



*fostering quality learning*

Moggill State School

# Student Code of Conduct 2024-2027

[Equity and Excellence: realising the potential of every student](#) (Equity and Excellence) outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Implementation of Equity and Excellence is our commitment to empower children, students, teachers, principals and staff to put equity and excellence into action and support sustainable, long term improvement

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## Endorsement

Principal Name: Ms Nicole Tretheway

Principal Signature:

*Liz O'Mara* (Liz O'Mara A/Principal)

Date:

21.3.24

P/C President Name: Mrs Lauren Flegg

Signature:

*Lauren Flegg*

Date:

20.03.24

School Council Chair: Ms Amanda Strachan

Signature:

*Amanda Strachan*

Date:

21/3/24

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## Purpose

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

The Moggill State School *Student Code of Conduct* sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

## Principal's Foreword

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

Moggill State School has a core mission statement: "Every student, every day, learning and achieving". Core principles underpin this mission statement: **Care and Compassion:** for self and others; **Responsibility:** be accountable for your actions; resolve differences in constructive, non-violent and peaceful ways; contribute to society and civic life; and take care of the environment; and **Integrity:** act in accordance with principles of moral and ethical conduct, ensuring consistency between words and deeds.

Our **four school expectations** are:

- Be responsible
- Be respectful
- Be in the right place at the right time
- Be safe.

This approach to delivering the skills students need to emotionally-regulate their behaviour are reflected in the development of this *Student Code of Conduct*, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our community needs now and in the future.

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

## Consultation

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

In the first phase, we held a series of internal meetings with staff during Term Two, 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey and the 2019 School Review. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft *Student Code of Conduct* was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed during Term Four, 2020. Community feedback was used to amend the draft *Student Code of Conduct*.

### Review Statement

The Moggill State School *Student Code of Conduct* will undergo annual minor updates to reflect changing circumstances, data and staff. A full review will be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle. In 2024, it was reviewed by staff, P&C and the School Council before finalising the Student Code of Conduct 2024-2027.

# 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

Moggill 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, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p><b>All students</b> (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 Moggill behaviour expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (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 behaviour 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"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations</li> <li>• interventions require little time of classroom teachers and are easy to sustain</li> <li>• variations within each intervention are limited</li> <li>• interventions have a good chance of working (e.g. they are "evidence-based" interventions that are matched to the student's need).</li> </ul>
3	<p>Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual/one-on-one basis.</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) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

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.

## Consideration of Individual Circumstances

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

## Student Wellbeing

Moggill 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 the guidance officer 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](#).

Moggill State School acknowledges 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.

#### *Specialised health needs*

Moggill 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*

Moggill State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, Moggill State School can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

#### *Mental health*

Moggill 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*

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

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Moggill 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 a suicide of a student that has not occurred on school grounds, Moggill 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, Moggill 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 (SSN)

Moggill State School is proud to have a comprehensive Student Support Network (SSN) 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 Moggill State School to seek assistance or advice. If they are unable to assist, the staff member will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal on the school phone number (3202 0444).

Role	What they do
Principal	<ul style="list-style-type: none"> <li>• provides educational leadership and guidance in all educational and behavioural matters</li> </ul>
Deputy Principal (Prep to Year 3)	<ul style="list-style-type: none"> <li>• provides support and advice for students, staff and parents in order to enhance the educational experience for students in Prep to Year 3</li> <li>• monitors attendance, behaviour and academic data to identify areas of additional need</li> </ul>
Deputy Principal (Years 4 to 6)	<ul style="list-style-type: none"> <li>• provides support and advice for students, staff and parents in order to enhance the educational experience for students in Year 4 to Year 6</li> <li>• monitors attendance, behaviour and academic data to identify areas of additional need</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• oversees a comprehensive student support program within the school environment</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers</li> </ul>
Inclusion Staff	<ul style="list-style-type: none"> <li>• monitor and provide support for students and teachers</li> </ul>
School Chaplain & Social Worker	<ul style="list-style-type: none"> <li>• assist with student and family engagement with the school community</li> </ul>

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. For more information about these services and their roles, please contact the Principal on 3202 0444.

# Whole School Approach to Behaviour

Moggill State School uses a multi-tiered system of support for behaviour as we believe behaviour is about more than consequences. Our belief is that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to teach and re-teach.

Our staff are committed to delivering a high quality of education for every student, including developing appropriate and productive behavioural skills for life.

## Parents and staff

The table below explains the messages that underpin the school four expectations, **be responsible, be respectful, be in the right place at the right time, and be safe** and expectations for parents when visiting our school and the standards we commit to as staff.

### Be respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You attempt to keep a calm and respectful manner when approaching staff about any issue.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You approach the class teacher or the Principal if you are concerned about the behaviour of a staff member, another student or parent and advise in an appropriate manner.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

### Be responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You use appropriate language when on school grounds.	We will always use respectful language.

You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

### Right place at the right time

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

### Be safe

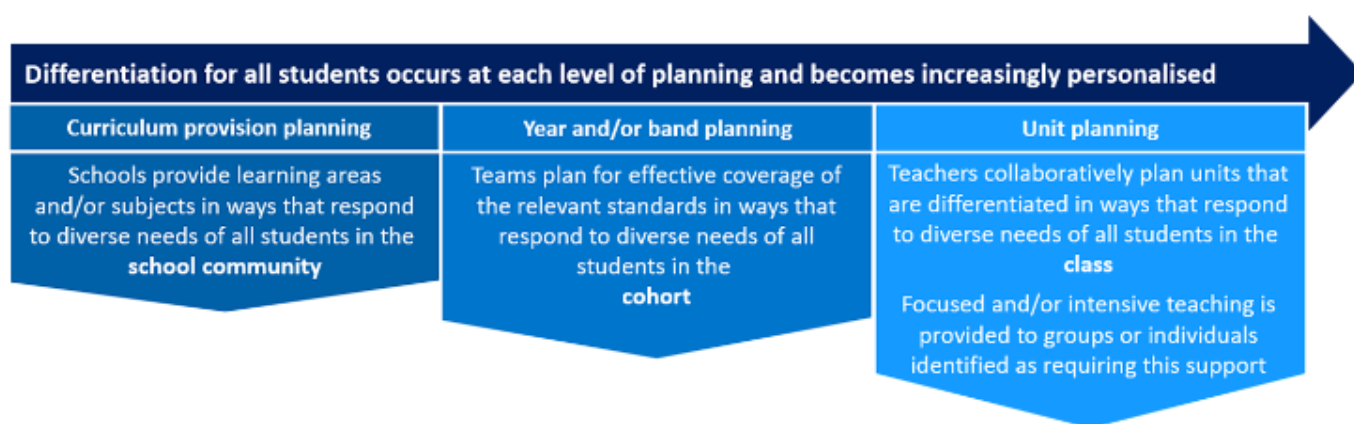
<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You notice when others need help, parents, staff and students, and ask if there is anything you may do to assist.	We will check in with you about your child's needs or any support your family may require.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

## Differentiated and Explicit Teaching

Moggill 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 practice.

Teachers at Moggill 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. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Moggill State School Behaviour Expectations Matrix, *Appendix 1*, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## Focused 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 focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Moggill State School to provide focused teaching. Focused teaching is aligned to the Moggill State School Behaviour Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Moggill State School has a range of Student Support Network (SSN) staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 2-5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

Students 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.

# Legislative Delegations

## Legislation

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

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

## Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, 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 Moggill 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 focused teaching, in-class corrective feedback, sanctions and expectation reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

## Differentiated

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

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

- Detention

## Focused

Class teachers and other staff are supported by other school-based staff to address in-class problem behaviour. This may include:

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

## Intensive

The School Leadership Team (SLT) will work in consultation with the Student Support Network (SSN) to address persistent or ongoing serious problem behaviours. 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 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 Moggill 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.



As per the Education (General Provisions) Act 2006, each of the following is a ground for suspension:

- disobedience
- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff
- the student is charged with a serious offence (as defined in the Working with Children (Risk Management and Screening Act 2000)
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.

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 Moggill 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 parents 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-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 focused 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.

## School Policies

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

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

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

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

## Responsibilities

### State school staff at Moggill State School:

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

### Parents of students at Moggill State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Moggill 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 Moggill 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 Moggill 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 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.

Moggill State School acknowledges that explicit teaching of responsible use of mobile phones and other devices 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 parents, school staff and students.

### Responsibilities

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

It is **acceptable** for students at Moggill State School to:

- switch off and place the mobile device at the office before school for the day
- place wearable devices, such as smartwatches on school or aeroplane mode so that phone calls, messages and other notifications cannot be sent or received during school hours
- be courteous, considerate and respectful of others when using a mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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 unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Moggill 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

Moggill 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.

Moggill State School has a **Student Council**, with diverse representatives from Year 4 to Year 6 classes. The Student Council promotes strategies to improve student wellbeing, safety and learning outcomes. The following underpin the efforts of the Leadership Team and the Student Council:



### 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 Moggill 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 Moggill 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 Moggill 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.

## Moggill State School - Bullying Response Flowchart

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

Principal: 3202 0444

Day one  
Listen and  
Document

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hour
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two  
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three  
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four  
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five  
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing  
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students



## Cyberbullying

Cyberbullying is treated at Moggill 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, parents and staff 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, parents or staff who wish to make a report about cyberbullying should approach the regular class teacher. The Principal or Deputy Principals may also be approached.

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, students and staff 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 Moggill State School may face in-school disciplinary action, such as detention/Reflection Room or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, 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.

# Moggill 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](#).

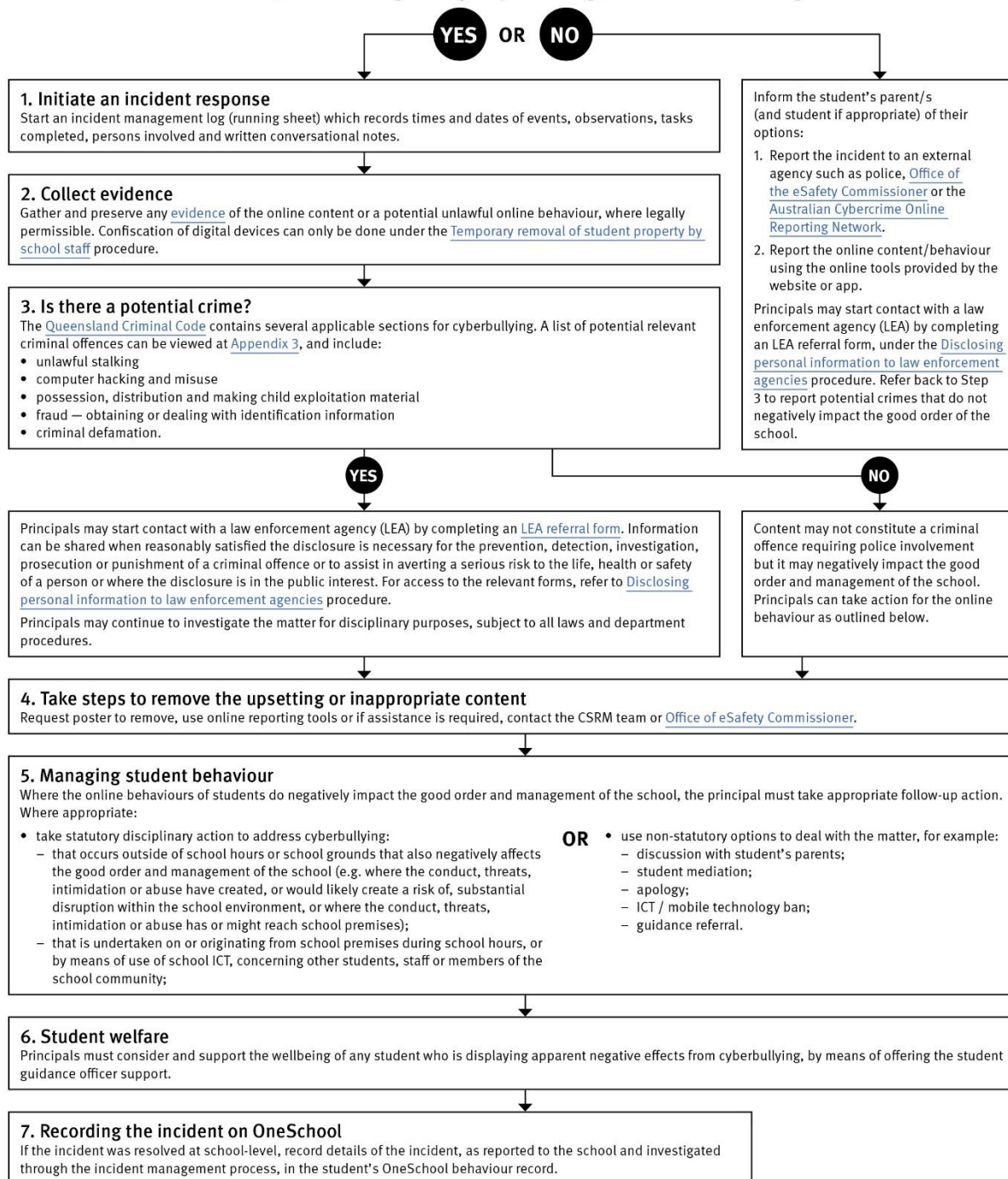
### Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

### Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Moggill 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.

## **Moggill State School – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Moggill State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

### **Moggill State School – Anti Bullying Compact**

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

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

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

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

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

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

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

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

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

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

## Critical Incidents

It is important that all 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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

## Appendix 1: Moggill State School Behaviour Expectations Matrix

The teaching matrix below outlines our agreed rules and specific behavioural expectations in all school settings.



### MOGGILL STATE SCHOOL BEHAVIOUR EXPECTATIONS

STAFF STUDENTS PARENTS	All Learning Areas	Eating Time	Tuckshop	Toilets	Covered Areas	Playground/Oval	Walkways/ Stairways	Bag Racks/ Bike Racks	Bus Pick Up / Drop Off Areas	Before/After School	Excursions/ Incursions
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>I use my manners.</li> <li>I use appropriate language.</li> <li>I move safely around the school.</li> <li>I wear my school uniform with pride.</li> <li>I respect others' right to learn.</li> <li>I respect other people's property.</li> <li>I speak respectfully to adults and other students.</li> <li>I answer respectfully to all staff, parents and students when spoken to.</li> </ul>	<ul style="list-style-type: none"> <li>I listen to the person on duty.</li> <li>I keep my eating area clean.</li> </ul>	<ul style="list-style-type: none"> <li>I quietly wait in line for my turn.</li> <li>I use my best manners, saying "please" and "thank you".</li> </ul>	<ul style="list-style-type: none"> <li>I look after the school's property.</li> <li>I keep the area clean and tidy.</li> <li>I recognise other people's privacy.</li> </ul>	<ul style="list-style-type: none"> <li>I keep the area free of any litter.</li> <li>I understand that seats are for sitting.</li> </ul>	<ul style="list-style-type: none"> <li>I respond politely to adults' requests.</li> <li>I speak politely to all students.</li> <li>I share the space.</li> <li>I respect the environments e.g. Plants in gardens, wildlife around the school.</li> </ul>	<ul style="list-style-type: none"> <li>I keep to the left when walking.</li> <li>I walk quickly and in two lines.</li> <li>I keep out of gardens.</li> <li>I keep my hands in my own space.</li> <li>I use the correct pathways and walk with care up and down stairways.</li> </ul>	<ul style="list-style-type: none"> <li>I place my bag on the bag rack and keep walkways clear.</li> <li>I stack my bike/scooter neatly on the bike rack and keep the walkways clear.</li> </ul>	<ul style="list-style-type: none"> <li>I sit/stand quietly while waiting for my bus or person to collect me.</li> <li>I walk quickly when the bus arrives.</li> </ul>	<ul style="list-style-type: none"> <li>I listen to the duty teacher.</li> <li>I look after school property.</li> <li>I use nice words when speaking to others, including when interacting with others via an electronic device.</li> </ul>	<ul style="list-style-type: none"> <li>I wait for my turn.</li> <li>I listen to the presenter</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>I use self-control.</li> <li>I report any problems</li> <li>I follow directions and instructions.</li> <li>I keep my body to myself.</li> <li>I am on time.</li> <li>I will line up quietly outside the classroom/in the designated area when the second bell rings.</li> <li>I am aware of school start times.</li> </ul>	<ul style="list-style-type: none"> <li>I eat my own food.</li> <li>I put my rubbish and scraps in the bin.</li> <li>I clean up any mess I make.</li> <li>I sit in my year level area.</li> <li>I ask for permission to leave the area for a drink or toilet break.</li> </ul>	<ul style="list-style-type: none"> <li>I know what I want to buy.</li> <li>I have my money ready to give to the tuckshop staff.</li> <li>After I purchase food from the tuckshop, I sit and eat my food in my eating area.</li> </ul>	<ul style="list-style-type: none"> <li>I wash my hands.</li> <li>I understand that toilets are not play areas.</li> <li>I report damage or problems.</li> <li>I use the soap, toilet paper and hand towels responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>I walk on the concrete.</li> <li>I play quiet games, e.g., skipping, hopscotch, colouring-in.</li> <li>I use good sportsmanship in games.</li> </ul>	<ul style="list-style-type: none"> <li>I wear a sun safe hat, shoes and socks for outside play.</li> <li>I return any equipment at the first bell.</li> <li>I keep the area free of any litter.</li> <li>I play safely.</li> <li>I am a good sport.</li> <li>I report to the adult on duty anything that may cause harm.</li> </ul>	<ul style="list-style-type: none"> <li>I use the pathways when walking around the school.</li> <li>As a class, we walk in two straight, quiet lines.</li> </ul>	<ul style="list-style-type: none"> <li>I keep my bag closed.</li> <li>I stay away from verandas and port racks at playtime.</li> <li>I take what I need at the start of break (hat, water bottle, lunch box etc.).</li> </ul>	<ul style="list-style-type: none"> <li>I wait in the correct area until the bus comes or I am collected.</li> <li>I am looking for my parents.</li> <li>I remain seated on the bus.</li> <li>I walk to the correct bus.</li> <li>I arrive promptly.</li> <li>I wear my seatbelt whilst the bus is in motion.</li> </ul>	<ul style="list-style-type: none"> <li>I look after my belongings</li> <li>I'm responsible for my own actions</li> <li>I'm helpful to other parents and children.</li> <li>If arriving at school before 8:15 am without an adult I will go to my designated area.</li> <li>I will hand in my mobile phone to the office on arrival.</li> </ul>	<ul style="list-style-type: none"> <li>I look after my belongings.</li> <li>I'm responsible for my own actions.</li> <li>I'm helpful to others.</li> <li>I keep my hands away from animals, plant or displays unless invited to.</li> </ul>
<b>BE IN THE RIGHT PLACE AT THE RIGHT TIME</b>	<ul style="list-style-type: none"> <li>I am prepared.</li> <li>I manage my time.</li> <li>I do my best.</li> <li>I complete all my work.</li> <li>I listen actively.</li> <li>I complete all homework and assignments.</li> <li>I respect others' right to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify healthy foods in my lunch.</li> <li>I recognise foods which are treats.</li> <li>I understand that food gives me energy and helps me with my learning.</li> </ul>	<ul style="list-style-type: none"> <li>I understand the need to sit and eat my food.</li> <li>I need to make healthy choices.</li> <li>I wait for my turn</li> </ul>	<ul style="list-style-type: none"> <li>I am water wise.</li> <li>I know how germs are spread.</li> </ul>	<ul style="list-style-type: none"> <li>I am eager to learn and follow the rules of games.</li> <li>I always play in my correct area.</li> <li>I leave walkways clear for people to walk safely through on.</li> </ul>	<ul style="list-style-type: none"> <li>I am eager to learn and follow the rules of games.</li> <li>I always play in my correct area.</li> </ul>	<ul style="list-style-type: none"> <li>I understand the need for safe, sensible movement around the school.</li> <li>I understand that I need to move quietly around the school during class time.</li> </ul>	<ul style="list-style-type: none"> <li>I place my bike/scooter in the racks as soon as I arrive at school.</li> <li>I make my way to my designated area/classroom immediately.</li> </ul>	<ul style="list-style-type: none"> <li>I am aware of the road rules.</li> <li>I cross at safe places and follow all road rules.</li> </ul>	<ul style="list-style-type: none"> <li>I'm ready to participate.</li> <li>I have my books, equipment and lunch on arrival at school.</li> </ul>	<ul style="list-style-type: none"> <li>I'm ready to participate in activities.</li> <li>I use my manners when responding.</li> </ul>

<p><b>BE SAFE</b></p>	<ul style="list-style-type: none"> <li>▶ I know to keep my body to myself.</li> <li>▶ I show self-control.</li> <li>▶ I use equipment appropriately and carefully.</li> <li>▶ I wear appropriate footwear/uniform.</li> <li>▶ I know to report any problems to a teacher or staff member of the school.</li> <li>▶ I sit on chairs with four legs on the floor.</li> <li>▶ I follow directions.</li> <li>▶ I know to ask permission to leave the room.</li> </ul>	<ul style="list-style-type: none"> <li>▶ I follow Playground Duty teacher's directions.</li> <li>▶ I eat my own food without sharing.</li> <li>▶ I walk in lunch area.</li> <li>▶ I wash my hands.</li> <li>▶ I sit down when eating.</li> <li>▶ I know spitting is a health hazard.</li> <li>▶ I know to eat my food and put my rubbish in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>▶ I stand in line without touching others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ I wash my hands with soap and water before and after eating.</li> <li>▶ I know to inform the office of unsafe incidents.</li> <li>▶ I know to keep the floor dry.</li> <li>▶ I do what I have to and get out.</li> </ul>	<ul style="list-style-type: none"> <li>▶ I always walk.</li> <li>▶ I play only games appropriate to the area.</li> <li>▶ I know seats/tables are for sitting on/at not standing or jumping on or over.</li> </ul>	<ul style="list-style-type: none"> <li>▶ I stay within the school grounds at all times.</li> <li>▶ I play in the appropriate area for my year level.</li> <li>▶ I know to use equipment for intended purposes.</li> <li>▶ I know to participate in school approved games only.</li> <li>▶ I know to see the duty teacher if I have any problems.</li> <li>▶ I know to be SunSmart.</li> <li>▶ I will stay out of trees.</li> </ul>	<ul style="list-style-type: none"> <li>▶ I walk around the grounds being careful of others as I walk.</li> <li>▶ I play in my set areas and will stay away from around the buildings.</li> </ul>	<ul style="list-style-type: none"> <li>▶ I walk <u>my</u> bike/scooter until I am outside the school grounds.</li> <li>▶ I use the bag racks and bike racks as they are meant to be used.</li> </ul>	<ul style="list-style-type: none"> <li>▶ I stay off the road.</li> <li>▶ I use walkways.</li> <li>▶ I line up quietly.</li> <li>▶ I follow teacher instructions.</li> <li>▶ I follow road rules.</li> <li>▶ I look where I am going.</li> <li>▶ I know to keep all of my body inside the bus.</li> <li>▶ I know to always walk to the bus.</li> <li>▶ I know that older children are to be good role models and be responsible for younger children.</li> </ul>	<ul style="list-style-type: none"> <li>▶ I stay in the right areas.</li> <li>▶ I show self-control.</li> <li>▶ I use equipment safely and appropriately.</li> <li>▶ I pack away equipment when asked.</li> <li>▶ I put my bag in the designated area.</li> <li>▶ I walk on concrete.</li> <li>▶ I am fair to others.</li> <li>▶ I remain seated until the first bell rings.</li> <li>▶ I keep my hands and feet to myself.</li> <li>▶ I stay off playground equipment before and after school.</li> </ul>	<ul style="list-style-type: none"> <li>▶ I stay in the right areas.</li> <li>▶ I sit while I'm eating</li> <li>▶ I show self-control.</li> <li>▶ I use equipment safely and appropriately.</li> <li>▶ I go to the toilet with a buddy.</li> <li>▶ I wash my hands after the toilet</li> <li>▶ I am fair to others.</li> <li>▶ I stay on the pathways.</li> <li>▶ I stay with my group/leader/ helper.</li> </ul>
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## Student Behaviour Management Process

