



Morayfield State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

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

We aspire, as part of Morayfield's nurturing of a Supportive School Environment, to develop within children increasing levels of self-reliance enabling them to behave appropriately and to problem-solve interpersonal conflicts with minimal/appropriate adult intervention.

This Student Code of Conduct is designed to facilitate the highest standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The aim of our Student Code of Conduct is to provide focused learning opportunities that enable students to accept ownership of their behaviour and to develop a realisation of the effect that their behaviour has on others. The plan endorses:

- Promoting a supportive community to create a caring, productive and safe environment for innovative teaching and learning practice;
- Promoting skills for lifelong learning;
- Fostering mutual respect, constructive communication and relationships among all members of the school community;
- Encouraging the development of responsible self-management skills;
- Encouraging and providing opportunities for all individuals to participate in engaging educational and cultural activities.

The school endeavours to achieve this through positive programs which develop:

- Social Skills
- Anti-Bullying: Bullying No Way and High 5 Strategy by incorporating;
- Sexual Harassment Guidelines and Protective Behaviours;
- Anti –discrimination Guidelines;
- National Framework for Values Education in Australian Schools

Morayfield State School is a PBL (Positive Behaviour for Learning) School and this is reflected in all aspects of our Student Code of Conduct



School Expectations



Contact Information

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Endorsement

Principal Name:	Russell Thompson
Principal Signature:	
Date:	23/11/2020
P/C President and-or School Council Chair Name:	Amanda Kubel
P/C President and-or School Council Chair Signature:	
Date:	23/11/2020

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Principal's Foreword

Introduction

Morayfield State School has a long and proud tradition of providing high quality education to students from across Morayfield and the surrounding community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. We value and promote the three way partnership between students, parents, staff and community members.

Morayfield has three core values:

Be Respectful

- ✓ Respect yourself and your learning
- ✓ Respect others and their right to learn

Be Responsible

- ✓ Own your learning and behaviour
- ✓ Take care using all personal and school property

Be Safe

- ✓ Work and play safely
- ✓ Right place, right time, right action

All areas of Morayfield State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Morayfield State School to create and maintain a positive and productive learning and teaching environment. ALL school community members have clear and consistent expectations and understandings of their role in the educational process. Staff participate in regular professional development regarding PBL and are actively involved in the decision making process. The PBL committee meet once a fortnight. Meeting minutes are forwarded to all staff and this is referred to at Staff and Teacher Aide meetings. A PBL session is part of the official induction process for new staff.

The Future is in our Hands: at Morayfield State School we recognise that appropriate behaviour, combined with social emotional learning and wellbeing is an important aspect of lifelong learning and the development of social skills.

We believe that building positive relationships with our children enables us to cater to individual needs and develop potential. At Morayfield, we strive to create a learning environment that supports and respects the rights of students to learn, the rights of teachers to teach and the rights of all to be safe.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

School Rules and Expectations:

- ✓ **Be respectful:** respect everyone's right to learn;
- ✓ **Be responsible:** be responsible for your own learning and behaviour;
- ✓ **Be safe:** always act in a safe and calm manner.

Behavioural expectations of students in all aspects of school life have been collaboratively created and are displayed in all areas of the school. The Behavioural Expectations are addressed in PBL lessons that are undertaken weekly in classrooms.

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

The development of the Morayfield State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

Fundamental to the success of the Student Code of Conduct is the decision to operate as a PBL school. Morayfield's commitment to **Positive Behaviour for Learning (PBL)** recognises that the engaged learning necessary to achieving positive future outcomes for all our students occurs best in a positive learning environment free from challenging social behaviours.

We endorse the perspectives of PBL and the beliefs that:

- Children can learn to recognise and choose their behaviours;
- Behaviours are learnt and children need to be specifically taught appropriate behaviours;
- Children need to have a clear understanding of appropriate behaviour;
- Children need limits and consequences for inappropriate behaviour;
- Children are responsible for their behaviour and any subsequent consequences;
- Children need positive recognition and support of appropriate behaviour;
- Administrative and parental support is an integral part of behaviour management.

The success of PBL at Morayfield State School is underpinned by:

- Building a relationship of trust, mutual respect and friendship with children;
- Having a challenging curriculum which is relevant to the needs and interests of all children;
- Focusing on and reinforcing positive behaviours;
- Having clear behavioural expectations, limits and consequences and communicating them;
- Involving children in the development of behavioural expectations;
- Ensuring consistency and persistence across the whole school community;
- Skilling children to enable them to behave appropriately;
- Ensuring all members of the community provide appropriate models of behaviour; and
- Lessons are explicitly taught and focus rules are implemented as a result of whole school data and revised as necessary.

Below is a copy of the PBL behavioural expectations for students at Morayfield SS. These expectations have been collaboratively created and help students and visitors understand the expectations and meet the standards we hold for everyone at Morayfield State School.



MORAYFIELD STATE SCHOOL

ACHIEVING SUCCESS AND BEING A LEARNER LOOKS LIKE...



		All Areas	Learning Time	Break Times Walkways and Toilets	Before and After School/In The Community
RESPECT for PROPERTY RESPECT for LEARNING	Be RESPECTFUL	<ul style="list-style-type: none">• Use manners and speak respectfully to all• Use appropriate language at all times• Use appropriate body language when talking to others• Take pride in your school work• Take turns and co-operate• Be honest• Respect other's personal space – My Space Your Space• Sit and wait quietly outside the room in two lines• Treat people how you would like to be treated• Respect others' privacy• Care for our environment including our trees, plants and animals	<ul style="list-style-type: none">• Respect others' learning• Put hand up to speak• Stand quietly for the National Anthem	<ul style="list-style-type: none">• Play fairly: take turns, share, invite others to join in and follow the rules• Allow privacy of others in toilets• Wait patiently in lines at the tuckshop• Walk in two straight, quiet lines	<ul style="list-style-type: none">• Respect the law• Use social media appropriately• Always represent our school proudly and positively
School Vision: To provide a safe, respectful learning community achieving success through positive	Be RESPONSIBLE	<ul style="list-style-type: none">• Follow teacher instructions first time every time• Use whole body listening• Follow routines and procedures• Manage time effectively• Seek help when needed• Be on time and prepared for learning• Use High 5 strategy and Stop, Walk, Talk• Leave all personal property at home• Ask before using others' property• Give your best effort• Ask for help• Be resilient• Maintain personal hygiene• Take care of school property• Place all rubbish in the bin• Use toilets at the appropriate time – before school, break times, after school	<ul style="list-style-type: none">• Do your best work in all classrooms• Be an engaged learner – be resilient• Be persistent• Keep our learning environment tidy• Have all equipment ready, tidy and organised• Complete all your work• Use resources responsibly• Ask permission before moving in the classroom	<ul style="list-style-type: none">• Eat your own food only• Food is only to be consumed during designated break times• Place uneaten food in your lunch box• Use the drink taps appropriately• Order tuckshop before 8.45 am• Use toilets sensibly, conserve soap and water• Be body safe	<ul style="list-style-type: none">• Hand in electronic devices at the office• Sit quietly in the undercover area before school• Sit quietly when waiting for the bus in the correct area• Arrive at school on time for learning (before the 8.30 bell) and exit the school grounds calmly at the end of the day (2.45 bell)• Observe bus company rules and behave appropriately when travelling on public transport
School Values: At Morayfield State School we value people and relationships.	Be SAFE	<ul style="list-style-type: none">• Keep hands and feet to yourself• Play safely• Use equipment as directed• Walk responsibly around the school• Stay calm• Be in the right place at the right time• Stay in school grounds during school time• Report damage• Wear correct school uniform including sun safe hat and enclosed shoes (as per school uniform policy)• Stranger danger/Be aware• Be cyber safe – use approved websites on computers and iPads	<ul style="list-style-type: none">• Only enter room when teacher is present• Ask for the teacher's permission before you leave the room and always use a lanyard• Use all classroom equipment safely	<ul style="list-style-type: none">• Sit down in the correct area while eating• Place rubbish in bins• Play in designated play areas• Use playgrounds and equipment safely (Sticks and rocks are not for play)• Wait for teacher before entering oval/playground• Walk to the left of the path• Stay in safe places• Use stairway safely• Keep bags in bag racks• Stay in your lines while moving through the school• Walk on designated paths	<ul style="list-style-type: none">• Cross at pedestrian crossing and follow the directions of the crossing supervisors• Go directly to and from school• Play equipment is out of bounds• Be road safe• Walk bikes and scooters through the school grounds• Stay out of staff carpark

THE MORAYFIELD WAY – AIM HIGH EVERYDAY

Parents/Carers are provided with a copy of the school's Student Code of Conduct and are specifically informed of the policy document when enrolling a student. Parents/Carers will be asked to sign in acknowledgement of being advised of the policy. In the event of a parent/carer refusing to sign acknowledgement, the Principal will advise of the policy and will sign in acknowledgement that this has been completed.

Roles

Students:

- Participate actively in the school's education program;
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment;
- Behave in a manner that respects the rights of others, including the right to learn; and
- Are co-operative with staff and others with authority and members of the school community

Parents and Carers:

- Show an active interest in their child's schooling and progress;
- Co-operate with the school to achieve the best outcomes for their child;
- Support school staff in maintaining a safe and respectful learning environment for all students;
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour;
- Contribute constructively to behaviour support plans that concern their child;
- Ensure their child attends school every school day for the education program in which the child is enrolled; and
- Provide advice to school with reason for any non-attendance.

Staff:

- Provide safe and supportive learning environments;
- Provide inclusive and engaging curriculum and teaching;
- Initiate and maintain constructive communication and relationships with students and parents/carers;
- Promote the skills of responsible self-management; and
- Reflect on their practice to ensure that their teaching is meeting the needs and learning styles of students.

Morayfield State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School newsletter items and assembly presentations enable parents to be actively and positively involved in school behaviour expectations and celebration of achievement;
- High 5 strategies to develop problem solving skills and prevent bullying
- PBL team members' regular provision of information to staff, to support others in sharing successful practices;
- Comprehensive induction programs in the *Morayfield State School Responsible Behaviour Plan for Students* delivered to new and relief staff;
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- Staff regularly attend professional development around the Essential Skills and Non-Violent Crisis Intervention
- Staff can participate in classroom profiling
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School
 - Procedures for Preventing and Responding to Incidents of Bullying (Including Cyberbullying)

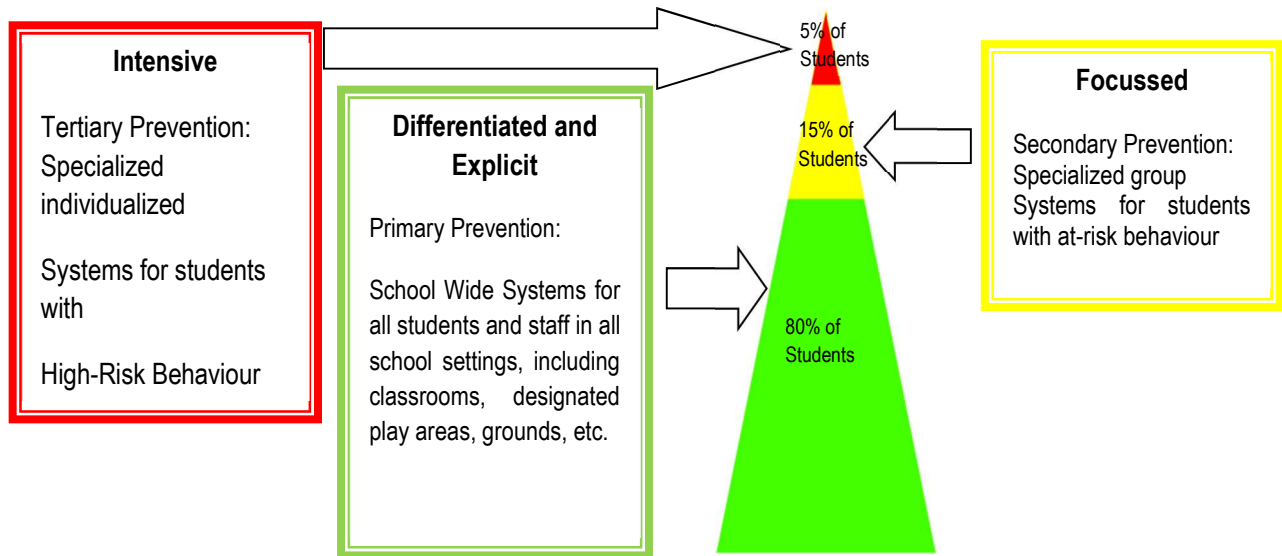


Differentiated and Explicit Teaching

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

Teachers at Morayfield 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.



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

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

With PBL at Morayfield State School:

- Expectations for student behaviour are clearly defined based on full staff input;
- Effective behavioural support is implemented consistently by staff and administration;
- Appropriate student behaviour is explicitly taught;
- Positive behaviours are publicly acknowledged;
- Problem behaviours have clear consequences;
- Student behaviour is monitored and staff receive regular feedback;
- Effective behavioural support strategies are implemented at the school-wide, specific setting, classroom, and individual student level; and
- Effective behavioural support strategies are designed to meet the needs of all students.

Focussed Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and 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. This 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 Morayfield State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Morayfield State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Girl's Social Skill Groups
- Boy's Social Skills Groups
- Classroom Rosters
- Playground

For more information about these programs, please speak with the Year Level Deputy Principal.

Intensive Teaching

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

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

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

Decisions regarding which students require which intensive supports are made at a weekly Behaviour Meeting, attended by the Guidance Officer, Deputy Principals, Head of Special Education Services and the Principal. Some students who require intensive teaching will be supported through a Targeted Behaviour Plan and recorded on One School.

A Targeted Behaviour Plan is designed, implemented, utilised and modified as necessary to support the student at risk. The plan consists of five main areas:

- Any adjustments to explicit teaching required
- An Acknowledgement system
- Two – Three basic goals
- Consequences process
- Restitution process

Consideration of Individual Circumstances

It is vital that individual differences are taken into account when supporting students. Life experiences, family background, culture, academic and physical abilities, emotional wellbeing, gender, race, socio-economic situation and impairment.

At Morayfield State School this is paramount within our school community – we aim to promote good quality education so that excellent student outcomes are achieved to prepare our students in becoming valued members of our wider community. When supporting students at risk with behaviour the needs and wishes of our school community are considered before individual student support is implemented.

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Morayfield State School considers the individual circumstances of students when applying support and consequences by:

- ✓ Promoting an environment which is responsive to the diverse needs of its students
- ✓ Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time;
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
 - Receive adjustments appropriate to their learning and/or impairment needs.
- ✓ Ensuring procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- ✓ Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state and taking into account factors including:
 - Intent of the action;
 - Degree of provocation;
 - Level of remorse;
 - Severity of incident;
 - Previous behaviour record;
 - Availability of reliable evidence; and
- ✓ Ensuring consequences meet and reflect ideals of natural justice and logical consequences.

Students and families are given a copy of suspension letters, re-entry agreements and Behaviour Support Plans as they are developed. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Legislative Delegations

Legislation

In this section of the Morayfield Primary School's 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 Morayfield State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

When assigning consequences, staff undertake an assessment of the behaviour, the level of risk and the appropriate level/type of disciplinary consequences to be applied, and take into account a student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. There could be a range of factors that contribute to another student's situation that other students and families will be unaware of.

Reinforcing Expected School Behaviour

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

Whole School Reward Systems include:

- ✓ PBL focus skill
- ✓ Principal's Morning Tea
- ✓ Student of the Week
- ✓ Positive Phone Calls/Postcards home
- ✓ Attendance Awards

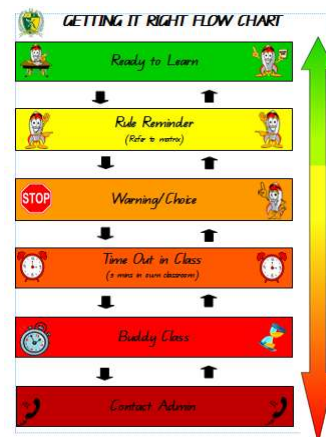
Responding to Unacceptable Behaviour

A student's core business when they come to school is learning. At Morayfield State School behaviour is treated in the same manner as curriculum, where students are explicitly taught real world social skills. Morayfield State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff respond using the process of essential skills and strategies combined with the consequence flow chart.

Whole school response systems are based on a level process.

Morayfield has a six step process in classrooms (Consequence Flow Chart):

- Ready to Learn
- Rule reminder
- Warning
- Time out in class
- Buddy Class
- Office/Detention Referral



In the playground the following process occurs:

- Verbal Redirections
- Rule reminder/Warning
- Restricted Play / Restitution
- Detention Room
- Office Referral / Individual Play Plan

The Table below was collaboratively developed by staff and following consultation with the Morayfield State School P&C was published as four levels of behaviour, differentiated (Level 1 and 2), Focussed (Level 3) and Intensive (Level 4).

LEVEL 1 - Focussed Behaviour	LEVEL 2 - Focussed Behaviour	LEVEL 3 - Focussed Behaviour	LEVEL 4 - Intensive Behaviour
<p>Be Respectful</p> <p>1. Respect Yourself and Your Learning</p> <p>2. Respect Others and Their Right to Learn</p> <p>Be Responsible</p> <p>3. Own your Learning and Behaviour</p> <p>4. Take care using all personal and school property</p> <p>Be Safe</p> <p>5. Work and Play Safely</p> <p>6. Right Place, Right Time, Right Action</p>	<p>Be Respectful</p> <p>1. Respect Yourself and Your Learning</p> <p>2. Respect Others and Their Right to Learn</p> <p>Be Responsible</p> <p>3. Own your Learning and Behaviour</p> <p>4. Take care using all personal and school property</p> <p>Be Safe</p> <p>5. Work and Play Safely</p> <p>6. Right Place, Right Time, Right Action</p>	<p>Be Respectful</p> <p>1. Respect Yourself and Your Learning</p> <p>2. Respect Others and Their Right to Learn</p> <p>Be Responsible</p> <p>3. Own your Learning and Behaviour</p> <p>4. Take care using all personal and school property</p> <p>Be Safe</p> <p>5. Work and Play Safely</p> <p>6. Right Place, Right Time, Right Action</p>	<p>Be Respectful</p> <p>1. Respect Yourself and Your Learning</p> <p>2. Respect Others and Their Right to Learn</p> <p>Be Responsible</p> <p>3. Own your Learning and Behaviour</p> <p>4. Take care using all personal and school property</p> <p>Be Safe</p> <p>5. Work and Play Safely</p> <p>6. Right Place, Right Time, Right Action</p>

Differentiated and Explicit

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour also known as LEVEL 1 and 2. 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
- Ricky Rocket
- 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")
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Redirection, Proximity control
- 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
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- In- class Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour in LEVEL 3. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour 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 for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team, work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour, LEVEL 4. 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 Morayfield State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

Students who are suspended from Morayfield 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.

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.

Use of mobile phones and other devices by students

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Morayfield State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- Recording; and/or
- Disseminating material (through text messaging, display, internet uploading etc); and/or,
- Knowingly being a subject of a recording

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text Communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of Cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

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

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.

Preventing and responding to bullying (including cyber bullying)

Purpose

1. Morayfield State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - Raising achievement and attendance
 - Promoting equality and diversity and
 - Ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Morayfield State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Morayfield State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - Race, religion or culture
 - Disability
 - Appearance or health conditions
 - Sexual orientation
 - Sexist or sexual language
 - Young carers or children in care.
5. At Morayfield State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Morayfield State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Morayfield State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Morayfield State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process

At Morayfield we take bullying seriously'

Steps followed when complaints are reported

Step 1: Interview occurs involving all concerned parties to determine underlying problem and discuss the consequences of bullying behaviour.

Step 2: Ongoing bullying will involve meetings with the Principal or Deputy Principal. Parents are notified.

Step 3: Further or more bullying will be referred to the Principal. An interview with parents will occur and may result in suspensions from class.

Step 4: Students involved in repeated serious bullying of others may be immediately suspended or excluded from school.

What should you do if you are Being Bullied?

★**REMIND:** that bullying is NOT OK and is unacceptable at Morayfield State School. Try not to show that you are upset. STOP, WALK, TALK.

★**REPORT:** Talk to one of the teachers about what you have seen and what concerns you!

★**ASSURE:** if you are being teased, assure yourself that you are OK and that they have the problem

★**TALK:** to your parents or a friend

★**CONSIDER:** if you have been a bully yourself and if you have changed your behaviour.

TAKE A STAND AGAINST BULLYING!

Morayfield State School
Principal: Loretta White
196 – 230 Morayfield Road
MORAYFIELD QLD 4506

Phone: 07 5431 6222

Email: principal@morayfieldss.eq.edu.au



MORAYFIELD STATE SCHOOL



A School Policy pamphlet on Bullying produced by Morayfield State School for the school community

THE FUTURE IS IN OUR HANDS

Rationale

At Morayfield State School every student has the right to feel safe both physically and emotionally. Any student who bullies another is denying them that right. Our school will not tolerate any action that undermines a student's right to feel safe and it will take whatever steps are necessary to prevent and stop such behaviour.

www.bullyingnoway.com.au

"Do to others as you would have them do to you."

AIM: We aim to promote Behaviour Management in a Supportive School Environment where all members of the school community have the right to work and interact without disruption in a safe, supportive environment which promotes cooperation and learning.

Each member of our community has the responsibility to protect his/her own as well as others rights against intimidation

What is Bullying?

"Bullying is when someone (or a group of people) with more power than you, repeatedly over a period of time (intentionally or unintentionally) uses negative words and/or hurtful actions against you" (National Centre Against Bullying 2011).

These actions cause you distress and risks your wellbeing. Distress can be either physical hurt or emotional pain.

Bullying can be:-

- Physical

E.g. pushing, hitting, kicking, tripping, pinching crashing on purpose, property damage, throwing items to cause physical harm, stand over tactics

- Verbal

E.g. threatening, verbal intimidation, rude remarks, ridicule, demanding money or services, using words that suggest weakness, ugliness, name calling, teasing, sexual reference or which attack ethnic or religious characteristics

- Emotional

E.g. gestures, repeating whispering, exclusion, spreading nasty rumours or gossip, passing notes, manipulation of friends, teasing, exclusion, silent treatment, death stares, threats, extorting money and cyber bullying. Cyber Bullying may occur in several forms, including direct contact, harassing the person or by making hurtful statements about a person on social media.

Examples of Harassment may

include:

Gender
Appearance
Racial Background
Religious or Cultural beliefs
Ability and Disability
Socioeconomic Status



What to do if you feel Intimidated!

You need to talk to someone about how you are feeling. You could choose from the following list;

1. Class teacher
2. Teachers on duty
3. Any staff member you feel comfortable talking to
4. Member of the Administration team

OR you can send an email to the Principal: the.principal@morayfieldss.eq.edu.au

TALK TO YOUR PARENTS

If you don't feel comfortable talking about this matter with adults at school make sure you talk to your parents and they can speak to the school about how

What are we doing at Morayfield to prevent bullying from happening?

Share bullying information with the school community on awareness raising through the school newsletter, forums, assemblies and displays

Continue to educate students by providing lessons that provide them with information about bullying, the different types of bullying and strategies to deal with bullying (e.g. conflict resolution, problem solving)

Promote values and virtues education

Provide a consistent school process (SWPBS) for reporting and investigating any type of bullying with the school

Reward students who have been supportive and caring

Bullying response flowchart for teachers

Morayfield State School – Bullying response flowchart for teachers

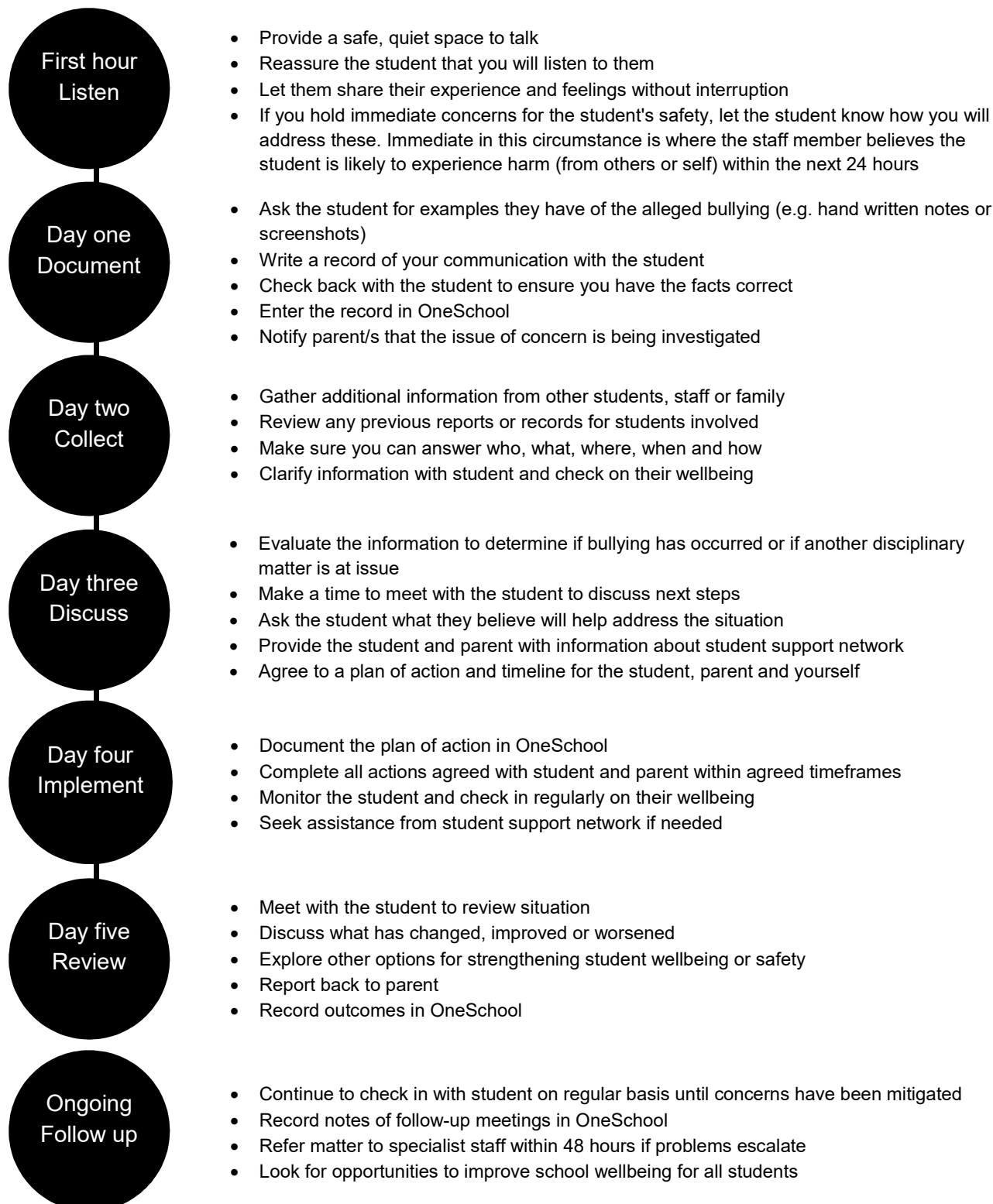
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year level Deputy P-2 Ethan McIntosh, Yrs. 3 & 4 Barbara Cornford, Yrs. 5 & 6

Karen Rassmussen – 5431 6222



Morayfield 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](#).

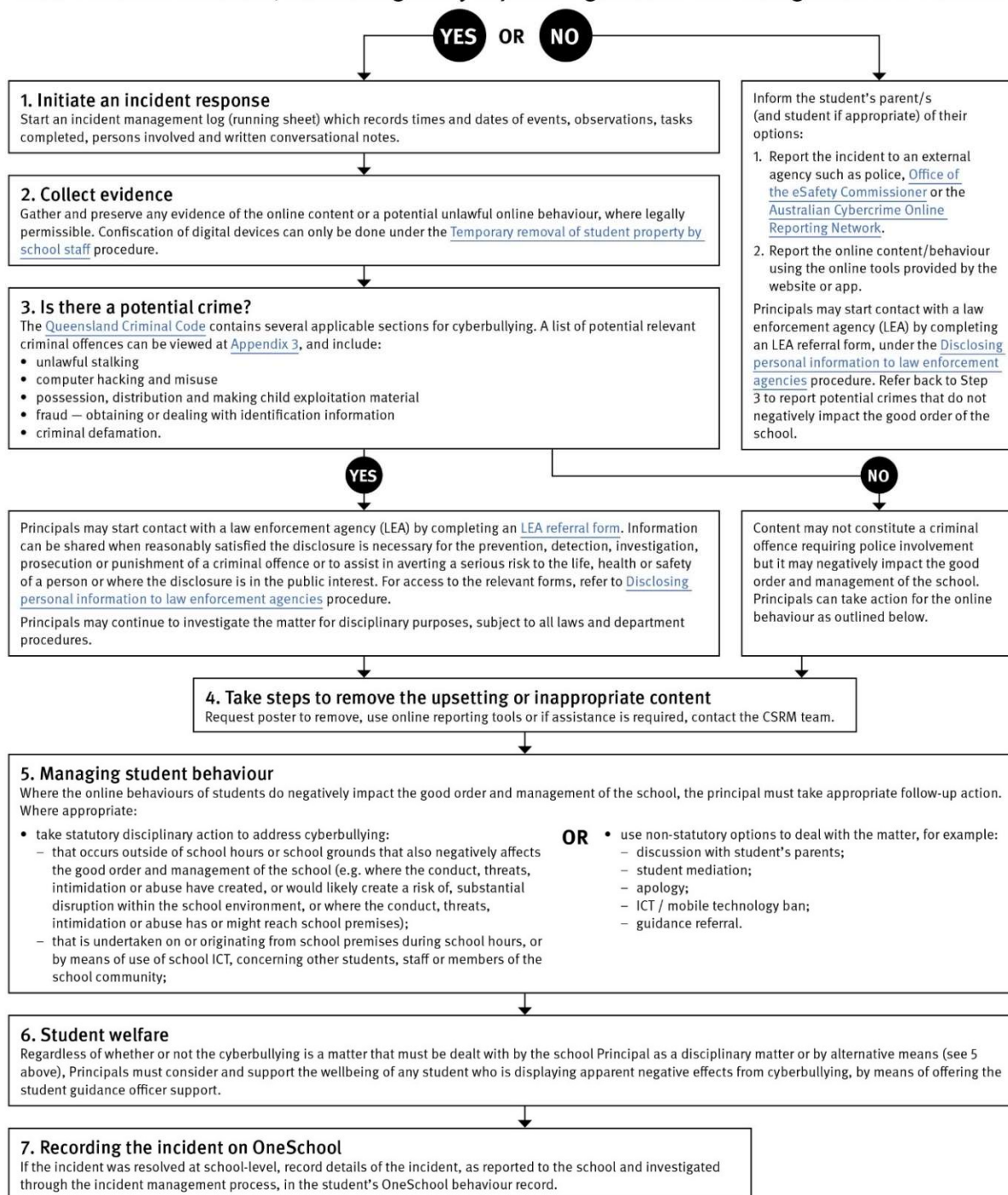
Explicit images

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](#).

Help

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

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



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 Morayfield 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

School staff at Morayfield 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 Morayfield State School

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

Students of Morayfield 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 Exemplar State College 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.



Department of Education



Morayfield Primary School

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Russell Thompson, Principal of Morayfield Primary School, **authorise** the persons who are from time to time the holders of the position of Deputy at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

Russell Thompson

Morayfield Primary School

QUEENSLAND DEPARTMENT OF EDUCATION

01/09/2020

DATE



Department of Education



Morayfield Primary School

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Russell Thompson, Principal of Morayfield Primary School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal, who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Russell Thompson

Morayfield Primary School

QUEENSLAND DEPARTMENT OF EDUCATION

01/09/2020

DATE

Restrictive Practices

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

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

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

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

- Physically assaulting another student or staff member; and
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Morayfield State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident report
- Health and Safety incident record
- Debriefing Report (for student and staff)
- Risk Management Plan.

Critical Incidents

Ongoing professional discussions with Morayfield State School staff reinforce their understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. Staff are provided with information regarding critical incident procedures at staff induction and annually as an ongoing review of school operations. The school understands its obligation to train and update staff skills in behaviour management. There is a select team of staff trained in Crisis Prevention Intervention (CPI).

- **An emergency situation or critical incident** is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action.
- **Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

In such situations, the following guidelines apply:

- Have an established process for calling for assistance (send an “Immediate Assistance Required” red card directly to office staff);
- Avoid escalating the problem behaviour;
- Maintain calmness, respect and detachment;
- Approach the student in a non-threatening manner;
- Only use restraint as a last resort and if you are trained;
- Follow through;
- Debrief.

Basic defusing strategies

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.

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 explicit, clear and concise and avoid responding emotionally.

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, debrief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

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.

Debrief

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

In the event of an extreme critical incident, staff complete a Critical Incident Report and save it on Oneschool. Following a critical incident, staff are supported and provided with debriefing opportunities which may involve school Guidance Officer or outside agency support.

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](#)