



Manly West State School

# Student Code of Conduct 2020-2024

## ***Every student succeeding***

***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

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

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Contact Person: Tanya Abell - Principal

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## Endorsement

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Principal Name: Tanya Abell

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Principal Signature:



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Date: 28 January 2021

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School Council Chair Name: Danielle McGinnes

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School Council Chair Signature:



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Date: 28 January 2021

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## Principal's Foreword

Manly West State School is committed to providing a safe, respectful and disciplined learning environment for students and staff.

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 and peers.

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

- Be a Collaborator
- Be a Learner
- I own my learning
- Be a Meaning Maker
- Be a Bridge Builder

Through educational excellence, we are committed to developing future focused critical thinkers in an educational environment where high expectations of student behaviour is 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 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,  
Tanya Abell  
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.

Our school community has identified the following CLIMB values to teach and promote our expectations for responsible learning behaviour: C - be a COLLABORATOR: be a team player, contribute, value diversity and show compassion; L - be a LEARNER: be ready to learn every day; I - own my learning M - be a MEANING MAKER: have a growth mindset and stretch yourself as a learner; B - be a BRIDGE BUILDER: build relationships and calmly solve conflicts.

[illegible]

## 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. 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 Chaplain
- 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

### **Bridge Builders**

Bridge Builders © is a whole school approach to assisting students to manage conflict in the playground. It provides a powerful reflection tool to help students to learn how to manage situations at their level. Each class from Prep to Year 4 participate in on-line learning and our Year 5 and 6 student participate in Bridge Builder Buddys and mentoring program.

### **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.

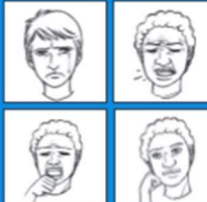
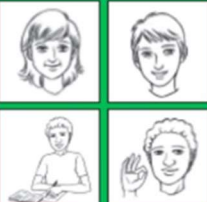


The **Yellow** Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.



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> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> 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 Advancement Team**

Manly West State School is proud to have a comprehensive Student Advancement Team 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.

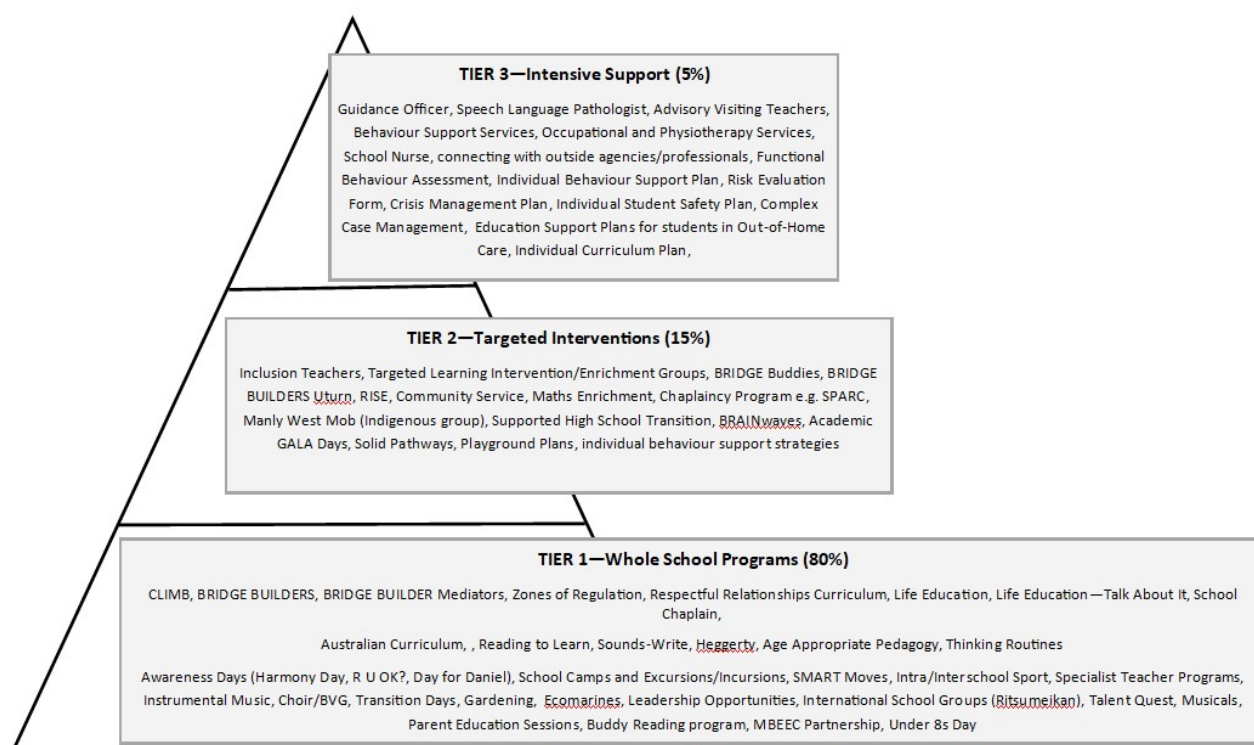
Students can approach any trusted school staff member at Manly West State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Team.

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 CLIMB, BRIDGE BUILDERS and Zones of Regulation across all year levels students have the opportunity to be successful in achieving MWSS behaviour expectations.

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.



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 being Collaborators, Learners, Meaning Makers, BRIDGE BUILDERS and owning our learning. Year 1-6 students strive to own their learning by setting goals and achieving CLIMB awards. Our whole school CLIMB matrix elaborates on these core values. It outlines the learning and behaviour expectations to be used across each of our school settings.

## Acknowledgement of Positive Behaviours

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

- CLIMB awards – certificates are presented in year levels as Collaborator, Learner, Meaning Maker and BRIDGE BUILDER are achieved. CLIMB badges are presented on whole school parade after all four certificates have been achieved. Awards are recorded on OneSchool;
- Principal's Award certificates – shared on Parade for nominated students who have demonstrated effort and growth towards learning;
- CLIMB Slips – completed by any school staff member. Awarded to students demonstrating the school values in the playground. Each week four slips are drawn out of a box on parade and the selected students win a reward;
- Postcards – mailed home to share student growth stories.



## 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.

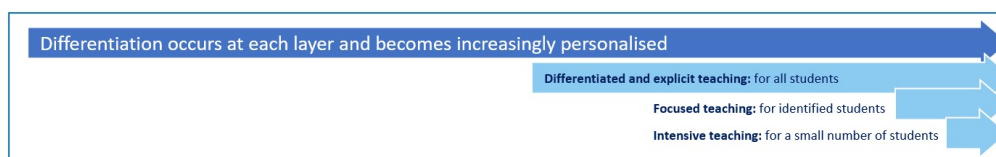
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Manly West SS to provide focused teaching. Focused teaching is aligned to the CLIMB 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:

- BRIDGE BUILDERS
- 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 multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Legislative Delegations

### Legislation

In this section of the 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 disciplinary consequences model used at Manly West SS follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Behaviours that require immediate intervention from administration staff are considered to be major behaviours. All other behaviours, when not consistently recurring, are considered to be minor behaviours.

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.

CONSEQUENCES FOR MINOR AND MAJOR UNACCEPTABLE BEHAVIOUR CHOICES					
	Category	Minor (to Class Teacher)	Consequences	Major (to Admin)	Consequences
	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete</li> <li>Unsafe movement</li> <li>Riding wheels in school</li> </ul>	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Time-out, go back and walk</li> </ul>	<ul style="list-style-type: none"> <li>Persistent refusal to comply with safety directions</li> </ul>	<ul style="list-style-type: none"> <li>Apology</li> <li>Time out in office</li> <li>Playground plan</li> <li>Parent contact</li> </ul>
	Inappropriate play	<ul style="list-style-type: none"> <li>Playing in toilets</li> <li>Incorrect use of equipment</li> <li>Inappropriate/unsafe games</li> </ul>	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Time-out</li> <li>If persisting - Buddy Class + U-turn</li> <li>Referral to Community Service</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects causing injury</li> <li>Possession of weapons</li> </ul>	<ul style="list-style-type: none"> <li>Apology</li> <li>Community Service</li> <li>Playground plan</li> <li>Parent contact</li> <li>Time out in office</li> <li>IBSP</li> <li>1-10 day suspension</li> <li>10-20 day suspension</li> <li>Exclusion</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Apology</li> <li>Time-out</li> <li>If persisting - Buddy Class + U-turn</li> <li>Repeated – Referral to Community Service</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate, serious physical aggression</li> <li>Fighting</li> </ul>	<ul style="list-style-type: none"> <li>Apology</li> <li>Community Service</li> <li>Playground plan</li> <li>Parent contact</li> <li>Time out in office</li> <li>IBSP</li> <li>Crisis Management Plan</li> <li>Individual Student Safety Plan</li> <li>1-20 day suspension</li> <li>Exclusion</li> </ul>
	Dress Code	<ul style="list-style-type: none"> <li>Not wearing a hat</li> <li>Not wearing shoes</li> <li>Wearing make-up, nail polish or jewellery</li> </ul>	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Time-out</li> <li>Remove make-up, nail polish or jewellery</li> </ul>	<ul style="list-style-type: none"> <li>Persistently wearing make-up, nail polish or jewellery or other uniform infringement</li> </ul>	<ul style="list-style-type: none"> <li>Apology</li> <li>Parents contacted</li> </ul>
	Inappropriate Language	<ul style="list-style-type: none"> <li>Severity of words</li> <li>Intended malice</li> </ul>	<ul style="list-style-type: none"> <li>Time Out</li> <li>Apology</li> <li>Repeated – referral to community service</li> <li>Buddy Class + Uturn</li> </ul>	<ul style="list-style-type: none"> <li>Persistent use of inappropriate language that is directed at someone – adult or child.</li> </ul>	<ul style="list-style-type: none"> <li>Apology</li> <li>Community Service</li> <li>Parent contact</li> <li>1-10 day suspension</li> <li>10-20 day suspension</li> <li>Exclusion</li> </ul>

	Refusal to follow instruction	<ul style="list-style-type: none"> <li>Refusing to go to buddy class</li> <li>Refusing to complete U-Turn</li> <li>Refusing to follow adult direction</li> <li>Refusal to follow routine</li> </ul>	<ul style="list-style-type: none"> <li>If you choose to do this...then this consequence or alternate choice</li> <li>Buddy Class</li> <li>U-turn</li> </ul>	<ul style="list-style-type: none"> <li>Persistent refusal to comply with instructions</li> </ul>	<ul style="list-style-type: none"> <li>Apology</li> <li>Community Service</li> <li>Playground plan</li> <li>Parent contact</li> <li>Time out in office</li> <li>IBSP</li> <li>Crisis Management Plan</li> <li>Individual Student Safety Plan</li> </ul>
	Other			<ul style="list-style-type: none"> <li>Possess or sell drugs</li> </ul>	<ul style="list-style-type: none"> <li>Parents and police contacted</li> <li>Exclusion</li> </ul>
	Class tasks	<ul style="list-style-type: none"> <li>Refusing to work</li> </ul>	<ul style="list-style-type: none"> <li>Time-out</li> <li>If persisting - Buddy Class + Uturn</li> </ul>	<ul style="list-style-type: none"> <li>Persistent refusal to work/ class disruption</li> </ul>	<ul style="list-style-type: none"> <li>Time out in office</li> <li>Parents contacted</li> <li>IBSP</li> <li>1-5 day suspension</li> </ul>

Category	Minor (to Class Teacher)	Consequences	Major (to Admin)	Consequences
Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (eg: lateness after breaks)</li> <li>Not in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Time-out</li> <li>If persisting - Buddy Class + Uturn upon return to class</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class or school without permission (out of sight)</li> <li>Persistently late or not in right place</li> </ul>	<ul style="list-style-type: none"> <li>Time out in office</li> <li>Community Service + Uturn</li> <li>Playground Plan</li> <li>Parent contact</li> <li>1-5 day suspension</li> </ul>
Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Minor unco-operative / defiant behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Apology</li> <li>Time-out</li> <li>If persisting - Buddy Class + Uturn upon return to class</li> </ul>	<ul style="list-style-type: none"> <li>Persistent non compliance</li> <li>Major defiance</li> </ul>	<ul style="list-style-type: none"> <li>Time out in office</li> <li>Community Service + Uturn</li> <li>Apology</li> <li>IBSP</li> <li>Playground Plan</li> <li>Parents contacted</li> <li>1-5 day suspension</li> </ul>
Dishonesty	<ul style="list-style-type: none"> <li>Minor dishonesty</li> <li>Lying</li> <li>Avoidance of truth by omission</li> </ul>	<ul style="list-style-type: none"> <li>Time-out</li> <li>If persisting - Buddy Class + Uturn upon return to class</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Parent contact</li> <li>Police may be contacted</li> <li>1-20 day suspension</li> </ul>
Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>	<ul style="list-style-type: none"> <li>Redirect to clean up</li> </ul>	<ul style="list-style-type: none"> <li>Persistent littering</li> </ul>	<ul style="list-style-type: none"> <li>Community Service</li> </ul>
Mobile Phone	<ul style="list-style-type: none"> <li>Mobile phone not left at school office</li> </ul>	<ul style="list-style-type: none"> <li>Reminder - student to take phone to office</li> </ul>	<ul style="list-style-type: none"> <li>Use of a mobile phone in school for voicemail, email, SMS or filming without authorisation</li> </ul>	<ul style="list-style-type: none"> <li>Community Service + Uturn</li> <li>Parent contact</li> <li>IBSP</li> <li>Temporary removal of phone</li> <li>1-20 day suspension</li> <li>Police contact</li> </ul>

#### Differentiated Disciplinary Responses – All students

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



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

#### Focused Disciplinary Responses – Some Students

- BRIDGE BUILDERS Uturn
- Individual student behaviour support strategies (e.g. Playground Plan)
- Targeted skills teaching in small group
- Token economy (classroom Dojo's etc)
- Completion of work at alternate time
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for team based problem solving
- Meeting with parents/carers

#### Intensive Disciplinary Responses – Few Students

School leadership team work in consultation with internal and external Departmental staff to address persistent or ongoing serious problematic behaviour. Interventions may include:

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

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

## School Disciplinary 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
- 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:
  - is prohibited according to the Manly West SS Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### **Students of Manly West SS:**

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

## Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

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 non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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.

An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. (Ref: *Empowered for Life: BRIDGE BUILDERS*, Jocelyne Chirnside)

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults. (Ref: *Empowered for Life: BRIDGE BUILDERS*, Jocelyne Chirnside)

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Manly West SS takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

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** – Tanya Abell (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](#).

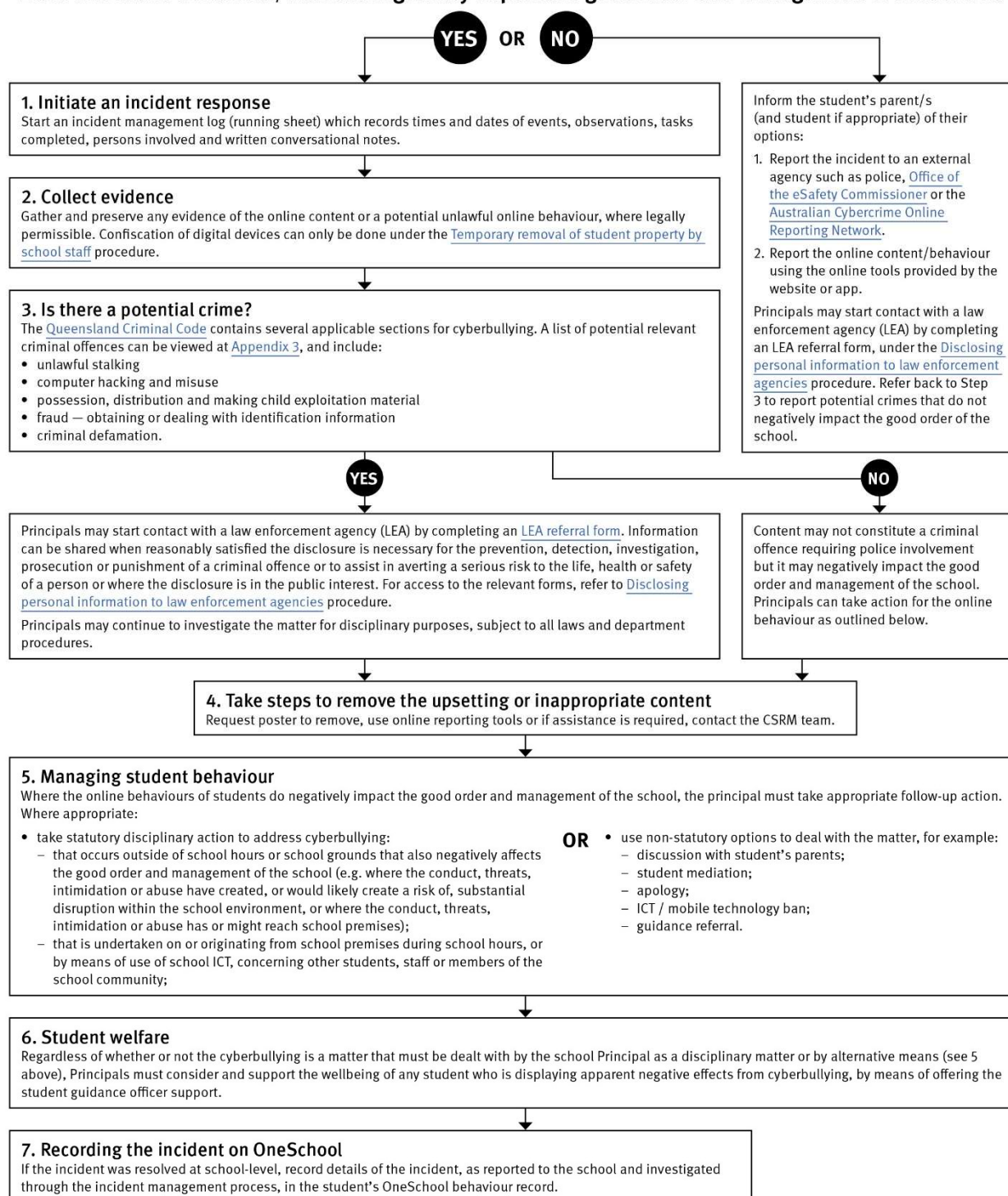
### Explicit images

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](#).