



Maryborough West State School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Contact Information

Postal address:	149 North Street, Maryborough
Phone:	07 4120 2666
Email:	Principal@marywestss.eq.edu.au
School website address:	www.marywestss.eq.edu.au
Contact Person:	Mr Leon McKay (Principal)

Endorsement

Principal Name:	Mr Leon McKay
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Principal Signature:	<i>for 1/2 FL</i>
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Date:	13/10/25
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P&C President Name:	Cassandra Broquesa
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P&C President Signature:	<i>Ca Broquesa</i>
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Date:	13/10/25
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Contents

Purpose	4
Principal's Foreword	5
Consultation	6
Data Overview	7
School Opinion Survey	8
School Disciplinary Absences (SDA)	11
Learning and Behaviour Statement	12
Multi-Tiered Systems of Support	12
Whole School Approach to Discipline	14
PBL Expectations	17
Schoolwide Expectations Teaching Matrix	18
Consideration of Individual Circumstance	19
Differentiated and Explicit Teaching	20
Focussed Teaching	21
Intensive Teaching	21
Legislative Delegations	22
Legislation	22
Delegations	22
Disciplinary Consequences	23
School Policies	30
Temporary removal of student property	30
Use of mobile phones and other devices by students	32
Preventing and responding to bullying	35
Appropriate use of social media	39
Restrictive Practices	42
Critical Incidents	43

Purpose

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

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

In the Maryborough West State School environment there is a strong commitment to the provision of a supportive and nurturing learning environment for students, teaching and non-teaching staff, parents and volunteers.

Integral to Maryborough State School's ethos is an expectation that the 'Faithful Four' is followed. This includes:

Safety

Respect

Self-Responsibility

Effort

Principal's Foreword

Positive relationships between all members of the school community provide the cornerstone of a good education. This good education provides individuals with opportunities and choice as they grow from childhood into adulthood. A schooling system that furnishes its students with choice and opportunity is fulfilling its stated purpose and moral obligation.

Such positive relationships between large numbers of people do not happen by accident. Our school community has an agreement about how these relationships can be learnt and fostered. Our agreement is centred upon our school Code of Behaviour, "The Faithful Four."

"The Faithful Four" are Safety, Effort, Respect and Self-Responsibility.

Safety – An agreement to act in ways that keep oneself safe, while allowing others to feel and be safe also.

Effort – an agreement to always "Do My Best" and try hard with any activity or task assigned.

Respect – An agreement to treat people in our school politely and with empathy and an undertaking to treat school property with care and use items for their intended purpose.

Self-Responsibility – an agreement to accept that the only person you can control is yourself and that you are responsible for the words that come out of your mouth and the things you do with your hands and feet.

It is the belief of our school community that these behaviours and skills can be taught and learnt and our school has a plan to explicitly teach and facilitate learning for all. We accept that a fundamental element of learning is making mistakes and these mistakes will require correction. We believe that consequences, positive and negative, are the result of the actions and words of groups and individuals.

Through establishing this plan, and working together to implement this plan with a high degree of fidelity, we are maximising the potential for a safe, happy and engaged school environment to the benefit of all.

Consultation

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

In the initial phase, during 2024, a range of data sets on school disciplinary absences (SDA), major incidents in OneSchool, MyHr incident reports and outcomes from the most recent School Opinion Survey were examined. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, the 2020-2023 Student Code of Conduct, was presented as a draft document. This current Student Code of Conduct and findings from the data sets were used to scaffold further consultation with school staff and the broader school community.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in March 2025, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in April 2025 for endorsement. The P&C Association unanimously endorsed the Maryborough West State School Student Code of Conduct for implementation in 2025.

A communication strategy has been developed to support the implementation of the Maryborough West State School Student Code of Conduct, promotion through the school website and FaceBook. Any families who require assistance to access a copy of the Maryborough West State School Student Code of Conduct are encouraged to contact the principal.

Review Statement

The Maryborough West State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A comprehensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Table 3: Parent opinion survey

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement

	2021	2022	2023
Fairness / Clarity of rules			
The expectations and rules are clear at this school.	97.7	94.5	96.2
Teachers at this school treat students fairly.	81.8	87.3	84.6
Student behaviour is well managed at this school.	69.0	79.2	70.4
Safety			
My child feels safe at this school.	88.4	83.3	90.7
Teachers at this school are interested in my child's wellbeing.	93.2	90.9	96.3
Partnerships			
This school works with me to support my child's learning.	93.2	89.1	90.7
I can talk to my child's teachers about my concerns.	95.5	92.6	92.5
This school keeps me well informed.	88.6	89.1	87.0
Staff at this school are responsive to my enquiries.	97.6	92.6	90.7
Staff at this school are approachable.	95.5	94.4	94.3
This school asks for my input.	86.4	76.0	81.6
This school takes parents' opinions seriously.	87.2	87.2	77.6
School culture			
My child likes being at this school.	86.0	92.7	96.2
This school celebrates student achievements.	92.7	100.0	100.0
This school fosters respectful relationships among all students.	85.4	92.5	84.9
Teachers at this school motivate my child to learn.	97.7	92.6	94.3
This school looks for ways to improve.	90.5	90.0	88.2
This school treats students equally, regardless of gender.	92.3	96.1	92.3
This school has a strong sense of community.	90.0	92.7	92.3
This is a good school.	92.9	90.9	92.3
Teaching and learning			
Teachers at this school expect my child to do his or her best.	97.6	98.1	96.2
Teachers at this school provide my child with useful feedback about his or her school work.	88.1	92.5	90.4
My child is making good progress at this school.	95.3	90.6	92.2
I understand how my child is assessed at this school.	88.1	92.3	96.1
My child is interested in their school work.	90.7	90.6	88.5
My child's learning needs are being met at this school.	92.9	84.6	86.3
This school is well maintained.	95.2	94.1	96.2

Table 4: Student opinion survey

	2021	2022	2023
<i>Fairness / Clarity of rules</i>			
The expectations and rules are clear at my school.	100.0	92.3	100.0
Teachers at my school treat students fairly.	81.0	81.6	75.0
Student behaviour is well managed at my school.	55.3	76.6	25.0
<i>Safety</i>			
I feel safe at my school.	82.1	83.1	75.0
I feel safe undertaking online activities using my school's internet.	84.4	90.8	75.0
My teachers are interested in my wellbeing.	89.6	89.2	100.0
<i>Partnerships</i>			
My school encourages me to participate in school activities.	94.7	89.6	75.0
My school takes students' opinions seriously.	70.8	75.0	75.0
I can get help with my school work at home.	77.9	81.9	100.0
<i>School culture</i>			
My school encourages students to respect one another.	94.9	88.5	100.0
My school celebrates student achievements.	97.5	89.6	100.0
I like being at my school.	75.3	70.1	50.0
I can talk to my teachers about my concerns.	79.7	76.3	75.0
My school gives me opportunities to do interesting things.	89.9	84.6	75.0
My school looks for ways to improve.	89.7	87.0	75.0
I feel accepted by other students at my school.	60.0	73.3	50.0
My school treats students equally, regardless of gender.	77.3	76.6	33.3
My teachers motivate me to learn.	96.2	81.6	50.0
This is a good school.	79.5	85.5	66.7
<i>Teaching and learning</i>			
My teachers expect me to do my best.	100.0	93.3	100.0
My teachers help me with my school work when I need it.	92.2	89.5	100.0
My teachers provide me with useful feedback about my school work.	96.1	90.8	100.0
I understand how I am assessed at my school.	84.4	86.1	100.0
My school work challenges me to think.	89.5	82.9	100.0
I am interested in my school work.	72.7	66.7	66.7
I can access computers and other technologies at my school for learning.	94.7	97.4	100.0
My school is well maintained.	76.0	78.7	33.3

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

Table 5: Staff opinion survey

	2021	2022	2023
<i>Fairness / Clarity of rules</i>			
The expectations and rules are clear at this school.	90.0	90.6	97.1
Students are treated fairly at this school.	86.7	93.8	88.6
Student behaviour is well managed at this school.	90.0	84.4	85.3
Students with a disability are well supported at this school.	96.6	86.7	78.8
<i>Safety</i>			
I am aware of health, safety and wellbeing procedures at this school.	90.0	93.5	96.9
There is adequate focus on workplace safety at my workplace.	90.0	90.3	81.3
I feel this school is a safe place in which to work.	93.3	87.5	78.1
<i>Partnerships</i>			
This school takes staff opinions seriously.	82.8	76.7	77.4
This school encourages parents/carers to be active partners in educating their child.	86.2	96.6	89.7
<i>School culture</i>			
This school fosters respectful relationships among all students.	93.3	96.8	96.9
This school looks for ways to improve.	93.3	93.3	90.6
I enjoy working at this school.	86.7	81.3	90.6
This school promotes gender equality.	88.9	96.2	93.5
If I raised a concern, I feel confident that it would be taken seriously.	83.3	63.3	75.0
This is a good school.	90.0	90.6	90.3
<i>Teaching and learning</i>			
Students are encouraged to do their best at this school.	96.7	100.0	96.8
<i>Staff wellbeing</i>			
Staff are well supported at this school.	73.3	80.6	83.9
I feel that staff morale is positive at this school.	60.0	75.0	77.4
Staff are treated fairly and consistently at this school.	69.0	73.3	77.4
The wellbeing of employees is a priority for this school.	73.3	81.3	80.0
I am supported to manage the pressures of my workload.	66.7	78.1	67.7
<i>Staff development</i>			
I have access to relevant professional development.	79.3	83.9	70.0
I receive useful feedback about my work at this school.	83.3	76.7	76.7
This school encourages coaching and mentoring activities.	71.4	81.5	76.9
This school gives me opportunities to do interesting things.	79.3	80.0	74.2
<i>Workplace culture</i>			
This school keeps me well informed about things that are important to my work.	76.7	74.2	77.4
This school has an inclusive culture where diversity is valued and respected.	83.3	93.5	90.0
This school's culture supports people to achieve a good work-life balance.	72.4	90.3	86.7
This school offers flexible work arrangements.	77.8	90.0	81.5
I am confident that poor performance will be appropriately addressed in this school.	66.7	61.3	59.3
Recruitment and promotion decisions in this school are fair.	65.5	70.4	64.0
This school appropriately supports staff following an occupational violence/aggressive incident.	60.0	72.7	85.7
Information and communication technology issues at this school are resolved promptly.	90.0	90.0	93.3
This school is well maintained.	86.7	83.9	77.4
This school is well managed.	80.0	86.7	96.7
The school leadership team model the behaviours expected of all employees.	79.3	90.3	90.0

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2020	2021	2022	2023	2024
Short suspensions – 1 to 10 days	37	21	17	40	17
Long suspensions – 11 to 20 days	1	0	0	0	0
Exclusions	0	0	0	0	0
Cancellations of enrolment	0	0	0	0	0

Table 7: SDA Rate

School disciplinary absence as percentage of students	2020	2021	2022	2023	2024
Maryborough West State School	5.8%	3.2%	3.2%	5.7%	3.1%
North Coast Region	6.0%	7.1%	6.8%	7.0%	4.1%
State	6.3%	7.4%	7.3%	7.4%	4.3%

Learning and Behaviour Statement

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

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear and transparent, assisting Maryborough West State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules and behaviour expectations to teach and promote our high standards of responsible behaviour:

- Safety
- Effort
- Respect
- Self-Responsibility

Our school rules were agreed upon and endorsed by all staff and our school P&C, and are known in our school community as, “**The Faithful Four**”. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

Positive Behaviour for Learning

Maryborough West State School uses the Positive Behaviour for Learning(PBL) framework as the foundation for our integrated approach to learning and behaviour. PBL is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in PBL school staff match increasingly intensive interventions to the identified needs of individual students.

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 Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

2	Targeted instruction and supports for <u>some students</u> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • 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 • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	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 (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. 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.

Whole School Approach to Discipline

Queensland State Schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of students to learn
- The rights of teachers to teach
- The rights of all to be safe

At Maryborough West State School everyone in the School Community has rights and responsibilities which are clearly articulated as follows:

All members of school communities are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

Students are expected to:

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

Parents are expected to:

- Parents are expected to show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child

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

PBL is an evidence-based framework used to:

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

At Maryborough West State School we believe that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction

about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

<u>Rights</u>	<u>Responsibilities</u>
<u>Students:</u> • To learn in a friendly, encouraging, safe, supportive and positive environment • To learn and not have my learning interrupted by others • To be respected, care about myself and care for others, property and the environment • To be treated appropriately - with respect and consideration • To be heard and able to express opinions with appropriate manners and timing • To be safe and happy • To have a healthy well maintained school environment • To know what is acceptable behaviour and accept consequences for unacceptable behaviour	• To make my school a happy, safe place where we care and respect others and their property • To be organised and ready to learn to the best of my ability and not interfere with others' learning • To allow others to feel safe and leave property of others alone. • To be responsible for my work and actions • To care about my school, keep my school in a clean and healthy manner and care about its equipment • To follow the school Code Of Conduct • To behave in a manner respectful to myself, my family and those in the school community • To be committed to the pursuit of Maryborough West State School as depicted in the Responsible Behaviour Plan • To have pride in my school • To adhere to school dress code expectations • To use social media responsibly and respectfully.
<u>Teachers:</u> • To work in a pleasant, safe environment and to achieve ongoing job satisfaction • To have support from within the Education System • To have full support from parents and the school community in upholding the school's Responsible Behaviour Plan • To be involved in collaborative decision-making • To be treated courteously by students, parents and other members of the school community • To be free from verbal or physical abuse • To be free from intimidation and to have their property treated with respect.	• To promote maximum learning • To encourage appropriate patterns of behaviour and instil the habits of mind • To see that the Responsible Behaviour Plan is consistently implemented • To refer students to appropriate support services • To be positive role models • To provide a friendly, encouraging, safe, positive and supportive environment • To employ inclusive practices and differentiate curriculum offerings • To be committed to the pursuit of Maryborough West State School as depicted in the Responsible Behaviour Plan • To use social media responsibly and respectfully

<u>Parents:</u> • To receive information on school processes and school curricula • To be able to participate in school programs and decision making • To expect consistent application of the school's Responsible Behaviour Plan and be informed of student progress • To expect personal property will be well cared for • To be treated respectfully and courteously from all members of the school community	• To encourage good behaviour habits • To encourage children to accept the school code of conduct • To provide support to the school to enact policy • To provide information about relevant home circumstances which may affect school attitudes and learning • To recognise a shared responsibility for working towards achievement of our school's goals • To be committed to the pursuit of Maryborough West State School as depicted in the Responsible Behaviour Plan • To adhere to school dress code expectations • To raise issues/concerns to appropriate personnel at school • To respect the right of students and teachers to have uninterrupted teaching and learning time in school hours where appointments are encouraged • To be an active participant and communicate in a respectful manner in partnership with the school • To use social media responsibly and respectfully. • To ensure students are organised, prepared and attend school every day.
<u>Non-Teaching Staff and Volunteers:</u> • To be treated respectfully and courteously from all members of the school community • To work in a safe, healthy and pleasant environment • To feel valued for their specialist skills and their contribution appreciated • To be given adequate support and information to fulfil the role when in a supervisory capacity	• To treat all members of the school community with respect and consideration • To demonstrate a duty of care to students in line with the Code of Conduct • To model courteous and appropriate behaviour • To be partners in providing quality learning experiences for students • To be committed to the pursuit of Maryborough West State School as depicted in the Responsible Behaviour Plan (and/or Creed Statement) • To use social media responsibly and respectfully.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being Safety, Effort, Respect and Self-Responsibility.

Students

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
Be RESPECTFUL	- Use equipment appropriately - Keep hands, feet and objects to yourself	- Walk carefully - Sit still - Enter and exit room in an orderly manner	- Participate in use of approved online sites and educational games - Be courteous and polite in all online communications	- Participate in school approved games - Wear shoes and socks at all times - Be sun safe; wear a broad brimmed hat	- Rails are for hands - Walk one step at a time - Carry items - Keep passage ways clear	- Respect privacy of others - Use facilities appropriately and keep these clean	- Use own bike/scooter only - Wait inside the gate until the bus stops
Be SELF RESPONSIBLE	- Ask permission before leaving the classroom - Be on time - Be in the right place at the right time - Follow instructions immediately	- Be prepared - Complete set tasks - Take an active role in classroom activities - Keep work spaces tidy - Be honest	- Report any unacceptable behaviour to a teacher - Post only appropriate content online	- Be a problem solver - Return equipment to appropriate place at the sports bell	Move carefully in single file	- Use toilets during breaks - Report any damage or hygiene concerns	- Walk bike/scooter in school grounds - Advise duty staff as you embark to your bus - Leave school promptly
Give my best EFFORT	- Show determination/motivation to achieve my best - Encourage others to participate and achieve their best	- Attempt all set tasks - Complete tasks to my best ability - Manage my time - Contribute to activities/discussion - Demonstrate interest in subjects - Attempt homework	- Use online resources to assist with my learning - Minimise distractions from online sources and devices	- Follow playground rules and routines - Show kindness during play and interactions with other students	- Ensure my conduct is safe and appropriate - Be patient and wait my turn	- Ensure my conduct is safe and appropriate - Be patient and wait my turn - Report any damage or concerns	- Ensure my conduct is safe and appropriate - Be patient and wait my turn - Arrive at bus stop on time
Be SAFE	- Respect others' personal space and property - Care for equipment - Clean up after yourself - Use polite language - Wait your turn	- Raise your hand to speak - Respect others' right to learn - Talk in turns - Be a good listener	- Respect others' right to use online resources free from interference / bullying - Keep any usernames or passwords private - Follow all teacher instructions about keeping private information offline	- Play fairly – take turns, invite others to join in and follow rules - Care for the environment	- Walk quietly and in an orderly way so that others are not disturbed - Look in front of you to be aware of those around you	- Wash hands after using the toilet and before eating food - Walk carefully - Take care with soap and water to avoid unnecessary spills	- Wait your turn - Keep your belongings nearby - Have your bus pass ready

Consideration of Individual Circumstances

Staff at Maryborough West 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 consequences were enacted 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.

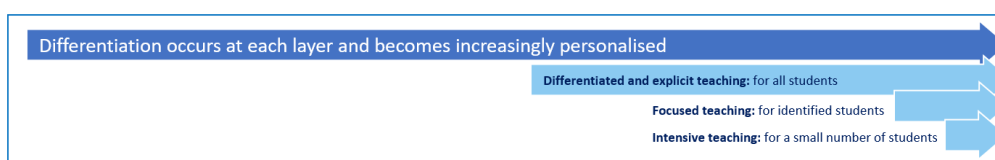
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



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

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

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

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

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

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 mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control

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

Focussed

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

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

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based Individual Support Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Every classroom has the following expectations for students:

- I am Safe
 - I am Respectful
 - I am Self Responsible
 - I will give my best Effort
- Continuum of strategies to respond to inappropriate behaviour used as outlined in the Responsible Behaviour Plan for Students.
(Whole School Student and Classroom Flowcharts – Appendix -)
 - School-wide expectations, rules, routines and procedures defined and explicitly taught. All staff use our Positive Behaviour for Learning lessons to inform the specific teaching of Behavioural skills which draws on Reboot strategies and the Australian Curriculum, Assessment and Reporting Authority (ACARA) - Social and Emotional General Capability.
 - Continuum of strategies to acknowledge appropriate behaviour used with high frequency (4:1)
 - A range of strategies are used from least intrusive to more intrusive (ESCM) to support positive student behaviours
 - Students are actively supervised (pre-corrects and positive feedback)
 - Students are given multiple opportunities to respond within all lessons to promote high rates of academic engagement
 - Activity sequence promotes optimal instruction time and student engagement time
 - Instruction is differentiated based on student need
 - All staff approach all students with unconditional positive regard

Encouragement and Correction

At Maryborough West State School, encouragement and correction will focus on the behaviour, not the student. Individual occurrences requiring intervention will occur in the least intrusive and least public possible manner, so as to limit disruption to other students and avoid public ridicule for those displaying irresponsible behaviour.

Consequences

Wherever possible, irresponsible behaviour will result in a logical consequence that is contextualised. For example, a student littering would be required to pick up papers rather than write out lines.

Consequences will often be immediate where possible but may be deferred to a time to suit the occasion.

The notion of certainty of a consequence is more important than the severity of a consequence in terms of prevention of further poor behaviour.

Repairing and Rebuilding

If our goal for a student exhibiting errant behaviour is for the student to take their place as a productive and responsible participant at Maryborough West State School, then the process of repair and rebuilding is vital. During this process, the teacher will often model the language and behaviours that help all people involved deal with any related anger, frustration and disappointments so that all can move on to acceptance and reconciliation. This process will also involve teaching strategies aimed at achieving positive behavioural patterns. This may also include counselling by other school staff or outside agencies.

Responding to unacceptable behaviour

Re-directing low-level and infrequent inappropriate behaviour :

When a student exhibits low-level and infrequent inappropriate behaviour, the first response of school staff members may be to ask the student if they are using their 'smart brain' and displaying the expected school behaviour. They then ask them what expectation they need to follow so they are aligned with our school's expectations of: I am Safe; I am Respectful; I am Self Responsible; I give my best Effort.

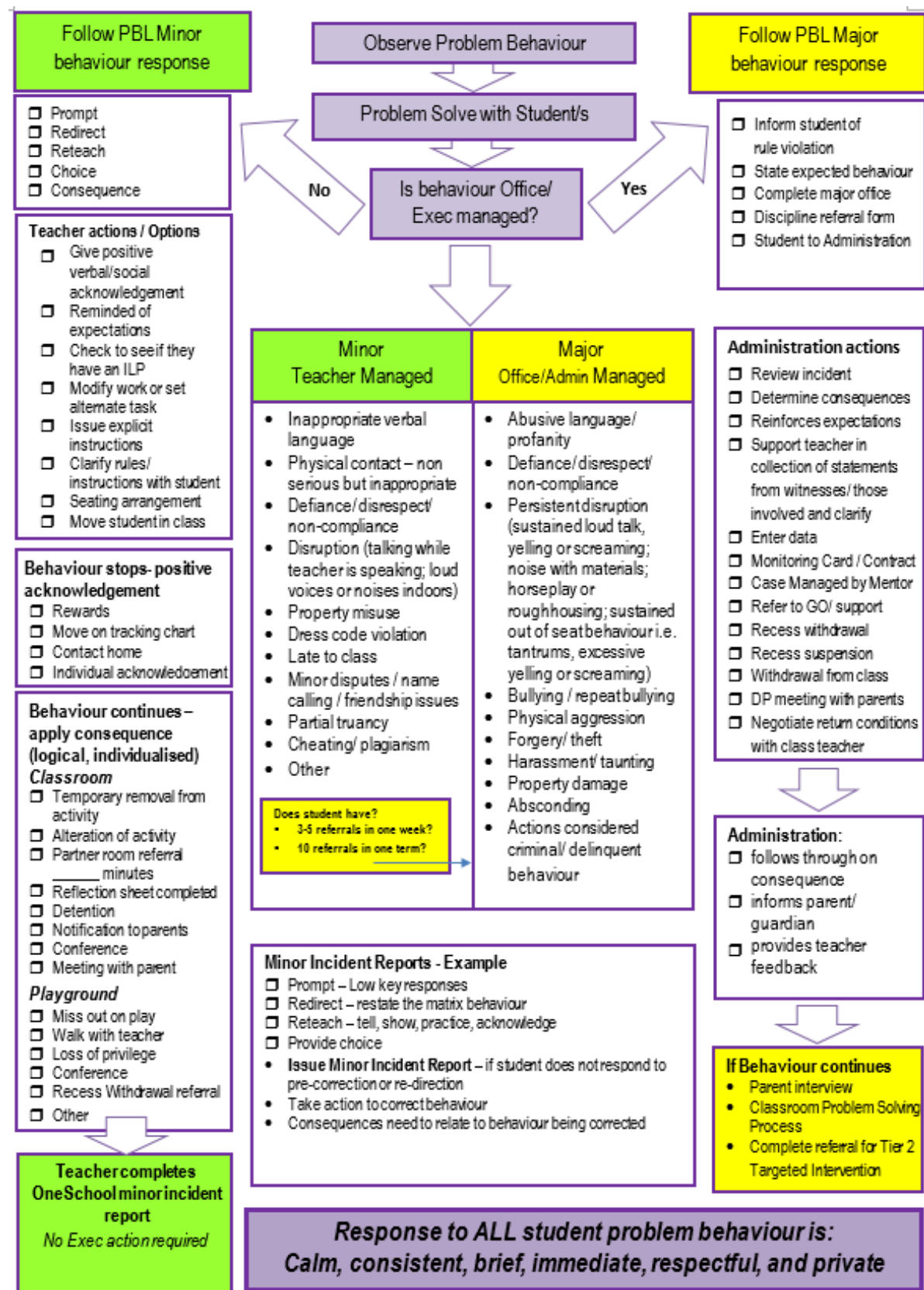
Our preferred way of re-directing low-level inappropriate behaviour is to ask the student to use their 'smart brain' to think of how they can act more safely, more respectfully or engage in learning more responsibly or with more effort.

We also use the below set of Restorative Justice questions to encourage students to reflect on their own behaviour against expected school behaviour, evaluate the impact their behaviour has had on others, think of ways to restore the relationships that have been affected, and plan how their behaviour could be modified so it aligns with the expectations of our school community.

Restorative Justice questions

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what happened?
- In what way have they been affected?
- What do you think needs to happen next?
- How can we make sure this doesn't happen again?

Possible teacher and administration actions which may occur to manage student behaviours.



Rule/Definition	Low level Disruptions –	Minor Behaviours –	Major Behaviours –
I am SELF RESPONSIBLE	- Do not require admin involvement – may be documented in classroom - Not more than a minor disruption to the learning environment - Respond to teacher redirection - Are not chronic – occur less than 3x per week - Low severity and low frequency - Not following class procedures/routine - Late to class – less than 10 minutes - Minor class disruptions - Swearing as a reaction - Calling out in class - Work refusal - Name calling - Littering - Choosing not to eat at appropriate time - Using another student's login details	- Complete an Incident Report - Parent contact encouraged - Are chronic low level disruptions - May require admin involvement, however are usually classroom managed - Being more than 10 mins late for class without note from admin - Damaging own property - Refusing to follow teacher instructions - Defiance - Lying (including delivering messages that are untrue) - Disruptive behaviour during transitions between learning areas - Walking off when being spoken to by an adult - Not returning borrowed equipment - Possession or use of any electronic device during the school day – e.g. mobile, iPod - Not accepting/following consequences	- Pose a danger to themselves/others - Are illegal - Are a major disruption to the learning environment - Are chronic minor behaviours - Parent contact required - Truancy - Threatening adults - Harassment - Defiance - Extreme continual class disruption - Destroying/damaging school property - Verbal threats - Destruction of school/personal property - Vandalism, including graffiti - Trashing classrooms - Stealing - Not going to buddy classroom when directed - Leaving classroom and disrupting others - Not going to detention or accepting other consequence of poor behaviour - Unauthorised/ inappropriate use of school property, including technology (e.g. downloading software, sites, pictures)
I am SAFE	- Running on hard surfaces - Being in out of bounds area (including areas designated for other year levels) - Rocking/Leaning back on chair - Picking up sticks/rocks or any other item that may be used as a missile - Not staying with teacher/aide during transitions - Riding bike in school grounds - Running around the classroom - Gammon fighting that does not escalate - Inappropriate use of equipment – gas ovens, power points, power tools, EWB	- Leaving classroom without permission - Pushing over furniture - Student sets off unwarranted fire alarm - Running around hitting others with objects including hats - Projectiles, spit-balls etc	- Physically or emotionally harm / assault - Punching, kicking with force - with intent - Throwing furniture with intent - Sexual harassment - Substance abuse - Throwing objects eg sticks and rocks at others - Intent to injure/intimidate - Leaving school grounds - Climbing trees/buildings - Bullying and/or targeting other student/s - Using weapons or threatening with items that may be used as weapons - Possession of/caught using tobacco products - Possession of/caught using/ under influence of illicit drugs, alcohol or volatile substance - Threats of suicide or self-harm
I am RESPECTFUL	- Talking at inappropriate times - Talking back to an adult - Non-threatening, non-directed verbal or gestural messages used within conversation that may include swearing, name calling, or use of words in an inappropriate way - Uniform infringements that violate school dress code e.g. no hat, singlet tops, visible undergarments, make-up - Not keeping hands and feet to self	- Distracting others, interrupting their learning - Disrespectful language – e.g. telling an adult to shut-up	- Swearing at adult/student (anger based) - Swearing at adult/student (name calling) - Racist comments - Sexual comments - Promiscuous behaviours including 'dacking' - Sustained loud talk, yelling; noise with materials(e.g. rulers) or body parts - Continual disrespect shown to others

I give my best EFFORT	• Avoiding work • Refusing to work • Walking around the classroom • Off task/day dreaming • Not completing/late homework • Not completing work in class • Not sitting still or not displaying good listening • Taking too much time to get organised • Taking too long to begin tasks	• Cheating/Plagiarism	• Leaving learning environment where it requires admin to follow-up
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Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Maryborough West State School and will be removed if found in a student's possession:

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

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

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is

necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Maryborough West State School:

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

Parents of students at Maryborough West State School

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

Students of Maryborough West State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Maryborough West State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in at the school office on arrival and collected upon departure.

Recording voice and Images

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

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

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

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

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

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

Students involved in a breach of this policy through: recording; and/or disseminating material (through text messaging, display, internet uploading etc); and/or, knowingly being a subject of a recording may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

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

Any offensive or threatening message sent on a personal technology device originating from outside school should be referred to the Queensland Police Service for further action. Any behaviour brought into the school from outside influences will be dealt with according to the Maryborough West State School's Student Code of Conduct.

Assumption of cheating

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

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record,

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

monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special Circumstances Arrangement

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

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

Preventing and responding to bullying

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

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

Rationale

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our Positive Behaviour for Learning Tier 1 support practices will be maintained at all times. This will ensure that:
 - Our Tier 1 support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 4 school rules and are taught the expected behaviours attached to each rule in all areas of the school
 - All students are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Maryborough West State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

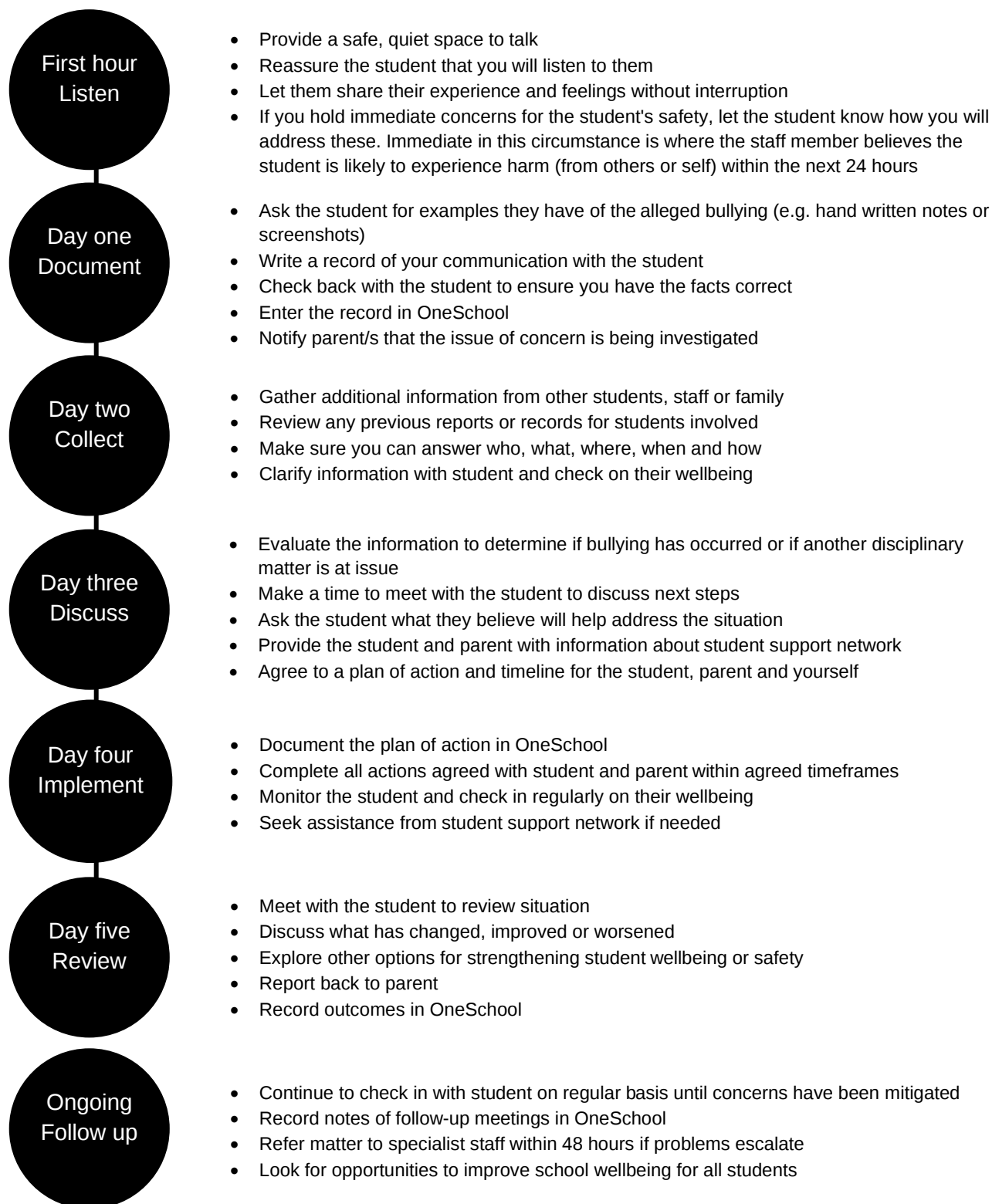
10. Maryborough West State School uses behavioural data for decision-making. This data is entered into the OneSchool database on a daily basis and can be recalled as summary reports at any time. This allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Maryborough West State School - Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal – Athol Butler 07 4120 2666



Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

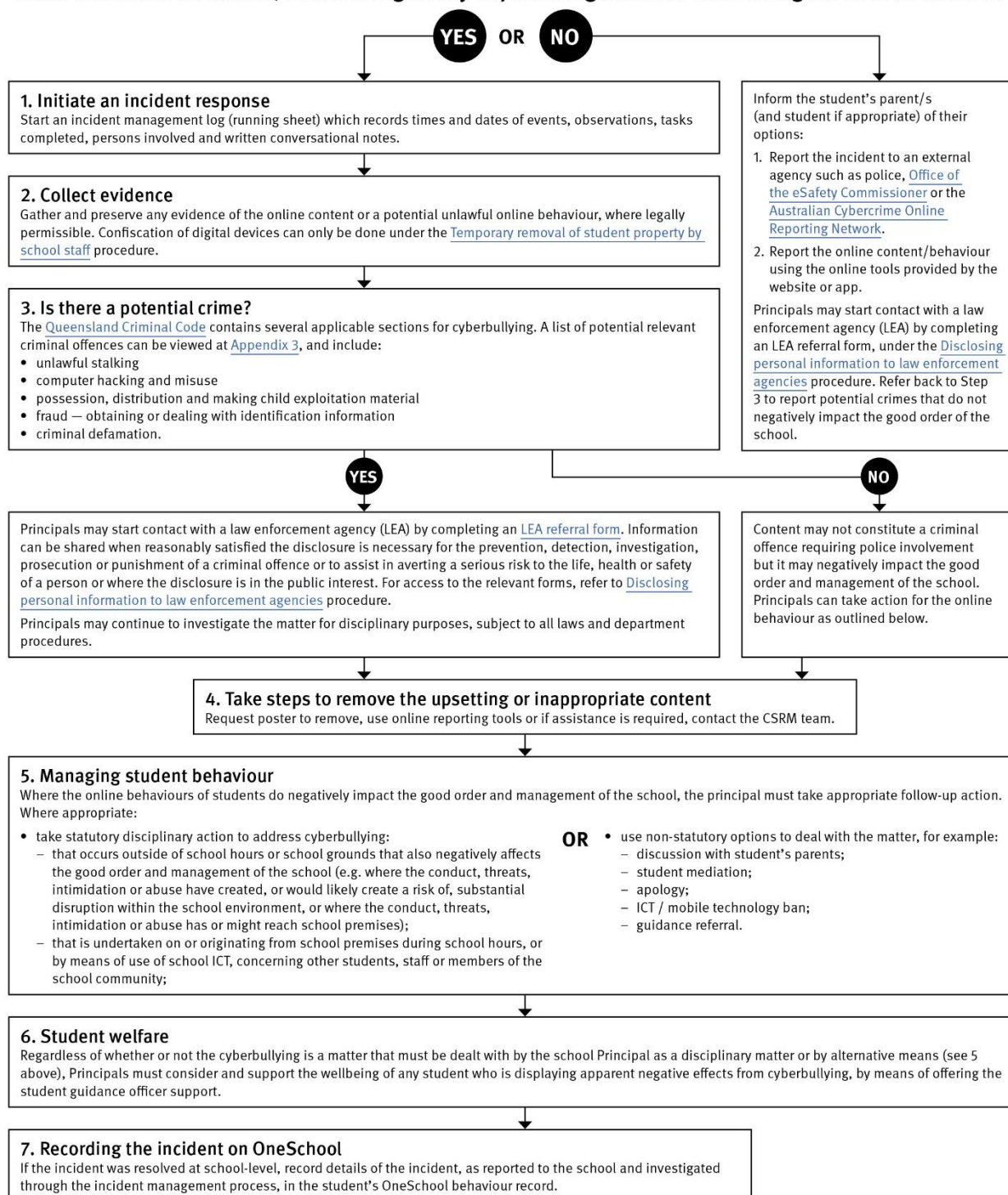
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Help

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

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



Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

In the event of an emergency situation or critical incident or the occurrence of a severe problem behaviour intervening staff are directed to **contact administration as soon as possible** in the circumstance. This contact may be through use of the phone system, mobile phones or sending a runner to the office.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

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

Physical Intervention

(No obligation exists for staff to implement this strategy despite the existence of circumstances that would make it appropriate and legitimate.)

Training in Non-Violent Crisis Intervention Strategies has been offered to staff.

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction, unless serious
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record keeping

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

- OneSchool incident report
- debriefing report (for student and staff) (Appendix 8).