

### **Marshall Road State 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

### **Purpose**

Marshall Road State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values and skills to support their lifelong wellbeing. The Marshall Road State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

### **Contact Information**

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### **Endorsement**

Principal Name:	Mrs Leigh Thomson
Principal Signature:	
Date:	26/8/24
P&C President Name:	Mrs Stephanie King
P/C President Signature:	NO.
Date: 26	18/24



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### **Principal Foreword**

Marshall Road State School is a Prep – Year 6 State Primary school, which prides itself on a strong history of academic, sporting, cultural, and community excellence. We have proudly catered for the Holland Park West and surrounding community since 1960 on 3.4 hectares of Yuggera land within the Brisbane Metropolitan area, offering unique, quality educational activities and experiences which have added greatly to the character of the school.

Marshall Road State School provides a rich learning environment that is innovative and progressive and one that meets the high expectations of the school and wider community for optimal student learning and care of the whole child while upholding the school motto of 'Only the Best'.

Our students relate the learning to the world through purposeful, innovative and explicit learning experiences, balanced with a core connection to nature. We empower students academically, physically, socially, emotionally and ethically to make responsible choices. We achieve this through our values of: Be Safe, Be Caring and Be a Learner.

The school promotes student success through a balanced pursuit of excellence in academic, cultural and sporting endeavours. We teach the Australian Curriculum including Japanese and support all learners of the school to achieve their best through inclusive schooling practices with the support of an Inclusive Practices Coach, a Learning Engagement Coordinator and Inclusion Teachers.

At Marshall Road State School, we have a strong and positive relationship with the Parents and Citizens Association, who work tirelessly with the school to inform strategic direction and provide additional funding for resources and facilities.

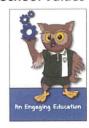
Marshall Road State School staff are dedicated and passionate about the role they play in your child's life. Staff are committed to helping children achieve their potential. The dedicated teachers take great pride in creating rich and engaging educational programs founded in age-appropriate pedagogies that provide appropriate intellectual challenges and encourage all student grow and flourish.

### **Marshall Road State School Expectations**

- **Be Safe** Our students make safe choices in all areas of our school as well as in online environments to protect them self and others.
- **Be Caring-** Our students are kind and respectful and demonstrate a positive attitude towards learning, the environment and one another.
- Be a Learner- Our students see learning as a privilege, and an opportunity to invest in their future.

### Marshall Road State School Values











Our school believes that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Leigh Thomson

Principal, Marshall Road State School



### **Learning and Behaviour Statement**

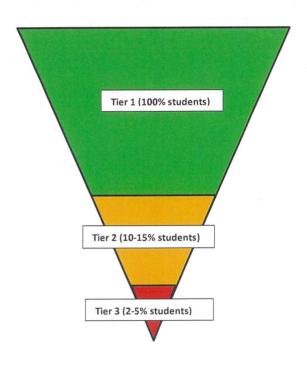
Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

Marshall Road State School believes in supporting the whole child and strives to create an environment to support students to become clever, skilled and creative students. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

### Multi-Tiered Systems of Support (MTSS)

Marshall Road State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making.

Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.



### Tier 1 – Whole School (100% students)

Preventing the development of new cases of problem behaviours.

<u>Focus on</u>: All students and staff across all settings, Essential Skills for Classroom Management, PBL Universal Skills, Regulation Language.

### Tier 2 - Targeted (10-15% students)

Reducing the number of existing cases of problem behaviours.

<u>Focus on</u>: Personalised Learning Plan (PLP), Playground Pass, Supported Play, Targeted Social Skills, Zones of Regulation.

### Tier 3 – Intensive (2-5% students)

Reducing the intensity and complexity of existing individual cases resistant to lower tier prevention efforts.

<u>Focus on:</u> Individual Behaviour Support Plan (IBSP), External Referrals, De-escalation Plan, Individual Student Safety Plan (ISSP).



Tier	Prevention Description
1	<u>All students</u> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and behavioural expectations. This
	<ul> <li>involves:</li> <li>Explicitly teaching school expectations through weekly Positive Behaviour for Learning (PBL) lessons and reinforcing daily through classroom reward systems.</li> <li>Reminding students of expected school behaviour and asking them to change their behaviour so that it aligns with the school's expectations.</li> <li>Asking students how they might be able to act more safely, more caring or more like a learner.</li> <li>Posters of school expectations (Appendix A) and the Student Behaviour Expectations Matrix (Appendix C) in each classroom and office area.</li> <li>Use of individual classroom reward systems as well as whole school reward processes to acknowledge students who demonstrate school expectations e.g. individual 'feathers' and whole class 'owl-standing tickets'.</li> <li>Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account.</li> <li>Use of reflection class and time out in office, when necessary.</li> <li>Descriptions on school assembly outlining the PBL expectation for the week.</li> <li>Acknowledgement of student achievement on assemblies.</li> <li>Providing information about the PBL expectations to parents/caregivers in the newsletter.</li> </ul>
	<ul> <li>Provision of Marshall Road State School's Student Code of Conduct for Students to new families and staff.</li> <li>Differentiated teaching practices and assessment processes, following the school's pedagogical framework.</li> <li>Regular review of behaviour OneSchool data by PBL team to inform decision making around school operations, and development of refresher PBL lessons so students have strategies and skills ready to use when needed.</li> <li>Staff induction programs include PBL processes and Marshall Road State School's Student Code of Conduct.</li> <li>Y6 Peer Mediators who trained by Guidance Officer to support Prep to Year 2 students resolve differences through a formal negotiated settlement process.</li> <li>Lunchtime clubs available to students, as required.</li> </ul>
2	Targeted instruction and supports for <u>some students</u> (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.
	Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or aspects of behavioural or social/emotional expectations. The types of interventions offered at this level will vary according to the needs of our student body, but all have certain things in common:  • there is a clear connection between the skills taught in the interventions and the school-wide expectations.  • interventions require little time of classroom teachers and are easy to sustain.  • variations within each intervention are limited.
	<ul> <li>interventions have a good chance of working (e.g., they are 'evidence-based' interventions that are matched to the student's need).</li> </ul>
	Specific Tier 2 interventions include:  • Use of specific behaviour strategies incorporated in a negotiated behaviour plan for students. These plans will be documented as Personalised Learning Plans (PLPs) and may include adjustments to the

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- environment the student is exposed to; the curriculum tasks being delivered and their appropriateness, interactions with other teachers and peers, and any special needs the student may have.
- Students may be referred to the Reflection Class as an alternative classroom environment, where another classroom teacher will support and maintain the significance of the time out process, while providing an opportunity for students to return to baseline in the Zones of Regulation (e.g. Green Zone). The allocation of Reflection Classes should occur as early as possible at the beginning of each school year. Reflection teachers should regularly discuss and evaluate the system and individual student requirements.
- Students who exhibit ongoing behavioural issues will work closely with the Leadership Team and school Guidance Officer and where required, a student referral to the Team Around the The Child (TAC) will be completed for further investigation of intervention and support.
- Classroom teacher will maintain regular communication with parents/carers around student's behaviour.

If the school data ever indicates that more than 15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Individualised services for <u>few students</u> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- minimise problem behaviour.
- teach the student an acceptable replacement behaviour.
- reinforce the student's use of the replacement behaviour.
- minimise the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wrap-around plan that includes personnel from outside agencies and rigorous problem-solving procedures.

Specific support interventions for students may include but are not limited to:

- Withdrawal from normal classes to complete supervised work.
- Supervised play time where students are monitored in a controlled environment, thus ensuring safety of all students and the opportunity to promote appropriate social skills in the playground environment.
- Contracts with students to ensure participation in all school activities and clear goals, expectations, consequences and timelines discussed and monitored.
- Individual Behaviour Support Plans (IBSP). IBSPs are 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.
- Risk management planning, in-class supervision/withdrawal, Guidance Officer counselling, inclusion support, referral to external agencies, small group intervention and specialist support personnel intervention, extended School Disciplinary Absences.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.



### **Consideration of Individual Circumstances**

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

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

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

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

### Differentiated and Explicit Teaching

Marshall Road State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours.

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

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

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. In the multitiered system of support, 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 Behaviour Expectation Matrix (Appendix C) as a basis for developing their behaviour standards or classroom rules. Using this matrix, the classroom teacher works with all students to explain exactly what each expectation looks, sounds and feels like in their classroom. The matrix is used as the basis for 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 Marshall Road State School to provide focused teaching. Focused teaching is aligned to the Student Behaviour Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Marshall Road State 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:

- Positive Behaviour for Learning
- Australian Curriculum Health and Respectful Relationships
- Zones of Regulation
- Targeted/Small group social skilling programs
- Functional Behaviour Analysis
- Student Wellbeing Worker/Chaplain
- Inclusion Support
- Guidance Officer with a focus on Wellbeing

### 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 an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.



### Student Wellbeing

Informed by Education Queensland's 'Learning and Wellbeing Framework', Marshall Road State School staff support wellbeing by building a positive learning culture, providing challenging, interactive and engaging learning experiences, and by nurturing relationships with students, families and the wider community. Students also support their own wellbeing by being actively involved in their classroom, the school and the community. Marshall Road State School offer 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 <u>student learning and wellbeing framework</u> 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 <u>personal and social capabilities</u> (self-awareness, self-management, social awareness and social management) in the implementation of the <u>P-12 curriculum</u>, <u>assessment and reporting framework</u>. Marshall Road State School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

### Policy and expectations

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

### Specialised health needs

Marshall Road State School works closely with parents/caregivers who provide the school with the necessary health advice to ensure students with specialised health needs and 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 in consultation with parent/caregivers 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

Marshall Road State School requires parent/caregiver 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, the school can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents/caregivers need to provide the school with a request to administer medication at school form signed by the prescribing health practitioner.

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

### Mental health

Marshall Road State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a student plan.

### Suicide prevention

Marshall Road State 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, Marshall Road State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised



all actions are documented and reported.

### Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Marshall Road State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Marshall Road State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

### Student Support Network

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

Students can approach any trusted school staff member at Marshall Road State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network. It is also important for students and parents to understand there are regional and state wide support services available to supplement the school network. Parents/carers who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer via our school phone number.

The network for support at Marshall Road State School includes our 'Team Around The Child' (TAC) which consists of members of the school leadership team, inclusion teachers, the Guidance Officer and Speech Pathologist. Teachers can refer students to the committee by completing the referral form and providing it to the chair of the committee. The TAC Committee provides support to students who require more targeted or intensive support.

Role	What they do
Principal	<ul> <li>Leadership of Student Support / Inclusion staff to promote an inclusive, positive school culture.</li> <li>Provides support to students and their families to assist their engagement with education.</li> <li>Provides social and emotional support for students and their families.</li> <li>Nurtures a sense of belonging to the school.</li> </ul>
Deputy Principal	<ul> <li>Provides leadership to promote an inclusive, positive school culture.</li> <li>Nurtures a sense of belonging to the year level and school.</li> <li>Monitors attendance, behaviour and academic data to identify areas of additional need.</li> </ul>
Guidance Officer	<ul> <li>Monitors and supports the social and emotional wellbeing of students.</li> <li>Provides a student support program within the school environment offering short term counselling with students on a one-on-one basis or in a group setting.</li> <li>Provides social skill programs for students identified as requiring additional support to develop positive relationships with peers.</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>
Inclusive Practices Coach / Head of Inclusion	<ul> <li>Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised needs.</li> <li>Monitors behaviour and academic data to identify areas of additional need.</li> <li>Monitors the social and emotional wellbeing of students and provides strategies to classroom teachers to engage students.</li> <li>Provides support for staff and parents in order to enhance the educational experience for students.</li> </ul>



Inclusion Teachers	<ul> <li>Provides support for students, staff and parents in order to enhance the educational experience for students.</li> <li>Monitors behaviour and academic data of inclusion students to identify areas of specific need.</li> <li>Monitors and supports the social and emotional wellbeing of inclusion students and students with PLPs.</li> </ul>
Classroom Teacher	<ul> <li>Responsible for student welfare.</li> <li>Nurtures a sense of belonging within students.</li> <li>Ensure students feel safe and comfortable and want to come to school.</li> </ul>
Chaplain / Student Well-being Worker	<ul> <li>Provides individual and group support to students to assist their engagement with education.</li> <li>Provides support to teachers to assist in the engagement of students.</li> <li>Provides social and emotional support for students and their families.</li> <li>Engages students in lunchtime activities to support well-being and inclusive practices.</li> </ul>
DOE Registered Nurse	<ul> <li>Provides health consultations with assessments, support, health information and referral options related to:         <ul> <li>Asthma, diabetes, anaphylaxis</li> <li>Hearing and sight testing</li> <li>Professional learning for staff</li> </ul> </li> </ul>



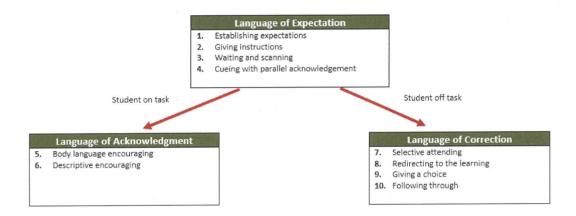
### Whole School Approach to Discipline

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

PBL is a systematic and evidence-based framework used to:

- create positive and supportive classrooms
- 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 Marshall Road State School, we believe that expectations for 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 opportunities for students to practise skills. This is based on the 10 Essential Skills for Classroom Management.



### School Expectations and Positive Behaviour for Learning (PBL)

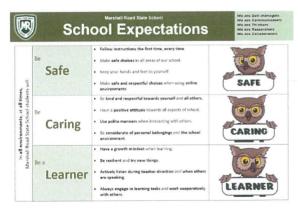
Our school-wide expectations are:

- Be Safe
- Be Caring
- Be a Learner

Behaviours related to these expectations are outlined more specifically in the student Behaviour Expectation Matrix (Appendix C).

Our school also explicitly teaches students to develop 5 Learner Assets. These assets are:

- Self-Managers
- Communicators
- Thinkers
- Researchers
- Collaborators



The first step in facilitating standards of positive behaviour is communicating those standards. At Marshall Road State School, we emphasise the importance of directly teaching students the positive behaviour we want them to demonstrate at school. Marshall Road State School expectations apply in every circumstance and setting in which students are learning demonstrating our values – Be Safe, Be Caring and Be a Learner.

The Behaviour Expectations Matrix clarifies our school expectations and aims to ensure that all students and staff share a common language to discuss behaviour at Marshall Road State School.



### **Marshall Road State School**

### **Behaviour Expectation Matrix**

	BE SAFE	BE CARING	BE A LEARNER
	Follow instructions the first time, every time.     Make safe choices in all areas of our school.     Keep your hands and feet to yourself.     Make safe and respectful choices when using online environments.	Be kind and respectful towards yourself and all others. Have a positive attitude towards all aspects of school. Use polite manners when interacting with others. Be considerate of personal belongings and the school environment.	Have a growth mindset when learning. Be resilient and try new things. Actively listen during teacher direction and when others are speaking. Always engage in learning tasks and work cooperatively with others.
Uniform	All Marshall Road State School students are	expected to follow the school uniform policy in a	II settings
Classrooms and ALL learning spaces (including pool)	Keep your hands, feet and objects to yourself     Use strategies to reset emotions     Recognise and self-manage emotions appropriately     Enter classroom only with staff supervision     Walk safely in the classroom     Use furniture and equipment safely and correctly     Make safe digital choices including using electrical safery when charging devices     Walk around the pool     Be respectful of others in the pool and change room     Verandas and classrooms are out of bounds at lunchtimes	Follow staff instructions Speak kindly and in an appropriate volume. Use active listening skills Always use good manners Care for others and their property Consider others' points of view Be respectful and inclusive of everyone's differences Take turns in activities Care for school equipment and furniture	Be in class before the second bell Be prepared with all equipment Be an active participant Always try your best Ask for help when you need to Seek feedback on your learning Know your learning goals Be organised and ready for learning Use technology as a learning tool Use a Growth Mindset approach to learning Persevere and complete class work in assigned time Be a resilient problem solver Be a cooperative class and group member
Playground and outdoor areas	Keep your hands, feet and objects to yourself     Wear hat always when outside (including at eating time)     Walk on concrete surfaces and when around buildings     Return borrowed sports equipment     Play running games or activities on ovals     Be aware of others when walking around – look where you are walking     Walk bikes and scooters through grounds before and after school     Remain off playgrounds before and after school     Treat gardens respectfully     Be a 'Powerful Owi' if you have a problem at breaktime: (i) Talk kind, (ii) Talk firm, (iii) Walk away, (iv) Tell a teacher.	Follow staff instructions     Play fairly and inclusively     Speak positively to others     Care for the environment and stay out of gardens     Take care of borrowed equipment     Be considerate of learners when you are outdoors during learning times     Share and take turns with equipment     Be inclusive of others	Help others during games Solve problems respectfully Consider others' play ideas Make sure rules are clear before the start of new games No hat = no play. Students remain in two areas only - under B Block (Y2-6) or D Block (P-Y1) if they don't have a hat.
Transitions (moving around the school)	Listen to and follow staff instructions first time, every time     Listen and respond to the bell immediately     Carry belongings safely     Walk quietly from one place to another     Stay to the left of stairs/ paths	Move quietly and with purpose throughout the school     Give way to adults, share pathways with others and wait your turn     Greet visitors and adults as you pass     Care for your own and others' property     Use lunch tubs responsibly at break times and return tuckshop boxes     Respect the environment - walk on pathways and pick up rubbish around the school	Move in an orderly manner     Stay together as a group when required     Be responsible and minimise time out of class by taking the most direct pathway
Using digital technologies	Devices only used in learning settings iPads only used with staff supervision Demonstrate personal safety when interacting online Report unsafe online behaviours to a teacher Use school approved apps only Only use iDET secure network	Only access your own device     follow internet agreement terms     Only comment in a positive or kind manner online     Seek staff permission before taking photos on your iPad     Mobile phones are handed to the office in the morning     Smart watches have notifications turned off	Bring iPad charged every day     Download all year level apps     Apps to be organised in home and school folders     Use own login, username and passwords     iMessage is blocked. It is not allowed on devices during school hours



	BE SAFE	BE CARING	BE A LEARNER
Eating Areas	Class lunch tubs must be used Hat must be on your head Sit down while eating Keep walkways clear Area must be clear of all litter before students are dismissed Ask staff to go the toilet and check back i once you have returned No sitting in the gutter or against the sloping area under 8 Block When whistle is blown, students must be quiet and put hand up ready for dismissa	tubs and returned to class after each break  Ensure tuckshop boxes are returned to the tuckshop	Remain in eating area until food is finished No hat = no play. Students remain in two areas only - under B Block (Y2-6) or D Block (P-Y1) if they don't have a hat. Practice sustainability by using the correct bin Classes use lunch tubs to help reduce food available to crows Lunch tubs are placed in eating area during break time and returned to class after break Ensure tuckshop boxes are returned to the tuckshop
Before School Areas	Arrive after 8:20am     Sit down in designated areas     Under D Block     Y2 Eating Area     Under B Block     Talk quietly to friends     Devices and sporting equipment to remain bags     When the bell goes, walk safely to class	Follow staff instructions     Sit quietly while talking to friends	Set good examples for peers - model appropriate behaviour     Remind peers about what is expected     Speak to staff on duty if you require assistance
Toilet Block	Walk straight to the toilets and straight back with a buddy Wait quietly for your buddy and return to class together One person per cubicle Keep the floor dry Wash your hands and put paper towel in the bin Use toilets at break time, as necessary, to limit time missed from learning	Remain in your own cubicle and lock the door     Wait patiently for your turn     Leave the toilet area when finished     Care for school property	Use the toilet during your break time     Practice good hygiene - flush toilets,     use soap to wash hands, put paper     towel in the bin
Assembly	Walk in and out of the PAC quietly Sit with your legs crossed and follow staff instructions Keep hands and feet to yourself Active listening	Enter hall on time and sit silently throughout assembly     Consider others' personal space when seated     Listen to speakers     Celebrate (clap) appropriately     Stand respectfully during National Anthem     Remove hats when entering hall	Pay attention to important message shared     Acknowledge everyone's successes     Stand quietly, with hands by your side during anthem
Tuckshop	Walk to the tuckshop when dismissed by duty teacher after eating time Line up in a single, quiet line Keep hands and feet to yourself Eat purchased items from the tuckshop in your eating area If helping in the tuckshop, follow tucksho convenor directions. Do not take food or money from the tuckshop. Treat staff and students with respect	Only collect your class tuckshop box and only take items that belong to you     Return tuckshop boxes at the end of eating	Finish all tuckshop food before returning to class
Pick Up Zone	Always exit and enter car on the side nearest to A Block Wait for your car to stop and look before stepping into car zones Move straight to Pick Up Zone after school	belongings in bag	Arrive on time     Keep iP ads in school bag     Model safe and respectful behaviour for other students     Wait patiently     Return to the office if you have not been collected

At Marshall Road State School, there is an expectation that the Positive Behaviour for Learning (PBL) lesson is timetabled in to each class' weekly timetable. An essential component of PBL is the belief that positive learning behaviours need to be explicitly taught. Furthermore, we believe that acknowledging students for meeting our expectations is a crucial factor in reinforcing their use of positive and pro-social behaviours. We acknowledge that for some students, extra support will be required in both teaching and reinforcing such behaviour.

The following outlines the process that Marshall Road State School uses to explicitly teach the positive behaviours we are looking for:

A behaviour expectation focus is announced each week, which is referred to as the 'PBL Lesson' of the week. At the start of the year, the focus of these is around establishing systems, routines and transitions. Following on from these the focus will be guided by whole-school data.

Teachers will explicitly teach the expectation (at least 20-30 mins timetabled in weekly) each the expectation

- Teachers are encouraged to use their creativity to teach the PBL lesson in an interesting, hands on and age-appropriate manner. Teachers understand that skills of the PBL lesson will need to be consistently reinforced.
- Teachers will explicitly teach students to 'Be a Powerful Owl' (Appendix B) to develop student resilience with handling minor problems.
- The PBL lessons are advertised in the school newsletter and Staff Notices weekly.
- The PBL lesson is to be displayed in the classroom and referred to regularly.
- PBL lessons are reviewed or retaught when required, in order to provide multiple opportunities for students to practise expected behaviours.

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

	I AM SAFE		
	What we expect to see from you	What you can expect from us	
•	You respect the obligation of staff to maintain student and family privacy.	<ul> <li>We will maintain confidentiality about information relating to your child and family.</li> </ul>	
•	You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	<ul> <li>We will work with every family to address any complaints or concerns about the behaviour of staff, students or other parents.</li> </ul>	
•	We will give clear guidance about a designated area for parents to leave and collect students.	<ul> <li>You leave and collect your child from the designated area at school</li> </ul>	
•	You remain in the car when utilising the 'Stop, Drop and Go' pick up zone.	<ul> <li>We supervise students in the 'Stop Drop and Go' pick up zone ensuring they are safe until collected.</li> </ul>	

I AM CARING		
What we expect to see from you	What you can expect from us	
<ul> <li>You make an appointment to speak with the class teacher, deputy or principal to discuss any matters relating to your child.</li> </ul>	<ul> <li>We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.</li> </ul>	
You are respectful in your conversations at home about school staff.	<ul> <li>We will ensure positive behaviours are role modelled for all students.</li> </ul>	
<ul> <li>You recognise people are different and will be non- judgemental, fair and equitable to others in the school community.</li> </ul>	<ul> <li>We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.</li> </ul>	
<ul> <li>You respect school, student and staff privacy in your online communications.</li> </ul>	<ul> <li>We will act quickly to address social media issues that affect staff, students or families</li> </ul>	
<ul> <li>You help your child to see the strengths and benefits in diversity and difference in their classmates.</li> </ul>	<ul> <li>We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.</li> </ul>	

I AM A LEARNER		
What we expect to see from you	What you can expect from us	
<ul> <li>You support your child to meet the learning and behavioural expectations at school.</li> </ul>	<ul> <li>We are clear about our learning and behavioural expectations, and provide feedback about your child's progress through reports and parent meetings/interviews.</li> </ul>	
<ul> <li>You stay informed about school news and activities by reading the school newsletter, Facebook page and other communication sent home by school staff.</li> </ul>	<ul> <li>We will use the digital school newsletter, Newsflashes, Facebook and class emails as the primary means of notifying parents about school news, excursions or events.</li> </ul>	
<ul> <li>You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.</li> </ul>	We will create a safe, supportive and inclusive environment for every student.	
You share relevant information about your child's learning, social and behavioural needs with school staff.	<ul> <li>We will share relevant information with you about your child's learning, social and behavioural progress at school.</li> </ul>	



### Acknowledgment of expected school behaviour

Marshall Road State School Positive Behaviour acknowledgment is centred around the 'Powerful Owl'. Positive reinforcement is about acknowledging students when they display positive behaviour. Everyone needs positive feedback in order to learn and keep using behaviours or skills. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement.

### **Feathers**

- Students are given 'Feathers' for any display of general positive behaviours in the classroom or playground.
- Students record their feathers on a chart and receive certificates and rewards related to the number of feathers they achieve. The first level is Bronze at 50 feathers and the levels continue in increments of 50 until students reach 500.

## GOLD Name: Class: Congratulations!

### Student of the Week

### Student of the Week - Awarded on assembly

 This acknowledges that a student in a class has been identified as demonstrating school expectations.

### **Owl-standing Tickets**

- Whole classes receive 'Owl-standing Tickets' for demonstrating school expectation or weekly PBL lesson behaviours.
- Owl-standing Tickets are counted every five weeks, and the class with the most tickets in each section receives a whole class reward.



### Principal's Morning Tea - Twice during the term

- Students receive acknowledgement through invitation to the Principal's Morning Tea for demonstrating exemplar behaviour related to the three school expectations.
- Students may also be recognised for ongoing positive classroom behaviour, mentoring and support of other students, resilient and kind-hearted behaviours.





### **Disciplinary Consequences**

It is important that teachers respond consistently to problem behaviours using fair, logical, and predictable consequences. The purpose of a consequence is to correct and teach; therefore, teachers aim to reteach the expected behaviour when a consequence is necessary. Consequences are selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour.

The disciplinary consequences model used at Marshall Road State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students are confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and expectation 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 challenges meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and expectation reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team 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 regular 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. Marshall Road State School uses Essential Skills to Classroom Management as a way of dealing and diffusing low-level concerns as they arise. 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
- 4:1 ratio of positive to negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Expectation reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Change of voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s



- · Limit 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
- Reminder of possible escalating consequences (e.g. removal from classroom)
- Rethink
- Reflection Class

### **Focused**

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

- Individual, group or class rewards system
- · Lunchtime time out
- · Behavioural contract
- Playground Play Pass
- Participation in small group social skills group
- Counselling and guidance support
- Teacher coaching and debriefing by PBL Internal Coach or Inclusive Practices Coach
- · Referral to Team Around the Child (TAC) for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Functional Behaviour Assessment
- Individual Student Behaviour Support Plan (IBSP) e.g. strategies to support change of behaviour of concern.

### Intensive

School leadership team work in consultation with the Team Around the Child (TAC) 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. iPad)
- 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)

### Consequences for Inappropriate or Unacceptable Behaviour:

Marshall Road State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

However, our school may consider the individual circumstances of each student when providing support and responding to inappropriate behaviour. This reflects the principle of equity, where every student is given the support they need to be successful.

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All minor and major problem behaviour incidents are recorded on OneSchool.

### Minor and major behaviours

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

- Minor behaviour incidents are handled by staff members at the time it happens, however if the same behaviour is repeatedly occurring then incidents are referred to the school Leadership Team.
- Major behaviour incidents are referred directly to the school Leadership Team.

### Minor problem behaviours are those that:

- are minor breaches of the school expectations.
- do not seriously harm others or cause you to suspect that the student may be harmed.
- do not violate the rights of others in any other serious way.
- are not part of a pattern of inappropriate behaviours.
- do not require involvement of specialist support staff or Leadership Team.

### Minor problem behaviours may result in the following consequences:

- a minor 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 detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  - 1. names the behaviour that student is displaying
  - 2. asks student to name expected school behaviour
  - 3. states and explains expected school behaviour if necessary
  - 4. gives positive verbal acknowledgement for expected school behaviour.

### We use 'Responsible Thinking Processes' prompts:

- What are you doing?
- What are the rules? Should you be doing this?
- What happens when you break the rules/do this?
- Do you want this to happen?
- What do you want to do now?
- What happens if you disrupt again?

### Major behaviours are those that:

- significantly violate the rights of others.
- put others/and self at risk of harm.
- disrupt the good management and order of the school.
- require the involvement of school Leadership Team.

Major behaviours result in an immediate referral to school Leadership Team because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. A staff member then either escorts the student to Administration or seeks assistance from a member of the Leadership Team. The school Leadership Team will determine if the reported behaviour is major or minor in nature.

The Leadership Team members work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. If a student is sent to the office for a major behaviour or is a repeat offender and is sent often; in any one term, for minor behaviours, parents are contacted to negotiate further consequences.

Other possible actions include:

- Communication book set up between teacher and home to report student's daily achievements.
- Referral of student to the Support Services/Guidance Officer/external services.
- Teacher, parent and student to negotiate an individual learning program to meet the student's learning/behavioural needs.
- Individual Student Behaviour Support Plan (IBSP) put into place for an agreed period with a review date set.
- Behaviour Management Advisory Visiting teacher to work alongside student and teacher to improve stude management of behaviour.

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- Functional Behaviour Assessment
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. BYOD iPad)

After consideration has been given to the above consequences, the following may be considered:

- Removal of involvement in school activities which require student to be under verbal control for safety reasons (e.g. school camps, excursions, interschool sport, etc).
- Short Suspension (not at school site for 1 to 10 days)
- Long Suspension (not at school site 11 20 days)
- Exclusion (no longer able to attend this school)
- 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).

When an IBSP is required, the plan is developed to encourage the student to practise self-managing behaviours. The terms of the plan refer to adapted learning and/or behaviour options with agreed rewards and consequences over an agreed period of time. If the student does not adhere to the plan, then removal of privileges or suspension may ensue.

In the case of suspension, the school follows the Department of Education guidelines. When a student's behaviour is judged as being so intrusive on other's rights or so misaligned with the school expectations or the behaviour adversely affects, is likely to adversely affect, the good order and management of the school, then suspension may be an appropriate action. Suspension is an effective strategy as it provides a public disapproval of serious misbehaviour and provides parents and student time to reflect. Suspensions may be for 1 to 10 days (short) or up to 20 days (long) off site.

Short term suspensions are not open to appeal. Long term suspensions can be appealed. The Principal will send the student and his/her parent a letter outlining the reasons for the decision, the facts supporting the decision and the procedure for an appeal. During a suspension, parents or caregiver are responsible for the child's supervision.



### **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 Marshall Road State School, the use of any SDA is considered a very serious decision. It is typically only used by the principal when other options have been exhausted, or the student's continued attendance is considered a risk to the wellbeing of the school community or the student, and/or the student's behaviour is adversely affecting, or likely to adversely affect, the good order and management of the school. Suspensions can be used in the event of serious harm to other students or staff.

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 Marshall Road State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence 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 to OneSchool contacts including any notes or discussions occurring during the meeting.

### Structure

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

### Possible agenda:

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



### Reasonable adjustments

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



### **Legislative Delegations**

### Legislation

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

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

### **Delegations**

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations



### **School Policies**

School staff at Marshall Road State School need to respond to student behaviour that presents a risk of safety e.g. physical harm to the Marshall Road State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The <u>Temporary removal of student property by school staff procedure</u> 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 member 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 Marshall Road State School and will be removed if found in a student's possession:

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

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

\*\* The administration of medications to students by school staff is only considered when a prescribing health practition that it is necessary or when there is no other alternative in relation to the treatment of a specific health the difference of the specific health the second staff is only considered when a prescribing health practition and the second staff is only considered when a prescribing health practition are second staff in the second staff is only considered when a prescribing health practition are second staff in the second staff is only considered when a prescribing health practition are second staff in the second staff is only considered when a prescribing health practition are second staff in the second staff in the second staff is only considered when a prescribing health practition are second staff in the second staff in the second staff is only considered when a prescribing health practition are second staff in the second staff in the second staff is only considered when a prescribing staff is only considered when a prescribing staff in the second staff is only considered when a prescribing staff is only considered when a prescrib staff is only considered when a prescribing

Queensland Government Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

### Responsibilities

### Staff at Marshall Road State School:

- do not require the student's consent to search school property such as 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;
- are able to examine or otherwise deal with the temporarily removed student property (consent from the student or parent is required). 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;
- may search a student's property without the student's consent or the consent of the student's parents in emergency circumstances (e.g. to access an EpiPen for an anaphylactic emergency);
- may search the person of a student with consent form the student or parent (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 Marshall Road State School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - o is prohibited according to the Marshall Road State School Student Code of Conduct
  - o is illegal
  - o puts the safety or wellbeing of others at risk
  - o does not preserve a caring, safe, supportive or productive learning environment
  - o 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 Marshall Road State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - o is prohibited according to the Marshall Road State School Code of Conduct
  - is illegal
  - o puts the safety or wellbeing of others at risk
  - o does not preserve a caring, safe, supportive or productive learning environment
  - o 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

The Queensland Government is committed to reducing the distraction of mobile phones and other devices to provide optimal learning environments for all state school students. From the first day of Term 1 2024, student mobile phones and certain wearable devices, such as smartwatches, will need to be 'away for the day', including during break time.

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones and smart watches. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. In consultation with the broader school community, Marshall Road State School determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

### Responsibilities

All mobile phones are expected to be handed into the office at the start of the school day and collected by the student at the end of the day from the office. All smart watches are to have notifications disabled during school hours. Students participating in the Year 4-6 iLearn BYOD program are expected to always adhere to the iLearn Student Agreement during school hours.

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

### It is acceptable for students at Marshall Road State School

- to use iPad devices for:
  - o assigned class work and assignments set by teachers
  - o developing appropriate literacy, communication and information skills
  - o authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - o conducting general research for school activities and projects
  - o communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - o accessing online references such as dictionaries, encyclopaedias, etc.
  - o researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using an iPad
- only utilise iPads in lessons at teacher direction NOT before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

### It is unacceptable for students at Marshall Road State School to:

- use a mobile phone, smart watch during school hours
- use a mobile phone, smart watch or other devices in an unlawful manner
- use iMessage, other apps or a smart watch to message students or parents during school hours
- · download, distribute or publish offensive messages or pictures
- · download or stream music during school hours
- 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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- understand and follow the iLearn Student Agreement for BYOD or shared iPad use
- understand and follow the ICT User Agreement which is provided to parents on enrolment
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - o schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - o 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
  - o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

### **Special Circumstances Arrangement**

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



### Preventing and responding to bullying

Marshall Road State School uses the <u>Australian Student Wellbeing Framework</u> 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.

Marshall Road State School has a Student Council, with diverse representatives from year level 3-6 meeting regularly to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council meeting 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.



Marshall Road State School has a Wellbeing Team, 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.

### **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 Marshall Road State School our staff work to respond in a timely manner to any matters raised of this nature in collaboration with students and parents.



### Marshall Road State School - Bullying response flowchart for teachers

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

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

Key contacts for students and parents to report bullying: Prep to Year 6 − Class teacher → Deputy Principal → Principal

First hour Listen

Day one
Document

Day two

Collect

Day three

**Discuss** 

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and vourself

Day four Implement

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

Day five Review

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

Ongoing Follow up

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



### Cyberbullying

Cyberbullying is treated at Marshall Road State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 make an appointment with the Principal or Deputy Principal.

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

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

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



### **Marshall Road State School**

### Cyberbullying response flowchart for school staff

### How to manage online incidents that impact your school

### Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the <a href="Student protection procedure">Student protection procedure</a>.

### **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.

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







### 1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

### 2. Collect evidence

Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

### 3. Is there a potential crime?

The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- · unlawful stalking
- · computer hacking and misuse
- possession, distribution and making child exploitation material
- · fraud obtaining or dealing with identification information

personal information to law enforcement agencies procedure

criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

- Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
- Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the <u>Disclosing personal information to law enforcement agencies</u> procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.



Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing



Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

### 4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

### 5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action.
Where appropriate:

- · take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects
    the good order and management of the school (e.g. where the conduct, threats,
    intimidation or abuse have created, or would likely create a risk of, substantial
    disruption within the school environment, or where the conduct, threats,
    intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- **OR** use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
     ICT / mobile
  - ICT / mobile technology ban;
  - guidance referral.

### 6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

### 7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



### 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 <u>guide for parents</u> with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management. For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

### **Student Intervention and Support Services**

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Marshall Road State School are familiar with the response expectations to reports of bullying, and act responsively 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 may also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This could include, 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 withdrawal from programs and activities, loss of play and/or privileges, withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from school.



### Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause harm 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 Marshall Road State School need to respond to student behaviour that presents a risk of safety e.g. 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 <u>Restrictive Practices Procedure</u> 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 <u>Restrictive Practices Procedure</u>.

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

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

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



### Critical Incidents

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

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

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

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

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



### **Related Procedures and Guidelines**

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's wellbeing, behaviour and learning. This may include reference to

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



### **Other Resources**

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

### **Vaping Resources**

- https://www.dovetail.org.au/resources/vaping/
- https://www.rch.org.au/kidsinfo/fact\_sheets/E-cigarettes\_and\_teens/
- https://www.vapetruths.initiatives.qld.gov.au/
- https://lungfoundation.com.au/resources/vaping-and-young-people-parents-and-carers/
- https://www.quit.org.au/articles/teenvaping/#anchor-name-4



### Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through <u>QGov</u>.

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

### 2. Internal review: contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local <u>regional office</u> to conduct a review. You need to submit a <u>Request for internal review form</u> within 28 days of receiving the complaint outcome.

3. External review: contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at <a href="https://www.ombudsman.qld.gov.au">www.ombudsman.qld.gov.au</a>.

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

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





### **Appendix**

### **Appendix A: School Expectations**



# Marshall Road State School Schoole











Follow instructions the first time, every time.

Make safe choices in all areas of our school.

Be

Keep your hands and feet to yourself.

Make safe and respectful choices when using online environments. .

Be kind and respectful towards yourself and all others.

Have a positive attitude towards all aspects of school.

Use polite manners when interacting with others.

Be considerate of personal belongings and the school environment.

Have a growth mindset when learning.

Be resilient and try new things.

Be a

 Actively listen during teacher direction and when others are speaking.

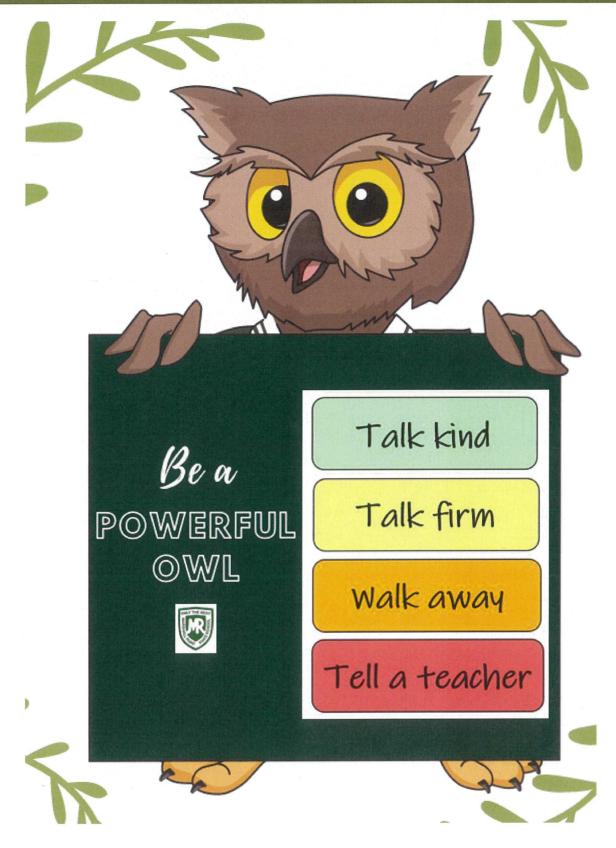
Learner

Always engage in learning tasks and work cooperatively with others.

Queensland Government

7

Marshall Road State School students will: In all environments, at all times,







### **Marshall Road State School**

### **Behaviour Expectation Matrix**

	BE SAFE	BE CARING	BE A LEARNER
Uniform Classrooms and ALL	Follow instructions the first time, every time. Make safe choices in all areas of our school. Keep your hands and feet to yourself. Make safe and respectful choices when using online environments.  All Marshall Road State School students are Keep your hands, feet and objects to yourself Use strategies to reset emotions	Be kind and respectful towards yourself and all others. Have a positive attitude towards all aspects of school. Use polite manners when interacting with others. Be considerate of personal belongings and the school environment.  e expected to follow the school uniform policy in a  Follow staff instructions Speak kindly and in an appropriate volume. Use active listening skills	Have a growth mindset when learning.     Be resilient and try new things.     Actively listen during teacher direction as when others are speaking.     Always engage in learning tasks and work cooperatively with others.  Il settings      Be in class before the second bell     Be prepared with all equipment     Be an active participant
learning spaces (including pool)	Recognise and self-manage emotions appropriately Enter classroom only with staff supervision Walk safely in the classroom Use furniture and equipment safely and correctly Make safe digital choices including using electrical safety when charging devices Walk around the pool Be respectful of others in the pool and change room Verandas and classrooms are out of bounds at lunchtimes	Always use good manners Care for others and their property Consider others' points of view Be respectful and inclusive of everyone's differences Take turns in activities Care for school equipment and furniture	Always try your best Ask for help when you need to Seek feedback on your learning Know your learning goals Be organised and ready for learning Use technology as a learning tool Use a Growth Mindset approach to learnin Persevere and complete class work in assigned time Be a resilient problem solver Be a cooperative class and group member
Playground and outdoor areas	Keep your hands, feet and objects to yourself     Wear hat always when outside (including at eating time)     Walk on concrete surfaces and when around buildings     Return borrowed sports equipment     Play running games or activities on ovals     Be aware of others when walking around – look where you are walking     Walk bikes and scooters through grounds before and after school     Remain off playgrounds before and after school     Treat gardens respectfully     Be a 'Powerful Owl' if you have a problem at breaktime: (i) Talk kind, (ii) Talk firm, (iii) Walk away, (iv) Tell a teacher.	Follow staff instructions Play fairly and inclusively Speak positively to others Care for the environment and stay out of gardens Take care of borrowed equipment Be considerate of learners when you are outdoors during learning times Share and take turns with equipment Be inclusive of others	Help others during games Solve problems respectfully Consider others' play ideas Make sure rules are clear before the start of new games No hat = no play. Students remain in two areas only - under B Block (Y2-6) or D Block (P-Y1) if they don't have a hat.
Transitions (moving around the school)	Listen to and follow staff instructions first time, every time Listen and respond to the bell immediately Carry belongings safely Walk quietly from one place to another Stay to the left of stairs/ paths	Move quietly and with purpose throughout the school Give way to adults, share pathways with others and wait your tum Greet visitors and adults as you pass Care for your own and others' property Use lunch tubs responsibly at break times and return tuckshop boxes Respect the environment - walk on pathways and pick up rubbish around the school	Move in an orderly manner     Stay together as a group when required     Be responsible and minimise time out of class by taking the most direct pathway
Using digital technologies	Devices only used in learning settings iPads only used with staff supervision Demonstrate personal safety when interacting online No streaming of music or online products Report unsafe online behaviours to a teacher Use school approved apps only Only use iDET secure network	Only access your own device     Follow internet agreement terms     Only comment in a positive or kind manner online     Seek staff permission before taking photos on your iPad     Mobile phones are handed to the office in the morning     Smart watches have notifications turned off	Bring iPad charged every day Download all year level apps Apps to be organised in home and school folders Use own login, username and passwords Message is blocked. It is not allowed on devices during school hours Only use iPads as directed by your teacher



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Eating Areas	Class lunch tubs must be used Hat must be on your head Sit down while eating Keep walkways clear Area must be clear of all litter before students are dismissed Ask staff to go the toilet and check back once you have returned No sitting in the gutter or against the sloping area under B Block When whistle is blown, students must be quiet and put hand up ready for dismissa	Stay in your year level eating area Use a quiet voice Remain seated until you're dismissed Keep your area clean and tidy Always use your manners Follow the duty staff's instructions Lunch boxes are to be placed in class lunch tubs and returned to class after each break Ensure tuckshop boxes are returned to the tuckshop	Remain in eating area until food is finished  No hat = no play. Students remain in two areas only - under B Block (Y2-6) or D Block (P-Y1) if they don't have a hat.  Practice sustainability by using the correct bin  Classes use lunch tubs to help reduce food available to crows  Lunch tubs are placed in eating area during break time and returned to class after break  Ensure tuckshop boxes are returned to the tuckshop
Before School Areas	Arrive after 8:20am Sit down in designated areas Under D Block Y2 Eating Area Under B Block Talk quietly to friends Devices and sporting equipment to remain bags When the bell goes, walk safely to class	Follow staff instructions     Sit quietly while talking to friends in	Set good examples for peers - model appropriate behaviour     Remind peers about what is expected     Speak to staff on duty if you require assistance
Toilet Block	Walk straight to the toilets and straight back with a buddy Wait quietly for your buddy and return to class together One person per cubicle Keep the floor dry Wash your hands and put paper towel in the bin Use toilets at break time, as necessary, to limit time missed from learning	Remain in your own cubicle and lock the door  Wait patiently for your turn  Leave the toilet area when finished  Care for school property	Use the toilet during your break time Practice good hygiene - flush toilets, use soap to wash hands, put paper towel in the bin
Assembly	Walk in and out of the PAC quietly     Sit with your legs crossed and follow staf instructions     Keep hands and feet to yourself     Active listening	Enter hall on time and sit silently throughout assembly     Consider others' personal space when seated     Listen to speakers     Celebrate (clap) appropriately     Stand respectfully during National Anthem     Remove hats when entering hall	Pay attention to important message shared     Acknowledge everyone's successes     Stand quietly, with hands by your side during anthem
Tuckshop	Walk to the tuckshop when dismissed by duty teacher after eating time     Line up in a single, quiet line     Keep hands and feet to yourself     Eat purchased items from the tuckshop i your eating area     If helping in the tuckshop, follow tuckshop convenor directions. Do not take food or money from the tuckshop. Treat staff an students with respect	Wait patiently for your turn     Only line up if you are ordering or collecting food     Place tuckshop orders in on time     Only collect your class tuckshop box and only take items that belong to you     Return tuckshop boxes at the end of eating	Finish all tuckshop food before returning to class
Pick Up Zone	Always exit and enter car on the side nearest to A Block     Wait for your car to stop and look before stepping into car zones     Move straight to Pick Up Zone after scho	belongings in bag	Arrive on time     Keep iPads in school bag     Model safe and respectful behaviour for other students     Wait patiently     Return to the office if you have not been collected

