



# Mabel Park State High School

# Student Code of Conduct 2024-2027

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

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## Contact Information

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Postal address: 72-116 Paradise Road Slacks Creek

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Phone: 07 3489 2333

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Email: [info@mabelparkshs.eq.edu.au](mailto:info@mabelparkshs.eq.edu.au)

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School website address: [mabelparkshs.eq.edu.au](http://mabelparkshs.eq.edu.au)

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Contact Person: Trent Cowley

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## Endorsement

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Principal Name: Trent Cowley

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Principal Signature: 

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Date: 30/01/2024

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P/C President and-or  
School Council Chair Name: Ailaoa Chong-Nee

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Date: 30/01/2024

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## Purpose

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

The Mabel Park State High 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.

## Whole School Approach to Discipline

### Positive Behaviour for Learning Expectations

Mabel Park State High 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.

At Mabel Park State High 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 Mabel Park State High 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 contact the school.

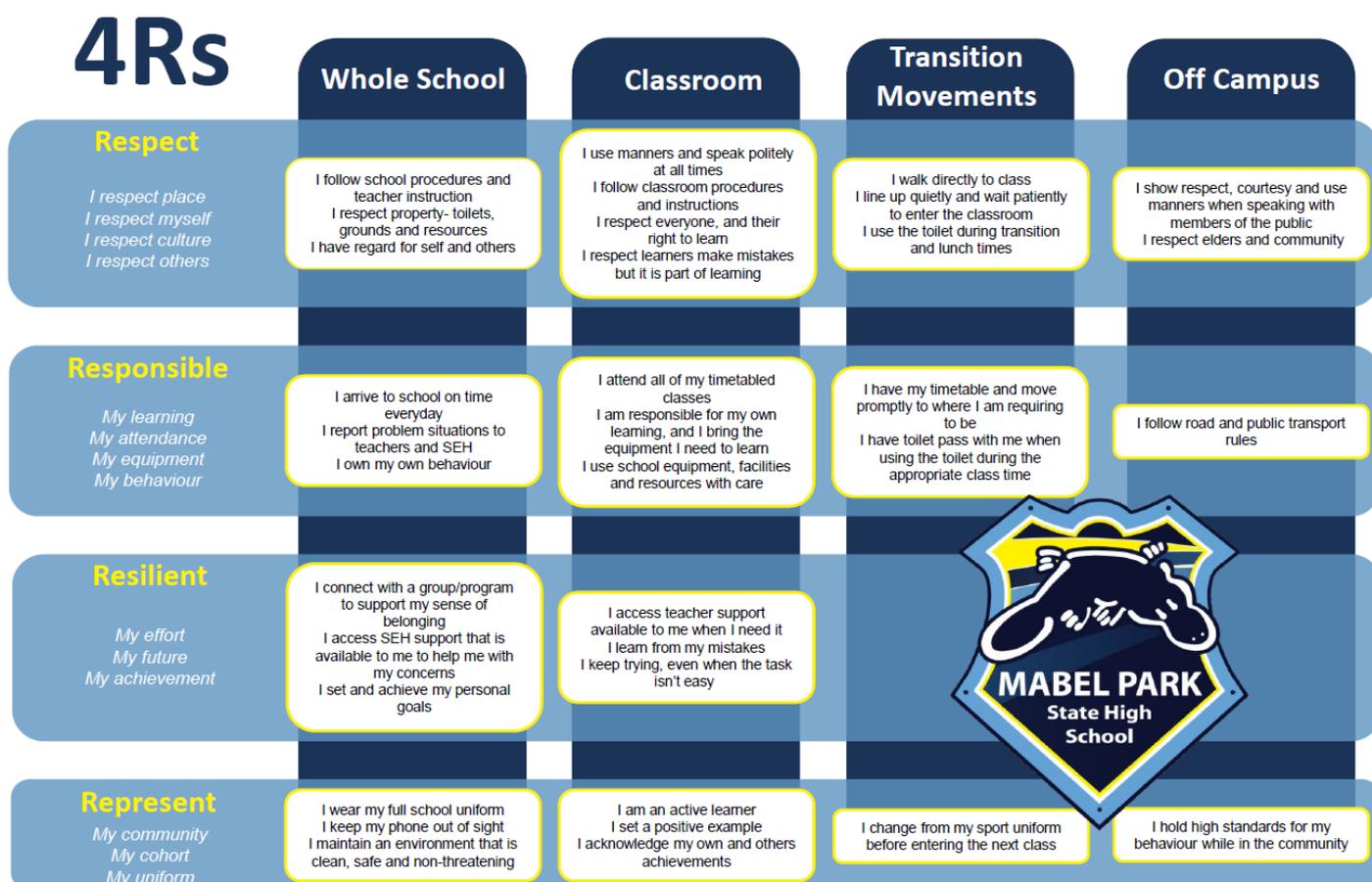
## Student Non-Negotiables (Behaviour Expectations)

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Positive Behaviour for Learning (PBL) expectations in place for students:

- **Respectful** - I respect myself, others, culture, place
- **Responsible** – I am responsible for my learning, equipment, behaviour & attendance
- **Resilient** – I am resilient in my effort, my achievement and my future
- **Represent** – I represent through my uniform, my cohort and my community

### Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Mabel Park State High School.



## Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

### Consideration of Individual Circumstances

Staff at Mabel Park State High 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 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 or their delegate to discuss the matter.

### Student Wellbeing

Mabel Park State High 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](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Mabel Park State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program.

### **Policy and expectations**

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

### ***Drug education and intervention***

Mabel Park State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

### ***Specialised health needs***

Mabel Park State High 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***

Mabel Park State High 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, Mabel Park State High 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.

Mabel Park State High 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***

Mabel Park State High 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***

Mabel Park State High School school staff who notice suicide warning signs in a student should 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, Mabel Park State High 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, Mabel Park State High 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, Mabel Park State High 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 Staff**

Mabel Park State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Mabel Park State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Heads of Department – Student Engagement on 07 3489 2333.

| <b>Role</b>                            | <b>What they do</b>  |
|--|--|
| Community Education Counsellor         | <ul style="list-style-type: none"> <li>• provides educational &amp; wellbeing mentoring and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> </ul>  |
| Elder in Residence                     | <ul style="list-style-type: none"> <li>• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.</li> </ul>   |
| Head of Department- Student Engagement | <ul style="list-style-type: none"> <li>• leadership of Student Engagement Hub to promote a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.</li> <li>• monitors attendance, behaviour and wellbeing data to identify areas of additional need.</li> <li>• Day to day operations of supporting teachers with student's major behaviours (investigations, statements, interventions &amp; short-term suspensions)</li> <li>• Teacher and student or student and student mediation</li> <li>• Lead Whole School Case Management (relevant year level to relevant HOD SE)</li> </ul> |
| Head of Department -                   | <ul style="list-style-type: none"> <li>• leadership of Student Support Staff to promote an inclusive school culture</li> </ul>   |

|   |   |
|---|---|
| Inclusive Learning Team   | <ul style="list-style-type: none"> <li>plans and implements educational supports for students with disabilities and English as an Additional Language and or dialect (EALD) students</li> </ul>   |
| Guidance Officer  | <ul style="list-style-type: none"> <li>provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</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 as needed as part of the counselling process.</li> </ul>  |
| School-Based Youth Health Nurse   | <ul style="list-style-type: none"> <li>provides class outreach as well as individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>healthy eating and exercise</li> <li>relationships</li> <li>personal and family problems</li> <li>feeling sad, worried and angry</li> <li>sexual health</li> <li>smoking, alcohol and other drugs.</li> <li>Refer to other school personnel when required</li> </ul> </li> </ul>   |
| General Practitioner  | <ul style="list-style-type: none"> <li>Provides access to health information, advice and treatment students need to be safe and healthy.</li> </ul>   |
| Year Coordinators<br><i>(previously known as Student Support Liaisons &amp; Deans – role merge)</i> | <ul style="list-style-type: none"> <li>responsible for student engagement and wellbeing at each year level</li> <li>provides continuity of contact for students and their families through the six years of schooling</li> <li>Case Manages students with complex needs (with substantial and extensive level of adjustment)</li> <li>nurtures a sense of belonging to the year level and school.</li> <li>Collaboration with stakeholders with a feedback loop to classroom teachers</li> <li>Develop &amp; support application of personalised learning plans</li> <li>Support focused and intensive teaching opportunities for students</li> </ul> |
| EALD Coordinators   | <ul style="list-style-type: none"> <li>provides continuity of contact for students and their families &amp; stakeholders</li> <li>personalized planning and supports for students</li> <li>promoting culturally aware practices across the school</li> <li>Case managers targeted students</li> </ul>   |
| Youth Workers   | <ul style="list-style-type: none"> <li>provides individual and, at times, group support to students to assist their engagement with education</li> <li>support students to overcome barriers to education such as <ul style="list-style-type: none"> <li>attendance at school</li> <li>drug and alcohol support needs</li> <li>QCE/Learning support</li> <li>suspension/exclusion/referral for behaviour support</li> <li>relationships/social skills</li> <li>conflict with family/peers/teachers</li> </ul> </li> <li>social/emotional/physical wellbeing.</li> </ul>   |

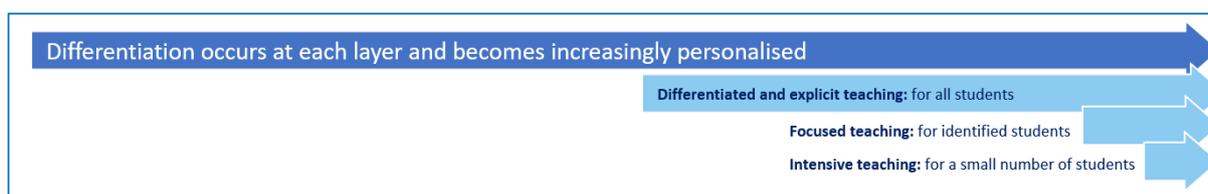
It is also important for students and parents to understand there are regional and statewide support services available to supplement the school network. These include: Principal Advisors - Inclusion, Autism Hub, Speech Language Pathology, Occupational Therapy Services, Physiotherapy services, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with a Deputy Principal.

## Differentiated and Explicit Teaching

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

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



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

Every classroom in our school uses the Student and Staff Non-Negotiables as a basis for developing their behaviour standards. Classroom teachers' works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The student Non-Negotiables are on display in every classroom and 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 Mabel Park State High School to provide focused teaching. Focused teaching is aligned to the Student Non-Negotiables, 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.

Mabel Park State High School has a range of Student Support 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:

- Trauma informed practice
- Functional Based Assessment
- Conflict resolution practices

For more information about these programs, please speak with a Head of Department – Student Engagement.

## 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.

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

## Disciplinary Consequences

The disciplinary consequences model used at Mabel Park State High 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 Student Engagement Hub immediately for determination of a disciplinary consequence.

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

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

## Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives & explicit reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

When Classroom Teachers have attempted application of a range of the above disciplinary responses and a student continues minor (low level) behaviour they can access their curriculum HOD for additional support.

The Curriculum HOD may consider some of the following disciplinary responses:

- HOD led consequences (e.g. detention)
- Contact home
- Classroom visits
- Teacher Student Resolution
- Referral to S.E.H.

## Focussed

Classroom teachers are supported by other school-based staff (see Student Support Staff) to address in-class behaviour that fall within the major category (high level behaviour). 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 Case Management for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

The School Executive team work in consultation with Student Support Staff to address persistent or ongoing serious problem behaviour (major – high level and high frequency). 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 Mabel Park State High 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 Mabel Park State High 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 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, however attendance is strongly encouraged. 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, as an action from the SDA, 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 focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

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

### **Reasonable adjustments**

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

# MPSHS Minor & Major Behaviour Consequence Guidelines

The 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. There can be no mandatory consequences for student misbehaviour, the Student Code of Conduct details what the range of possible consequences are only (this is a principle of natural justice to ensure that every situation is considered on its unique circumstances prior to any disciplinary decision being made). These guidelines support an 'at a glance' consequence progression based on example behaviours only. At MPSHS we will always consider a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

|   |   | Teacher issued consequence | HOD issued consequence | SEI intervention | Case Management referral | Short Suspension | Long Suspension | Recommended Exclusion | Community Service | External Community Service ATSI | Restorative Justice | Internal Suspension (short) | Behaviour Card | YW/GO/Nurse / Tier 2 interventions | Lunch time detention | Behaviour improvement plan | Discipline improvement plan | Repair (property) | Parent interview |
|---|---|----------------------------|------------------------|------------------|--------------------------|------------------|-----------------|-----------------------|-------------------|---------------------------------|---------------------|-----------------------------|----------------|------------------------------------|----------------------|----------------------------|-----------------------------|-------------------|------------------|
| Bullying/harassment   | Repeated pattern of verbal abuse after previous redirects, including name calling/teasing/ongoing intimidation  |                            |                        |                  | ✓                        | ✓                | ✓               | ✓                     | ✓                 |                                 | ✓                   | ✓                           |                |                                    |                      | ✓                          |                             |                   | ✓                |
| Defiant/threats to adults                                       | 'Squaring up' to a staff member in intimidating manner, blocking staff, yelling aggressively at a member of staff   |                            |                        |                  |                          | ✓                | ✓               |                       |                   |                                 |                     |                             |                |                                    |                      |                            |                             |                   |                  |
| Disruptive  | Inappropriate, non-related comments, talking to friends; calling out, Repeated noise – tapping pencils, throwing objects – wads of paper. Playing with items/objects  | ✓                          | ✓                      |                  |                          |                  |                 |                       |                   |                                 |                     |                             | ✓              |                                    | ✓                    |                            |                             |                   |                  |
|   | Persistent & deliberate minor disruptive behaviours, student does not respond to classroom management strategies over a series of lessons.  |                            | ✓                      | ✓                | ✓                        | ✓                |                 |                       |                   | ✓                               |                     | ✓                           | ✓              |                                    |                      | ✓                          |                             |                   | ✓                |
| Dress Code  | Continuing pattern of not wearing the correct uniform despite persistent direction to do so. Direct refusal to change into correct uniform/correct the uniform infringement   |                            |                        | ✓                | ✓                        | ✓                |                 |                       |                   | ✓                               |                     |                             |                |                                    |                      | ✓                          |                             |                   |                  |
| IT Misconduct   | Using technology for purposes other than what has been directed. Witnessed using mobile phone anywhere on MPSHS premises during school hours. Wearing headphones in class/ using speaker systems to play music via mobile phone                                 | ✓                          | ✓                      | ✓                |                          |                  |                 |                       | ✓                 |                                 |                     |                             |                |                                    | ✓                    | ✓                          |                             |                   |                  |
|   | Purposefully/ deliberately causing physical damage to equipment/ hardware. Inappropriate correspondence with students or staff. Recording/distributing inappropriate and/or offensive material. Refusing to follow MPSHS mobile phone process.                  |                            |                        |                  |                          | ✓                | ✓               | ✓                     |                   | ✓                               |                     | ✓                           |                |                                    |                      |                            | ✓                           |                   |                  |
| Late  | 'One off' lateness to class (1st, 2nd, 3rd instances only – beyond that moves to major) Persistent lateness to class (every lesson). Refusal to make up time due to lateness.   | ✓                          | ✓                      |                  | ✓                        | ✓                | ✓               |                       | ✓                 |                                 |                     | ✓                           | ✓              |                                    |                      |                            |                             |                   | ✓                |
| Lying/Cheating  | Refusal to give name when instructed/ or give false name  |                            |                        | ✓                | ✓                        | ✓                |                 |                       |                   |                                 |                     | ✓                           |                |                                    |                      | ✓                          |                             |                   |                  |
| Misconduct involving object                                     | Throwing a paper aeroplane, flicking an eraser, inappropriate drawing on surfaces including self  | ✓                          | ✓                      |                  |                          |                  |                 |                       | ✓                 |                                 |                     | ✓                           |                |                                    |                      | ✓                          |                             |                   |                  |
|   | Threatening a student with scissors or another object. Throwing a desk/chair at another   |                            |                        |                  |                          | ✓                | ✓               | ✓                     |                   | ✓                               |                     | ✓                           |                |                                    |                      |                            | ✓                           |                   |                  |
| Non-compliant with routine                                      | Pushing into a line e.g. tuckshop. In an out of bounds area. Littering. Refusing to move to an allocated seat. Refusing to start work when directed. Eating during class. Leaving class without permission  | ✓                          | ✓                      |                  |                          |                  |                 |                       | ✓                 |                                 |                     | ✓                           | ✓              |                                    |                      |                            | ✓                           |                   |                  |
|   | Persistent non-compliance with taught routines, repeatedly leaving class without permission. Refusing to follow Buddy class processes   |                            |                        | ✓                | ✓                        | ✓                |                 |                       | ✓                 | ✓                               |                     | ✓                           | ✓              |                                    |                      |                            | ✓                           |                   |                  |
| Physical Misconduct   | Punching/kicking/ spitting at another with intent to cause harm (incl headlocks, hair pulling, wrestling). Slapping another across the face. Pushing a sharp object into another (e.g. Weapon - scissors, pen etc.) with intent to cause harm                   |                            |                        |                  |                          | ✓                | ✓               | ✓                     |                   | ✓                               |                     | ✓                           |                |                                    |                      |                            | ✓                           |                   | ✓                |
| Possess prohibited items  | No intent to cause harm - Chewing gum, Permanent markers, Steel rulers, Aerosol cans, Energy drinks   | ✓                          | ✓                      |                  |                          |                  |                 |                       |                   |                                 |                     |                             |                |                                    |                      |                            |                             |                   |                  |
|   | intent to cause harm - knives/blades, Tasers  |                            |                        |                  |                          |                  | ✓               | ✓                     |                   | ✓                               |                     |                             |                |                                    |                      |                            |                             |                   |                  |
| Property misconduct   | Drawing on books, deliberately destroying own stationary, Swinging on chair. Rocking desks. Throwing book on ground. Taking another student's pen without consent.  | ✓                          | ✓                      |                  |                          |                  |                 |                       | ✓                 |                                 |                     |                             |                |                                    |                      |                            | ✓                           |                   | ✓                |
|   | Vandalism/ deliberate damage to school property/ equipment (incl graffiti), scratching in to walls. Deliberate misuse of equipment in an unsafe manner. Theft of property/materials/items   |                            |                        | ✓                | ✓                        | ✓                |                 |                       | ✓                 |                                 |                     | ✓                           |                |                                    |                      |                            | ✓                           | ✓                 | ✓                |
| Refusal to participate in program of instruction                | Not starting a task when asked to. Completing a preferred activity instead of assigned task. Persistently not attempting or completing a set task   | ✓                          | ✓                      |                  | ✓                        | ✓                |                 |                       |                   |                                 |                     | ✓                           |                |                                    |                      | ✓                          |                             |                   |                  |
| Substance misconduct involving illicit substance                | illicit drugs e.g. Marijuana, holding drugs or alcohol for others, buying or using. Alcohol consumption or possession. Arriving to school under the influence of alcohol  |                            |                        |                  |                          |                  |                 | ✓                     |                   | ✓                               |                     |                             |                |                                    |                      |                            | ✓                           |                   |                  |
| Substance misconduct involving tobacco & other legal substances | Smoking. Tobacco, Cigarette lighters, vapes, Panadol (prescription medication being given to others)  |                            |                        | ✓                | ✓                        | ✓                |                 | ✓                     | ✓                 | ✓                               |                     | ✓                           |                | ✓                                  |                      |                            |                             |                   |                  |
| Third minor referral  | Outschool referrals & contacts with corrective behaviour/ consequences must be evident by the issuing staff   |                            |                        | ✓                | ✓                        | ✓                |                 |                       |                   |                                 |                     | ✓                           |                |                                    |                      |                            |                             |                   |                  |
| Truant/skip class   | Truanting part of a lesson (extended periods of time at bubbler, toilets etc)   | ✓                          | ✓                      |                  |                          |                  |                 |                       | ✓                 |                                 |                     |                             |                |                                    |                      | ✓                          |                             |                   | ✓                |
|   | Repeated nonattendance in specific subject lessons; leaving class/school grounds without permission; persistent truancy over multiple lessons in a day  |                            |                        | ✓                | ✓                        | ✓                |                 |                       | ✓                 |                                 |                     | ✓                           |                |                                    |                      | ✓                          |                             |                   | ✓                |
| Verbal misconduct   | Foul language vented about situation, not aimed at a person, "He's such a dickhead", "I hate this shit", "Who gives a fuck about that?" A single instance of minor, verbal put-down or inappropriate comment; inappropriate gestures (giving 'the bird')        | ✓                          | ✓                      |                  |                          |                  |                 |                       |                   |                                 |                     | ✓                           | ✓              |                                    |                      |                            | ✓                           |                   |                  |
|   | Repeated name calling or inappropriate gestures; Abusive personal attacks, Racial slurs; Aggressive comments of a threatening nature, Ongoing exchange, direct inappropriate language to a peer or staff e.g. "You're a dog/faggot/slur"; "You can get fucked!" |                            |                        |                  |                          | ✓                | ✓               | ✓                     |                   | ✓                               | ✓                   |                             |                |                                    |                      |                            | ✓                           |                   |                  |



# School Policies

Mabel Park State High 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 Mabel Park State High 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
- vapes of any kind
- 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 or material that does not maintain and foster mutual respect (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.

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

## Use of mobile phones and other devices by students (Mandated)

- the requirement for all students (except for those with recorded principal exemptions) to keep their mobile phones switched off and 'away for the day' and/or disable notifications on wearable devices during school hours;
  - mobile phones can be stored on their person, in their school bag, in student lockers, or in the instance the phone has been removed from the student by a staff member, in a locked cupboard.
  - Mobile phones are wearable devices for school payments (tuckshop, uniform shop and office) is permitted
- formal principal exemption from this policy for students who require access to their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons. Exemption requests can be made directly to the Principal.

Schools must include information about:

- mobile phones are to be stored during school hours in the following ways:
  - on their person (e.g. in student's pocket or pencil case);
  - in the student's school bag;
  - in student lockers; and

It is **unacceptable** for students at Mabel Park State High School to:

- use a mobile phone or other devices in an unlawful manner
- 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
- Note that the school will not take any responsibility for the investigation of the theft, loss or misplacement of Mobile Phones.

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 Mabel Park State High 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.

#### Other Devices, such as iPods and MP3 Players:

- We prefer that students not bring MP3 players, iPODS and similar devices to school.
- The school accepts no responsibility for MP3 players, iPODS and similar devices that are brought to school and undertakes no responsibility to investigate their misplacement, loss or theft.
- MP3 players, iPODS and similar devices may be used before and after school in the school grounds. This position will be reviewed from time to time.
- Students are not permitted to wear headphones or ear plugs during school hours.
- MP3 players, iPODS and similar devices must be switched off and out of sight in class, stored in bags. Students must remove all devices from pockets and under clothing, including earphones. Note: They must always be switched off and out of sight during all assemblies.
- When students breach these guidelines, the first time they will be sent immediately to the relevant Head of Department who will confiscate the device. Students will be required to go to the office on the Friday of that week where they can collect their iPod or device. The student will be issued with a letter to take home to their parents, explaining what has occurred.
- On any subsequent occasion, the student will be sent to the relevant Head of Department who will confiscate the device for 2 weeks. The item will be held in the office until collection can be made.
- Students who argue with a teacher or refuse to follow their instructions will be dealt with in line with the school's discipline policy. Students will be sent immediately to the office where the relevant Deputy Principal will deal with the situation.

## Preventing and responding to bullying

Mabel Park State High 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.

Mabel Park State High School has a **Mabel for Change Student**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of

## The Australian Student Wellbeing Framework:

### 1. Leadership

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



### 2. Inclusion

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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

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

A priority for the Student Leadership Forum 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 Mabel Park State High 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 Mabel Park State High 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 Mabel Park State High 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.

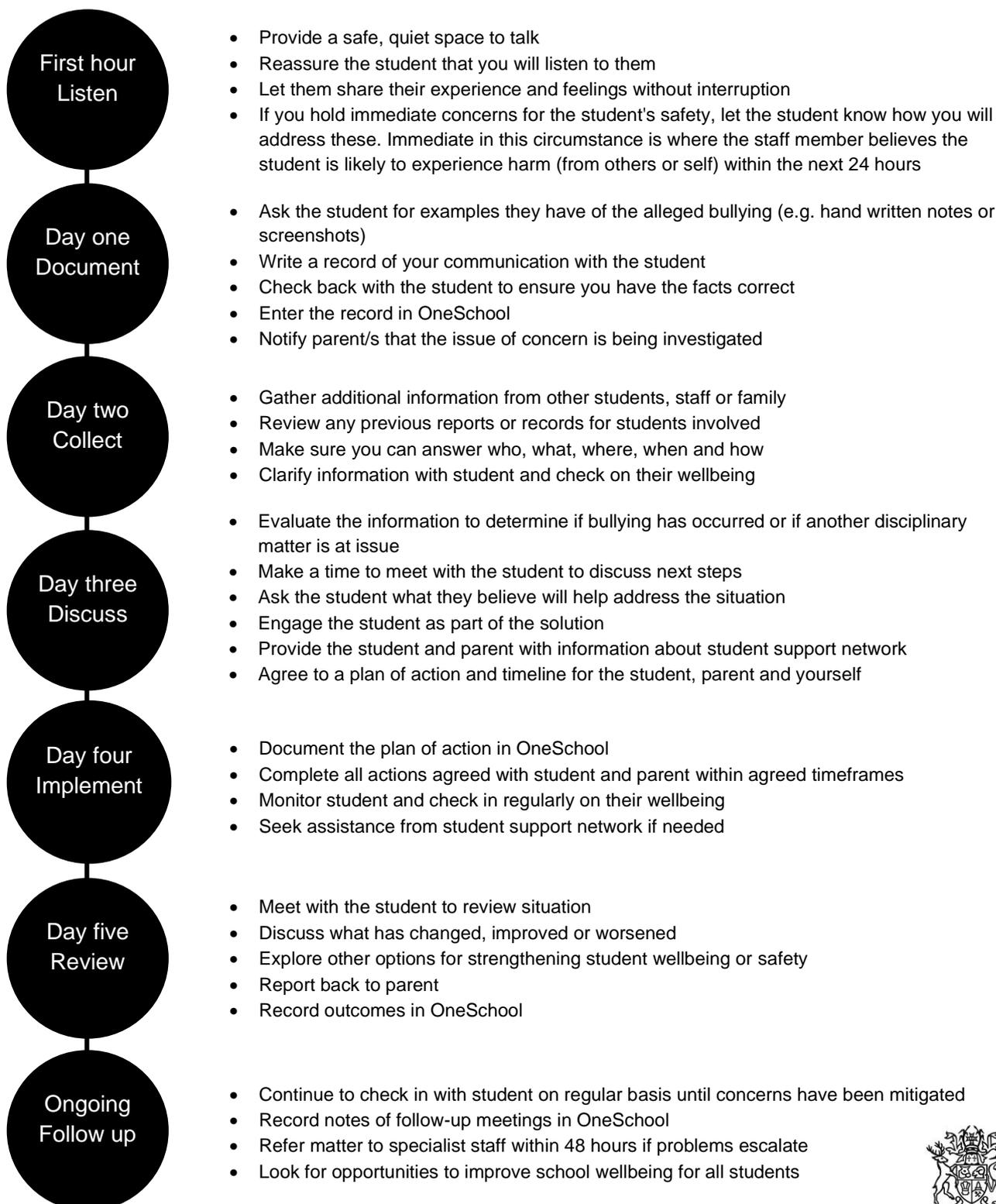
## Mabel Park State High School - Bullying response flowchart for teachers

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:

Year 7 to Year 12 – Form teacher or Year Level Coordinator

Head of Department – Student Engagement



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or the form class teacher. There is also three dedicated senior leadership officers, Head of Department, Student Engagement , who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

# Mabel Park State High 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](#).

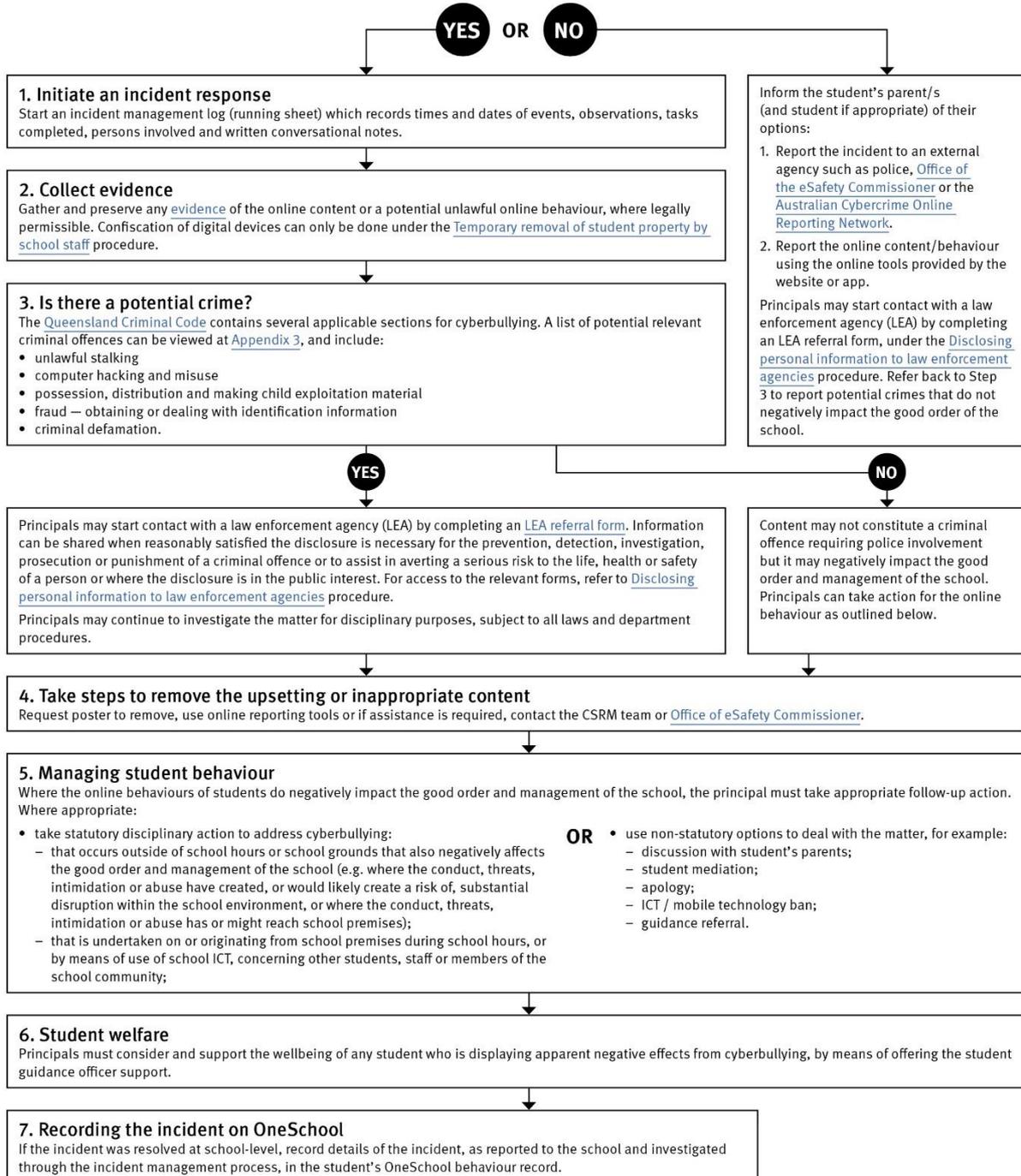
### Explicit images

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 [contact the team](#) (Department employees only).

### Student Intervention and Support Services

Mabel Park State High 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 Mabel Park State High 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.

## Mabel Park State High School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Mabel Park State High 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.

### Mabel Park State High School – Anti Bullying Contract

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

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

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

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

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

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

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

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

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

## Critical Incidents

It is important that all 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