



Manly West State School



# Student Code of Conduct 2024-2026

Equity and Excellence

A progressive, high performing education system realising the potential of every student.

Queensland Department of Education  
State Schools Strategy 2023-2026

## Purpose

Manly West State School is committed to providing a safe, respectful and disciplined learning environment for students and staff. We set high expectations for learning, behaviour and self. We explicitly teach students what respectful relationships look, sound and feel like and how to grow them with others.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective and students can flourish within our school community.

## Contact Information

Postal address: 226 Manly Road

Phone: 07 3906 8333

Email:

[admin@manlywestss.eq.edu.au](mailto:admin@manlywestss.eq.edu.au)

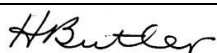
School website address: <https://manlywestss.eq.edu.au/>

Contact Person: Helen Butler - Principal

## Endorsement

Principal Name: Helen Butler

Principal Signature:



Date: 27<sup>th</sup> of March 2024

P and C Chairperson: Victoria Hoskin

Date: 27<sup>th</sup> of March 2024

## Contents

Principal's Foreword .....	4
Learning and Behaviour Statement .....	5
Student Wellbeing and Support Network.....	6
Student Advancement Team .....	10
Whole School Approach to Discipline .....	11
Acknowledgement of Positive Behaviours .....	12
Consideration of Individual Circumstances .....	14
Differentiated and Explicit Teaching .....	14
Focused Teaching .....	15
Intensive Teaching .....	16
Legislative Delegations .....	18
Legislation .....	18
Delegations .....	18
Disciplinary Consequences .....	19
Minor and Major Incident Guide .....	21
School Disciplinary Absence (SDA) .....	27
School Policies .....	29
Temporary removal of student property .....	29
Use of mobile phones and other devices by students .....	31
Preventing and responding to bullying .....	33
Appropriate use of social media .....	37
Restrictive Practices .....	40
Critical Incidents .....	41
Resources .....	42
Related Procedures and Guidelines.....	42
Conclusion .....	43

## Principal's Foreword

At Manly West State School, we know that every child is unique and brings with them a different set of values, beliefs and perspectives. Our aim as educators is to develop the whole child as a component and capable learner who is able to navigate relationships with friends, peers and adults.

Manly West State School is an inclusive school that caters for all students through the following behaviour expectations:

- **Be Safe**
- **Be Respectful**
- **Be a Learner**

Through educational excellence, we are committed to developing future focused critical thinkers in an educational environment where high expectations of student behaviour are seen as the foundation to all learning.

At Manly West we provide students with the opportunity to develop self-awareness regarding their own behaviour and to teach them tools to assist in coping with a range of situations. This not only equips them now but also as they transition to high school and beyond.

Our Student Code of Conduct provides a collaborative and clear explanation of what we expect from our students and how we will support every student to meet those expectations.

We look forward to working with all families to achieve the best outcome for all students.

Regards,  
Helen Butler  
Principal



# Learning and Behaviour Statement

All areas of Manly West SS are learning and teaching environments. We consider behaviour management to be an opportunity for valuable learning and maximising student achievement. Vygotsky's 'Gradual Release of Responsibility Model' is employed to lead students from dependence to interdependence and then independence. This is evidenced when students monitor their own attendance and behaviour, and report on their learning through student-led conferencing. Our Student Code of Conduct outlines our system for facilitating positive learning behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are accessible to everyone, assisting Manly West SS 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.

Manly West State School  
Deeds Not Words



## Whole School Behaviour Matrix

	<i>Be Safe</i>	<i>Be Respectful</i>	<i>Be a Learner</i>
<i>All Areas</i>	<ul style="list-style-type: none"> <li>I am in the right place at the right time</li> <li>I keep my hands feet, feet and objects to self</li> <li>I report to an adult when I feel unsafe</li> <li>I always follow adult directions</li> <li>I follow evacuations and lockdown procedures</li> <li>I use the High 5</li> </ul>	<ul style="list-style-type: none"> <li>I take pride in myself</li> <li>I always speak kindly and politely to others</li> <li>I respect everyone's culture and privacy</li> <li>I put rubbish in the bin</li> <li>I listen to the speaker and use good audience manners</li> </ul>	<ul style="list-style-type: none"> <li>I have a growth mindset</li> <li>I ask for help when I need it</li> <li>I use Zones of Regulation strategies</li> <li>I take responsibility for my own behaviour</li> <li>I always follow adult's instructions</li> </ul>
<i>Inside</i>	<ul style="list-style-type: none"> <li>I use furniture safely</li> <li>I use equipment correctly</li> <li>I move around the room safely</li> </ul>	<ul style="list-style-type: none"> <li>I raise my hand to speak</li> <li>I respect others' right to learn</li> <li>I look after my own and other's property</li> <li>I am on time</li> <li>I enter the room quietly</li> <li>I ask for permission to leave</li> <li>I use a quiet voice during learning time</li> </ul>	<ul style="list-style-type: none"> <li>I have-a-go</li> <li>I present my work to the best of my ability</li> <li>I use whole body, active listening</li> <li>I am prepared for learning</li> <li>I encourage others</li> </ul>
<i>Outside</i>	<ul style="list-style-type: none"> <li>I wear a named, wide-brimmed hat</li> <li>I use all equipment appropriately</li> <li>I walk quietly and safely</li> </ul>	<ul style="list-style-type: none"> <li>I take care of the environment</li> <li>I play fairly and by the rules</li> <li>I leave all areas clean</li> <li>I walk on the left of the path</li> </ul>	<ul style="list-style-type: none"> <li>I help others learn the rules of the game</li> <li>I show good sportsmanship</li> <li>I line up quietly in two lines</li> </ul>
<i>Staff</i>	<ul style="list-style-type: none"> <li>I meet students in the line-up area</li> </ul>	<ul style="list-style-type: none"> <li>I greet students warmly</li> <li>I listen to students' concerns</li> </ul>	<ul style="list-style-type: none"> <li>I teach and practice rules and routines</li> <li>I endeavour to explicitly teach the PBL focus lessons</li> <li>I demonstrate a positive mindset</li> </ul>

## Student Wellbeing and Support Network

Manly West State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Deputy Principal if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework. <https://education.qld.gov.au/curriculums/Documents/p-12-curriculum-assessment-reporting-framework-version9.pdf> Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Manly West State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

Students at Manly West SS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Behaviour Support Services
- Senior Guidance Officer
- School Wellbeing Officer
- School Based Police Officer

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council



## **Positive Behaviour for Learning (PBL) @ Manly West**

Our school is a PBL school all places at Manly West State School are considered to be learning and teaching environments. PBL is a plan for schools to, be a positive place to learn, teach students how to behave at school, tell students when they do the right thing, help student when they make mistakes, work together with parents. Explicitly teaching students these key skills will enable a student to be a lifelong learner and active citizen in our community.



*So, at Manly West, staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school.*

### **Zones of Regulation**

Zones of Regulation is social/emotional well-being approach to assist children and adults in self-regulating their feelings and emotions. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

The **Red** Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow** Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green** Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue** Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

## The **ZONES** of Regulation®

<b>BLUE ZONE</b>		<b>GREEN ZONE</b>		<b>YELLOW ZONE</b>		<b>RED ZONE</b>	
Sad Sick Tired Bored Moving Slowly		Happy Calm Feeling Okay Focused Ready to Learn		Frustrated Worried Silly/Wiggly Excited Loss of Some Control		Mad/Angry Mean Terrified Yelling/Hitting Out of Control	

We all move in and out of the zones throughout our daily lives. This framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

### **Social/Emotional Curriculum**

Based within the Health component of the Health and PE curriculum the social/emotional curriculum teaches students the importance of healthy and safe relationships and how they can positively contribute to these.

Through this whole school approach to student social and emotional wellbeing we aim to support every child and family by providing a safe and nurturing environment where students can learn the skills to be effective communicators, know the importance of healthy relationships and have a positive mental health.

### **Policy and expectations**

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

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

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

#### **Specialised health needs**

Manly West State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.



## **Medications**

Manly West State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the College can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner.

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

## **Mental health**

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

## **Suicide prevention**

Manly West State School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff. When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Manly West State school staff follow suicide intervention and prevention advice by ensuring:

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

## **Suicide postvention**

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

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

## Student Support Team

Manly West State School is proud to have a comprehensive Student Support Team (SST) 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 Manly West State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal or Deputy Principal on 3906 8333.

## Whole School Approach to Discipline

At Manly West SS we share a whole school belief that students are engaged and proactive learners. By explicitly teaching PBL rules, expectations and weekly lessons. As well as Zones of Regulation across all year levels students have the opportunity to be successful in achieving MWSS behaviour expectations.

At Manly West SS we emphasise the importance of explicitly teaching students the learning behaviours valued by our community.

Communicating these behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

At Manly West SS we value our 3 school rules

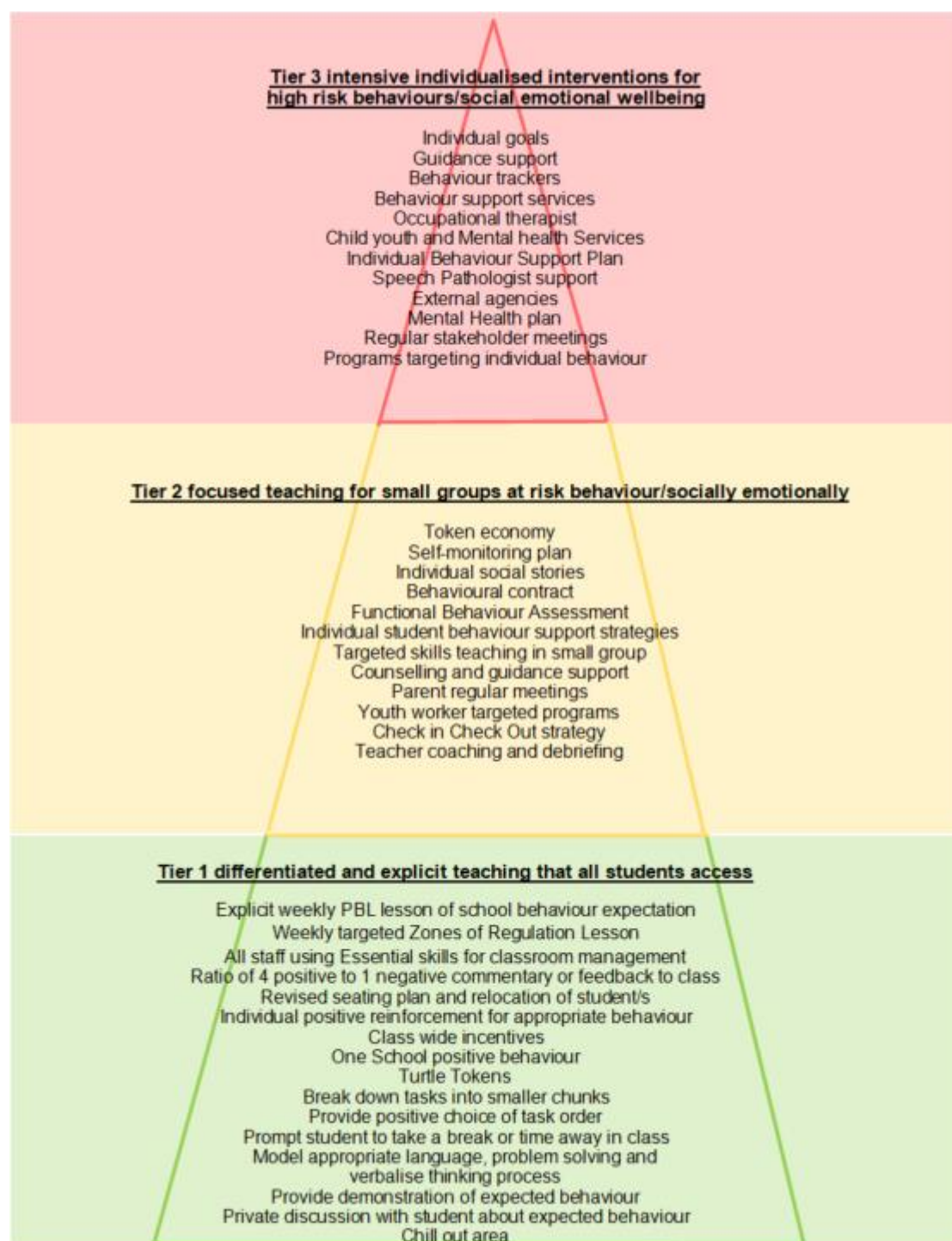
## School Rules

- **Be Safe**
- **Be Respectful**
- **Be a Learner**



### **Multi-tiered system of support**

Manly West SS uses a multi-tiered system of support (MTSS) for our proactive, integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Using this model, school staff match increasingly intensive interventions to the identified academic, behavioural, social and emotional needs of individual students.



## Acknowledgement of Positive Behaviours

Manly West SS acknowledges positive behaviour using our PBL whole school behaviour matrix. Students and teachers regularly conference about how students are demonstrating expected learning expectations. All staff members give consistent and appropriate acknowledgement and rewards through:

**Turtle Tokens** are awarded to students demonstrating one or more of the school rules throughout our school day in all settings. Thus, all staff including lunchtimes, will carry Turtle Tokens to acknowledge positive behaviour.

**Turtle Trophy** – Is award to a lower and upper class that has achieved the most turtle token points within the fortnight. The class then proudly displays the trophy within their classroom




**Manly West Expectation of the week** – is award at our fortnightly assembly to two students in each class following our school PBL expectation for the previous fortnight. Parents are often proudly in attendance for this assembly.



[illegible]

## Turtle Tokens - Select your Class

*Be Safe  
Be Respectful  
Be a Learner*



**Student Notices**

Term 4 Prizes look fun. Gotta get them all...

Prize </th
Pool Party (30000)
Free Dress (23000)
Boardgame/ Puzzle Afternoon (17500)
Crazy Hair (10000)
Extra Playtime (5000)

**School Dollars**

**\$18760**

\$4240 to next reward  
82% of target achieved

## Consideration of Individual Circumstances

Staff at Manly West SS 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.

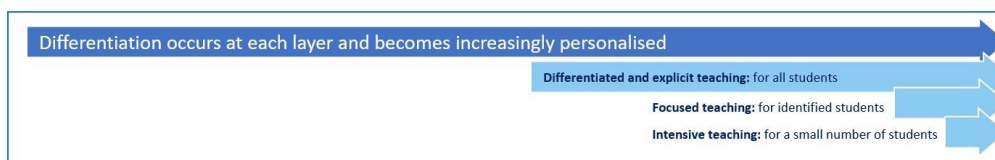
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Differentiated and Explicit Teaching

Manly West SS 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 Manly West SS 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, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused 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 Whole School Behaviour Matrix as a basis for developing positive learning behaviours. Using this matrix, the class teacher works with all students to understand what each of the expectations looks, sounds and feels like in their classroom. The PBL Whole School Behaviour matrix is on display in all learning spaces. It is used as the basis of explicitly teaching expectations throughout the year, to address any new or emerging issues, and is revisited regularly.

## Focused Teaching

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Manly West SS we emphasise the importance of explicitly teaching students the learning behaviours valued by our community. Communicating these behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

Approximately 10 to 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.

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

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

Manly West SS has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in and



delivers the following evidence-informed programs to address specific skill development for some students:

- PBL
- Zones of Regulation
- Respectful Relationships Curriculum
- Functional Behaviour Assessment

## 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 multiagency 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.

## School Rules

- **Be Safe**
- **Be Respectful**
- **Be a Learner**





## Manly West State School Tier Support

Three layers provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer – including increasing levels of adjustments, monitoring of student progress. The appropriate layer of support is identified through the analysis of student data and ongoing monitoring of student progress.

Level of support	Tier 1 Quality Differentiation and Explicit Teaching 80 to 85%	Tier 2 Focused Teaching 10 to 15%	Tier 3 Intensive Teaching 5%
Strategies for support	<p>All students as a regular part of curriculum provision</p> <ul style="list-style-type: none"> <li>Teachers vary what students are taught, how they are taught and how students demonstrate what they know</li> <li>Differentiate instruction in response to data and day-to-day monitoring that indicates the particular learning needs of students</li> <li>Enrichment and/or extension for students who are exceeding year-level expectations</li> </ul> <p><b>Data Tools Used to inform decision-making</b></p> <ul style="list-style-type: none"> <li>Cold Tasks</li> <li>A-E Data</li> <li>Early start &amp; Literacy Continuum</li> </ul> <p><b>Documenting Supports</b></p> <ul style="list-style-type: none"> <li>Teacher planning including planned differentiation and adjusted assessment tasks reflecting reasonable adjustments for students</li> <li>One School Class Dashboard, Class Groupings including learning goals and high yield strategies</li> </ul> <p>An ongoing cycle of differentiating and then reflecting on its effectiveness</p>	<p>Students who continue to demonstrate that they <b>are not meeting year-level achievement standards or behaviour expectations or require enrichment and extension to develop</b></p> <ul style="list-style-type: none"> <li>Additional support to meet year-level expectations in a particular strand, mode, or part of a learning area/subject</li> <li>Addresses more significant support needs, and provides curriculum at a lower or higher year level. Some students require additional support to meet behaviour expectations.</li> <li>Support staff and classroom teachers work collaboratively with class teachers to provide focused teaching. Focused teaching is aligned to the class program</li> <li>Frequent progress monitoring</li> </ul> <p><b>Data Tools Used to inform decision-making</b></p> <ul style="list-style-type: none"> <li>Tier 1 Data</li> <li>Targeted screeners – Sounds write, Heggerty's, Targeted Reading Assessment, Connors, WIAT</li> <li>Behaviour Tier 2 support strategies</li> </ul> <p><b>Documenting Supports</b></p> <ul style="list-style-type: none"> <li>Personalised Learning Plan</li> <li>Support Provisions</li> </ul>	<p>Small number of students who require intensive teaching, following focused teaching, as they <b>continue to perform substantially below, or above, year-level expectations</b> in a learning area/subject or across the whole curriculum. Frequent and explicit instruction, with individuals or in small groups, to develop sequential mastery of basic concepts, skills and knowledge.</p> <ul style="list-style-type: none"> <li>Some students may require intensive teaching for a short period of time, for particular aspects of the curriculum or behaviour skills</li> <li>Other students may require intensive teaching for a more prolonged period</li> <li>Small number of students may be provided with a lower or higher year-level curriculum in one or more learning areas</li> <li>Students with a severe disability may require intensive teaching that is highly individualised, comprehensive and ongoing for the period of their entire schooling.</li> </ul> <p><b>Data Tools Used to inform decision-making</b></p> <ul style="list-style-type: none"> <li>Tier 1 and 2 Data tools</li> <li>Cognitive Assessments, SLP Assessment</li> </ul> <p><b>Documenting Supports</b></p> <ul style="list-style-type: none"> <li>Personalised Learning Plan</li> <li>Possible ICP</li> </ul>

# Legislative Delegations

## Legislation

In this section of the Manly 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 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.

### Disciplinary Responses to Minor Behaviours

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
- 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
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Restitution process
- Parent contact
- Buddy class
- Time out
- Detention

## Disciplinary Responses to Major Behaviours

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

- Reflection Room referral\*
- Detention
- Discipline Improvement Plan
- Temporary removal of student property (e.g. mobile phone)
- Internal suspension
- 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)

### Reflection Room

Students can be referred to the Reflection room if they exhibit a minor or major behaviour. Reflection room is supervised by the Principal or Deputy Principal. The Reflection room is not used in place of a detention, which is one response to minor behaviours. The Reflection room is seen as a place for students to use restorative practices to help reteach the student around appropriate behaviour within the school environment.

Students referred to the Reflection room complete a restorative practices activity which is sent to parent/caregiver. To refer a student to the Reflection room:

- The Principal or Deputy Principal refer the student to the Reflection room after the staff member has entered the behaviour incident on One School.
- Student attends the Reflection room the following lunch break completing the restorative practices sheet with the principal or Deputy Principal.
- Reflection activity completed and sent home for parent signature
- After the signed Reflection room sheet is returned to the Principal or Deputy Principal, they record the administration follow up on One School.

## Majors and Minors Incidents

Behaviour Category	Behaviour Description	Non-Example	Minor Example	Major example
<b>Defiance</b>	Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> <li>Due to wellbeing student is unable to participate in learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Isolated incidents of refusing to participate in activities as instructed.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Persistent pattern of refusing to participate in activities as instructed.</li> </ul>
<b>Disrespect</b>	Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> <li>Student engaging in socially rude or dismissive behaviour but does not yet comprehend context.</li> </ul>	<ul style="list-style-type: none"> <li>Isolated incidents of student being socially rude or dismissive to adults or students, that does not involve abusive language.</li> </ul>	<ul style="list-style-type: none"> <li>Persistent incidents of student being socially rude or dismissive to adults or students, that does involve abusive language.</li> <li></li> </ul>
<b>Disruption</b>	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> <li>Student unintentionally interrupts learning and adapts behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Isolated incidents of the following</li> <li>Inappropriate, non-related talking/calling out</li> <li>Playing or making unwarranted noise with objects/toys</li> <li>Hiding from staff</li> <li>Deliberately distracting others from learning</li> <li>Out of seat or learning space behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Persistent examples of the following.</li> <li>Inappropriate, non-related talking/calling out</li> <li>Playing or making unwarranted noise with objects/toys</li> <li>Hiding from staff</li> <li>Deliberately distracting others from learning</li> <li>Out of seat or learning space behaviour</li> <li></li> </ul>
<b>Harassment</b>	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> <li>Calling a student, a nickname they have previously agreed upon</li> <li>Celebrating after winning a game</li> </ul>	<ul style="list-style-type: none"> <li>Isolated Incidents of the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing sustained delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.</li> </ul>

Behaviour Category	Behaviour Description	Non-Example	Minor Example	Major example
<b>Refusal to participate in the educational program of the school</b>	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	<ul style="list-style-type: none"> <li>Finding the task too difficult to complete</li> </ul>	<ul style="list-style-type: none"> <li>Isolated incidents of a reluctance to participate in staff directed activities. ie: not completing tasks at a suitable level and leaving class without permission</li> </ul>	<ul style="list-style-type: none"> <li>Consistent refusal to participate in key learning impacting academic progress. ie: not starting tasks at a suitable level and refusing to come to class.</li> </ul>
<b>Truancy (out of class)</b>	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> <li>With another staff member doing a preorganised task/job</li> </ul>	<ul style="list-style-type: none"> <li>Occasional late arrival, 5 mins late for school or class, wandering around school, attending a non-timetabled class without permission or hiding in various locations.</li> </ul>	<ul style="list-style-type: none"> <li>Regular ongoing late arrival, 10 mins late for school or class, wandering around school, attending a non-timetabled class without permission or hiding in various locations.</li> </ul>
<b>Truancy (out of school)</b>	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> <li>Prearranged appointment with parents or guardian e.g., dentist appointment</li> </ul>	<ul style="list-style-type: none"> <li>Occasional late arrival to school for reasons within the student's control.</li> </ul>	<ul style="list-style-type: none"> <li>A student regularly misses entire school days with or without parental knowledge or consent.</li> </ul>
<b>Abusive language</b>	Student delivers verbal messages that include swearing name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> <li>Cursing when accidentally injuring oneself, joking with friends, is contextual and cultural.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing feelings in a dysregulated manner, using inappropriate language directed toward a specific individual.</li> </ul>	<ul style="list-style-type: none"> <li>Directing inappropriate language toward an individual that is connected to a threat of violence.</li> </ul>
<b>Dress code</b>	Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> <li>Free dress as a reward or event</li> </ul>	<ul style="list-style-type: none"> <li>Student occasionally wears incorrect coloured uniform including shoes and hat within the student's control.</li> </ul>	<ul style="list-style-type: none"> <li>Repeated refusal to comply with school dress code or wearing clothing displaying offensive, obscene language or imagery.</li> </ul>

Behaviour Category	Behaviour Description	Non-Example	Minor Example	Major example
<b>Technology violation</b>	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> <li>Using the device as a school event</li> </ul>	<ul style="list-style-type: none"> <li>Occasional off task behaviours on iPad or computer. I.e: sending inappropriate emails, video material, use of personal technology in class without permission and refusal to turn off devices when requested.</li> </ul>	<ul style="list-style-type: none"> <li>Repeated or ongoing off task behaviours on iPad or computer. I.e: sending malicious emails, offensive video material, accessing or displaying pornographic material, recording students (self or others) engaging in socially unacceptable behaviour, uploading recording of behaviour violations or repeated use of personal technology in class despite correction</li> </ul>
<b>Theft</b>	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	<ul style="list-style-type: none"> <li>Prearranged borrowing a item and forgetting to return it</li> </ul>	<ul style="list-style-type: none"> <li>Taking or using school or staff or student property without consent.</li> </ul>	<ul style="list-style-type: none"> <li>Intentional stealing of school or other staff or student property.</li> </ul>
<b>Property misuse causing risk to others</b>	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> <li>Correctly using a object in a game and the object breaking e.g. sporting equipment</li> </ul>	<ul style="list-style-type: none"> <li>Misuse of property that does not cause damage or injury but is deemed unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>Intentional misuse of property that causes damage or injury including using a stick to threaten or risk harm to others and throwing objects (stones/ sticks, balls)</li> </ul>

Behaviour Category	Behaviour Description	Non-Example	Minor Example	Major example
<b>Physical aggression</b>	Student intentionally engages in actions involving physical contact with others where injury may occur (eg, hitting, slapping, punching, hitting with an object, kicking hair pulling, scratching etc) This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed toward peers, adults, visitors or animals: flora or fauna	<ul style="list-style-type: none"> <li>▪ Rough play no intent to harm. Age-appropriate play, consensual, unintentional or accidental.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Physical aggression in retaliation or after a trigger. Dysregulated reaction that was not directed at a particular individual and does not result in a physical or emotional injury.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intentional, targeted or deliberate physical aggression toward an individual or object resulting in physical or emotional harm or injury,</li> </ul>
<b>Academic misconduct</b>	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	<ul style="list-style-type: none"> <li>▪ Using previous notes or draft to complete a assessment task when permitted</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intentionally copying other students work when instructed to complete independently.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intentionally copying other students test answers or assessments when instructed to complete independently.</li> </ul>
<b>Falsifying documents</b>	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student attempts to forge a parent's signature on a permission slip or a school communication document.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student alters grades or results to show higher achievement levels than they have earned.</li> </ul>



Behaviour Category	Behaviour Description	Non-Example	Minor Example	Major example
<b>Bullying</b>	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	<ul style="list-style-type: none"> <li>Engaging in friendly banter or playful teasing among friends with a mutual understanding and no harm intended.</li> </ul>	<ul style="list-style-type: none"> <li>Making a comment that unintentionally hurts someone's feelings without intent. Isolated incidents of low-level name calling or interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Persistent and intentional targeting of an individual through verbal insults, either in person or online. Engaging in physical intimidation with the aim of causing emotional harm.</li> </ul>
<b>Fighting</b>	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> <li>Active participation in an activity or sport where physical contact is an expected and accepted part of the game.</li> </ul>	<ul style="list-style-type: none"> <li>Playful roughhousing with peer/s, there is consent and understanding the nature of the physical play, no intention of causing harm.</li> </ul>	<ul style="list-style-type: none"> <li>Participating in a physical altercation with another person with the clear intention of causing harm or injury.</li> </ul>
<b>Property damage</b>	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> <li>Unintentionally breaking or damaging school property or resources due to a mistake or accident.</li> </ul>	<ul style="list-style-type: none"> <li>Dysregulated reaction that was not directed at a particular piece of equipment or space but does results in damage.</li> </ul>	<ul style="list-style-type: none"> <li>Intentional destruction or vandalizing of school property by graffitiing, breaking windows, or causing substantial damage to school equipment or spaces.</li> </ul>
<b>Substance misconduct</b>	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.		<ul style="list-style-type: none"> <li>Being found in possession of but not using vapes, cigarettes or other prohibited substances at school.</li> </ul>	<ul style="list-style-type: none"> <li>Being found in possession of and using vapes, cigarettes or other prohibited substances at school.</li> </ul>
<b>Substance misconduct involving illegal substances</b>	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	<ul style="list-style-type: none"> <li>Having over-the-counter medication prescribed by a doctor for personal use, following school guidelines and regulations for administration.</li> </ul>	<ul style="list-style-type: none"> <li>Having over-the-counter medication prescribed by a doctor for personal use, but not following school guidelines and regulations for administration.</li> </ul>	<ul style="list-style-type: none"> <li>In possession of, supplying, or using illegal drugs or substances.</li> </ul>

Behaviour Category	Behaviour Description	Non-Example	Minor Example	Major example
<b>Use/possession of weapons</b>	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm	<ul style="list-style-type: none"> <li>Using kitchen equipment as part of a curriculum task and dropping the knife injury another person</li> </ul>	<ul style="list-style-type: none"> <li>Student brings unsafe objects to school including spray paint, liquid paper, aerosols or water bombs with intent to use at school.</li> <li>Student brings objects that resemble weapons that could instil fear in other students.</li> </ul>	<ul style="list-style-type: none"> <li>Student brings or uses unsafe objects to school including knives, nun chucks, guns, bow and arrow, axe, spears or slingshot.</li> </ul>

## School Disciplinary Absence (SDA)

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

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via writing, usually via a letter. Re-entry meetings are short, taking less than 10 minutes, and usually kept small with only the Principal or their delegate attending with the student and their parent/s. Other staff members may be invited at the Principal's discretion. A record of the meeting is documented in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

### **Structure**

The structure of the re-entry meetings follow a set agenda, shared in advance with the student and their family and class teacher (if necessary). If additional items are raised for discussion, a separate arrangement to be made to meet with the parent/s at a later date and time. This meeting is narrowly focused 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
- Outline strategies for the student to use in the future
- Detail concerns of current plans and moving forward with new plans
- 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

Manly West SS 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 Manly West SS 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 Manly West SS:

- 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 Manly West SS:

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

Students of Manly West SS:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - o is prohibited according to the Manly West SS Code of Conduct
  - o is illegal
  - o puts the safety or wellbeing of others at risk
  - o does not preserve a caring, safe, supportive or productive learning environment
  - o does not maintain and foster mutual respect;

- collect 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.

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

### Mobile Phones

All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00p.m. All care but no responsibility will be taken for equipment.

### 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, including wearable technology and sensing devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. If they are brought to school, they must be turned off and out of sight during school time unless given permission from teaching staff.

### 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 Manly West SS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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 bullying, 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:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or, ☐ knowingly being a subject of a recording breach of this policy may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

#### 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 Queensland Police Service. 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 Principal.

#### 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, 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.



### Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

\* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, 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

Manly West SS 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.

There is no place for bullying in Manly West SS. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Manly West SS 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.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- LGBTIQ+
- sexist or sexual language
- children in out-of-home care ☐ young carers

At Manly West SS 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, is several or more 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

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 response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Manly West SS are an addition to our already research validated school wide 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 already accustomed to.

### Prevention

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 school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school values and have been taught the expected behaviours attached to each value in all locations in the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Cyberbullying often does not occur at school. Students are explicitly taught cyber safety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Manly West SS will then investigate and respond to any incident of cyberbullying.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Manly West SS uses behavioural data for decision-making. This data is entered into our database on One School and can be recalled as summary reports at any time. This facility 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.

### Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.

The agreed national definition for Australian schools describes NOT bullying as

- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

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

### Responsibility of the School

- Implementing the School's Student Code of Conduct
- Active class and playground supervision by staff
- Class discussions to deal with problem
- Individual discussion with staff or Behaviour Management Support Teacher or counselling with the Guidance Officer
- Teaching of the anti-bullying elements of social skills programs
- Teaching strategies to students to help them respond to bullying

### Responsibility of Parents

#### What Can Parents Do?

- WATCH FOR SIGNS that your child is being bullied, e.g., unwillingness to walk to or from school, worries about coming to school, unexplained bruising, disappearance of property, etc.
- ENCOURAGE the child to talk it through as much as possible so you get the basic act
- KEEP AN OPEN MIND, remembering you are getting one side of the story only
- ASK questions gently
- HELP the child reflect on what has been done so far
- HELP the child work out the best way of solving the problem

#### Some Important Next Steps to Consider:

- WHEN YOU ARE CLEAR on your child's version of events contact your child's teacher for an interview
- PRESENT your information as calmly as possible
- REMEMBER, the school says NO to bullying and the best way to solve the problem is to work with the school as partners in finding solutions
- ASK your child's teacher about the school's policy on bullying and how they deal with it in their classroom
- GIVE the teacher some time to investigate the problem and arrange a follow up time

#### The Next Steps May Then Include:

- ENCOURAGE your child to develop friendships

- SUPPORT your child in developing sporting, cultural and other talents that will build their confidence in a safe, supportive environment
- WORK at improving your child's self esteem
- SEEK counselling to enable the child to learn to be more assertive and resilient ☐ IF SEVERE ABUSE is evident, you may wish to consider police action

#### Responsibilities of the Teacher in regards to Bullying

- Make yourself available
- Treat incidents confidentially where necessary
- Treat incidents seriously
- Thoroughly investigate each incident
- Follow-up where necessary
- Proactively educate the children using social skills programs

#### Rights of Children with Respect to Bullying at School

- To know that they may talk in confidence to a liked and trusted Teacher/Administration team member about an incident/s and that they will be listened to and taken seriously.
- To know that help is available.
- To be confident that follow-up action will occur after reporting the bullying.
- That assistance will be given to help them respond successfully to any further bullying.

#### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Helen Butler (07) 3906 8333

#### Cyberbullying

Cyberbullying is treated at Manly West SS 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 Principal or their delegate. 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 Manly West SS 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.

### 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](#).

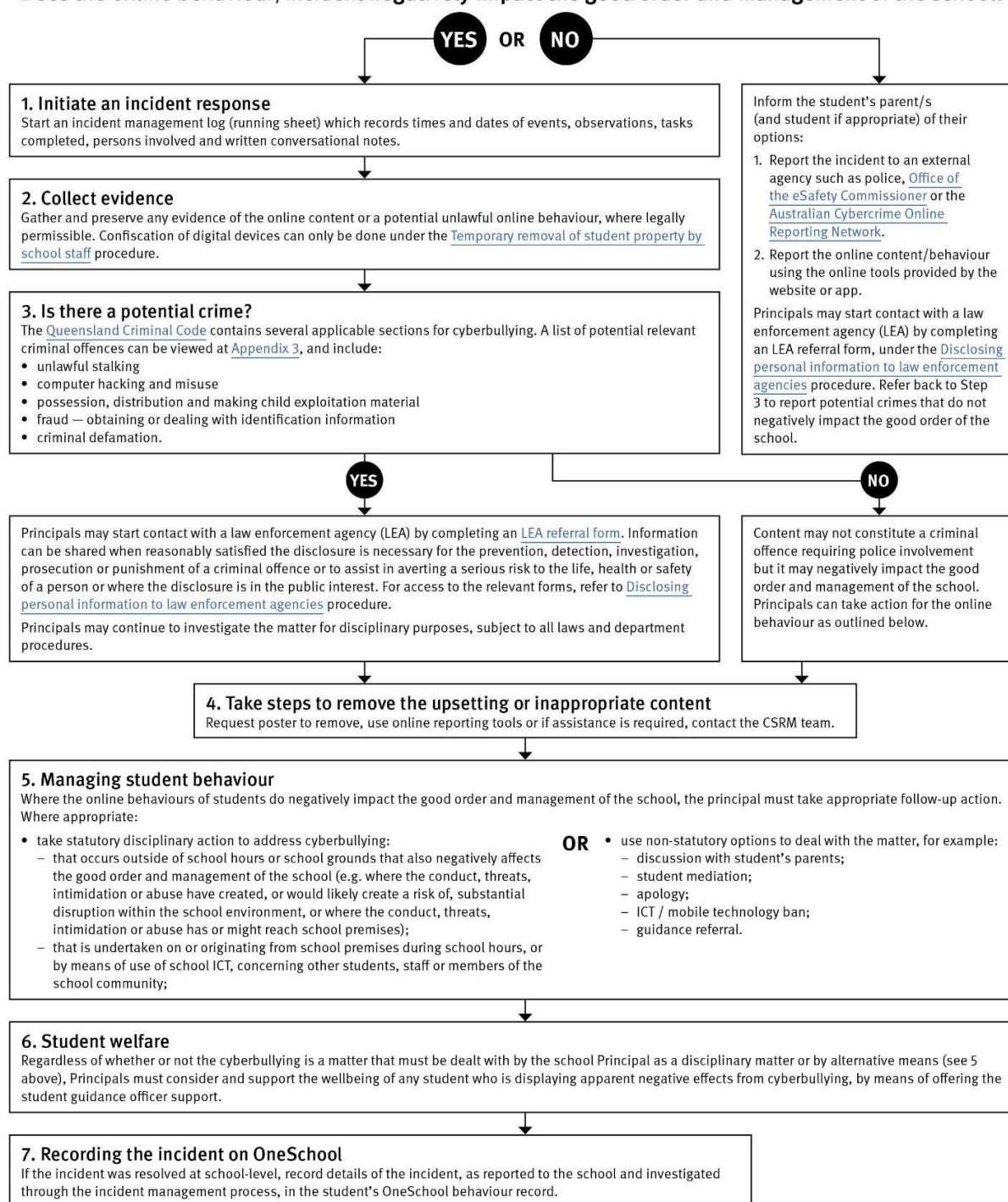
### Explicit images

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](mailto: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 Manly West SS 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. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt
2. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible
3. Proactive Defusing strategies can be:
  - Assess the situation to determine if you either approach or monitor
  - If you approach you may decide to come between students if safe
  - If you decided you may remove potentially dangerous objects
  - if escalation, call 320 for help
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).

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.

## Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Related Procedures and Guidelines

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

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

## Conclusion

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

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

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

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

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

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

### 1. Early resolution: discuss your complaint with the school

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

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

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

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

### 3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

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