



# Maleny State High School



# Student Code of Conduct 2020-2024

**This Document is still to be completed and endorsed**

**DRAFT ONLY**

***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

## Contact Information

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Contact Person:	Deorah Stewart (Principal)

## Endorsement

Contact	Name	Signature	Date	Contact	Name	Signature	Date
Principal Name	Deborah Stewart			P&C President			
Parents	Judy O'Donoghue			Parents	Louise Sanderson		
	Sharon Schofield				Donna Turner		
Yr 8 Students	Hannah Leach						
Yr 9 Students	Travis Palmer			Yr 9 Students	Alea		
	Kelly Schofield				SernaWiles		
Yr 11 Students	Charlie Perina			Yr 11 Students	Gudrum Rosenfeldt		
Yr 12 Students	Kyah Butler			Yr 12 Students	Isaac Stanton		
	Jamiee Sweeting						
Teachers	Elizabeth Druitt			Teachers	Elisha Fox		
	Jo Rickards						
HODs	Wade Jacobsen			G.O.	Lyn Stevens		

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## Purpose

Maleny State High School (Maleny SHSH) is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Maleny SHSH 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.

At Maleny SHS our philosophy has been and will continue to be underpinned by the following four questions:

- Are my actions focused on learning?
- Am I being respectful?
- Am I being responsible?
- Are my actions safe and legal?

The purpose of the Student Code of Conduct 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

At Maleny 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.

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 are encouraged to speak with their child's House Leader or make an appointment to meet with the principal.

### XXXXXX Expectations

#### Parents and staff

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

#### *Am I being respectful?*

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher, House Leader or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

#### *Am I being responsible?*

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

### ***Are my actions safe and legal?***

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter or school face book page as the official means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

### ***Are my actions focused on learning?***

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.

## **Consideration of Individual Circumstances**

Staff at Maleny SHS 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 to discuss the matter.

## Differentiated and Explicit Teaching

Maleny SHS is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves communicating and 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 Maleny 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.

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

### Universal Behaviour Support

Maleny State High School acknowledges that relationships are important in forming a positive learning environment. Part of forming productive relationships is setting clear and consistent boundaries for students. The working maxim at Maleny State High School is: "To intervene at the earliest possible time in the least intrusive way."

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix (Appendix 1 page 7) outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students via a number of strategies, including:

- Student Diary, House Assemblies, Active supervision by staff during classroom and non-classroom activities and Student Support Staff interventions

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

- A school house structure that encourages positive relationships
- A clear line of responsibility for handling issues
- 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.

### Development of specific policies to address:

- The Use of Personal Technology Devices\* at School (Appendix 8 page 22-23)
- Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (Appendix 7 page 20-21). Also see Student Policy on Bullying, including Student Information Guide and Parent Information Guide (Appendix 6 page 18-19).

### Reinforcing expected school behaviour

At Maleny State High School, we organize students into house groups to enable clear communication about our expectations and to facilitate tracking of behaviours throughout the



school. All staff members are trained to give consistent and appropriate acknowledgement, reward or consequence. 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 through a House reward system.

### Maleny State High School Positive Recognition

House Leaders recognize students who receive a majority of 'Very Good' or 'Excellent' ratings in Effort and Behaviour. Teachers use a consistent approach in recognizing these levels in reporting.

### Whole School Structure:

Maleny State High School will implement a new 'House Structure' in 2019, which aims to be a more proactive measure to ensure greater teacher-student support.

	Bunya	Mellum	Obi
	Executive Member	Executive Member	Executive Member
<b>Year 7</b>	1 x HL	1 x HL	1 x HL
<b>Year 8</b>	1 x HL	1 x HL	1 x HL
<b>Year 9</b>	1 x HL	1 x HL	1 x HL
<b>Year 10</b>	1 x HL	1 x HL	1 x HL
<b>Year 11</b>			
<b>Year 12</b>			
Student Support Team			

A total of 18 staff have been identified to support teachers with students who display inappropriate behaviour.

## Disciplinary Consequences

The disciplinary consequences model used at Exemplar State College 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.

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

### Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy

- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student 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. 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.

Maleny State High School makes systematic efforts to prevent inappropriate student behaviour by teaching, modelling and practicing expected behaviours on an ongoing basis. When inappropriate behaviour occurs, students experience natural consequences. Our school seeks to ensure that responses to inappropriate behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record minor and major inappropriate behaviour, as necessary. A RRR Referral Form (Appendix 5 page 14) is used to record inappropriate disruptive classroom behaviour and referrals to the RRR room. OneSchool is used to document instances of inappropriate behavior, which is then referred to the individual student's House Leader. If access to OneSchool is temporarily unavailable to record an incident, it may be recorded on an Incident Report (Appendix 12 page 28).

### Minor and Major behaviours (Appendix 3 page XXXXX)

When responding to inappropriate behaviour the staff member first determines if the inappropriate behaviour is major or minor, with the following agreed understanding:

#### A. Minor behaviours

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause the teacher to suspect that the student may be harmed
- do not violate the rights of others in any other serious ways
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration

Minor inappropriate behaviours are managed by the staff member/s at the time of occurrence and may result in the following consequences:

- a consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or support for work completion
- a re-direction procedure. The staff member:
  1. discusses with the student the behaviour(s) that the student is displaying



2. with the student, names the expected school behaviour(s)
3. with the student, states and/or explains the expected school behaviour(s) if necessary
4. gives parallel verbal acknowledgement for the expected school behaviour(s)

Strategies for staff to use include ESCMs, natural consequences, informal discussions and cueing (e.g. RRR questions). Persistent and repeated, minor inappropriate behaviours may result in the classroom teacher or teacher-on-duty recording details on OneSchool.

## **B. Major behaviours (level 3)**

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of Administration.
- involve Weapons at School (see Appendix 10 page 26)
- Student Protection (see Appendix 11 page 27)

Major disruptive behaviours result in an immediate referral via the RRR Process because of the seriousness in effecting the learning of other students.

Major inappropriate behaviours may result in one or more of the following consequences:

- Parents/ Guardians notified
- Classroom withdrawal
- Loss of privileges e.g. lunch programs etc.
- Suspension (Internal or External)
- Referral to external support agencies
- Alternative Education Program
- Behaviour Monitoring Program
- Individual Support Plan
- Restorative justice
- Mediation
- Re-entry program

## **C. Management of Inappropriate behaviours**

The flowchart in Appendix 2 page 8-9 outlines the flow of management of minor and major inappropriate behaviours with the Responsible Officers and Suggested Strategies.

### **Relate inappropriate behaviours to expected school behaviours** (See Appendix 1 page 7)

When responding to inappropriate behaviours, staff members ensure that students understand the relationship between the inappropriate behaviour to the expected school behaviour. Establishing understanding of expected school behaviours requires students to:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the inappropriate behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour

For repeated inappropriate disruptive behaviour, supervising staff initiate the RRR process.

### **Ensuring consistent responses to inappropriate behaviour**

At Maleny State High School staff members follow a Restorative Justice philosophy whereby students are accountable for their behaviour and actions and staff apply appropriate consequences to the student's behaviour choice whilst maintaining a respectful relationship. Students also receive information and advice on appropriate behaviour and actions.

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

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

### **Structure**

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly 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 officer or

Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Maleny 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



# Policy and Procedures

## Temporary Removal of Student Property

Implementation Date: Term 3, 2020: Version 3

**Audience:** Maleny SHS Staff, Parents and Students

**Purpose:** 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.

**Overview:** School staff will determine when the temporary removed student property can be returned. In certain circumstances, the property may have been handed on to the Queensland Police Service.

It is important that we all work together to keep prohibited items out of school.

At Maleny State High School:

- Every school member (students, staff and parents) has the right to feel safe at school.
- Teacher to be notified immediately if a there has been made against him or her.
- No prohibited items or weapons are to be brought to school by students.
- There is no reason for a student to have a prohibited item or weapon at school.
- We recognise that is is against the law for a student to have a weapon at school.

The following items aare explicitly prohibited at Maleny State High School and, if found, will be immediately removed from the student's possession:

<ul style="list-style-type: none"><li>• illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)</li><li>• imitation guns or weapons (cap guns, water pistol)</li><li>• potentially dangerous items (e.g. blades, rope)</li><li>• drugs** (including tobacco)</li><li>• drug paraphernalia and equipment</li><li>• e-cigarettes, vaping products accessories</li><li>• alcohol</li><li>• aerosol deodorants or cans (including spray paint) Deodorants to be used at least 3m from a doorway</li></ul>	<ul style="list-style-type: none"><li>• energy drinks</li><li>• stolen property</li><li>• explosives (e.g. fireworks, flares, sparklers)</li><li>• flammable solids or liquids (e.g. fire starters, mothballs, lighters)</li><li>• poisons (e.g. weed killer, insecticides)</li><li>• inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)</li><li>• any digital device inappropriately used</li><li>• pets</li><li>• any other item the Principal deems as prohibited, inappropriate or unsafe</li></ul>
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\* No knives or sharp implement, of any type are allowed at school or to be taken from school classroom or work space by students (e.g. flick knives, butter knife or craft knife or any item that can be used as a weapon). Knives needed for school activities will be provided by the school, and the use (and return) will be supervised by school staff.

\*\* 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 Maleny 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 property, where there is suspicion that the student has a prohibited 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.
- Any removed items/s is/are will be taken to a member of Exec team at the end of the lesson and will be stored in Administration
- Temporary removal of items from students over minor issues, e.g. energy drinks can be dealt by the teacher in class. Removal of items due to a serious violation (threats, pornography, inappropriate images etc) requires temporary removal of item and taken to administration at the end of lesson.

### Parents of students at Maleny SHS

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the 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.
- Do not include knives or knife-like tools in your student's lunch box or pencil case.
- Contact the school if you believe your child is being bullied or threatened at school with a prohibited item as per the school's bullying policy.
- If you want to talk about student and prohibited items at school please contact a member of the school Executive /team.

### Students of Maleny SHS

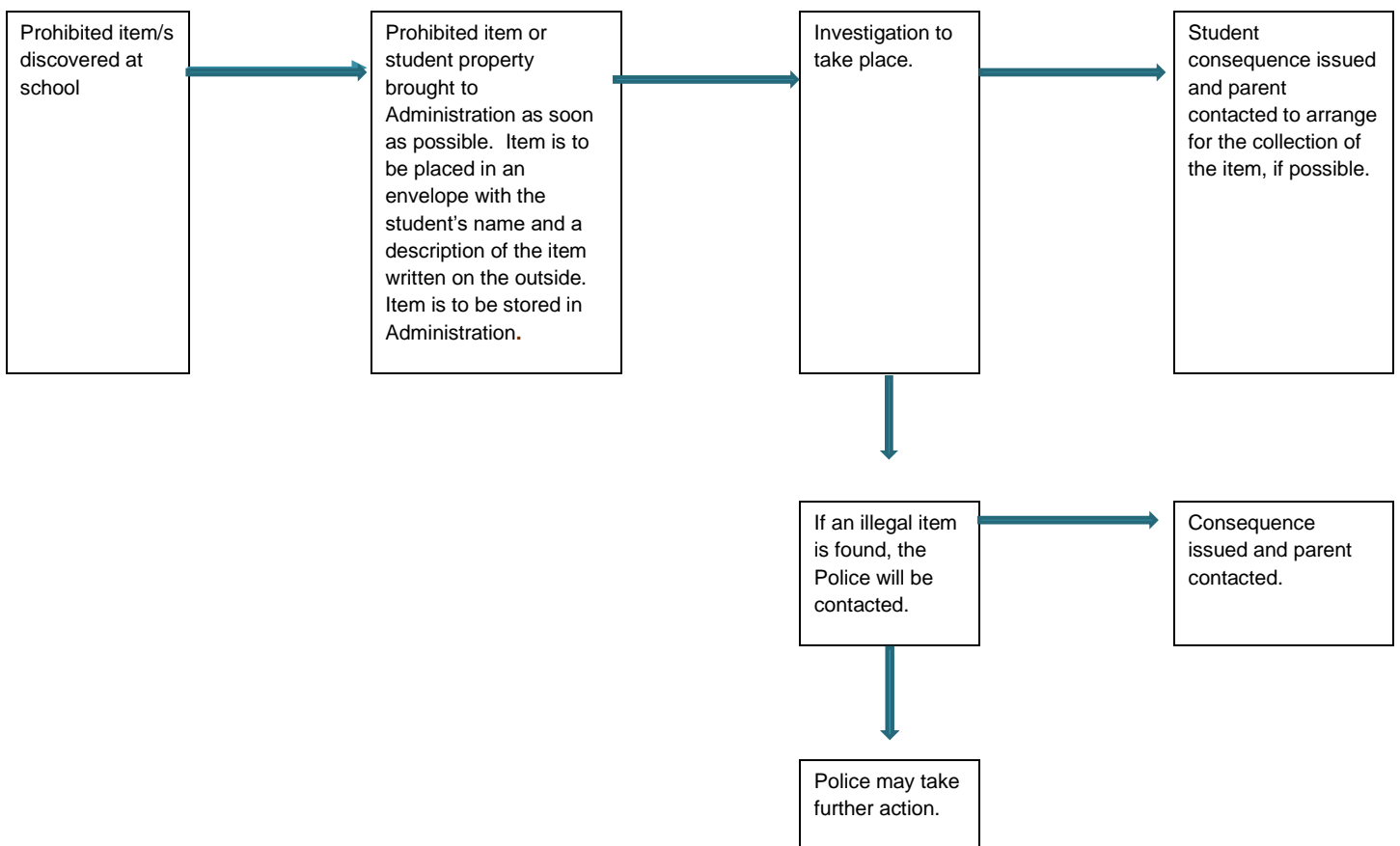
- do not bring or are to be found in possession of prohibited items onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to Maleny State High School's Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;

- are prohibited from removing items from the classrooms e.g, industrial technology, PE, Art etc
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.
- Are encouraged to report any incidents of bullying, or if they feel that they are being threatened at school with a prohibited item as per the school's bullying policy
- Are encouraged to report if a student has brought prohibited items to school.

**Consequences:** If a student brings prohibited items to school, the following consequences may be enacted. These may included:

- The item will be removed
- At the Principal's discretion, the Qld Police may be notified
- An external suspension will result. If a student continues to bring prohibited items to school an exclusion may be an appropriate consequence
- A Police Officer can search a student and their property, at school if they suspect that a student is in possession of a prohibited item
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.

**Process**







# Policy and Procedures

## TITLE OF POLICY

**Implementation Date: Term 1, 2021**

**Audience:** Staff, Students and Parents

### Purpose & Overview

The internet, personal devices 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. Maleny SHS is committed to promoting the responsible and positive use of social media sites and apps.

As is set out in the school policy and preventing and responding to incidents of bullying, including cyberbullying (appendix XXX,) it is unacceptable for students to bully, harass or victimise another person whether within Maleny State High School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning, wellbeing and the good order and management of Maleny SHS, whether behaviours occur during or outside school hours.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This policy reflects the importance of students, parents and staff Maleny SHS engaging in appropriate online behaviour. 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. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school community for years to come.

**Responsibilities:** The following responsibilities and strategies will keep the use of social media positive and constructive.

<b>School Staff are Responsible for:</b>	<b>Parents are Responsible for:</b>	<b>Students are Responsible for:</b>
<ul style="list-style-type: none"> <li>• Supervising and monitoring student online activities at school;</li> <li>• Monitor social media channels including the weekend and after hours;</li> <li>• Complete appropriate PD to be an administrator of school's social media platforms;</li> <li>• Provide opportunities to teach appropriate online behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• Protecting personal information, such as full name, address, phone number, school name and</li> </ul>	<ul style="list-style-type: none"> <li>• Students may not take a photo of a staff member without the staff's permission. Their image is not to be uploaded onto any social media platform;</li> <li>• Protecting personal information such as full name, address, phone number, school name and location or anyone else's personal information, so it is not shared online;</li> <li>• Student should not post content online that they would be uncomfortable saying or sharing to</li> </ul>



<ul style="list-style-type: none"> <li>• Investigate and report inappropriate online content. Escalate any allegations of harm;</li> <li>• Ensuring appropriate parental permissions or student consent is obtained for images, recordings and students work, student names;</li> <li>• Post appropriate materials to the public that does not contain restricted or sensitive information . Posts should be apolitical, impartial, professional and sensitive to the diversity of Australian public;</li> <li>• Maintain the social media accounts setting with the profanity block list set on 'strong';</li> <li>• Ensure videos are uploaded with closed captions.</li> </ul>	<p>location or anyone else's personal information so it is not shared online;</p> <ul style="list-style-type: none"> <li>• Parents to notify the school in writing the granting or withholding of permission to post student images etc, online</li> <li>• Use polite language and appropriate online behaviours.</li> </ul>	<p>their family member's face, shouting in a crowded room or telling a future employer;</p> <ul style="list-style-type: none"> <li>• Use polite language and appropriate online behaviours. (this means not bullying);</li> <li>• Students may not take a photo of other students without parent permission;</li> <li>• When representing the school students should not post pictures or images that our school logo can be seen;</li> <li>• Students wearing our school uniform and posting videos or images of them behaving inappropriately it damages the school's reputation.</li> </ul>
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**Strategies for Maleny State High School Staff, Students and parents to abide by:**

- 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.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- 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;
- Online discussions between you and your close friends can very quickly be shared with a much wider audience, potential far larger than intended;
- Thinking about what you want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content or images are posted online you lose control over it.
- Tone of voice and context is often lost in online written communication which can lead to unintended consequences. If students, parents or staff think a message may be misinterpreted, they should be cautious and make the decision not to post it. Never provoke, or engage with another user who is displaying inappropriate or abusive behaviour. There is not need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and all the teacher to record and deal with the online concern.
- Use Stymie to report inappropriate online behaviours.
- If inappropriate comments, images are posted of yourself, simply unfriend, unlike or clock the user.
- If you do not know the online user as a real person in real life, do not friend them.

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

Parental and community feedback is important for Maleny SHS to grow and improve. 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.



## **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* (Cwth) s. 474.17). School staff, students, parents and members of our school community may 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 teacher, students or parents upload photos of Maleny SHS children, they need to 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. We all need to respect and be mindful of these decisions. If you are tagging or naming students, consider that other parents may not want their child’s name attached to images online. There are a number of parents who do not give permission for their child’s image or name to be uploaded onto social media platforms.

Students and parent need to be mindful when taking a photo of a teacher/staff member. Their permission should be sought prior to uploading the image onto social media

## **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

Implementation Date: Term 2, 2021

**Audience:** Students, Staff and Parents of Maleny State High School.

### Prevention

Maleny State High School uses the [Wheel of 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.

Maleny State High School will establish a **Student Council**, 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 Student Council will be established during Semester 1, 2021. The standing items on the agenda for each Student Council are:

#### 1. Leadership

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

#### 2. Inclusion

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

#### 3. Student voice

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

#### 4. Partnerships

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

#### 5. Support

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

A priority for the Student Council will be to contribute 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 Maleny SHS 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.

Bullying is deliberately hurting someone else. It includes: Physical aggression eg. hitting, kicking etc; Threats, verbal and physical; Teasing, name calling; Exclusion, isolation; Sending offensive text messages or placing offensive comments or material on internet sites such as Facebook; All other forms of harassment

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.

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 Maleny State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Research indicates that many inappropriate 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 inappropriate behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The following flowchart explains the actions Maleny 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.

## What can you do?

If you are being harassed at a low level the first thing you need to do is to tell the bully to “Stop, I’ve had enough” and walk away. Avoid the temptation to retaliate. If the first two steps aren’t working, one of the key strategies in controlling bullying is **reporting bullying to an adult** so mediation can be arranged. Mediation stops most bullying. If bullying continues, the Guidance Counsellor will arrange a community conference. As a last resort, offenders will be suspended.

**Silence and secrecy help protect the bully**

Don't be fooled by pressure not to "dob". You can report incidents to any adult you trust who you know will help you.

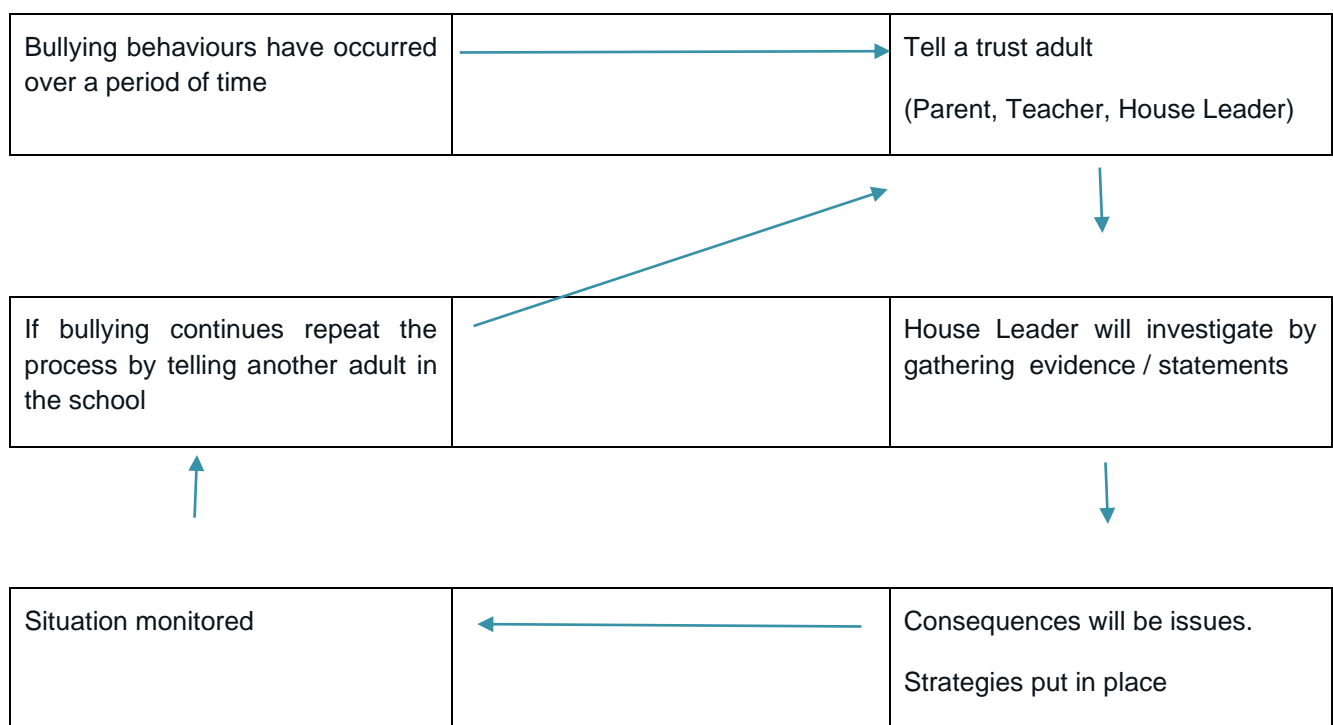
When witnessing incidents of bullying, **show your disapproval**. Don't stand by and do nothing! Let the bullies know that it is not okay to bully.

**Lastly, treat everyone with courtesy and respect, whoever they are.** This is the key to a bully-free school.

**Bullying can have damaging effects on the victim. If you, or someone you know is being bullied, act straight away!**

**Strategies Responding to Incidents of Bullying (including Cyberbullying)**

- Ignore
- "Stop had enough" Walk Away
- Adult Intervention (Mediation) Talk to your parent, tell a teacher, House Leader, or Guidance Officer. Talk to someone!
- Ongoing Monitoring will be put into place
- Suspension will occur if bullying behaviours continue.



**Cyberbullying**

Cyberbullying is treated at Maleny 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 child's House leader.

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



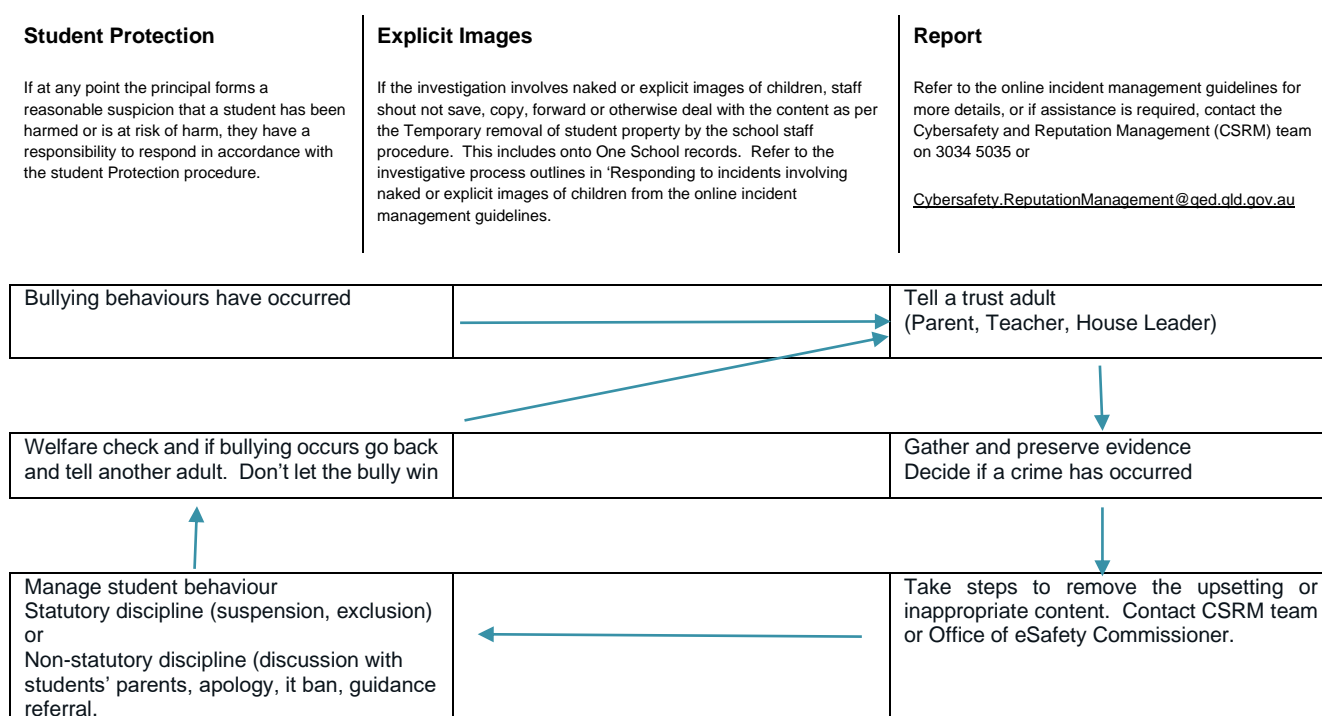
school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Maleny 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 a member of the Executive Team.

## Maleny State High School - Cyberbullying response flowchart for school staff

### How to manage online incidents that impact our 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.



## Prevention, Intervention and Consequences

### Prevention

Attempting to address specific inappropriate 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 inappropriate behaviour, including preventing the subset of bullying behaviour
- All students know the 4 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 non-classroom 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 non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.

Stymie is an online notification interface that allows victims, perpetrators or bystanders to notify the school about someone they believe is being bullied or harmed. Evidence such as screen shots of Facebook discussions, Snapchats, text or instant message conversations are able to be uploaded with an outline of the incident. Designated staff (House Leader, Guidance Officer, Deputy Principal and Principal) at Maleny State High School receive the Stymie Notification in the form of an email alert. The notifications are encrypted, anonymous and confidential.

For students or parents utilize Stymie, simply use this web address and click the “*Make a Notification*” icon. <https://www.stymie.com.au/>

### Consequences

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
- 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.

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.



## Maleny State High School – Anti-Bullying Agreement

The Anti-Bullying Agreement provides a clear outline of the way our community at Maleny State High School works together to establish a safe, supportive and disciplined school environment. This agreement is provided to all students who have been involved in bullying incidents.

### Maleny State High School – Anti Bullying Agreement

We agree to work together to improve the quality of relationships in our community at Maleny 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: \_\_\_\_\_

## Restrictive Practices

School staff at Maleny 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