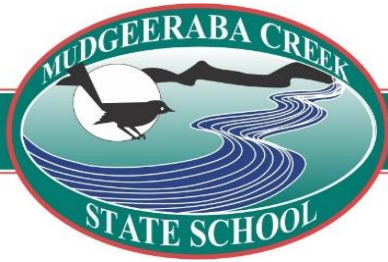


MUDGEERABA CREEK STATE SCHOOL



Est. 1996

MUDGEERABA CREEK STATE SCHOOL

Student Code of Conduct

2023-2025

Equity and Excellence

Realising the potential of every student.

We are giving all children a great start, engaging young people in learning, creating safe and inclusive workplaces and investing in communities for a stronger Queensland.

Queensland Department of Education
State Schools 2021-2025

Purpose

The Student Code of Conduct replaces the:

- Responsible Behaviour Plan for Students
- Statement of Expectations, and
- Code of School Behaviour

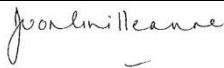

The Student Code of Conduct clearly sets out expectations about staff responsibilities to support students to understand and meet discipline expectations of the school, and guidance on the application, where required, of disciplinary consequences. This document will be available on the school's website and provided to newly enrolled students and their parents.

Mudgeeraba Creek State School recognises that appropriate and meaningful relationships form the basis for positive interactions between students, staff and community. The school's Student Code of Conduct acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered in a safe supportive environment.

Contact Information

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Contact Person:	Deirdre von Guilleaume – Principal

Endorsement

Principal Name:	Mrs Deirdre von Guilleaume
Principal Signature:	
Date:	19/10/2023
P & C President Name:	Mrs Rebecca Markwick
P & C President Signature:	
Date:	19/10/2023

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Principal's Foreword

In the past, discipline has focused mainly on being reactive to specific student misbehaviour by implementing punishment-based strategies, for example reprimands, loss of privileges, time out or suspensions.

Research has shown that the implementation of punishment, in the absence of other positive strategies, is ineffective.

Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and acknowledging students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

- **Tell** – introduce the expected behaviour and why it is important
- **Show** – demonstrate or model the rule
- **Practice** – role play expected behaviour in relevant contexts
- **Monitor**
 - Pre correct
 - Supervise
 - Provide positive feedback
- **Reteach** – practice through the day (look for 'teachable' moments)
- **Organisational** – organising the classroom for effective learning through transitions, routines, reviewing rules and conducting classroom meetings.

Research has shown that a positive behaviour culture improves a school's environment and helps keep students and teachers in safe and productive classrooms by:

- Reducing disciplinary incidents
- Improving interpersonal relationships
- Improving attendance rates
- Improving transitions and maximising on task learning
- Increasing students' sense of belonging and safety
- Supporting improved academic outcomes

Mudgeeraba Creek State School has three expectations: **Friendship, Achievement and Respect.**



Data Overview

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

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

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

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

There are four different confidential surveys for:

- parents
- students
- staff
- Principals

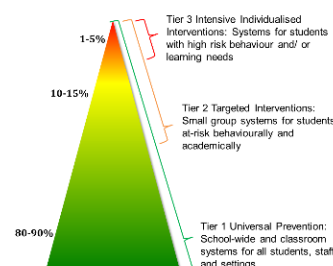
For more information, refer to [frequently asked questions](#) page.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Mudgeeraba Creek State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, MTSS is able to be used by school staff to match increasingly intensive interventions to the identified needs of individual students.



Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> there is a clear connection between the skills taught in the interventions and the school-wide expectations interventions require little time of classroom teachers and are easy to sustain variations within each intervention are limited interventions have a good chance of working (e.g. they are "evidence-based" interventions that are matched to the student's need) <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p>

	<p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their Functional Behaviour Assessment or FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student’s use of the replacement behaviour • MINIMISE the payoff for problem behaviour <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>
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Consideration of Individual Circumstances

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

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

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

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing](#)

[framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

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

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

Policy and expectations

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

Drug education and intervention

Mudgeeraba Creek State School will implement drug intervention measures should students be involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

Mudgeeraba Creek State School requires parent consent and medical authorisation to administer any medication (including long term and over-the-counter medications) to students during school hours.

Parents need to provide the school with a [Request to administer medication at school](#) form and medication must be prescribed and pharmacy labelled. To obtain a form and for further important information about medication labelling requirements, please speak with Administration.

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

Mental health

Mudgeeraba Creek State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Mudgeeraba Creek State School staff who notice suicide warning signs in a student should seek help immediately from the Principal, school Guidance Officer, Senior Guidance Officer or other appropriate staff.

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

- the student is not left alone
- their safety and the safety of other students and staff is maintained

- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported

Suicide postvention

In the case of the suicide of a student that has not occurred on school grounds, Mudgeeraba Creek 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, Mudgeeraba Creek 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

Mudgeeraba Creek State School is proud to have 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 Mudgeeraba Creek State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate staff member.

Parents who would like more information about the student support roles and responsibilities are invited to contact one of the Deputy Principals.

Staff Member	Role
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process • is a member of the Student Services Team, providing expert advice and guidance with regard to specific student needs
Psychologist	<ul style="list-style-type: none"> • supports students with specific mental health needs or concerns • liaises with parents/ care givers or other external health providers
Curriculum Co-ordinator	<ul style="list-style-type: none"> • supports teaching staff to make adjustments to curriculum tasks and pedagogical practices for individual students in response to their personalised learning needs • liaises with all stakeholders to support development of Student Plans
Youth Support Worker	<ul style="list-style-type: none"> • provides support and assistance for the students, staff and parents of the school community • facilitates student development programs that aim to develop self-esteem, resilience, teamwork, leadership, motivation, goal setting & life skills • participates in the classroom addressing various issues such as values, tolerance, self-esteem, peer pressure, and relationship development • has general involvement in the life of the school community, and liaises with community groups

Student Wellbeing Teacher Aide/s	<ul style="list-style-type: none"> • provides targeted support to a range of students across the school under the guidance of the Deputy Principals • leads games and activities during lunch breaks to promote Friendship, Achievement and Respect
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It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with one of the Deputy Principals.

At Mudgeeraba Creek State School, we also engage with Department of Education intensive behaviour support programmes:

- Prep – Year 2: Coral House, Arundel Qld 4214
- Year 3 – Year 6: Positive Learning Centre, Worongary Qld 4213

Whole School Approach to Discipline

Positive Behaviour for Learning: Providing a safe and collaborative culture at Mudgeeraba Creek State School

Mudgeeraba Creek State School’s pedagogical framework, The New Art and Science of Teaching (ASoT) permeates throughout the safe and collaborative culture within the school. In particular Design Questions (DQ) 7, 8, 9 and 10 (*Reference: The New Art and Science of Teaching (Robert J. Marzano) and High Reliability Schools, The Next Step in School Reform (Robert J. Marzano et al)*) provide guidelines on providing said culture:

- DQ 7 - Using Engagement Strategies
- DQ 8 - Implementing Rules and Procedures
- DQ 9 - Building Relationships
- DQ 10 - Communicating High Expectations

Level 1 of the High Reliability Schools Framework addresses factors which are fundamental to the well-being of the school. The school is guided by the eight leading indicators of which the first two specifically apply to the positive behaviour for learning environment:

1. The staff perceive the school environment as safe and orderly
2. Students, parents and the school community perceive the school environment as safe and orderly

An additional dimension to the school framework is the adoption and integration of The 8 Habits of Happy Kids (The Leader in Me) based on the work of Sean Covey. The philosophy of ‘The Leader in Me’ provides a framework for all students to believe they are leaders and take ownership of building a school culture of acceptance and a proactive approach to address bullying, student isolation and low learning engagement.

The school framework develops and explicitly teaches appropriate and positive behaviours and has a consistent approach to behaviour with an emphasis on data based decision making. The framework is evaluated regularly and practices are adjusted to make sure the process is achieving effective results for our school. The table below effectively explains the difference in the approach as compared to traditional methods.

PBL Approach	Traditional Approach
The school regularly records and analyses discipline data to inform the improvement of school systems and provides appropriate responses to challenging behaviours.	The school creates systems and consequences for student behaviour without the use of data.
The school has a continuum of individualised support strategies for students with chronic rates of behaviour referrals.	The school has no system for providing a continuum of individual support strategies.

Leader in Me Team

The Leader In Me (LIM) Team is responsible for the ongoing monitoring and review of the whole school, Level 1 Safe and Supportive Culture system at Mudgeeraba Creek State School. The team meets fortnightly to discuss PBL initiatives/practices, data and other relevant information and to use the LIM to frame student conduct at school.

Staff Member	Role
Deirdre von Guillaume	Principal
Tim Thompson	Deputy Principal
Margaret Wagner	Classroom Teacher
Sam Cliffe	Special Education Program Teacher
Sam Chivers	A02 & Parent Rep
Amanda Hohn	A02

The LIM Team:

- Meets fortnightly (alt. Wednesday afternoons)
- Uses data to inform decision making
- Develops Fortnightly Focus (PBL and LIM) and communicates this with whole school community
- Develops and reviews Mudgeeraba Creek State School's Student Code of Conduct document including PBL Matrix
- Supports school staff in implementing the positive behaviour practices in classrooms and across the school
- Provides training and induction for staff and information to the community
- In alignment with Design Question 7, discusses and implements strategies and programs for lack of adherence to school expectation

‘If a child doesn’t know how to read, *we teach.*’

‘If a child doesn’t know how to swim, *we teach.*’

‘If a child doesn’t know how to multiply, *we teach.*’

‘If a child doesn’t know how to drive, *we teach.*’

‘If a child doesn’t know how to behave, *we...teach? ...punish?*’

Why can't we finish the last sentence as automatically as we do the others?

- Herner 1998

8 Habits for My Positive Behaviour for Learning							
HABIT 1 Be proactive: YOU'RE IN CHARGE Responsibility Accountability Initiative	HABIT 2 Begin with the end in mind HAVE A PLAN Vision Commitment	HABIT 3 Put it in writing first WORK FIRST THEN PLAY Focus Discipline	HABIT 4 Think with a win MUTUAL BENEFIT Flameness	HABIT 5 Seek first to understand LISTEN BEFORE YOU TALK Respect Empathy	HABIT 6 Synergize TOGETHER IS BETTER Creativity Cooperation	HABIT 7 Sharpen the Saw BALANCE FEELS BEST Renewal Continuous improvement	HABIT 8 Find your voice HELP OTHERS FIND THEIRS TOO Expertise Proud Inspire
F Friendship	• Leave the room or lesson responsibly with a friend and only with staff permission	• Choose good fit friends	• Eat your own lunch	• Play fairly and safely so everybody can 'win'	• Help classmates when appropriate	• Be welcoming and allow others to join in	• Encourage others to be the best they can be
A Achievement	• Wear school uniform in accordance with the school policy	• Show vision and commitment by setting achievable goals	• Prioritize your learning	• Be prepared with all equipment and ready to learn	• Accept differences and include others	• Use kind and encouraging words	• Express yourself showing humility
R Respect	• Be responsible and use the toilets for purpose intended	• Commit to living up straight away after break	• Focus on the task at hand to achieve your goal	• Focus on yourself and keep to your own business	• Engage with others by seeking to understand them	• Express yourself showing humility	• Congratulate others on work well done
	• Follow the rules with personal items	• Enter and leave the classroom in a quiet manner	• Acknowledge and respond to transition signals	• Be neat and tidy	• Speak in a respectful tone and be aware of your body language	• Respect all staff and actively listen	• Show respect by listening to the person speaking or performing
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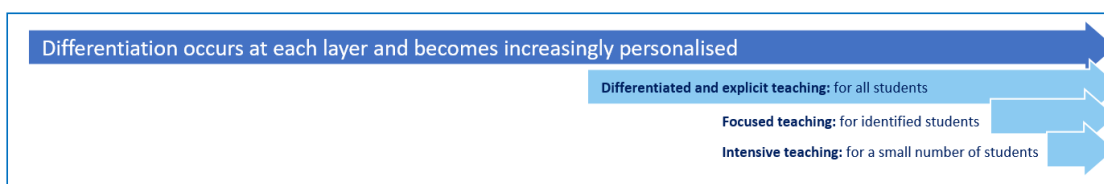


Differentiated and Explicit Teaching

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

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

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



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

Every classroom in our school uses the PBL Expectations Matrix as a basis for developing their behaviour standards. Using the matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom and throughout the school. It is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focussed Teaching

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

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

Support staff work collaboratively with class teachers at Mudgeeraba Creek State School to provide focussed teaching. Focussed teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Mudgeeraba Creek State School has a range of staff in place to help arrange and deliver focussed teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Acknowledging Positive Behaviours

At Mudgeeraba Creek 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 as per the ASoT pedagogy of effective teaching.

Please find below a list of ways in which the school promotes, teaches and maintains the behavioural expectations to ensure there is consistency of approach.

POSITIVE REWARD SYSTEMS

1. Merit Awards (Student of the Week)

Mudgeeraba Creek State School recognises the link between better behaviour and better learning, hence weekly assembly awards are linked to the principles of 'I am a Friend, I am an Achiever and I am Respectful'. There is no expectation for each class to have a student receive an award every week. This is clearly articulated to the community and reinforces our level of high expectations.

2. Class Awards

There is an expectation that staff will develop a classroom award system that is unique to the needs of their students and falls within the boundaries of the school's philosophy of Friendship, Achievement and Respect.

3. Principal's Morning Tea Awards

Each term, the Principal holds a morning tea. Teachers select one student from their class who has achieved the criteria for selection by the Principal. The expectation is that the student attending is able to clearly articulate their reason for being chosen. The selection is based on one of the principles of Friendship, Achievement and Respect.

4. F.A.R. Awards

Gold, Silver and Bronze Awards

This is a school-wide system for acknowledging the school's values of Friendship, Achievement and Respect. Students are required to fulfil a set of criteria on a weekly basis to advance through the system. Bronze

certificates are issued after 10 weeks of achieving the set criteria, silver after 20 weeks and gold after 30 weeks. The Gold Certificate is accompanied by a gold pin.

Outreach Awards

These awards are for student services in the community. Students log hours of service volunteering in the community with Mrs Jenny Stevens (classroom teacher).

All school awards are recorded under Positive Behaviour Incidents in OneSchool.

F.A.R. Awards – End of Year

Teachers select a student from their class for each of the following categories as the overall class recipient for the year:

- Friendship (one recipient)
- Achievement (one recipient)
- Respect (one recipient)

5. Mudgeeraba Creek State School's Leadership Programme and Citizenship Award

The school's leadership programme is based on the three school values. Students Year 3 and above, who demonstrate the required expectations may be eligible for class councillor selection. Senior Leadership in Year 6 is based on merit over a number of years and the leadership team approves the selection. Senior leadership nominees submit portfolios of work outlining their achievements in all three principles. They undergo a rigorous interview process and training programme.

Legislative Delegations

Legislation

Following are links to legislation that influences form and content of Queensland state school discipline procedures:

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

Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, 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 Mudgeeraba Creek 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 leadership 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 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 address the problem behaviour.

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

Differentiated

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

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

Focussed

Class teachers are 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
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check-In Check-Out strategy
- Teacher coaching and debriefing
- Referral to Student Services Team
- Stakeholder meeting with parents and external agencies if required

Intensive

The school Leadership Team work in consultation with the Student Support Network 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 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 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 Creek State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Mudgeeraba Creek 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 student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend. The student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parent/s to attend a re-entry meeting. It may be offered as a support for the student 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, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

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

Reasonable adjustments

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

MCSS Decision Making Matrix:

Behaviour Category	Minor	Major	Action/Consequence
Bullying/harassment		Repeated harassment that is intentional and hurtful. (e.g., Verbal, covert, physical, cyber)	Focused or Intensive Consequences including possible suspension
Physical Misconduct	Consistently physically touching another person without the intention to hurt. (e.g., Rough play.)	Physical contact with another person with the intention to hurt. (e.g., tripping, hitting, spitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)	Focused or Intensive Consequences including possible suspension Focused or Intensive Consequences including possible exclusion
Misconduct involving an object	Consistently using an object inappropriately. (e.g., Throwing a rubber)	Use of an object inappropriately with the intention to hurt others.	Focused or Intensive Consequences including possible suspension
Verbal Misconduct	Consistent use of inappropriate language without intent. (E.g., Stubbed toe.)	Consistent intentional use of inappropriate language. Inappropriate language directed at another student or member of staff.	Focused or Intensive Consequences including possible suspension
Non-compliant	Consistently not following class/school routines or instructions from a member of staff. (E.g., Ignoring directions from a teacher.)	Continually not following class/school routines or instructions from a member of staff. (E.g., Safety of others at risk)	Focused or Intensive Consequences including possible suspension
Property Misconduct	Consistently misusing of own or another person's property. (E.g., Throwing/ hiding someone's bag.)	Consistent misuse of or the wilful damage to own, another person's property or school property.	Focused or Intensive Consequences including possible suspension
Truancy		Repeated unexplained absences	Focused or Intensive Consequences including possible suspension
Dress Code	Consistently not wearing school uniform without permission from Admin. (E.g., Without a note.)	Consistently not wearing the school uniform after 'Pink' form has been sent home.	Focused or Intensive Consequences including possible suspension
Lying/Cheating	Lying to a teacher or cheating.	Consistent lying or cheating in a formal exam .	Focused or Intensive Consequences including possible suspension

	(E.g., Copying someone's answers during a weekly test.)		
Digital Technology Misconduct		Consistently in possession or use of digital equipment with photographic or filming capabilities. (E.g., iWatch, phone, gaming device) Intentionally accessing inappropriate content on the internet.	Focused or Intensive Consequences including possible suspension
Threatening Behaviour	Consistent low-level threats. (E.g., I won't be your friend.)	Malicious and/or consistent threats of harm towards another person.	Focused or Intensive Consequences including possible exclusion
Disruptive	Consistently disrupting the teaching and learning in the classroom. (E.g., Silly noises.)	Consistent disruptions that stop the teaching and learning in a classroom.	Focused or Intensive Consequences including possible suspension
Use/Possession of Prohibited Items		The suspected use of, or possession of prohibited items.	Focused or Intensive Consequences including possible exclusion
Other		Conduct prejudicial to the good order and management of school.	Focused or Intensive Consequences including possible suspension
***Consistent= 3 or more times			

School Policies

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

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

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 Mudgeeraba Creek 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)
- vapes/ e cigarettes
- energy drinks (PRIME)
- 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 Mudgeeraba Creek State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

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)

Parents of students at Mudgeeraba Creek State School must:

- 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 Creek State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Mudgeeraba Creek State School must:

- 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 Creek State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

At Mudgeeraba Creek State School, personal devices (mobile phones, smart watches and other smart devices) are **not permitted**. Should a student require a device for use before or after school, they must follow the process outlined below.

Responsibilities

It is a **requirement** for students at Mudgeeraba Creek State School to:

- sign-in and leave their personal device at the administration office for the day
- sign-out and collect their personal device from the administration office at the end of the day
- use their devices only while off school grounds and in their parent/s care unless with explicit consent from school staff e.g. a child may ask the teacher on duty at the bus shelter if they may use their personal device to call their parent, if they haven't arrived to collect them.

Devices will be stored securely in the administration building. Whilst all care will be taken by staff with devices, no responsibility will be taken for loss or damage to devices left in the administration building.

It is **unacceptable** for students at Mudgeeraba Creek State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during the school day without explicit consent from the Principal or delegate
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment

At all times, while using ICT facilities and devices supplied by the school, students will be required to act in line with the requirements of the Mudgeeraba Creek State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access

- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student

Preventing and responding to bullying

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

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

Mudgeeraba Creek State School has a **Student Council**, with diverse representatives from Year 3 – Year 6, meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. Items on the agenda for each Student Council meeting are influenced by the core elements of the Australian Student Wellbeing Framework:

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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



A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Mudgeeraba Creek State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that **do not** constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence

However, these conflicts are still considered serious and need to be addressed and resolved. At Mudgeeraba Creek State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

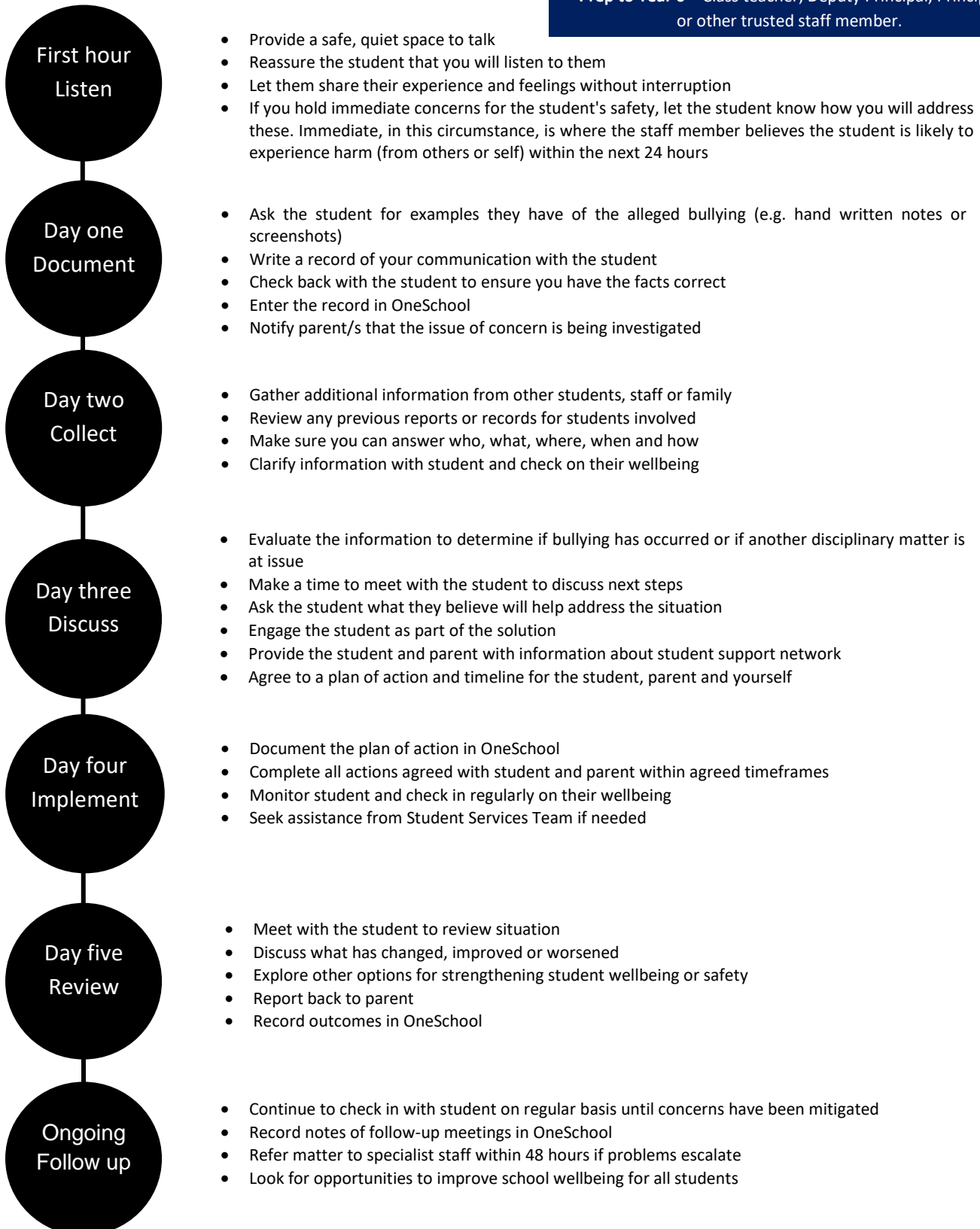
The following flowchart explains the actions Mudgeeraba Creek State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Mudgeeraba Creek State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher, Deputy Principal, Principal or other trusted staff member.



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Students, parents or staff may also report incidences directly to one of the Deputy Principals or Principal.

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the [Office of the e-Safety Commissioner](#) and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Mudgeeraba Creek State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

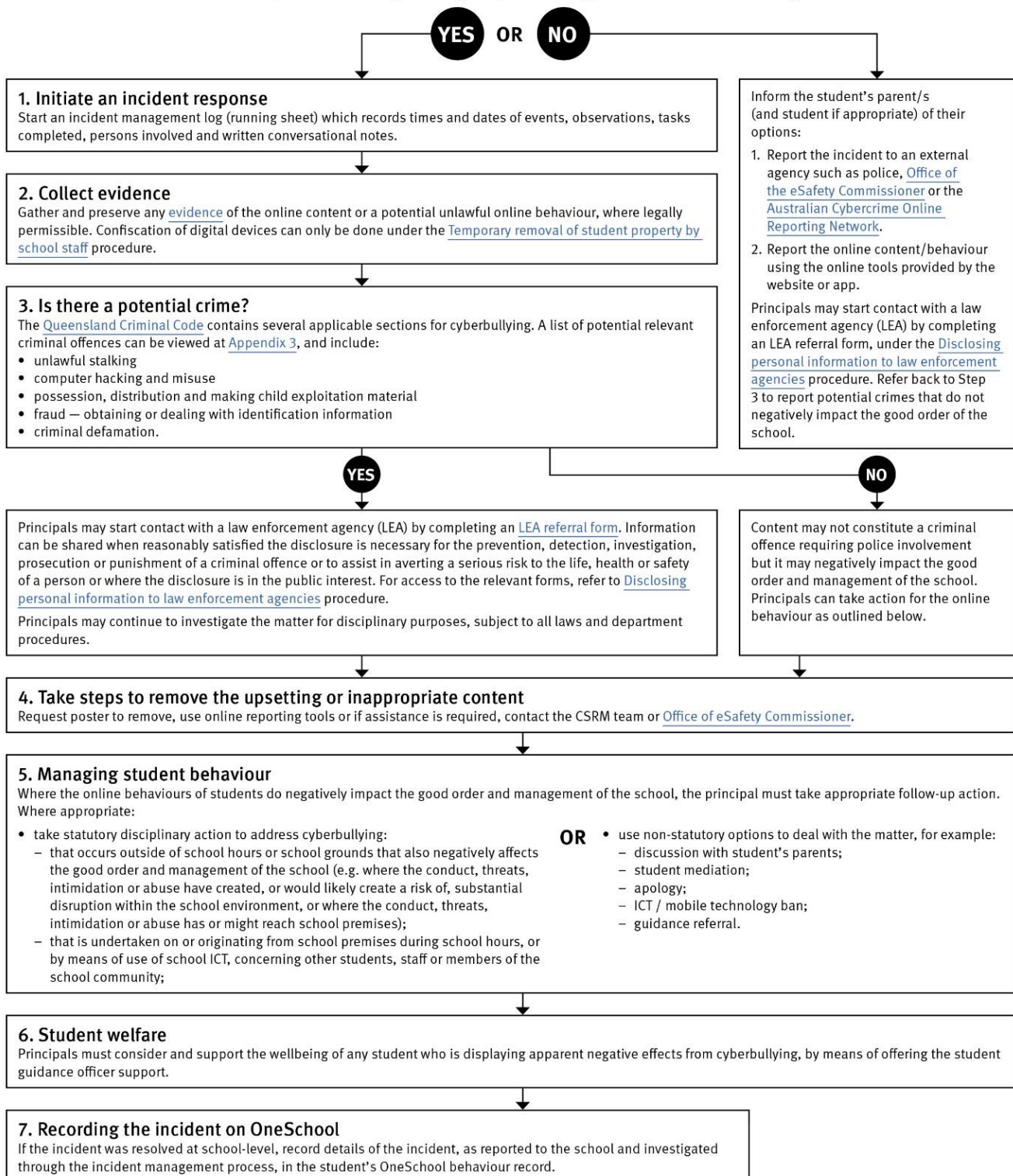
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity 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?



Cyber safety 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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety processes.

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, 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 Creek State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Mudgeeraba Creek 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**.

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [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

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

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

As a complainant, it is your responsibility to:

- give 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](#)