

Ma Ma Creek State School



STUDENT CODE OF CONDUCT 2025 - 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



Contact Information

- Postal address: 803 Gatton-Clifton Rd, Ma Ma Creek Q 4347
- Phone: 07 5462 7271
- Email: principal@mamacreekss.eq.edu.au
- School Website Address: <https://mamacreekss.eq.edu.au>
- Contact Person: Nathan de Mey (Principal)

Endorsement

Principal Name: Nathan de Mey

Principal Signature:

Date:

P&C President Name: Katie Spreadborough

P&C President Signature:

Date:



Contents

Purpose	4
Whole School Approach to Discipline	5
PBL Expectations	6
Consideration of Individual Circumstances	8
Differentiated and Explicit Teaching	9
Focussed Teaching	10
Intensive Teaching	10
Disciplinary Consequences	11
School Policies	15
Temporary removal of student property	15
Use of mobile phones and other devices by students	17
Preventing and responding to bullying	19
Appropriate use of social media	26
Restrictive Practices	28
Critical Incidents	29

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

The Ma Ma Creek 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. It provides opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

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

Review Statement

Ma Ma Creek State School Code of Conduct will undergo annual reviews to reflect minor updates to changing circumstances, processes, data and staff. A full review will be conducted every 4 years in line with the scheduled quadrennial review process for the school planning cycle.

Original date: 06/06/25

Next review 06/03/26

Final review: 06/03/2028

PRINCIPAL'S FOREWORD

Welcome to the Ma Ma Creek State School Student Code of Conduct.

Our school has a long and proud history of delivering quality education in the Lockyer Valley for over 140 years. Nestled in a picturesque rural setting just outside the Ma Ma Creek village and surrounded by farmland, our school is deeply supported by a close-knit and proud community.

Ma Ma Creek State School has built a strong reputation for high standards in academics, the arts, sport, and student behaviour. Our students wear the school uniform with pride, creating a strong sense of identity and belonging.

We are committed to providing a safe, nurturing and inclusive learning environment where every student is supported to challenge themselves, strive for excellence, and reach their potential. Individual and diverse learning needs are recognised and catered for, ensuring that every child is valued and encouraged in their educational journey.

Our educational focus is on:

- Creating a safe, supportive and enjoyable learning environment
- Encouraging creativity, innovation and critical thinking
- Developing independent learning through intellectual engagement
- Providing real-world and out-of-classroom learning experiences
- Nurturing student wellbeing and fostering a lifelong love of learning

At Ma Ma Creek, we proudly uphold the expectations of **Aim High and RISE**, with **RISE** standing for **Respect, Integrity, Safety and Effort**. These values guide our behaviours, relationships and learning, laying a strong foundation for our students' continued success beyond primary school.

I would like to extend my sincere thanks to the dedicated staff, supportive parents and engaged students of Ma Ma Creek State School for their contribution to shaping this Code of Conduct. It reflects our shared commitment to providing the best possible environment for learning, growth and success.

Yours in Education

Nathan de Mey

Principal

P&C Statement of Support

As president of the MMCSS P&C Committee, I am proud to support the Student Code of Conduct. The process has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the MMCSS Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to take the time to familiarise themselves with the document and to take the time to talk with their children about the expectations and support that is available.

Katie Spreadborough
President of Ma Ma Creek P&C

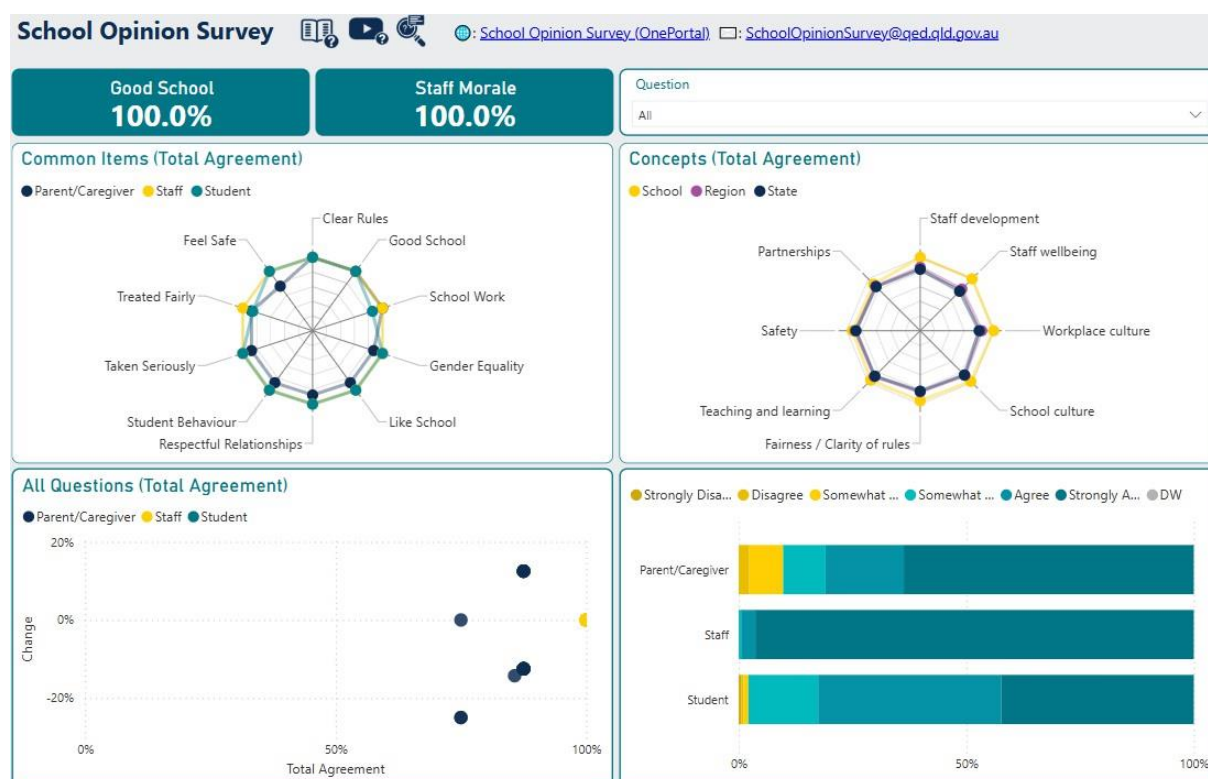
DATA OVERVIEW

This section is used to report on key measures related to student discipline, attendance, 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/carers 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 on SORD. The School Opinion Survey is an annual collection designed to obtain the views of parents/carers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/carer in all families and a sample of students from each state school. Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes. There are four different confidential surveys for

- parents
- students
- staff
- principals



SCHOOL DISCIPLINARY ABSENCES (SDA) 2020- 2024

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions and exclusions 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.

LEARNING AND BEHAVIOUR STATEMENT

In all areas of Ma Ma Creek State School's teaching and learning environments, we consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our Student Code of Conduct for students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Through our school plan, shared expectations for students' behaviour are made explicit to Everyone which assists in the creation and maintenance of 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 expectations to teach and promote our high standards of responsible behaviour. The following expectations are our school's core values and are the centre of our behaviour management system. The expectations form the acronym RISE which stand for the following-

Respect
Integrity
Safety
Effort

WELLBEING AND SUPPORT NETWORK

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

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix attached outlines our agreed rules and specific behaviour expectations in all school settings.

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

STUDENT SUPPORT NETWORKS

Ma Ma Creek State School is proud to have a comprehensive Student 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 Ma Ma Creek 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 support network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school. It is also important for students and parents to understand there are regional and statewide support services also available to supplement this network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the school.

Role	Support provided
Guidance Officer	• Support provided by guidance officers includes advice and counselling on educational, behavioural, vocational, personal, social, family, and mental health and wellbeing issues. • Guidance officers provide leadership, support and case management in responding to some of the most complex and challenging of circumstances, including student protection matters, critical incidents, mental health issues, and suicide prevention and postvention support.
Social Worker	• Direct support for students and their families who are experiencing mild to moderate mental health concerns • Professional development and consultation for staff and families • Advocacy for students and families when liaising with external stakeholders and supports for students • Provide psychoeducation and support to the parents within the school community.
School Chaplain	• Provides individual and, at times, group support to students to assist their engagement with emotional support • Supports students to overcome barriers to education such as - Attendance at school - Anxiety with excursions - Relationships and social skills - Sounding board to support parents - Social/emotional/wellbeing support

Whole School Approach to Discipline

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

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

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

PBL Expectations

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 Respect, Integrity, Safety and Effort (RISE).

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 Ma Ma Creek State School.

Respect

- Listen to fellow students' questions in class.
- Use G rated language at school.
- Say 'please' and 'thankyou'.
- Respect others space and belongings

Integrity

- Put rubbish in the bins provided.
- Look for opportunities to help others.
- Be honest.
- Ask for help when you need it.

Safety

- Play by the rules in the playground.
- Demonstrate safe choices in all places.
- Use equipment appropriately
- Follow teachers directions.

Effort

- Be prepared for class.
- Be an active learner.
- Take pride in your work.
- Encourage fellow students to do their best.

Parents and staff

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

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Integrity

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Safety

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Effort

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

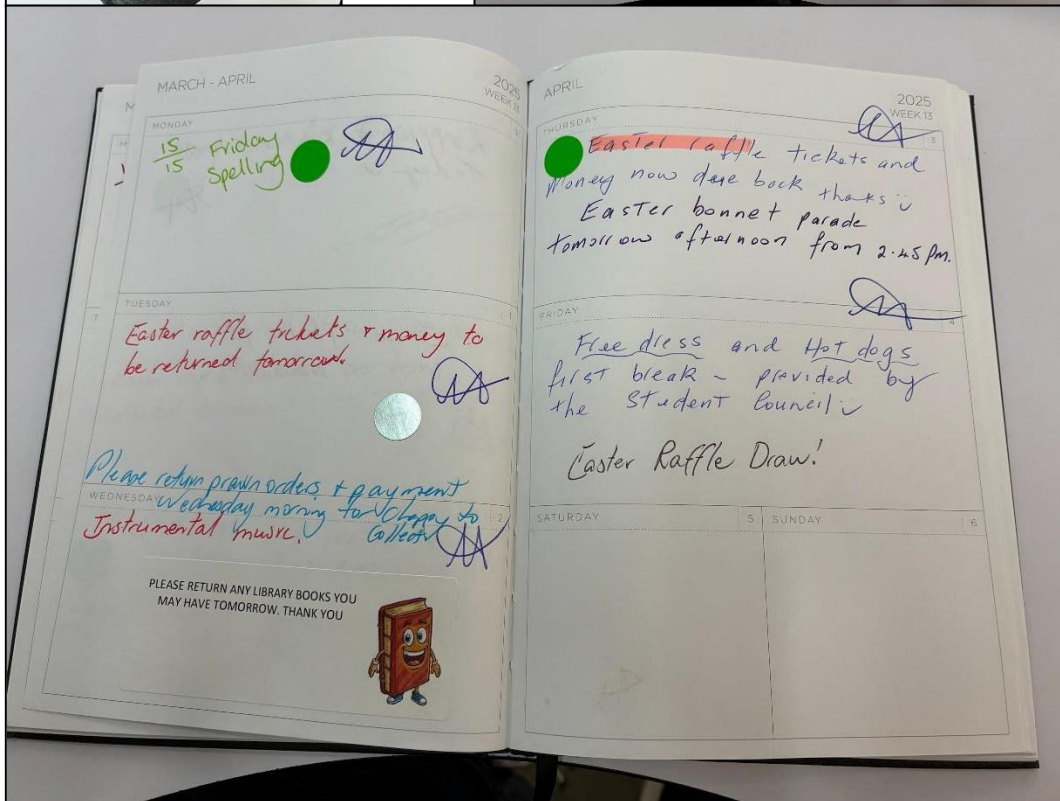
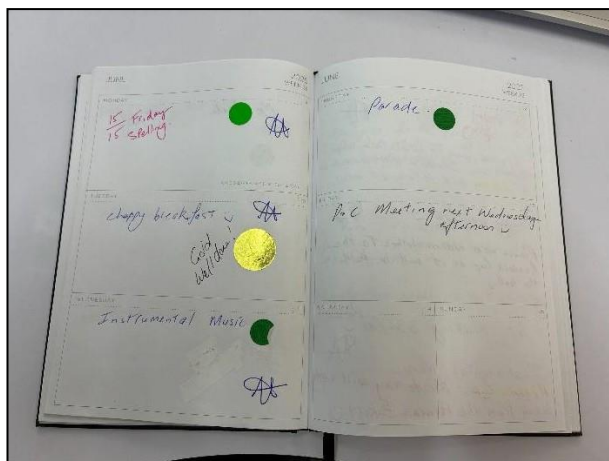
Rewarding Positive behaviour

At Ma Ma Creek State School, we use a Level System to monitor and track student behaviour. Communication of our key messages about behaviour is supported by verbal reinforcement and direct recognition of appropriate behaviours, which provides students with feedback for engaging in expected school behaviour. Below outlines how all staff members are trained to give consistent and appropriate acknowledgment and rewards.

Communication Diary

Each day our student's are awarded a behavioural level aligned with our school level system descriptors. Their level is indicated by a sticker corresponding with colour of the level they have attained. The stickers are put in the students communication diary which is sent home each day.

- All students begin the day on green
- Student's who demonstrate behaviours aligned with our school expectations of RISE – may finish the day on a silver level.
- Consistent or Exceptional behaviour aligned with RISE –may result in a student achieving Gold Level behaviour.
- Students who continuously demonstrate Gold Level Behaviour through out the semester and are awarded 3 or more Gold Level stickers maybe awarded Diamond Level.
- Examples of possible consequences for each level are outlined in the Level Descriptors below.



Ma Ma Creek State School Student Code of Conduct Level System Descriptors

Gold Level- Conduct Respect: - Consistently speaks in a polite manner and tone when addressing staff, students and visitors - Time after time respects other peoples property and personal space - Time and again treats other people with respect, listens, shares and helps others when needed - Always strives to follows instructions immediately - Consistently plays by the rules and shows good sportsmanship Integrity: - Demonstrates our school expectations, 'RISE', independently and without reminders - Consistently organised and ready to learn - Consistently completes class tasks on time and to high standard - Constantly completes homework on time	Safety: - Consistently strives makes safe choices in the classroom, playground and on excursion - Ensures they are in the right place at the right time - Endeavours to remain calm at all times Effort: - Endeavours to attempt new and unfamiliar tasks, 'Has a go' - Consistently puts in their best effort in class - Endeavours to consistently present neat and tidy work Examples of some possible consequences: - Participation in end of term Gold Rewards Activity and end of semester diamond reward (3 or more Gold in a semester) - First choice for school representative – excursions camps - Parent contact
Silver Level- Conduct Respect: - Regularly speaks in a polite manner and tone when addressing staff, students and visitors - Habitually respects other people's property and personal space - Regularly treats other people with respect, listens, shares and helps others when needed - Habitually strives to follows instructions immediately - Regularly plays by the rules and shows good sportsmanship Integrity: - Often demonstrates our school expectations, 'RISE', independently and without reminders - Repeatedly organised and ready to learn - Regularly completes class tasks on time and to high standard - Often completes homework on time	Safety: - Repeatedly strives makes safe choices in the classroom, playground and on excursion - They are regularly in the right place at the right time - They repeatedly remain calm at all times Effort: - Often attempt new and unfamiliar tasks, 'Has a go' - Repeatedly puts in their best effort in class - Regularly endeavours to present neat and tidy work Examples of some possible consequences: - Participation in end of term Silver Rewards Activity including but not limited to – movie and popcorn, school disco or excursion - Participation in excursions and camps - Parent contact
Green Level- Conduct Respect: - Speaks in a polite manner and tone when addressing staff, students and visitors - Respects other people's property and personal space - Treats other people with respect, including one or all of these, listens, shares and helps others when needed - Strives to follows instructions immediately - Plays by the rules Integrity: - Demonstrates our school expectations, 'RISE', independently - Completes class tasks to a satisfactorily standard - Endeavours to complete homework	Safety: - Strives to make safe choices in the classroom, playground and on excursion - Endeavours to be in the right place at the right time - Strives to remain calm Effort: - Makes an effort to attempt new and unfamiliar tasks, 'Has a go' - Strives to put in their best effort in class - Endeavours to present neat and tidy work Examples of some possible consequences: - A free time session - Participation in regular excursions throughout the term
Blue Level- Conduct Respect: Does not speak in a polite manner and tone to others. May include swearing.	Safety: - Regularly makes unsafe choices in the classroom, playground and on excursion - Is often in out of bounds areas, or in the wrong place at the wrong time

- Damages other's property with intent - Does not respect other's personal space - Does not show respect to others, name calling and refusal to share - Makes no attempt to follow instructions - Repeatedly makes little or no attempt to play by the rules Integrity: - Makes no attempt to demonstrate school expectations - Often, does not complete class tasks or completes with minimal care and effort - Often makes no attempt to complete homework in school or at home - Uniform non-compliance (without a note)	- Often loses their temper quickly - Throwing objects - Physical misconduct may include, hitting, tripping, pushing and shoving. Effort: - Makes little or no effort to attempt new and unfamiliar tasks - Puts in little effort in class - Regularly presents untidy and illegible work. Examples of some possible consequences: - Parent interview - Withdrawal from class or play - Behaviour contract - Withdrawal from excursions and extra curricula activities
Black Level- Conduct Respect: - Defiance- refusal to follow instructions - Continual back-chat - Swearing at other students, staff or visitors - Ongoing lying - Stealing - Verbal bullying, continued name calling, teasing - Wilful damage of school and individual property (graffiti and vandalism) Integrity: - Continued disrespectful, unsafe and harmful behaviour Safety: - Fighting – may include - punching, hitting, kicking, pushing, tripping, spitting and shoving	Effort: - Continued refusal to attempt tasks - Continued disruptive behaviour in class Examples of some possible consequences: - Parent Interview - Withdrawal from class and/or play - Bullying resulting physical misconduct with or without an object towards a student, staff member or visitor - Continual unsafe play Behaviour contract - Withdrawal from excursion and/or extra curricula activities - Suspension – In school or out of school - Expulsion

Gotchas

Staff members hand out 'Gotchas' each day to students they observe following school expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When students are given a 'Gotcha' they can save them up to purchase a prize of their choice:

Work towards cashing your Gotcha tickets in for these prizes-

- Zooper Dooper – 5 Gotchas
- Handball – 5 Gotchas
- Free dress for the day – 25 Gotchas
- Use the teachers chair for the day – 20 Gotchas
- ½ hour free time – 15 Gotchas
- ½ hour free time with a friend – 20 Gotchas
- Choice of Subway/Macdonald's lunch – 50 Gotchas
- Prizes in the office – various amounts

Student of the Week

Each week on parade a Student of the Week certificate is awarded to a student that has followed the behaviour focus for that week. Their photo is taken and displayed on the school facebook page, newsletter and on our Student of the Week Wall.

Rewards and Gala Days

Students who have attained a Silver, Gold or Diamond level of behaviour throughout the term are invited to attend termly Rewards Days and Interschool Gala Days. Rewards Day are designed to celebrate children's positive behaviours throughout the term.

It is the principal's discretion to the extent of who and the degree children participate if they have not followed the school expectations of RISE. The school staff in collaboration with Student Council decide on the theme or event.

Responding to Unacceptable Behaviour

When responding to inappropriate behaviour, a positive, proactive and reflective approach is used. When a student exhibits inappropriate behaviour, the first response of school staff members is to utilise a **teaching approach** - that is to question, teach, re-teach, or remind the student of expected school behaviour. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of the school community.

The following actions are taken by Ma Ma Creek State School to ensure that inappropriate behaviour is consistently managed:

- First response is to teach, re-teach, question or remind
- All adults are expected to abide by the Responsible, Respect, Safety and Learning expectations at all times and to manage their own adult behaviour when responding to student behaviour
- Staff are trained in and expected to use the least to most intrusive ESCM (Essential Skills for Classroom Management) strategies including selective attending, non-verbal redirection, redirecting to the learning, questioning to redirect and redirection given
- Ongoing staff capability development regarding the management, recording, referral and follow up of inappropriate behaviours
- Timely parent/carer contact when relevant.
- Referral to school-based Response to Intervention Team or external agencies if necessary.

Targeted Behaviour Support:

Ma Ma Creek State School is committed to identifying those students who require extra support to be successful in a mainstream educational setting. This support is provided through a targeted support model, which may include strategies aligned with PBL or/and support from the Guidance Officer, Social Worker and School Chaplain.

Intensive Behaviour Support:

Ma Ma Creek State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The school Guidance Officer facilitates the Intensive Behaviour Support Process, through Case Meetings with relevant stakeholders. These may include strategies school HOSSES.

Consideration of Individual Circumstances

Staff at Ma Ma Creek 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.

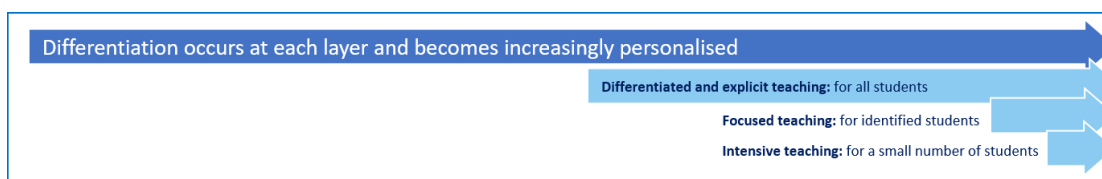
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Ma Ma Creek 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 Ma Ma Creek 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 PBL framework. Tier 1 is differentiated and explicit teaching for all students. Tier 2 is focussed teaching for identified students. 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, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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 Ma Ma Creek 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.

Disciplinary Consequences

The disciplinary consequences model used at Ma Ma Creek 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.

TIERED INTERVENTION and SUPPORT – Student Behaviour

Tier 1 Strategies (Universal)

School-wide expectations & reinforcement (Hoop, Safety, Learning)	Explicitly teach routine of the week (weekly 30 minute lessons). Certificates and Awards. "I Caught You" acknowledgements – in/outside the classroom.	✓
Social Skilling	Explicitly teach all components of fortnightly Pause lessons. Complete SEL screener biannually.	
Classroom expectations (Recorded in this Behaviour Management Plan)	Strategies to reinforce learning, eg, brain breaks. Clear alignment with school-wide expectations. Rules displayed and referred to. Clear reminder process. Positive reinforcements. Redirection / Reflection strategies. Buddy class. Group or individual adjustments. Reflection room. <u>Parent contact and/or meetings.</u>	
Essential Skills for Classroom Management (ESCM)	Clear routines to gain student attention. Use whole class supportive actions to redirect behaviour (eg, expectation clarified, caking, selective attending, curriculum refocus). Use individual supportive actions to redirect behaviour (eg, close talk, non-verbal, proximity, questioning, pause in talk, verbal redirection). Follow through on negative behaviours.	

Tier 2 Strategies (Targeted)

All Tier 1 strategies and a selection from the strategies below.		✓
Teaching and Learning	Review environment to increase attention, eg, minimise distractions, classroom layout. Differentiate instruction.	
Monitoring behaviour/s	Student Behaviours Rating Scale (Questionnaire). Behaviour frequency monitoring. Practical Functional Behaviour Assessment (PBA).	
Tier 2 Behaviour Support Plan *Class teacher as case manager - In Class Plan - Lunch Plan	Individualised behaviour or learning chart. Adjusted Timetable. Behaviour monitoring card / booklet. Check in / Check out. Time in / Time out.	
SSS referral for behaviour/s *Decision with Line Manager prior to referral	Complete SSS referral form. Gather information / data. Contact parents.	
Human Resources/ Support	Guidance Officer. Behaviour Support Teacher. Parents – scheduled meetings.	
Resourcing	Extra support, eg, Teacher aide. Specific physical resources to assist behaviour / learning. Engage in small group social skilling.	

Tier 3 Strategies (Intensive)

All Tier 2 strategies and a selection from the strategies below.		✓
Tier 3 Behaviour Support Plan		
*BET, OP, BDO as Case Manager		
Full Functional Behaviour Assessment (FFA)		
Human Resources/ Support (Additional Time)		
1-1 Social Skilling		
1-1 support with Social Worker		
1-1 support with Guidance Officer		
Case meetings every 2-3 weeks		
Referral to external agencies		
Regular review at RTI meetings		
Behaviour Risk Assessment Template (BRAT)		
Part-Bs Education Plan (PEP)		
Individual Student Safety Plan (ISSP)		
Student Support Request (Regional Office)		

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.

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 Ma Ma Creek State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and

the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

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

School Policies

Ma Ma Creek 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 **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 Ma Ma Creek 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 Ma Ma Creek 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 Ma Ma Creek 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 Ma Ma Creek 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 Ma Ma Creek 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 Ma Ma Creek 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

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. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. To minimise unnecessary disruptions to the student's and other's learning, **Ma Ma Creek State School strongly discourages students from bringing mobile phone and other devices including but not limited to; tablets and laptops.** During School hours children are not permitted to use their own mobile phone, tablet or other device. Digital communication devices such as smart watches need notifications turned off during school hours. If a student does bring a device to school they are required to hand it into the office when they arrive to school and collect it from the office at the end of the school day.

In consultation with the broader school community, Ma Ma Creek State School has 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

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

It is **acceptable** for students at Ma Ma Creek State School to:

- use technology devices provided by the school for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.

- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device

It is **unacceptable** for students at Ma Ma Creek State School to:

- use technology devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of 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-device 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 Ma Ma Creek 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
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Ma Ma Creek State School uses the [below](#) 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.

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



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Ma Ma Creek State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Ma Ma Creek State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

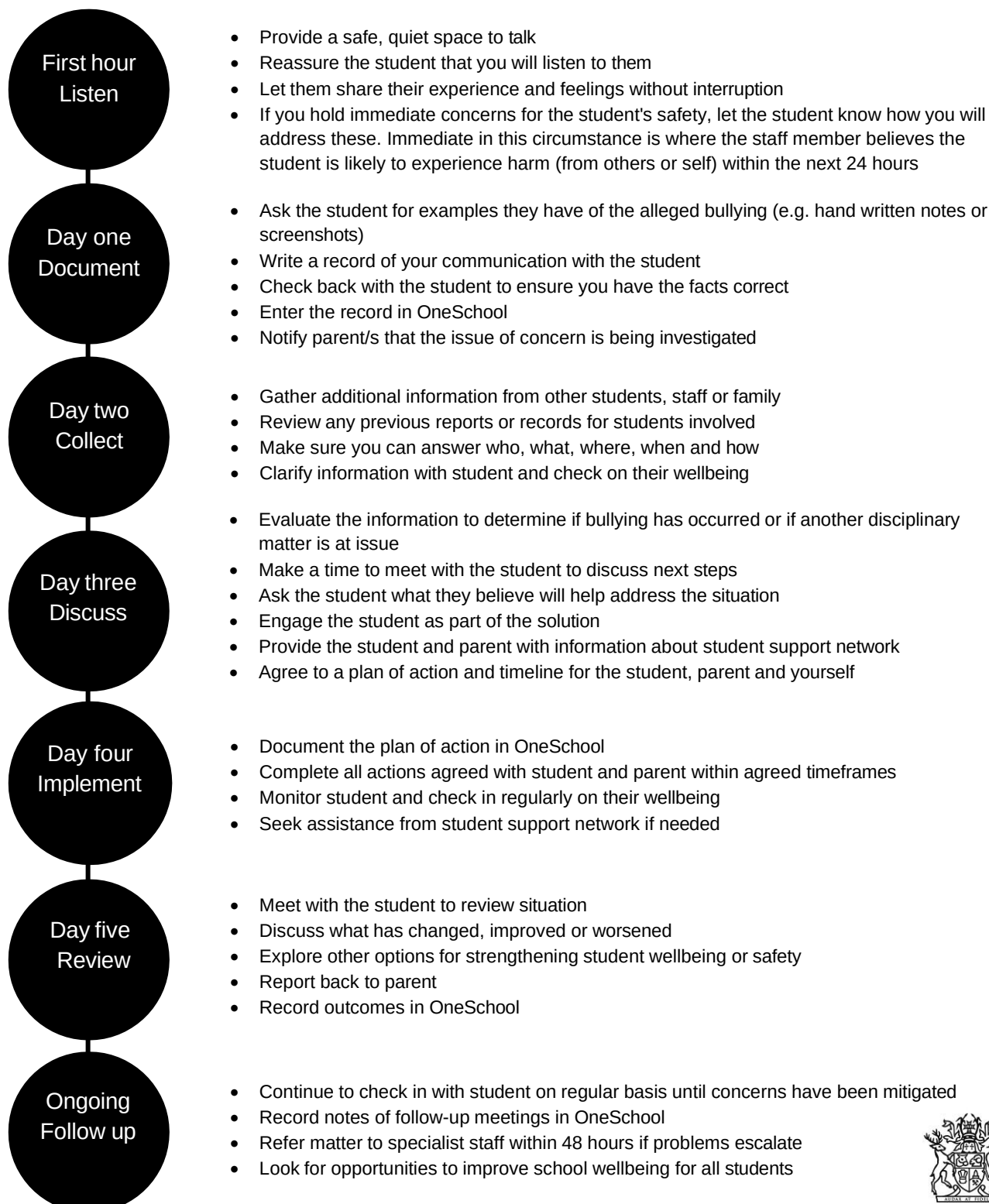
The following flowchart explains the actions Ma Ma Creek State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Ma Ma Creek State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Class teacher / Principal



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher or 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 Ma Ma Creek State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Ma Ma Creek State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

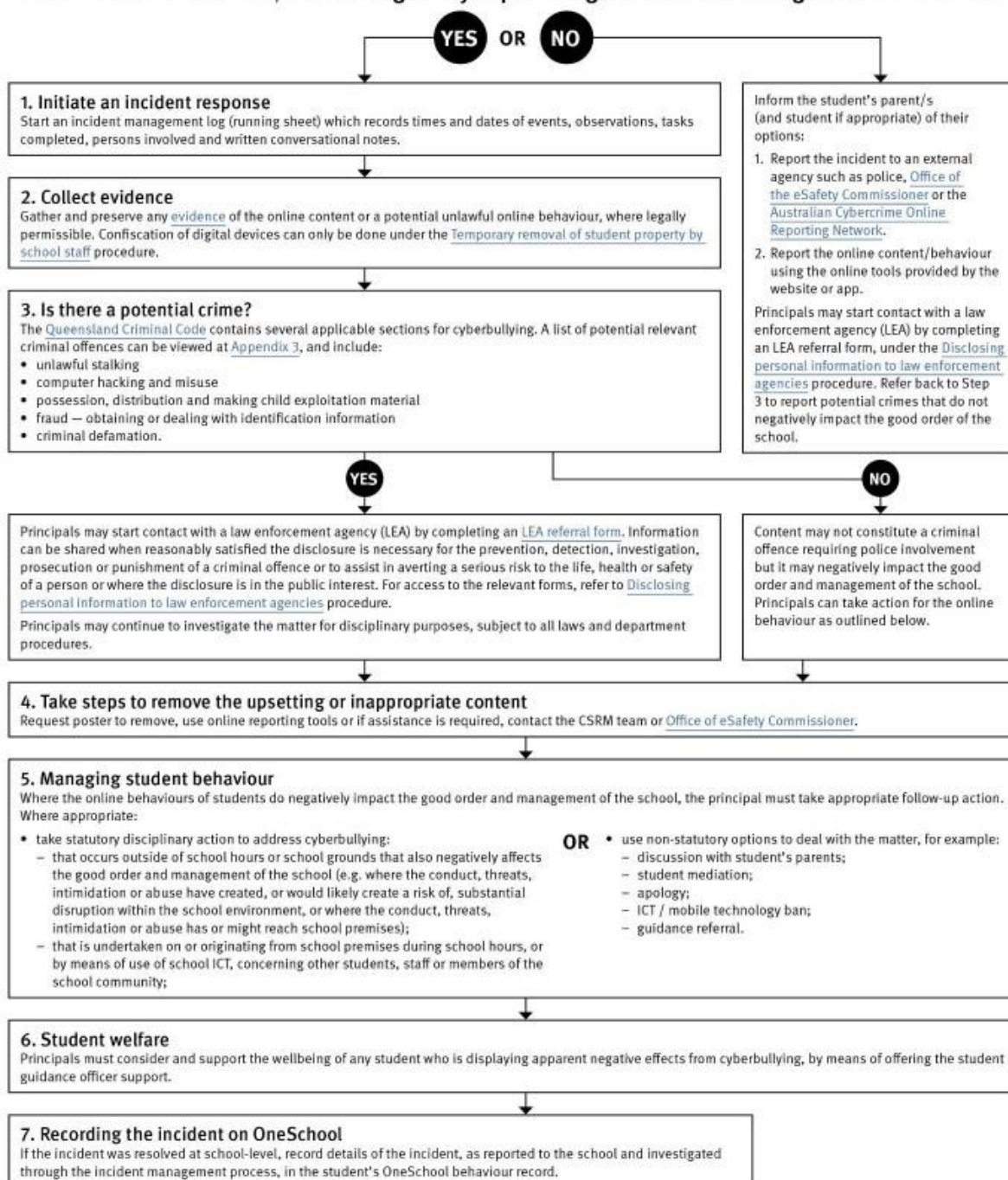
Explicit images

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

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?



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Ma Ma Creek 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 Ma Ma Creek State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Ma Ma Creek State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Ma Ma Creek State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Ma Ma Creek State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Ma Ma Creek State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Ma Ma Creek 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

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