



Mudgeeraba State School

Student Code of Conduct 2020-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

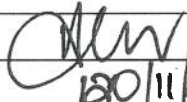

Mudgeeraba State School is committed to providing a safe, respectful and disciplined learning environment for learners and staff, where learners have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

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Endorsement

Principal Name:	Hine Luis
Principal Signature:	
Date:	20/11/2020
P/C President and-or School Council Chair Name:	Stav Giouzelis
P/C President and-or School Council Chair Signature:	
Date:	20/11/2020

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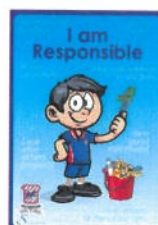
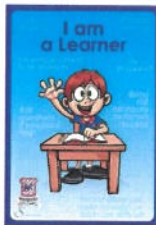
Whole School Approach to Discipline

Positive Behaviour for Learning (PBL) forms the foundation of Mudgeeraba State School's multi-tiered system of behaviour support. Our school community actively supports the implementation of the PBL approach in academic and social participation.

Mudgeeraba State School, in line with Department of Education recommendations, engages with the PBL evidence-based framework. The core features of PBL are:

- unconditional positive regard
- a collaborative multi-tiered whole school approach
- explicit teaching of PBL expectations
- data-based decision making
- a focus on prevention and positive reinforcement
- consistency of expectation and practice






Our staff are committed to delivering a high quality of education for every learner, and believe all adults in the school community should know and meet our agreed **Positive Behaviour for Learning (PBL) expectations**.



PBL Matrix – Clear Expectations

Our PBL matrix identifies and details the behaviours expected in each learning environment in our school. The matrix is proudly displayed throughout our school to support learners and our broader community to know the expectations and demonstrate the behaviour we expect.

The expectations within our matrix are explicitly taught by our staff. Our weekly focus PBL lessons are developed by our PBL team to reflect the uniqueness of our school community. Lessons are delivered in response to data analysis.

 I am a SAFE, RESPECTFUL, RESPONSIBLE Mudgee LEARNER						
CLASSROOM	PLAYGROUND	WALKWAYS	TUCKSHOP	POOL	TOILETS	ASSEMBLY
I am Safe  <ul style="list-style-type: none"> Arrive at class on time Enter and wait in a calm way Enter when a teacher is present Leave the room with permission Move around the classroom safely 	<ul style="list-style-type: none"> Keep hands and feet to myself Play in school hat Run in safe play areas Report any incidents to a duty teacher Follow teacher instructions Follow leaders & other school procedures 	<ul style="list-style-type: none"> Walk on concrete Stay on the designated walkways Take care when entering and leaving walkways Keep bags on bag racks 	<ul style="list-style-type: none"> Walk in the designated area Wash hands and feet to myself Consider others when carrying lunch under 	<ul style="list-style-type: none"> Follow adult instructions Walk in the pool area Report accidents to staff Keep hands and feet to myself Be mindful of the safety of others 	<ul style="list-style-type: none"> Wash your hands Notify staff if there is a problem Walk in the toilets 	<ul style="list-style-type: none"> Enter and exit the hall in an orderly manner Line up in your class Line up in two lines Exit when instructed by your teacher
I am Respectful  <ul style="list-style-type: none"> Use an inside voice Raise my hand to speak Look after others properly Help others in the classroom 	<ul style="list-style-type: none"> Be an Upstander Report any concerns to duty teachers Return sports equipment after use Place all rubbish in the bins 	<ul style="list-style-type: none"> Encourage others to walk safely around the school Be a good role model Report incidents to an adult 	<ul style="list-style-type: none"> Make sure others are in on time Return to class promptly after collecting orders Line up when waiting Get food to the correct place 	<ul style="list-style-type: none"> Bring your swimwear Take your belongings from the pool area Keep the pool area clean and tidy Return equipment after use 	<ul style="list-style-type: none"> Encourage others to be available in the toilet area Return to class playground area promptly Report inappropriate use of the toilet to a staff member Use water wisely 	<ul style="list-style-type: none"> Be on time Encourage others to behave in an appropriate manner Demonstrate good listening skills
I am Responsible  <ul style="list-style-type: none"> Speak politely to others Allow others to learn without interruptions Follow adult instructions 	<ul style="list-style-type: none"> Care for people, places and things Follow adult instructions Speak politely to others Include others in play Look after equipment 	<ul style="list-style-type: none"> Walk quietly between Keep walkways clear of bags 	<ul style="list-style-type: none"> Wait to be served Speak courteously to tuckshop staff Use manners (please & thank you) Eat your own food 	<ul style="list-style-type: none"> Follow adult instructions 'Stop' when the whistle blows Encourage others 	<ul style="list-style-type: none"> Allow others to have privacy Dispose of toilet paper correctly Look after school property 	<ul style="list-style-type: none"> Line up quietly with your teacher Show appreciation Celebrate success by clapping
I am an Upstander  <ul style="list-style-type: none"> Bring the necessary materials to class Arrange all tasks Persevere when you make mistakes or tasks are difficult Ask questions if you need help Encourage others to be learners Complete work on time Be prepared 	<ul style="list-style-type: none"> Arrive at school after 8.15am and before the school bell Return to class on time after breaks Be ready to learn after break 	<ul style="list-style-type: none"> Return to class after moving around the school 	<ul style="list-style-type: none"> Return to class promptly Order food at the right time 	<ul style="list-style-type: none"> Listen to instructions being given Attempt all activities Be on time Be positive 	<ul style="list-style-type: none"> Ask for the teacher's permission to leave the toilet Return to class promptly 	<ul style="list-style-type: none"> Listen attentively Participate when required

Differentiated and Explicit Teaching

At Mudgeeraba State School we respond to the diverse needs of our learners by differentiating teaching to ensure their success and wellbeing through each stage of learning in our inclusive environment.

The Positive Behaviour for Learning (PBL) framework underpins differentiated learning. Through this approach, our school aims to improve the social, emotional, behavioural and academic outcomes for our learners leading to success and wellbeing.

PBL provides a model of support for all learners, consisting of three tiers of intervention (universal; targeted; intensive).

Tier 1 'universal' supports

Interventions are at the whole-school level and are provided to all learners across academic, emotional and behaviour dimensions of learning.

The focus of Tier 1 intervention is on all learners and staff across all settings—whole-school, classroom and non-classroom settings.

Tier 2 'targeted' interventions

Approximately 15% of all learners in any school may require additional support to meet behaviour expectations. These learners may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area so focused teaching is provided to help them achieve success.

The focus of Tier 2 is to reduce the number of existing learners requiring additional support.

Tier 3 'intensive' interventions

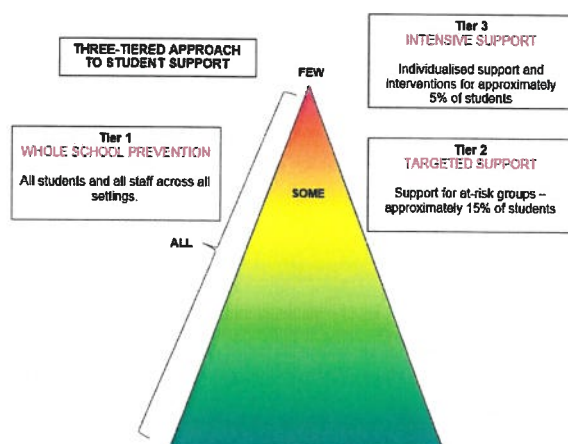
Learners (approximately 5%) may require Tier 3 supports, involving highly individualised interventions to support a tailored learning program.

The focus of Tier 3 is to reduce the intensity and complexity of existing individual learner's situations.

Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge. Some learners may require intensive teaching for a short period, for particular behaviour skills.

Other learners may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the learner's family.

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



Consideration of Individual Circumstances

All learners and families are welcome, respected, included and safe in our school. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community. We work with our families and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education. We support learners, parents, caregivers and families to have a voice and be heard. We address the different barriers experienced by learners and develop strategies and plans to support inclusive education for our diverse student population.

Staff at Mudgeeraba State School take into account individual learner circumstances (age, stage of development, behaviour history, disability, mental health and wellbeing, support needs, religious and cultural beliefs, home environment and care arrangements, medication) when teaching expectations, responding to behaviour and applying a consequence to behaviour that does not meet our agreed expectations.

In considering the individual circumstances of each learner, we recognise that the way we teach, the support we provide and the way we respond to learners will differ - every learner is given the support they need to be successful. For a small number of learners, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our staff, including the Mudgeeraba Leadership Team, consider with each individual learner in both the instruction of behaviour and the response to behaviour.

Our staff are obliged by law to respect and protect the privacy of individual learners, so while we understand the interest of other learners, staff and parents to know what consequences another learner might have received, we will not disclose or discuss this information with

anyone but the learner'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 learners will respect the privacy of other learners and families.

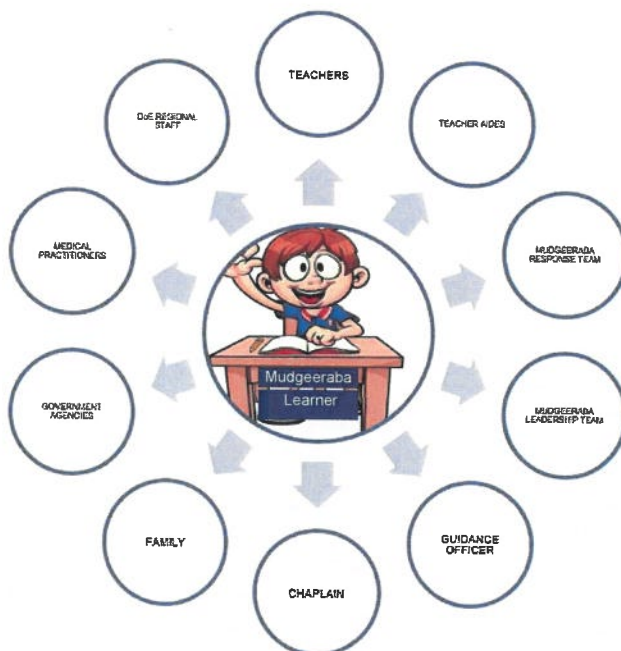
Student Wellbeing

Mudgeeraba State School offers a range of services to support the wellbeing of learners in our school. We encourage parents and learners to speak with their class teacher or a member of the Mudgeeraba Leadership Team if support is required.

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

Student Support Network

The network for support at Mudgeeraba State School includes local staff, Regional Support staff and external organisations/agencies.



All learners are supported by our school staff. Where ongoing or significant matters of concern require more specialised or intensive support, learners are referred to the Student Needs Advisory Committee for consideration of, and advice on, targeted or intensive support.

Disciplinary Consequences

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

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

Some learners 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 affirmative and corrective feedback, rule reminders and sanctions 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 teacher to refer the learner to the Mudgeeraba Leadership Team for determination of a disciplinary consequence.

For a small number of learners, 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 a member of the Mudgeeraba Leadership Team, in consultation with staff and other relevant stakeholders. On occasion, the behaviour of a learner 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 learner's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the learner for the safety of others, or no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

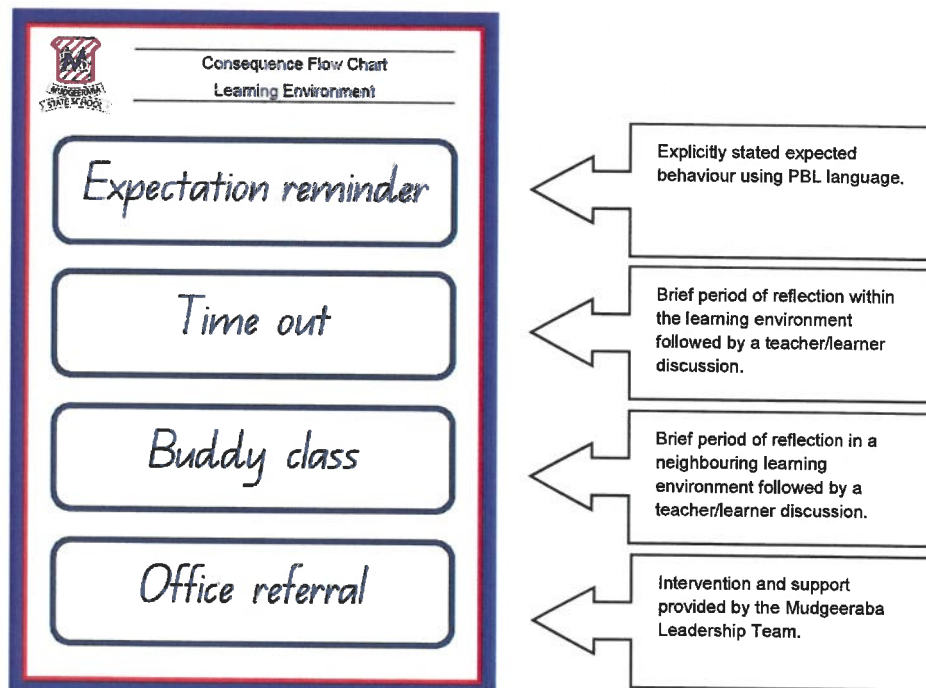
Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control (adult relocates to be near to the learner)

- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)

For consistency and routine, all teachers follow the Mudgeeraba State School consequence flow chart.



Learners are explicitly taught the role of the teacher, the Mudgeeraba Leadership Team and their own role in following the consequence flow chart.

	Student job	Teacher job	NILE job
Expectation reminder	*listen to teacher stating the expectation *see the expectation reminder in the focus on learning	*explicitly state expected behaviour using PBL language *minimal disruption to student learning	
Time out	*follow teacher direction to move to the time out area without disruption to the learning of others *reflect on PBL expectations as directed by the teacher *remain in the time out area until directed by the teacher *participate in a discussion with the teacher *no-joke learning	*have a clearly identified space for student reflection *provide structure for student reflection *monitor reflection time (2 minutes maximum) *monitor student *end teacher/teacher discussion *provide opportunity to re-join learning *record (does not occur on school provided document)	
Buddy class	*follow teacher direction to move to buddy class without disruption to the learning of others *follow directions given by the buddy class teacher *complete reflection on PBL expectations as directed by the teacher *remain in the buddy class until directed by the teacher *participate in a discussion with the teacher *no-joke learning	*communicate to student reasons for referral to buddy class *direct student to pre-determined buddy class *buddy class teacher has a designated reflective space and provides student with reflection material *monitor reflection time (10 minutes maximum) *buddy class teacher directs student back to learning environment *teacher provides opportunity for student to re-join learning *reflective conversation teacher/teacher to occur *record buddy class referral on school provided document *contact parent to inform of buddy class referral	
Office referral	*follow teacher direction to move to the office without disruption to the learning of others *participate in a discussion with the Principal or Deputy Principal *reflect on PBL expectations as directed by the teacher *take ownership of applied consequences *no-joke learning	*communicate to student reasons for office referral *direct student to office *teacher to complete referral form in a timely manner *communicate to office staff that a student has been referred to the office	*receive student *receive referral documentation from teacher *conduct student and teacher interviews *prepare appropriate consequences of further consequences and advice issued *advise teacher of student's status *facilitate strategy for learning consequences *contact parent to advise of office referral *record referral in Database

Focussed

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

- Referral to Student Need Advisory Committee for team based problem solving
- Targeted skills teaching in small group
- Functional Behaviour Assessment
- Individual Behaviour Support Plan
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in check out strategy
- Stakeholder meeting with parents and external agencies
- Teacher coaching and debriefing

Intensive

The Mudgeeraba Leadership Team works in consultation with Student Needs Advisory Committee to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Absences

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

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

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by the students, 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

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

A re-entry meeting is offered as a support for the learner to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, on the suspension paperwork. Re-entry meetings are short, taking less than 15 minutes, and kept small with only a member of the Mudgeeraba Leadership Team attending with the learner and their parent/s. Where appropriate, class teachers or other school staff may be invited to attend the re-entry meeting.

Structure

The structure of the re-entry meeting is narrowly focussed on making the learner and their family feel welcome back into the school community.

Structure:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (including documenting actions required on the Mudgeeraba State School suspension re-entry 'next steps' proforma)

Reasonable adjustments

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

Minor/Major Behaviour

Positive learner behaviour is supported and acknowledged through our school processes. Behaviour that does not meet school expectations can be categorised as minor or major in nature. Minor behaviours are managed in situ in learning environments or in the playground. Major behaviours are referred to the Mudgeeraba Leadership Team for management. The management of minor and major behaviour is done with the intention of supporting learners to return to positive behaviour.

The Mudgeeraba State School community describes major behaviour incidents as any one, or any combination, of the following:

- | | |
|---------------|---------------------------|
| • dangerous | • illegal |
| • violent | • threatening |
| • aggressive | • damaging |
| • harmful | • offensive |
| • intentional | • intimidating |
| • wilful | • repeated |
| • destructive | • planned / pre-meditated |
| • abusive | • targeted |

The Mudgeeraba State School Minor Behaviour and Major Behaviour posters contain indicative behaviours from each category. The intention of the posters is to make transparent what constitutes minor and major behaviour at our school as well as how we respond to behaviour incidents.



Mudgeeraba State School

Minor Behaviours

Support and intervention by MSS staff

I am SAFE



- ☐ Arriving late to class.
- ☐ Leaving a learning environment without permission.
- ☐ Running on concrete.
- ☐ No hat during play.
- ☐ Pushing/shoving and rough play.
- ☐ Picking up sticks and/or rocks.
- ☐ Being out of bounds.
- ☐ Riding bikes and scooters on school grounds.

I am RESPONSIBLE



- ☐ Littering.
- ☐ Calling out in a learning environment.
- ☐ Talking with others during learning time.
- ☐ Using the property of others without first asking permission.
- ☐ Throwing stationary items in a learning environment.
- ☐ Taking too long away from learning to go to the toilet or get a drink.

I am RESPECTFUL



- ☐ Not following instructions from staff.
- ☐ Calling others names, teasing.
- ☐ Saying mean things to others.
- ☐ Squealing in the company of peers.
- ☐ Rude gestures.
- ☐ Being untruthful.

I am a LEARNER



- ☐ Interrupting teaching and learning.
- ☐ Not completing set tasks.
- ☐ Incomplete homework.
- ☐ Tapping pencils/pens and noise making.

Minor behaviours listed are illustrative of those behaviours the Mudgeeraba State School community believes to be disruptive and/or problematic, yet not serious. The list is not exhaustive. Mudgeeraba SS staff will consider daily circumstances of learners when providing support and intervention for minor behaviours. Consequences for such behaviours can include those listed in the Mudgeeraba State School Student Code of Conduct 2022 - 2024 under Disciplinary Consequences/Disciplinary and Fines.



Mudgeeraba State School

Major Behaviours

Referred to the Mudgeeraba Leadership Team for support and intervention.

I am SAFE



- ☐ Possession and/or use of dangerous items including, but not limited to, knives.
- ☐ Violence including, but not limited to: fighting, punching, kicking, choking.
- ☐ Physical intimidation of others.
- ☐ Running away from an adult where safety is a risk.
- ☐ Throwing objects with the intent to hurt others.

I am RESPONSIBLE



- ☐ Possession and/or use of cigarettes, alcohol and drugs.
- ☐ Theft of items with significant value.
- ☐ Vandalism, destruction or disturbance of property.
- ☐ Instigating or promoting violent acts from others.
- ☐ Possession and use of mobile phone during school hours.
- ☐ Cyberbullying (social media, text messaging, email, etc).

I am RESPECTFUL



- ☐ Willful and persistent disobedience or non-compliance.
- ☐ Squealing directed at staff or adult community members.
- ☐ Abusive language.
- ☐ Yelling at staff.
- ☐ Verbal intimidation of, and threats towards, others.
- ☐ Vilifying others based on 'difference'.
- ☐ Actions intended to embarrass including, but not limited to, 'backing'.
- ☐ Spitting at or on another person.

I am a LEARNER



- ☐ Repeated and/or ongoing disruption to learning and teaching.
- ☐ Truancy.
- ☐ Leaving the school grounds without permission.
- ☐ Misuse or inappropriate use of computers and/or mobile devices.

Under behaviours listed are illustrative of those behaviours the Mudgeeraba State School community believes to be serious to nature. The list is not exhaustive. A member of the Mudgeeraba Leadership Team will consider individual circumstances of learners when applying consequences to major behaviours. Major behaviours are more likely to attract earlier consequences. Consequences for major behaviours can include those listed in the Mudgeeraba State School Student Code of Conduct 2022 - 2024 under Disciplinary Consequences/Disciplinary.

School Policies

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

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

Temporary removal of student property

The removal of any property in a learner'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 learners.

The temporary removal of learner property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing learner property.

In determining what constitutes a reasonable time to retain learner 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 learner from whom the property was removed, other learners or staff members.
- good management, administration and control of the school.
- The Principal or 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 Mudgeeraba State School and will be removed if found in a learner's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons including gel guns/blasters
- 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, push daggers, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a screw driver. Tools needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** The administration of medications to learners 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. Mudgeeraba State School requires medical authorisation to administer any medication to learners (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

Staff at Mudgeeraba State School:

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

Parents of learners at Mudgeeraba State School:

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

Learners of Mudgeeraba 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 Mudgeeraba 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 staff it is available for collection.

Use of mobile phones and other devices by learners

Mudgeeraba State School has determined that explicit teaching of responsible use of school provided Information Communication Technology devices, including but not limited to computers and iPads, is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between school staff, parents and learners.

At Mudgeeraba State School, mobile phones and other personal devices are not to be accessed by learners. All learners are to leave their mobile phones and personal devices at the office. They are to be signed in upon arrival and out upon departure at the student services window daily.

Responsibilities

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

It is **acceptable** for learners at Mudgeeraba State School to:

- to bring mobile phones or other personal devices to communicate with parents before and after school
- switch off and sign the mobile device into the office upon arrival at school
- sign out the mobile device from the office on departure from school.

It is **unacceptable** for learners at Mudgeeraba State School to:

- use a mobile phone or other devices whilst on school grounds
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- use in-phone cameras anywhere at school
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use, etc.) of such material.

At all times, learners, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Mudgeeraba State School Student Code of Conduct.

In addition learners and their parents should:

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

Excursions

This policy also applies to learners during excursions and extra-curricular activities. The overarching understanding is that learners will not have mobile telephones or personal devices with them during an excursion. In the rare event that the use of mobile phones on an excursion is permitted, parents/caregivers will be notified via letter of any such permission.

Loss of Device

No liability will be accepted by the School in the event of the loss, theft or damage of any device.

Appropriate use of social media

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

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

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

- Before you post something online, ask yourself whether the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things are getting heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting and avoid posting anything that could identify individuals.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

Taking the following steps may help resolve the issue of encountering problem online content in a constructive way:

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

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Cyberbullying

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

In the first instance, learners or parents who wish to make a report about cyberbullying should approach the regular class teacher who can assist and responding to cyberbullying.

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

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

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

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](#).

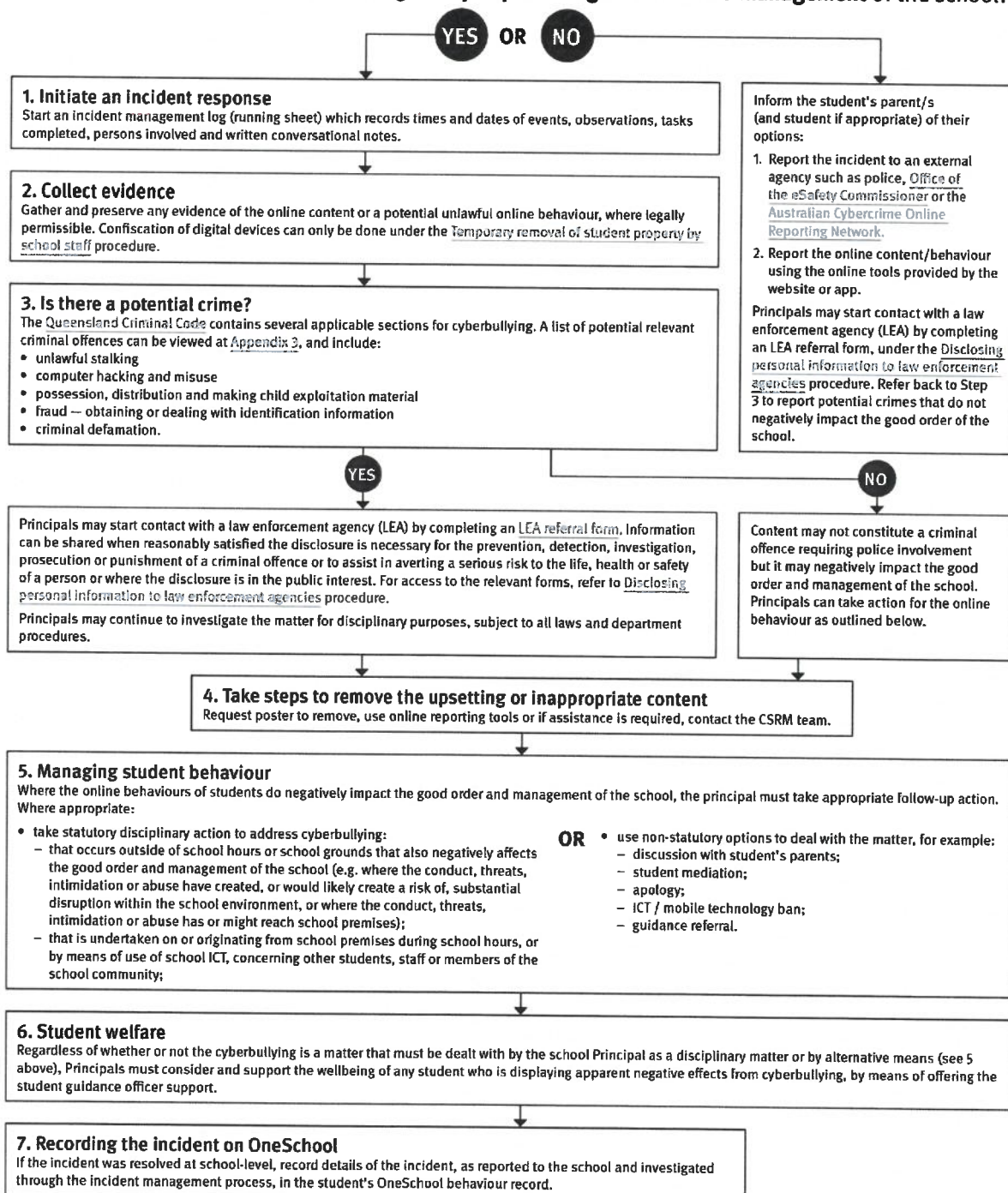
Explicit images

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?



Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders.

When explicitly teaching our learners upstander behaviours (Mudgee Marvel), what constitutes bullying is identified and discussed. The acronym RAP is used to assist learner understanding and retention.

- R - repeated, often to the same person
- A - an imbalance of power
- P - purposeful with the intent to make fun of, embarrass or exclude others

Behaviours that do not constitute bullying include:

- Single incidents and conflict or fights between equals, whether in person or online.
- mutual arguments and disagreements (where there is no power imbalance).
- not liking someone or a single act of social rejection.
- one-off acts of meanness or spite.
- isolated incidents of aggression, intimidation or violence.

Behaviours that do not constitute bullying are still considered serious and need to be addressed and resolved. At Mudgeeraba State School, our staff, in collaboration with learners and parents, will work to quickly respond to any raised matters of this nature.

The following flowchart explains the actions Mudgeeraba State School will take when we receive a report about student bullying, including bullying that may have occurred online or outside of the school setting. Please note that action timeframes will vary depending upon the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to learners. The flowchart supports school staff in responding to bullying as well as outlining to parents/carers and learners expected stages of response.

Learners displaying bullying behaviour also require support. Understanding underlying issues manifesting as bullying behaviour is paramount to supporting these learners.

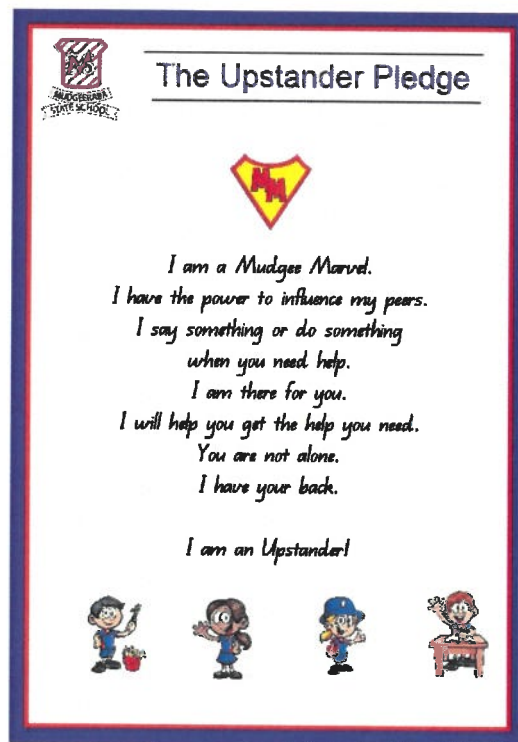
Preventing and responding to bullying

At Mudgeeraba State School, we take a proactive approach to supporting all learners to be Mudgee Marvels (Upstanders). All community members are encouraged to model upstander behaviours for our learners.

A suite of Mudgee Marvel lessons and resources exists to enhance the explicit teaching of being an upstander. Learners at our school are empowered through our explicit teaching, recognition, acknowledgment and celebration to:

- be courageous
- take action
- be assertive
- be compassionate
- be a leader.

Our school culture is underpinned by our **Mudgeeraba State School Upstander Pledge**. The pledge challenges our learners to 'be a buddy', 'speak out', 'interrupt' and/or 'tell someone'.



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

Student Intervention and Support Services

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

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

Learners who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy.

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

Bullying response flowchart

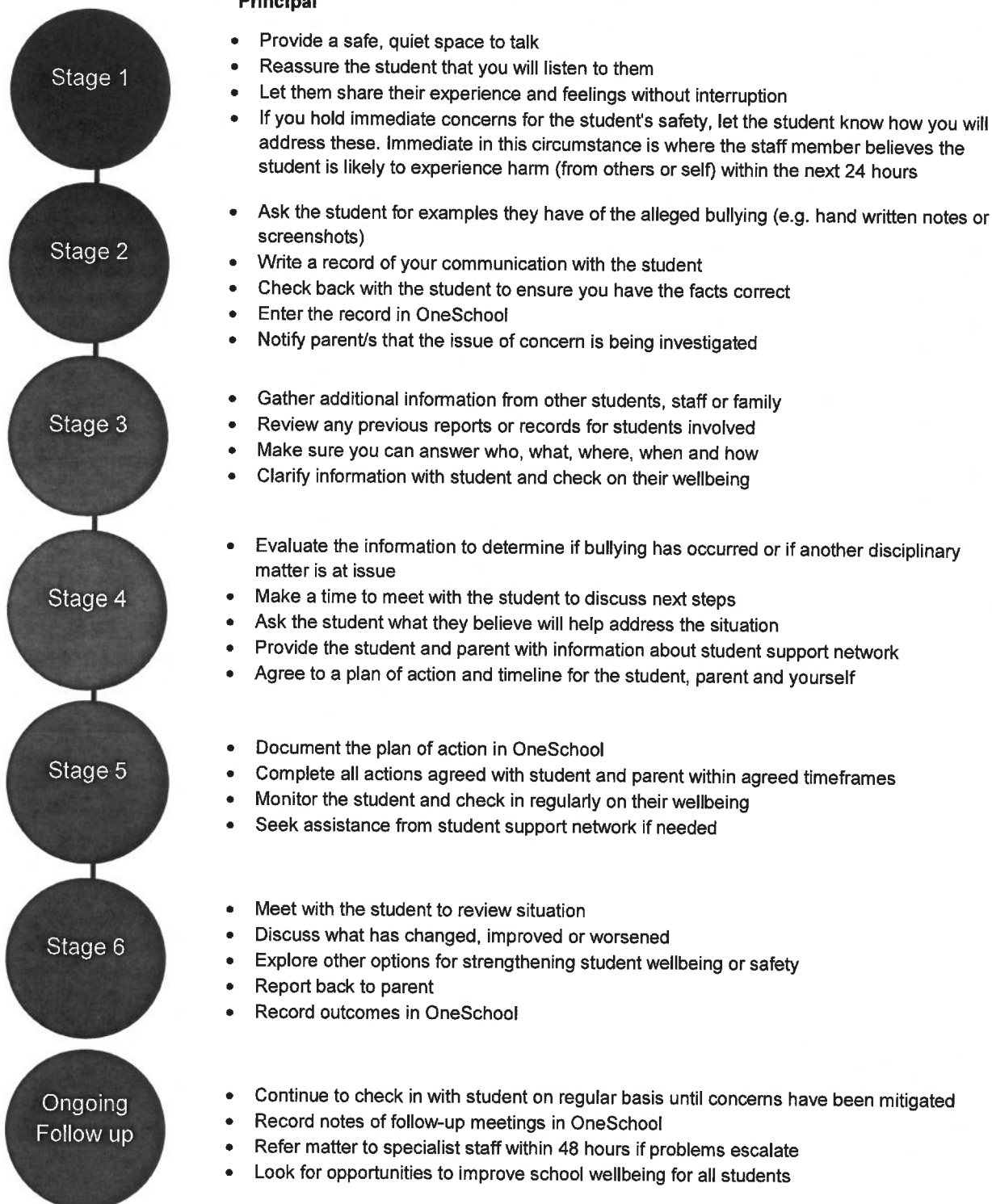
Key contacts for students and parents to report bullying:

Class teacher

Deputy Principal Prep – Year 2

Deputy Principal Year 3 – Year 6

Principal



Restrictive practices

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

In some very rare situations, where there is immediate risk of physical harm to the learner 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 learner, 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 learner. In such emergencies, a staff member will observe the learner at all times and seclusion will cease as soon as possible.

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

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

Critical incidents

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

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

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

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

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.