receive Playground Gotchas received a sticker and their name is entered into the folder. Two names are randomly drawn each week. The students present their ticket to the Administration Office for a prize from the prize box.

All staff at Mitchell State School consciously provide free and frequent feedback to students who demonstrate the rule of the week.

Teaching Expected Behaviours

At Mitchell State School all students from Prep-Year 10 will access a weekly PBL lesson where the behaviours aligned to our 3 school values of 'Be a Learner', 'Be Respectful' and 'Be Safe' are undertaken. This is a whole of school program which promotes student understanding and demonstrated display of these values in our school environment. One behaviour each week will be given to staff to focus on and will be reinforced in all classrooms and in the school playground. The rule of the week or focus behaviour is determined after analysis of data by the PBL Leadership Team. Although every year level and classroom will be working from the same matrix with the same identified behaviour each week, the program has been designed that each value is progressive over time and so students in Prep may be working on different age appropriate strategies to students in Year 10. Each student, staff member and parent will be receiving the same positive message about our weekly expectation.

Responding to unacceptable behaviour

At Mitchell State School we recognise that the school context provides the opportunity to teach students how to relate to others, form and maintain healthy relationships, thereby ensuring students are well prepared for life roles as family, community and workforce members.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to use least to most intrusive strategies. This may include reminding the student of expected school behaviour, then asking them to reflect on/change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to have staff attempt to understand the function of the student behaviour and pre-correct where appropriate. Staff use a continuum of strategies to help students make appropriate social choices. These include for example proximity, signals/ non-verbal cues, ignore / praise / attend, re-direct, re-teach, provide choice and student conference.

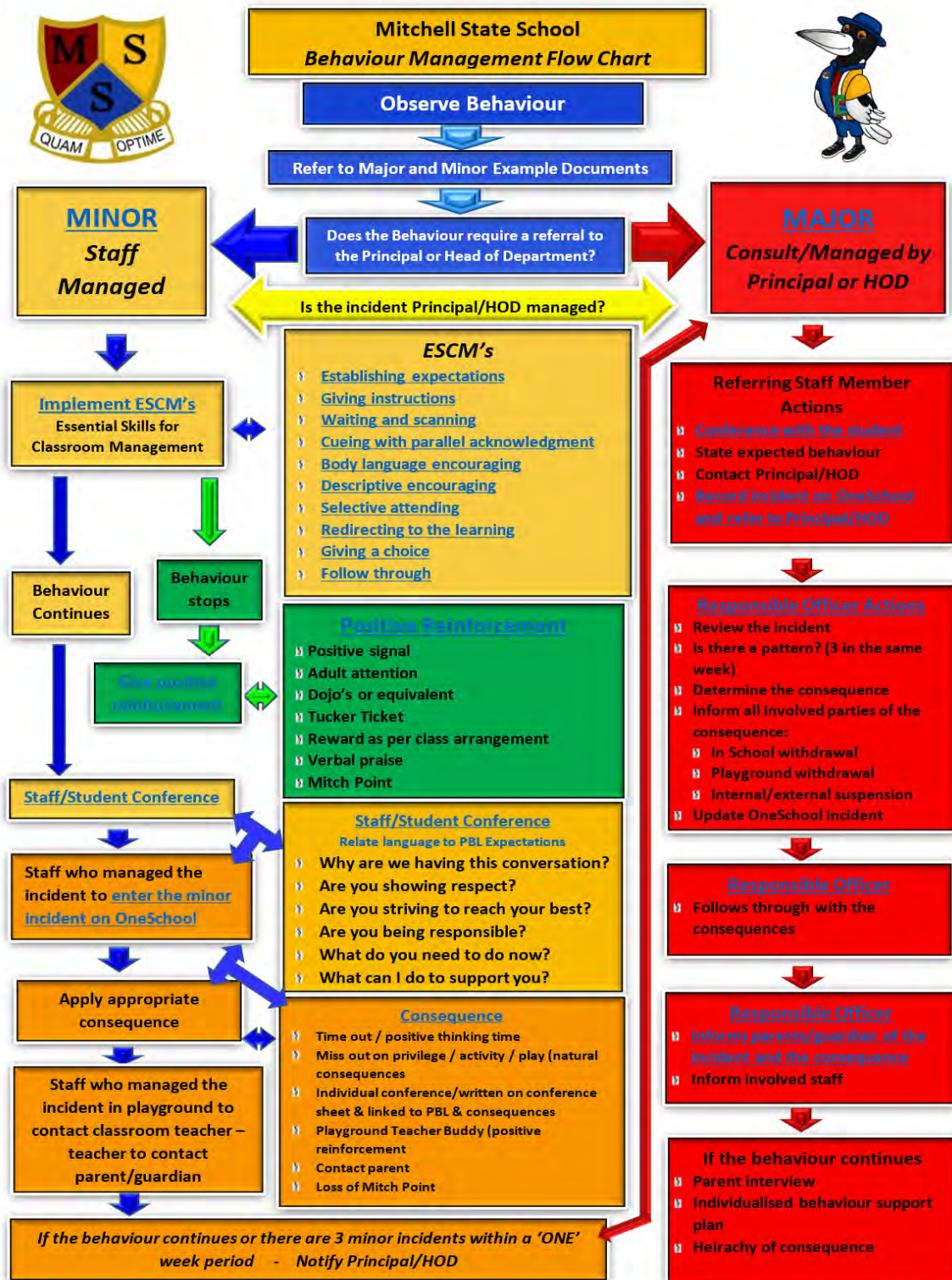
Intensive behaviour support

Mitchell State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Where necessary meetings are held to allow school support staff including AVTs, GO, HOSES, SWAN and other staff (as appropriate) to actively take part in discussions and to case manage the type of intensive support to be undertaken. The team may:

- assess interventions (teaching, environmental and individual) which address individual triggers for behaviours
- facilitate a Functional Behaviour Assessment for appropriate students (if required)
- liaise with other staff members to develop appropriate behaviour support strategies which may teach coping, stress management, self-regulation and problem-solving strategies.
- monitor the impact of support for individual students through ongoing data collection;
- referrals (as appropriate) to fortnightly Student Support Team meetings
- make adjustments as required for the student; and
- work with the School Classroom Problem Solving Team to achieve continuity and consistency.

Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

Mitchell State School Behaviour Flowchart



Any student on an internal or external suspension is ineligible to represent the school at any school related event, whether school based or extra-curricular. This is imposed until after the student re-entry meeting. Students on a behaviour support program, individual behaviour support plan or not meeting behaviour expectations, are not eligible to represent the school or participate in extra-curricular events. This sporting clubs including Dance, Rugby League, Netball and Little Athletics have all agreed to prevent their players on suspension from training or playing during the period of suspension.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- Identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Mitchell State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training such as Essential Skills in Classroom Management (ESCM) and Effective Classroom Practices (ECPs). Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Differentiated and Explicit Teaching

Staff at Mitchell State School use a whole school approach to differentiated teaching and learning for ALL students. The diverse learning needs of the whole school community, groups of students, individuals and individual classes are identified through the school data profile and the assessment and reporting data.

Analysis of data informs the way the Australian Curriculum is written in the Whole School Curriculum, Assessment and Reporting Plan using the three levels of planning.

Mitchell State School has a very clear planning document used throughout the whole school which takes into account the diverse needs of students in each teacher's class. This happens across all three levels of planning and is clearly shown in the planning document where the differentiated teaching for all students occurs.

Focused Teaching

In a supportive and well-disciplined school, approximately 5-10% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

At Mitchell State School all students from Prep-Year 10 will access a weekly PBL lesson whereby the behaviours aligned to our 3 school values of 'Be a Learner', 'Be Respectful' and 'Be Safe' are undertaken. This is a whole of school program which promotes student understanding and demonstrated display of these values in our school environment. One behaviour each week will be given to staff to focus on and will be reinforced in all classrooms and in the school playground. The rule of the week or focus behaviour is determined after analysis of data by the PBL Leadership Team. Although every year level and classroom will be working from the same matrix with the same identified behaviour each week, the program has been designed that each value is progressive over time and so students in Prep may be working on different age appropriate strategies to students in Year 10. Each student, staff member and parent will be receiving the same positive message about our weekly expectation.

Intensive Teaching

In a supportive and well-disciplined school, approximately 1-5% of students may require additional targeted support, specific adjustments or program intervention which will be assessment based for an individual's specific circumstances. Students will be referred through the school Student Support Team (SST) meeting and can access both internal and external modes of support.

Mitchell State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Where necessary meetings are held to allow school support staff including AVTs, GO, HOSES, SWAN and other staff (as appropriate) to actively take part in discussions and to case manage the type of intensive support to be undertaken. The team may:

- assess interventions (teaching, environmental and individual) which address individual triggers for behaviours;
- facilitate a Functional Behaviour Assessment (FBA) for appropriate students (if required);
- a more comprehensive FBA may be required for some students involving data collection, teaming, and problem solving;
- a much smaller number may require an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures;
- liaise with other staff members to develop appropriate behaviour support strategies which may teach coping, stress management, self-regulation and problem-solving strategies;
- monitor the impact of support for individual students through ongoing data collection;
- referrals (as appropriate) to fortnightly Student Support Team meetings; and
- make adjustments as required for the student; and work with the School Classroom Problem Solving Team to achieve continuity and consistency.

Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

PBL Tier II Interventions

Students who display learning or behavioural problems which cannot be solved through the everyday PBL Process will be referred to the PBL Tier II Team. The purpose of this referral is that a team of people with expertise in a variety of fields (including Principal, HOD/HOC, PBL Behaviour Coach, FBA Trained staff, Secretary, Team Leader, Data Manager and Teachers (sometimes the GO) will meet to discuss the referral and work towards strategies that should solve the problem.

The school team responsible for Tier 2 targeted interventions address students' social-emotional learning through evidence-based programs which are delivered to small groups of students or individual students.

Tier 2 interventions are:

- continuously available
- accessible within 72 hours of referral
- aligned with school-wide expectations
- flexible and based on assessment
- function-based
- allocated adequate resources
- continuously monitor

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](#)

Disciplinary Consequences

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

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

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

Differentiated

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

- Pre-correction (e.g. 'Remember, walk quietly to your seat')
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals

- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice o task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Point out to the child where they are up to in the Flowchart of Behaviour Consequences
- Detention (responsibility of teacher with behaviour issue)

Focussed

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

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

Intensive

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

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

School Disciplinary Absences

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

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

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

It is not mandatory for the student or their parents to attend a re-entry meeting. At Mitchell State School it is common practice to arrange a re-entry meeting to re-establish positive expectations leading to a successful re-engagement in school.

Arrangements

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

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

Structure

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

Possible agenda:

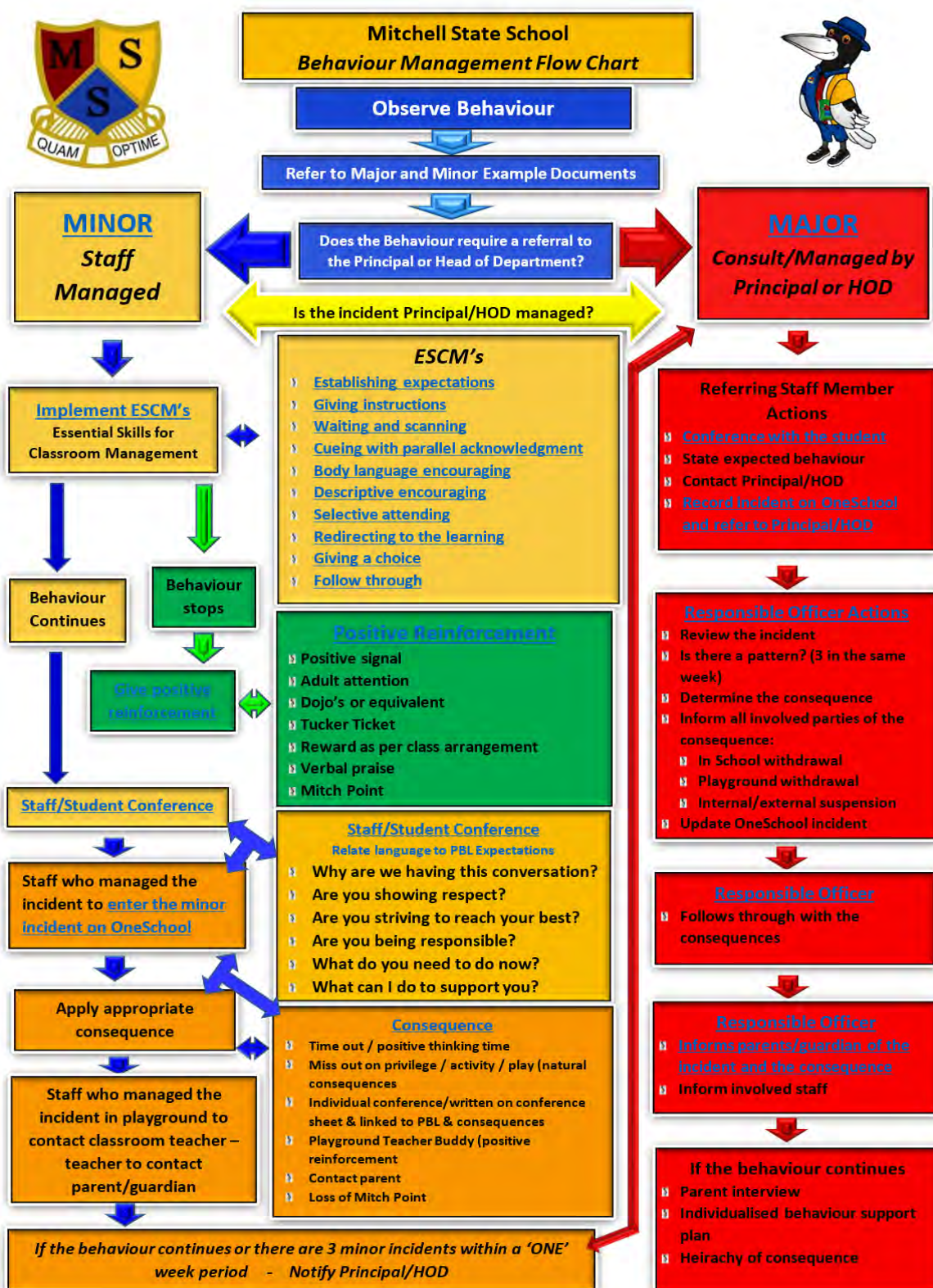
- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)

- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning a 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. AUSLANA), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Mitchell State School Disciplinary Flow Chart



Consequences for unacceptable behaviour

Mitchell State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff are required to record details of all “minor” and “majors” in One School. “Major” incidents are referred directly to Admin for immediate action. “Minor” incidents involving primary students are referred to regular classroom teacher (as a communication courtesy). “Minor” incidents involving secondary students are referred to ALL secondary staff. The recording of three minor behaviours with consequences administered and parental involvement constitutes a major behaviour necessitates the relevant teacher to make direct contact with Principal for additional Admin support.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviours that cause significant disruptions of an unsafe environment are referred directly to the school Administration team.

Minor behaviours are those that:

- are minor breaches of the school values;
- 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;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- Minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution for work completion in own time.
- Re-direction procedure. The staff member takes the student aside and:
 1. Names the behaviour that the student is displaying
 2. Asks the student to name the expected behaviour
 3. State and explains expected school behaviour if necessary, and
 4. Gives positive verbal acknowledgement for expected school behaviour
- Strategies to manage minor behaviours include:

Proximity; Signal / non-verbal cue; Ignore / praise / attend; Redirect; Reteach; Provide choice; and, Student conference

Major behaviours are those that:

- significantly violate the rights of others e.g. significant disruption
- put others / self at risk of harm e.g. unsafe environment and illegal activity; and
- Require the involvement of school Administration.

Major behaviours may result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member follows the agreed Mitchell State School Behaviour Flowchart.

Category Definition of Minor and Major Problem Behaviours

| MINOR (Managed by Staff) | | | MAJOR (Managed by HOD/Principal) | |
|--------------------------------|--|--|---|--|
| Behaviour Categories from OS | Definition | Examples | Definition | Examples |
| Bullying/Harassment | Student engages in low level, repeated behaviour intended to annoy, bother or belittle another student | Excluding others Insults "Go away we do not like you" "You play like a girl" | Student engages in threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters | Sexual comments intended to intimidate Verbal or physical threats to harm another person Inappropriate touching Encouraging/instigating others to fight |
| Defiance/Threat to adults | Refusal to follow adult direction (or comply with redirection) | Walking away when being spoken to by an adult | Repeated and defiant refusal to follow adult directions. Student threatens an adult when given a direction | Yelling at an adult and refusing to follow directions Abusive/threatening language or gestures towards an adult |
| Disruptive | Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning | Inappropriate non-related talking Calling out, talking over teacher Tapping objects/playing with objects Wandering physically around room | Repeated behaviour that deliberately disrupts teaching and learning for a prolonged <u>period of time</u> | Sustained loud talking Constant noises with materials Out of seat behaviour that continually deliberately disturbs others |
| Dress Code | Wearing items of clothing that are not part of the school uniform | Denim shorts Hooded jumpers Clothing with offensive imagery Jewellery, makeup, adornments | Wearing of clothing that does not comply with expected standards of dress including immodest, offensive or inappropriate clothing | Student refuses to comply with dress code despite being offered <u>assistance to solve problem</u> |
| IT Misconduct | Student engages in non-serious but inappropriate use of personal or school technology | Sending inappropriate emails Use of personal technology without permission Refusal to turn off devices when asked | Student engages in serious misuse of personal or school technology | Sending malicious emails or offensive video material Accessing or displaying pornographic material Recording students (self and others) engaging in socially unacceptable behaviour Uploading recording of behaviour violations |
| Late | Arrives late to class (or school) without adequate reason | Arrival after commencement of class (school day) | Repeatedly arrives late for class (or school) | Repeated arrival after commencement of class (school day) |
| Lying/Cheating | Engaging in minor, low level, lying or cheating | Starting stories Consistently cheating to win <u>eg</u> during a game | Student tells lies, spreads rumours, denies behaviour violations despite evidence Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage | Spreading stories/gossip, rumours about others with the intention to hurt or harm other's reputation Plagiarism Using technology to access information during assessment |
| Misconduct involving an object | Using objects in ways that are unsafe or could potentially harm self or others | Inappropriate throwing objects (stones, <u>sticks</u> , <u>balls</u>) Swinging or climbing on stairs or part of a <u>building</u> | Using objects, equipment as weapons with the intention of causing harm to self, others or property | Using an object to threaten others or risk harm to others Deliberately damaging property or causing injury to others |

| | | | | |
|--|--|--|--|---|
| Non-compliant with routine | Brief or low-level failure to follow known rules, routines or expectations | Running on hard surfaces/buildings Talking loudly while moving between classes In the wrong place at the wrong time Student not handing electronic devices to office by 9.00am | Repeated refusal to follow or comply with expected (and taught routines) | Temper tantrums Verbal defiance Ignoring direction to follow expected routine Walking out of class and not reporting to office or leaving school grounds Refusal to hand phone in when directed |
| Other conduct prejudicial to good order and management of school | Unsafe or disruptive behaviour outside classrooms (not hurting anyone else) | Running on stairs and verandas Sliding down stair railings Riding bikes/scooters/skateboards Entering out-of-bounds areas | Dangerous behaviour in/out of school Conduct that damages the school's good name, particularly whilst wearing school uniform | Ongoing breach of minor definition Climbing on top of buildings Smoking in/outside school in uniform Repeatedly in out of bounds areas |
| Physical Misconduct | Non-serious, but inappropriate physical contact/touching which does not result in injury | Pushing/shoving Inappropriate physical contact Rough play Throwing objects, food Tripping others Spitting on ground | Actions involving serious physical misconduct contact where injury may occur. Intent to cause injury, harm to others or threaten others Knowingly being present at a fight without making any effort to discourage it or inform a teacher and/or adding to or inciting it by calling out in encouragement to fight. Relaying to others that a fight is to occur | Fighting, punching, kicking, scratching Hitting with an object Playing tackle football Using sharp/dangerous object/weapon Slapping/Choking Tackling/Slinging to ground Spitting at or on another person <u>Ducking</u> Throwing objects at another student |
| Prohibited items | Student <u>uses</u> and shows other students non-dangerous but prohibited items | Eating chewing gum Disposing of chewing gum inappropriately | Student uses/shows weapons or inappropriate published material on their person or contained within their property <u>eg</u> bags | Weapons Spray cans/aerosols/firecrackers Inappropriate published/downloaded material <u>eg</u> pornography |
| Possess prohibited items | Student found in possession of prohibited items (but not using them) | Cigarette lighter/matches in student's possession Chewing gum Water bombs | Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property | Weapons Spray cans/aerosols/firecrackers Inappropriate published/downloaded material <u>eg</u> pornography |
| Property misconduct | Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm | Playing with scissors Kicking furniture over Scribbling/writing in inappropriate areas Hiding student belongings or taking <u>others</u> things (but not stealing) Throwing waste on floor | Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks | Deliberate breaking or damage to property (own or others) Deliberate sabotage of equipment or property including graffiti Deliberate vandalism Stealing property of others or school |
| Refusal to participate in a program of instruction | Student does not engage in lesson by passive inaction; fails to do set tasks or respond to instructions | "I am not doing this" Refusing to bring required materials Task avoidance/doing other activities other than set learning Arms folded and head on desk | Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks | Leaving or moving away from class activities without permission Continuing verbal defiance/refusal Temper tantrum Angry outburst/defiant refusal to attempt work causing major learning disruption |

| | | | | |
|---|--|--|---|---|
| Substance misconduct involving illicit substances | | | Student in possession or supporting another student accessing illicit substances (illegal drugs) | Using mobile devices to <u>make contact with</u> other(s) dealing in drugs |
| Substance misconduct involving tobacco and other legal substances | | | Student is using, in possession or assisting another student to access inappropriate legal substances. | Alcohol Tobacco Prescription medication Sniffing aerosols/glues |
| Third Minor Referral | Repeated problem behaviour despite staff support, correction or intervention | Three or more incidents in one <u>category for</u> additional staff assistance in one week | Repeated problem behaviour despite staff support, correction or intervention | As per Minor behaviours on this list Three or more incidents in one category for additional staff assistance in less than one week |
| Threats to Others | Student threatens to harm another student(s) (low likelihood <u>of it</u> being carried out) | Aggressive body language Verbal taunts Written taunts | Student threatens with the intention of causing physical or emotional harm in a more aggressive manner | Encouraging/instigating others to fight Making verbal threats to others <u>eg</u> "I'll get you after school" |
| Truant/skip class | Student in school ground but not in timetabled class | Student wandering around school Attending a non-timetabled lesson without permission Hiding in toilets/other locations | Unexplained absence (with or without parent/guardian knowledge) | Leaving school without permission Repeated failure to attend classes or school without permission Early departure without permission |
| Verbal Misconduct | Student engages in low level intensity repeated use of inappropriate language | "Shut up", "idiot" Swearing to self Inappropriate language in any mode Disrespectful tone or raised voice | Swearing or curse words directed towards others in a demeaning, provoking or aggressive manner | Verbal message to individual or group Inappropriate, abusive, sexual, racist, foul language, aggressive, with intent to defame, harm, slander, demoralise Arguing with an adult |
| Other | Student engages in any other minor behaviour which does not fall into the above categories | Rolling eyes Inappropriate hand gestures | Problem behaviour causing this referral is not listed above. Staff using this area will specify the problem behaviour being observed. | Aggressive body language |

School Policies

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 Mitchell State School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff at Mitchell 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 of students at Mitchell State School:

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

Students of Mitchell State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Mitchell 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 Personal Technology Devices by students

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

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

Certain personal technology devices not encouraged for school

As Mitchell State School works with the school community to ensure the safety of all students, personal technology devices like cameras, digital video cameras or MP3 players should not be brought to school as there is a risk of damage, theft or misuse. Such devices, if found, will be handed into the office and collected at the end of the day. Disciplinary measure will occur if the wellbeing of other students is affected by the actions of another student.

Removal of Device

Permitted personal technology devices, for example mobile phones, iPads and recording devices, are considered safe when signed in to the office each morning. This aligns with our PBL (Positive Behaviour for Learning) Expectations Matrix. Actions which are contrary to the good order and management of the school result in the device being placed in safe-keeping in the Administration Office and is made available for collection after school.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will be required to have parents collect the device from the school office, where it will be held in the school safe for security purposes.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought into the school, they must be “signed” in at the school office at 8.30am and collected at the conclusion of the school day. If a student brings a device to school and it is found to be used by the student or is seen in the child’s possession it will be confiscated and held at the school office to be collected. A child who refuses to hand the device to the staff member will be subjected to further disciplinary measures.

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 violated by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Mitchell 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.

Students cannot 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 express consent is provided by the class teacher.

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 matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

In the event that their consent is obtained for such recording, Mitchell State School does not condone the material being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying 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 may be subject to discipline if the policy is breached by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

Students who receive inappropriate text messages at school messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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 this 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 Principal.

Appropriate use of social media

Mitchell State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Mitchell State School is committed to promoting the responsible and positive use of social media sites and apps.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 4**, it is unacceptable for students to bully, harass or victimise another person whether within Mitchell State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Mitchell State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Mitchell State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. The role of social media in education cannot be underestimated. The moral and ethical use of social media engages students in learning where opportunities to work collaboratively provide a valued learning experience. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Mitchell State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice 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.

If inappropriate online behaviour impacts on the good order and management of Mitchell State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Mitchell State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (C'wealth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Mitchell State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Mitchell State School expects its students to engage in positive online behaviours.

Preventing and responding to bullying

Purpose

Mitchell State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

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

Bullying behaviours that will not be tolerated at Mitchell State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- children acting as carers
- children in care.

At Mitchell State School there is broad agreement among students, staff and parents that bullying is 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.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it. All students at our school access the online proactive programs eg. Bullying No Way to provide strategies on how to diffuse conflict and to address bullying behaviours in an appropriate way.

The anti-bullying procedures at Mitchell State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school values and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of anti-Bullying programs such as Bullying No Way consist of targeted lessons accessed by all students in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. Throughout the school, large visual prompts have been painted on building reminding students of the stages in conflict resolution.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Mitchell State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'. Students are given regular access to multiple sources of instruction to demonstrate as well as provide multiple opportunities for students to practice their knowledge/skills in supportive group situations.

Mitchell State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year 7 to Year 10 – Form teacher

HOD – Ms Angel Campbell

PRINCIPAL – Mrs Cass Ahern



Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

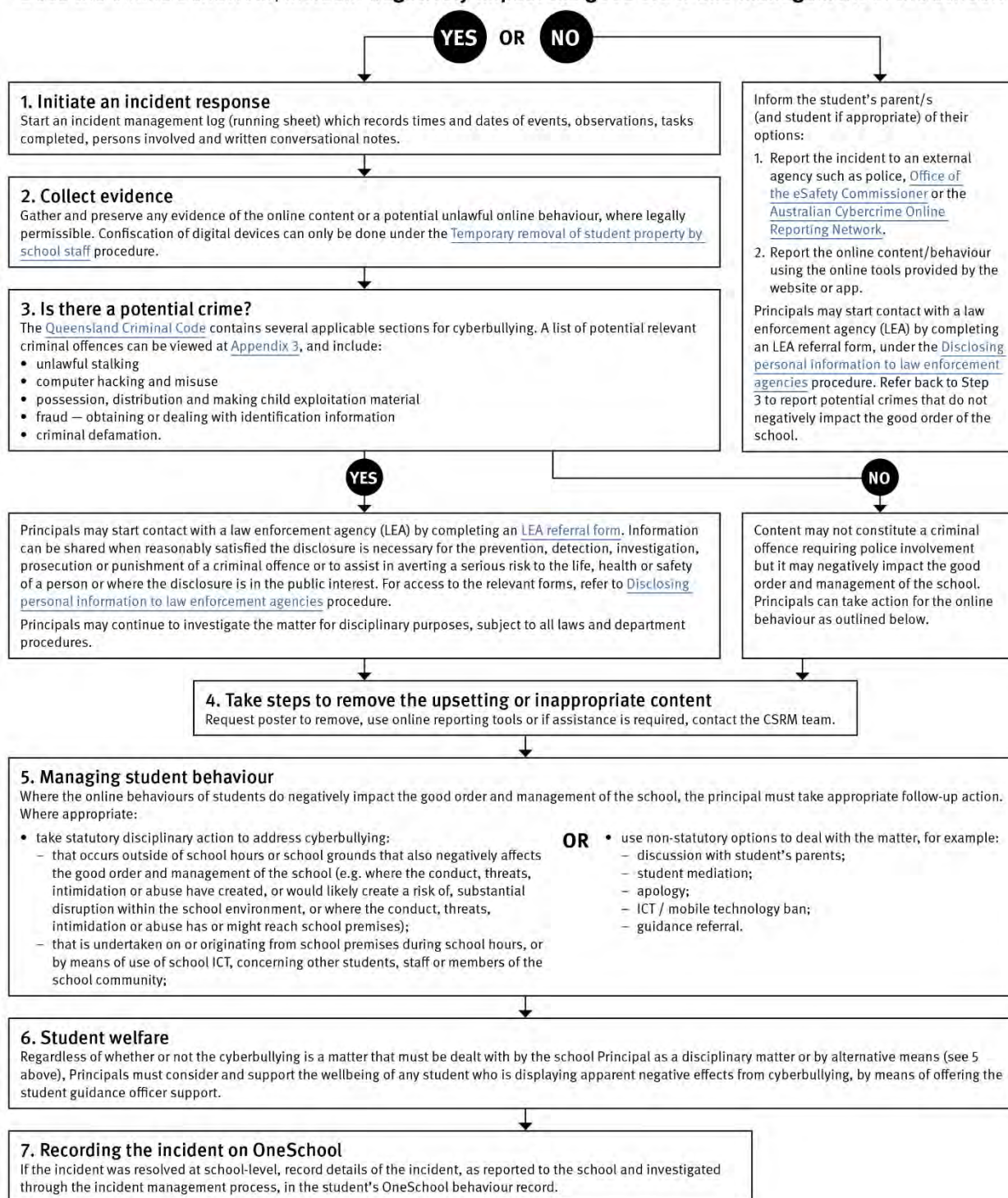
Explicit images

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

Help

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

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



Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Mitchell State School's duty of care to protect students and staff from foreseeable risks of injury is met. The

use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment;
- Physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

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

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

Any physical intervention made must:

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

Record keeping:

Each instance involving the use of physical intervention must be formally documented. The processes can be found at:

- Incident report
- Debriefing report (for student and staff).
- Online: <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording.-Notification-and-Management.aspx>

Incident Report

Incident Report – Incident Requiring Physical Intervention

Name:

Date:

| | | |
|--|-----------------------|---------------------|
| Name of Person completing report: | | |
| Date of incident | Time incident started | Time incident ended |
| Where was the student when the incident occurred? | | |
| Who was working with the student when the incident occurred? | | |
| Where was staff member when the incident occurred? | | |
| Who was next to the student when the incident occurred? | | |
| Who else was in the immediate area when the incident occurred? | | |
| What was the general atmosphere like at the time of the incident? | | |
| What was the student doing at the time of the incident? | | |
| What occurred immediately before the incident? Describe the activity, task, event. | | |
| Describe what the student did during the incident. | | |
| Describe the level of severity of the incident. (e.g. damage, injury to self/others) | | |
| Describe who or what the incident was directed at. | | |
| What action was taken to de-escalate or re-direct the problem? | | |
| Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing). | | |

Debriefing Report

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

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

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Additional: For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

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

Related Procedures and Guidelines

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

• Related policies and procedures

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)
- [Cancellation of enrolment](#)
- [Complex Case Management](#)
- [Customer complaints management policy and procedure](#)
- [Restrictive Practices](#)
- [Refusal to Enrol](#)
- [Student Discipline](#)
- [Supporting students' mental health and wellbeing](#)
- [Use of ICT systems](#)
- [Using mobile devices](#)

• Some related resources

- [Bullying. No Way!](#)
- [Positive Behaviour for Learning \(PBL\) support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

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

Mitchell 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 you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

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

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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](#).