

# MOOLOOLABA STATE SCHOOL



## ***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

## **STUDENT CODE OF CONDUCT**

**2021 - 2023**

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Endorsement

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Principal Name: Steve Taylor

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Principal Signature:

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Date:

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P/C President Name: Toby Nielsen

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P/C President  
Signature:

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Date:

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# Mooloolaba State School

## *Student Code of Conduct*

### 1. Purpose

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

All members of our school community are expected to uphold the responsibilities defined in the Student Code of Conduct to ensure the best possible outcomes for students, staff and parents.

Mooloolaba State School's Student Code of Conduct is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

### 2. Consultation and data review

Mooloolaba State School developed this plan in collaboration with our school community – parents, staff and students. A review of school data sets from 2018 – 2020 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process. This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2023 as required by legislation.

### 3. Learning and behaviour statement

All areas of Mooloolaba State School are learning and teaching environments. We consider high levels of student engagement as the opportunity for valuable social learning as well as a means for maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Through teaching of the school plan, shared expectations for student behaviour are understood by everyone. This assists Mooloolaba State School to create and maintain a positive and productive learning and teaching environment, Essential Skills for Classroom Management (ESCMs) is the foundations for this teaching to ensure that we have the best positive strategies for maintaining a supportive school environment. Where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. Ensuring our students are striving to be 'Mooloolaba Kids', looking after one another and caring for each other.

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

- **Be safe**
- **Be a learner**
- **Be kind and respectful**
- **Be responsible**

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

#### **4. Whole School Approach to Discipline**

At Mooloolaba State School, we believe that a number of pre-requisites need to be embedded in all behaviour practices to ensure the best outcome for students, teachers and other members of the school community. These pre-requisites include –

- negotiated class rules,
- provision of a quality curriculum and pedagogical practices
- a respectful school and class culture,
- communication of school wide behavioural expectations,
- a trusting and supportive class environment, and
- early and active parent involvement in all support stages.

##### **4.1 Universal Behaviour Support- focussed teaching**

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

At Mooloolaba State School, our set of behavioural expectations is embedded in the School Wide Behaviour Expectations Matrix and supported by regular explicit positive behaviour lessons, which acts as a teaching resource to assist our whole school proactive strategies to ensure everyone is aware of our school rules.

## The Behaviour Curriculum – Mooloolaba State School Behaviour Expectations Matrix

<b>School Wide Behaviour Expectations Matrix</b>	
<b>Be Safe</b>	<p>when demonstrating awareness of health and safety concepts by –</p> <ul style="list-style-type: none"> <li>• using personal and school equipment safely.</li> <li>• following school routines relating to disposal of litter.</li> <li>• following school safety rules for classrooms and play areas</li> <li>• moving safely throughout the school. <b>(Bike Safety Policy)</b></li> <li>• wearing appropriate clothing for school activities. <b>(School Dress Code)</b></li> <li>• making appropriate healthy choices about diet and physical activity.</li> </ul>
<b>Be A Learner</b>	<p>when demonstrating a commitment to learning and self-improvement by –</p> <ul style="list-style-type: none"> <li>• attempting all educational tasks to the best of your ability.</li> <li>• completing school and home learning tasks to a 'quality' work standard.</li> <li>• being prepared for all learning tasks through organising time and personal resources for learning effectively.</li> <li>• contributing to and participating in school's curricular and extra-curricular activities.</li> <li>• setting personal goals for learning.</li> </ul>
<b>Be Kind and Respectful</b>	<p>when demonstrating a willingness to build positive relationships with other members of the school by –</p> <ul style="list-style-type: none"> <li>• respecting personal space and belongings of self and others.</li> <li>• using appropriate communication skills to interact with others.</li> <li>• accepting the right of others to be different.</li> <li>• attempting to resolve conflicts through peaceful negotiation.</li> <li>• cooperating with other students and teachers.</li> <li>• actively listening to the opinions of others.</li> <li>• using common courtesies and manners</li> <li>• following the School Dress Code <b>(School Dress Code)</b>.</li> <li>• playing fairly and by the rules</li> <li>• moving between areas in a manner that does not disturb other learning groups.</li> <li>• following directions of adults in a timely and polite way.</li> </ul>
<b>Be Responsible</b>	<p>when accepting responsibility and consequences for your own behaviour by -</p> <ul style="list-style-type: none"> <li>• making appropriate choices without supervision.</li> <li>• committing to individual support plans when needed.</li> <li>• wearing the school uniform with pride. <b>(School Dress Code)</b></li> <li>• participating in extra-curricular activities and showing school spirit.</li> <li>• participating in school based programs relating to unacceptable behaviour</li> <li>• complying with school policy regarding personal communication and electronic devices</li> <li>• complying with responsible use of ICT's <b>(Responsible use of social media policy)</b></li> </ul>

These expectations are communicated to students and community members via a number of strategies, including –

- behaviour lessons conducted by classroom teachers (e.g. Dolphin Hand Program and explicit lessons)
- regular communication to Parents/ Caregivers from Leadership Team (email, newsletters)
- presentations on assemblies by senior students
- class meetings to discuss specific rules and a variety of contexts
- regular and repeated communication of procedures and expectations by all staff during supervision of playground and learning spaces

Mooloolaba State School implements the following proactive and preventative processes and strategies to support student behaviour –

- school administration and Special Needs committee members regularly provide information to staff, parents, students and support to others in sharing successful practices.
- an induction program that includes exploring the Mooloolaba State School Student Code of Conduct and associated resources such as “The Dolphin Program” (P – 3) (**Appendix 1**)
- “The High 5 Strategy” (Yr 4- 6) (**Appendix 2**)
- individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- development of specific policies to address –
  - Temporary removal of student property
  - The use of mobile phones and other devices by students
  - Procedures for Preventing & Responding to Incidents of Bullying
  - The appropriate use of social media

### **Reinforcing expected school behaviour**

At Mooloolaba State School communication of our key messages about behaviour is backed up through reinforcing ‘instructional feedback’ for students engaging in expected school behaviour. The system of ‘instructional feedback’ includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs.

The processes involves the recording of incidents both positive and negative in the school’s Behaviour Management database in the OneSchool Management System. **OneSchool** is the department's comprehensive software suite that **schools** use to run safe, secure, sustainable and consistent reporting and administrative processes. **OneSchool** supports teachers, administrators and students in: student management. curriculum and assessment management.

This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and reinforcers, staff are regularly trained in ESCM, which includes regular refreshers.

The welfare of students is a shared responsibility across the school, rather than the sole responsibility of the class teacher. At Mooloolaba State School, we emphasise the importance of directly teaching the behaviours that we want our students to demonstrate at school. Therefore, all members of our school community are committed to communicating, demonstrating and teaching the following –

- using common courtesies and manners
- showing respect and caring for others.
- taking care of personal belongings and the belongings of others.
- helping others to work and learn.
- maintaining our school as a safe, clean, healthy and happy place.
- respecting the ways and ideas of others.
- being honest, friendly and caring.
- resolving problems fairly and calmly.
- raising awareness about bullying (including cyber or online bullying) and the school’s management processes for addressing it.

At Mooloolaba State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback about engaging in expected school behaviour. Students from each class are also recognised formally at school assemblies and informally through visits to members of the administration team or other staff.

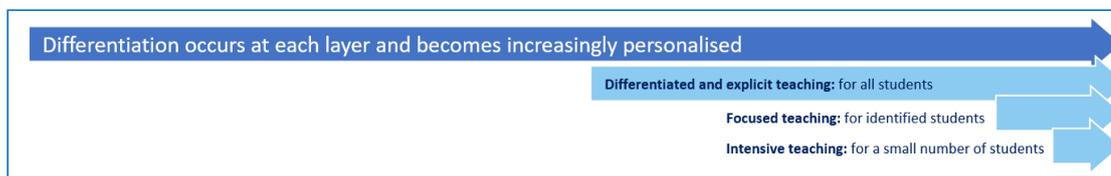
## Mooloolaba State School – GOTCHA Cards (**Appendix 12**)

Staff distribute GOTCHA Cards each day to students they observe meeting the school behaviour expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When staff 'catch' a student meeting expectations they can choose to give the student a GOTCHA Card. Students go into a weekly draw, which is drawn on parade for their opportunity to select a prize from the GOTCHA prize box.

Mooloolaba State School acknowledge positive student achievements on a weekly basis at school assemblies, to which parents are invited, for the 'Student of the Week' certificates. Student's participation and achievements in extra-curricular events are also regularly acknowledged on parade. This helps to maintain our supportive school environment by developing rapport with our students and the school community.

### **Responding to unacceptable behaviour- Differentiated and explicit teaching**

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



'Universal' behaviour support:

#### *Re-directing low-level (minor) and infrequent problem behaviour*

Staff at Mooloolaba State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Pre-correction' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. 'Most intrusive' strategies may include redirections, giving choices and following through, and removal to time out / buddy class for repeated low-level problem behaviours. Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more Safely, Respectfully, and more Responsibly, or with more consideration and kindness towards others. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Major problem behaviours are referred to the Deputy Principal/Principal.

#### **'Targeted' behaviour support:**

Each year a number of students at Mooloolaba State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the initial behaviour support processes and strategies outlined previously. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Features of these supports may include:

- use of behaviour data to accurately identify students requiring support

- a school based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs
- students placed on a reflection chart to help self-regulate their own behaviour, in consultation with The Intensive Behaviour Support Team (within the Special Needs Committee) (**Appendix 3**)
- use of data decision making for evaluation and exits from targeted support programs
- making adjustments for individual needs and circumstances
- using research-validated program options for targeted support interventions such as:
  - revisiting explicit positive behaviour lessons
  - adult mentoring
  - check in / check out
  - Rock and Water
  - targeted / small group social skilling
  - ‘newcomer’ programs for new students
  - Lunch time programs.

All staff members are provided with professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

**‘Intensive’ behaviour support:**

Mooloolaba State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team (within the Special Needs Committee):

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- works with the School Behaviour Leadership Team to achieve continuity and consistency;
- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;
- identifies flexible / alternative learning options;
- organises referrals to regional behaviour support resources.

In addition to students being identified through current school behaviour data, the Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and regional behavioural support staff.

## **Consideration of individual circumstances**

To ensure alignment with the Department of Education's Students Code of Conduct, when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Mooloolaba State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural and religious background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs
  - maintain the rights of individuals regarding confidentiality obligations when applying supports and consequences.

## **Confidentiality**

In applying support or consequences to individual students, Mooloolaba State School staff are obligated to maintain confidentiality of student's private information. These obligations limit discussions or sharing of information about students- including applied disciplinary consequences- with another person other than the student's parents/guardians. Consent can be provided from parents/guardians to allow staff to share information regarding a student with other professionals in order to provide support.

## 5. Restrictive Practices

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

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

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

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

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

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

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

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

All incidents of restrictive practices will be recorded and reported in line with departmental procedures. **(Appendix 8)**.

## 6. Emergency or critical incident responses

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

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

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

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

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

## 7. Disciplinary Consequences

Mooloolaba State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Class or year level teachers are primarily responsible for dealing with minor infringements of the school's plan. The Intensive Behaviour Support Team (within Special Needs Committee) becomes responsible for supporting these teachers when responding to students who exhibit persistent or extreme unacceptable behaviour.

Recording of minor problem behaviours is encouraged, *with each new situation being dealt with and given due consideration*. Teachers may use anecdotal records or follow the same processes used for major problem behaviour incidents. All incidents of major problem behaviour must be recorded by the attending staff member using the OneSchool Behaviour Incident Referral format, within the OneSchool Management System. Supports and interventions may be documented on One School under [Personalised Learning and Support Provisions](#).

If a staff member does not have access to One School then they may use the **Behaviour Incident Referral Form (Appendix 3)** to inform a member of the administration team immediately of the incident. The Referral Form will be returned to the class teacher for entry in *One School* following appropriate action by admin or teacher investigating and dealing with the incident. When the incident is serious enough to warrant input from a member of the school's leadership team and it requires either immediate action or occurs in a location away from a school computer, a Behaviour Incident Referral form can be sent to the office with the student, however, the form will be returned to the staff member who wrote it.

**N.B.** It is the responsibility of the referring staff member to enter this data into *One School* when they have access to a school computer.

Specific policies have been developed to address:

- The temporary removal of student property
- The use of mobile phones and other devices at School
- Procedures for preventing and responding to incidents of bullying; and
- Appropriate use of social media

### **Minor, (differentiated support) and major, (intensive support) behaviours**

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor** behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence that is logically connected to the problem behaviour, may be implemented, such as complete removal from an activity or event for a specified period of time, partial removal, individual meeting with the student, apology, restitution or detention for work completion.

**Major** behaviours – Intensive support will be considered after multiple Incidents of Minor Behaviours

**Major** behaviours are behaviours which;

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

**Major** behaviours –

When major problem behaviours occur, staff members calmly state the major problem behaviour to the student, issue them with the Reflection Sheet and remind them of the expected school behaviour. The student may then be directed to spend time either in a 'Cross Class' or 'Reflection Room' to allow the opportunity to review appropriate school and class expectations. A 'Re-entry' process is completed by staff using 'Restorative questioning' strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

Time Out: Removal to a buddy class 'cross/classing' / removal from the playground 'Detention' for major behaviours or cumulative recordings of minor behaviour)

Time Out procedures may be used:

- as one of a range of options for students to manage their own behaviour
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Time Out. These include:

- giving the student opportunity to re-join class at intervals of no more than 10 minutes
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Time Out as a management technique that it is consistent with:

- developmental stage of the student
- any special needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for students 'out of class'
- consideration be given to individual circumstances
- the regular review of time out procedures, frequency of use with particular students, and effectiveness measured using data

### **Major behaviours**

**Major** behaviours may result in an immediate referral to Administration because of their seriousness. The staff member completes the office referral form (**Appendix 3**) and if needed escorts the student to Administration or calls for assistance.

Detentions may be used to prevent the escalation of inappropriate behaviour or as a last resort alternative to suspension or exclusion. (**Appendix 6**)

Buddy Class may be used to prevent a student's behaviour escalating and disturbing the learning of the entire class. It is an opportunity to provide them with some time to 'cool off' and 'think' about their behaviour. Students are also able to complete their work in buddy classes. Each class has a pre-organised buddy class as a step in their class behaviour management plan. Teachers do a re-entry with students before they re-enter the classroom.

Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

Disciplinary absences include suspensions, exclusions and cancellations of enrolment. These are applied by a School Principal, or principals delegate, after the exhaustion of all other behavioural supports.

Following a School Disciplinary Absence, a re-entry process is required. Student, Principal or Deputy Principal and student's Parent/Guardian meet to re-establish positive behaviour expectations before entering the classroom.

The following table outlines examples of minor and major problem behaviours:

	Area	Minor Problem Behaviours	Major Problem Behaviours
<b>Being Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> <li>Not walking bike in school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Actions which may result in injury to self or others</li> </ul>
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Possession of weapons</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>Serious physical aggression</li> <li>Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>Possession or selling of drugs</li> </ul>
<b>Being Responsible</b>	Class tasks	<ul style="list-style-type: none"> <li>Not completing set tasks that are at an appropriate level</li> <li>Refusing to work</li> </ul>	
	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>Leaving class without permission (out of sight)</li> <li>Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> </ul>	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>	
	Mobile Phone	<ul style="list-style-type: none"> <li>Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>Use of a mobile phone or other device in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> </ul>
<b>Being Kind and Respectful</b>	Language	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> <li>Non-verbal gestures directed at staff or adults</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Wilful property damage</li> <li>Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor disruption to class</li> <li>Minor defiance</li> <li>Minor bullying / harassment</li> </ul>	<ul style="list-style-type: none"> <li>Major bullying / harassment</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> </ul>
<b>Being a Learner</b>	Equipment & Organisation	<ul style="list-style-type: none"> <li>Repeatedly not bringing equipment to school.</li> </ul>	
	Subject Tasks	<ul style="list-style-type: none"> <li>Failure to complete set work</li> <li>Failure to complete or submit homework</li> </ul>	<ul style="list-style-type: none"> <li>Blatant refusal to participate in a program of work.</li> <li>Repeated or habitual incompleteness of homework.</li> </ul>
	Participation	<ul style="list-style-type: none"> <li>Minor disruption to learning of others.</li> <li>Calling out.</li> <li>Loud or disruptive noises.</li> </ul>	

### Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

## **Ensuring consistent responses to problem behaviour**

At Mooloolaba State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour, or consequences are applied for problem behaviour.

## **8. Network of student support**

Students at Mooloolaba State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Engaging Early Learners - Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

External 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
- Neighbourhood Centre.

## **9. Related legislation**

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019](#)
- [Information Privacy Act 2009](#)

- [Instrument of Authority](#)
- [Judicial Review Act 1991](#)
- [Right to Information Act 2009](#)
- [Police Powers and Responsibilities Act 2000](#)
- [Working with Children \(Risk Management and Screening\) Act 2000](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011.](#)

## **10. Related policies and procedures**

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

## **11. Some related resources**

- ThinkUKnowAustralia
  - Bullying. No Way!
  - Schoolwide Positive Behaviour Support
  - Code of Conduct for School Students Travelling on Buses
-

## Temporary removal of student property Policy

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 Mooloolaba State School and will be removed if found in a student's possession:

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

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

\*\* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students **(including over-the-counter medications such as paracetamol or alternative medicines)**.

## Responsibilities

### State school staff at Mooloolaba State School:

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

### Parents of students at Mooloolaba State School

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

### Students of Mooloolaba State School

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

While the school has a strict 'No Personal Communication or Electronic Devices at School Policy', the following offers a process to addressing situations if such devices are brought to school or a student uses school communication networks or devices inappropriately. This process reflects the importance the school places on students displaying courtesy, consideration and respect for others.

## **Use of mobile phones and other devices by students Policy**

In addition to mobile phones and smart watches, students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage, theft or inappropriate use such as capturing images, sound recordings or a combination of both without others knowing or permitting this recording. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary measures as described in minor or major breaches section of the *Students Code of Conduct* above.

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, and their parents, who have a personal technology device confiscated more than once will be required to attend a meeting with the principal or their delegated officer to discuss this repeated breach of the school's Student Code of Conduct.

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

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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in recording; and/or disseminating material (through text messaging, display, internet uploading etc); and/or knowingly being a subject or a recording are in breach of the school's *Student Code of Conduct* may be subject to disciplinary action including suspension and recommendation for exclusion.

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

### **Text Communication**

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

### **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 others.

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

### **Special Circumstances Arrangement**

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

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

### **Preventing and responding to incidents of bullying (including cyberbullying) Policy**

#### Purpose

Mooloolaba State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and 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, engagement 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 Mooloolaba State School. Those who are 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 Mooloolaba State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Mooloolaba State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

## **Rationale**

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Mooloolaba State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are 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 schoolwide 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 rules and have been taught the expected behaviours attached to each rule in all areas of 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.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. Support may be provided in Cybersafety education via the Department of Education Cybersafety and Reputation Management Program, Information and Technologies Branch, or from the QPS.

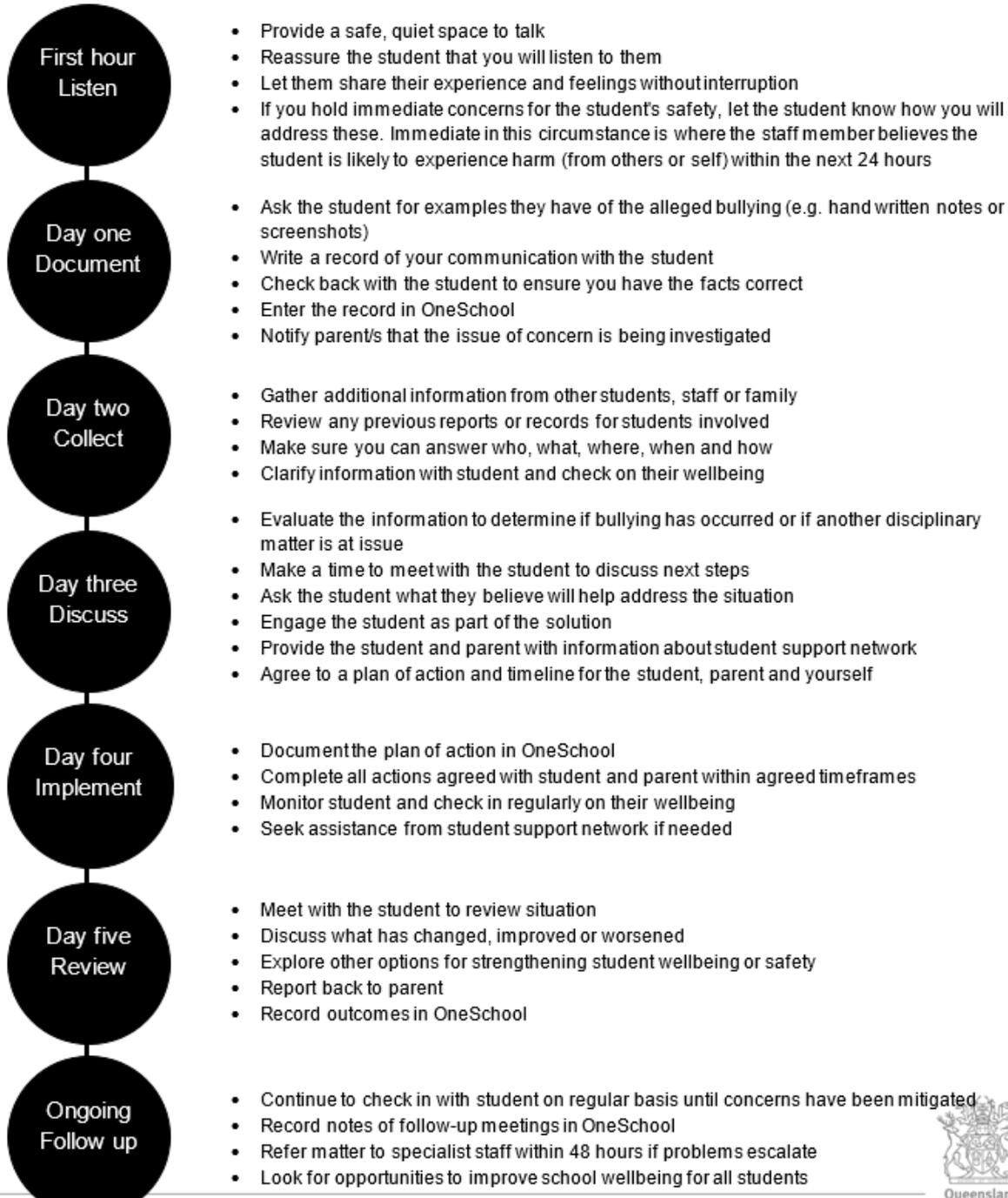
Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying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

Mooloolaba State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis 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.

Students are instructed to report incidents of bullying to school staff for support and intervention.

## Bullying response flowchart for teachers

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



# Mooloolaba State School- Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

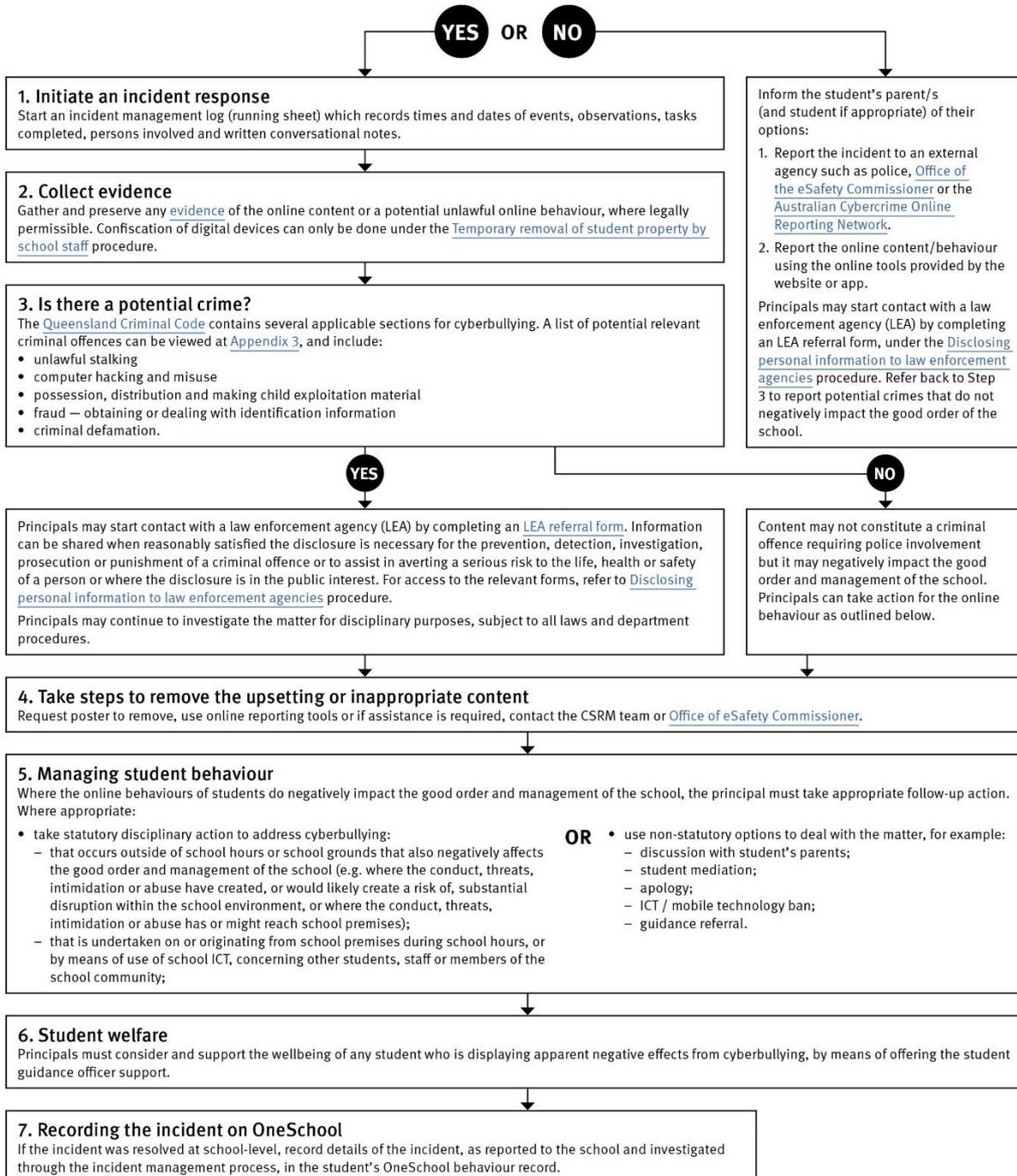
### Explicit images

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

### Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity 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?



## 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.

## Mooloolaba State School Code for Bicycle Use

Safety is our highest priority at Mooloolaba State School. To ensure the safety of bicycle riders, pedestrians and staff, the following procedures must be followed. Students who do not follow these procedures may be prohibited from riding their bicycle into the school grounds or using school facilities such as the Bike Compound.

### *Road Rules & Helmets*

Students are allowed to ride bicycles to and from school but they must abide by all legislated road rules.

Wearing of bicycle helmets is mandatory. Students who do not have a helmet will have the bicycles confiscated and parents contacted to collect them or bring a helmet to school.

### Entering School Grounds

For bicycles entering from Douglas Street, riders enter through the southern side pedestrian gate at the top of the school driveway. They then leave this path to reach the compound via the path through the Wallum Scrub Area.

Riders should dismount and walk their bikes down any of the paths at the time of their entry.

Riders entering the school via Venning Street or Corrie Court may ride across the school ovals as long as it is safe to do so. **Safe to Do So** means that there is very little pedestrian traffic when they are riding inside the school grounds.

When Venning St & Corrie Court riders reach the area beside the Hall and extended Staff Car Park, they must dismount and push their bikes to the Bike compound.

Bicycles must be stored in the Bike Compound as soon as possible after entering the school grounds and left in this secure area until the end of the school day, normally 3:00 pm.

### Exiting the School Grounds

Students must not go through the Staff Car Park to get to the Bike Compound in the afternoon.

All riders must carefully walk their bikes out of the school grounds. Douglas Street exit is via the Wallum Scrub Path and up the southern side walkway on the school's main driveway. Students must walk their bikes out the gate in this area of an afternoon due to pedestrian traffic.

Similarly on leaving the school grounds, riders heading towards Venning Street or Corrie Court should only mount their bicycles when they are clear of the Hall vicinity and pedestrians.

**All Riders must not enter or exit via the Staff Car Park either on foot or by bicycle.**

All riders must access the Compound by walking along the Hall Verandah on the western side or around the back of the hall, avoiding the Car Park.

The Bicycle Compound will be locked at 9:00 am each day and is an Out of Bounds Area until 3:00 pm when the gates are unlocked.

**N.B.** Road rules are unclear about children riding on roads or footpaths. Consultation with local officers indicated that there is no requirement for riders to use roads only. As a result our students are regularly reminded that if they are using footpaths when there is heavy pedestrian traffic, they should show courtesy and either STOP & WAIT for pedestrians to clear the area, or DISMOUNT and walk their bikes through the pedestrian traffic.

Riders using the 'supervised' Pedestrian Crossings on Douglas & Meta Streets must obey the directions of the crossing supervisors. These supervisors will direct riders to '**dismount**' to cross the road when directed.

## School Dress Code

### Girls:

- Royal blue polo t-shirt with collar and school logo on upper left side.
- Black shorts, skirts or skorts. Length must be mid-way to knee and there are to be no splits in the skirt.
- Checked cotton dress with white collar (Younger grades only)

### Boys:

- Royal blue polo t-shirt with collar and school logo on upper left side.
- Black shorts with no outside pockets, school logo on left side.

### Winter:

- Royal blue zip up long sleeve jacket with school logo. Plain black or royal blue jumpers are acceptable, as long as they have no writing on either the front or the back.
- Black track suit pants may be worn in Term 2 and 3, if it is cold. They are to have no other colour or writing on them.
- Girls may wear black tights, but must wear the school shorts, skirt or skorts over the top.
- Coloured tights or tights with holes in them are not acceptable.

### Shoes:

- **Shoes worn to school must be all black.** There is to be no other colour present and laces must be black also.
- Shoes are to be closed in. They may be joggers or fitted leather shoes. This is for student's own protection, to comply with school safety standards.
- Hi-tops, thongs, sandals and other coloured shoes are NOT acceptable.
- Shoes are to be worn with **short white** ankle socks.



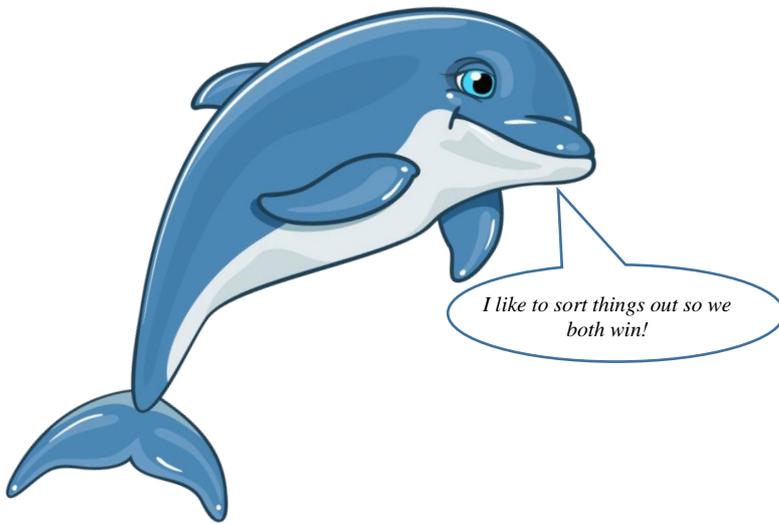
### Hat:

- A royal blue broad brimmed hat with school logo.
- In accordance with the Cancer Council guidelines, children must wear their hat when outside. Our school has a "NO CORRECT HAT- NO PLAY" policy in effect to restrict exposure to the sun.
- Caps and other coloured hats are NOT acceptable.

### Jewellery:

- Small gold or silver studs or sleepers may be worn in the ears. A signet ring is permissible and a watch may be worn.
- No dangling earrings, necklaces, bracelets or anklets may be worn. This is primarily for student's safety.
- Items which are worn for religious reasons must have a letter of explanation from the parent/carer and be worn hidden under the school shirt if possible.

## Dolphin Behaviour



- Dolphins choose to use the correct steps
- Dolphins choose to play fair
- Dolphins choose to use manners
- Dolphins choose to take care
- Dolphins are the boss of nobody else  
Nobody else but themselves!

## Jellyfish Behaviour

- Jellyfish choose to follow others
- Jellyfish choose to not speak up about their feelings
- Jellyfish choose to cry
- Jellyfish choose to take the blame for others
- Jellyfish choose to let others boss them



## Shark Behaviour

- Sharks choose to boss others
- Sharks choose to hurt others by words and physically
- Sharks choose to be mean



**We all strive to choose DOLPHIN behaviours**



**3. IGNORE**

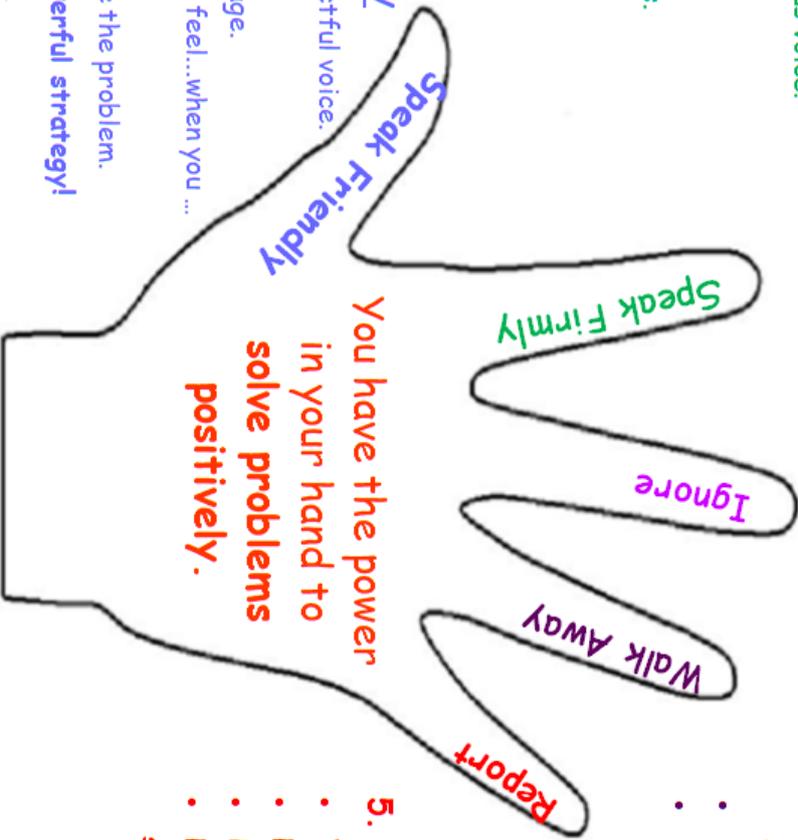
- Look away.
- Avoid smiling.
- Distract yourself by thinking of something pleasant.
- Count to five in your head slowly.
- Take deep breaths.
- Keep positive body posture.

**4. WALK AWAY**

- Stand tall, head up high.
- Look confident.
- Walk somewhere there are lots of children or a teacher.
- Find other friends to play with.
- Walk confidently, not looking back.

**1. SPEAK FRIENDLY**

- Use a calm and respectful voice.
- Maintain eye contact.
- Confident body language.
- Use "I" statements- I feel...when you ... because....
- Suggest ways to solve the problem.
- **This is the most powerful strategy!**



**5. REPORT**

- Walk away and tell a teacher.
- Report when the problem happens.
- Bystanders—support and report.
- **REPORT, REPORT, REPORT** until somebody listens.

## Forms and Templates

### Appendix 3

#### Mooloolaba State School Behaviour Referral Form – Minor and Major

<b>Student Name:</b>			<b>Location (please tick)</b>	
<b>Date:</b>	<b>Time:</b>	<b>Class:</b>	Playground	
<b>Referring staff member :</b>			Specialist Lesson	
			Classroom	
			Other	

<b>Problem Behaviour</b>			
<b>Minor (Please tick)</b>		<b>Major (Please tick)</b>	
<b>Defiance/Disrespect</b> Low intensity, brief failure to follow directions.		<b>Defiance/Disrespect</b> Continued refusal to follow directions, talking back and / or socially rude interactions.	
<b>Physical Misconduct</b> Student engages in non-serious but inappropriate physical contact.		<b>Physical Misconduct (Aggression)</b> Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc).	
<b>Verbal Misconduct</b> Low intensity language (eg shut up, idiot etc).		<b>Serious Verbal Misconduct (Aggression)</b> Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.	
<b>Disruption</b> Low intensity but inappropriate disruption.		<b>Disruption</b> Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).	
<b>Property Misuse</b> Low intensity misuse of property.		<b>Vandalism</b> Student engages in an activity that results in substantial destruction or disfigurement of property.	
<b>Safety</b> Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		<b>Safety</b> Student engages in frequent unsafe activities where injury may occur.	
<b>Dishonesty</b> Student engages in minor lying/cheating not involving any other person.		<b>Major Dishonesty</b> Student delivers message that is untrue and / or deliberately violates rules and/or harms others.	
<b>Other</b>		<b>Harassment / Bullying</b> Repeated teasing, physical and verbal intimidation of a student.	
		<b>Other</b>	

<b>School Expectation Category</b>			
Be SAFE	Be a Learner	Be Kind and Respectful	Be Responsible

**Others involved in incident** \_\_\_\_\_

**Witnesses** \_\_\_\_\_

\_\_\_\_\_

## Appendix 4

### Debriefing Report

#### Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

#### Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Referenced at

[http://education.qld.gov.au/studentservices/behaviour/gsaav/docs/working\\_together\\_toolkit.pdf](http://education.qld.gov.au/studentservices/behaviour/gsaav/docs/working_together_toolkit.pdf)

**Appendix 5**

Gotcha's – (Office staff provide to all staff)

Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher: T
Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:
Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:
Student:  Be safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be Safe Be a Learner Be Kind and Respectful Be Responsible Teacher:	Student:  Be safe Be a Learner Be Kind and Respectful Be Responsible Teacher:

**Appendix 6**

Detention Slip

**Detention Slip** - *Enter incident in Oneschool & Refer*

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

- |  |  |   |
|--|--|---|
| <input type="radio"/> Bullying/Harassment                              | <input type="radio"/> Non-compliant with routine | <input type="radio"/> Continued Defiance  |
| <input type="radio"/> Misconduct involving an object                   | <input type="radio"/> Dishonest                  | <input type="radio"/> Disruptive          |
| <input type="radio"/> Physical Misconduct                              | <input type="radio"/> Verbal Misconduct          | <input type="radio"/> Property misconduct |
| <input type="radio"/> Refusal to participate in program of instruction |  | <input type="radio"/> Other               |

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Teacher: \_\_\_\_\_

Detention Teacher: \_\_\_\_\_

**Reflection Chart:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Week:** \_\_\_\_\_

Target: 3/5 is acceptable, but target is a minimum of 4/5 overall for each day.

Each afternoon \_\_\_\_\_ is to bring the sheet down to the office for checking, and home to show a parent each night. There are two reflections below – one for the teacher to fill out and one for \_\_\_\_\_ to fill out. A discussion will take place if the scores are very different.

Mr G	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	/5	/5	/5	/5	/5
Middle	/5	/5	/5	/5	/5
Afternoon	/5	/5	/5	/5	/5

_____	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	/5	/5	/5	/5	/5
Middle	/5	/5	/5	/5	/5
Afternoon	/5	/5	/5	/5	/5

## Physical Restraint / Intervention Report

Initial Report Compiled by		Date and Time Report Completed			
Signed					
<b>Details of Student / s</b>					
Name		Class	Teacher		
Name		Class	Teacher		
<b>Details of Staff involved in Incident</b>					
Name		Role			
Name		Role			
Name		Role			
Name		Role			
<b>Reason for restraint</b>					
To cease the physical assault of another student or staff member			<input type="checkbox"/>		
To avert an immediate danger to him/herself or to others			<input type="checkbox"/>		
To avoid serious property damage			<input type="checkbox"/>		
Other			<input type="checkbox"/>		
<b>Details of Incident</b>					
Date		Time	Initial Location		
Initial Staff involved					
Behaviours preceding restraint					
Restraint Location					
Type and Duration of Restraint					
Student Removed to					
<b>De-Escalation Strategies Used Prior to Restraint</b>					
<input type="checkbox"/> Distraction	<input type="checkbox"/> Change of face, place, activity	<input type="checkbox"/> Offer choices	<input type="checkbox"/> Cool down time, place	<input type="checkbox"/> Offer to talk	<input type="checkbox"/> Reassurance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Physical Condition of Student Before Restraint</b>					
<b>Physical Condition of Student After Restraint</b>					
<b>Details of Any Injury</b>					
Injury to Student		<input type="checkbox"/> Yes <input type="radio"/> No	Incident Report Completed		<input type="checkbox"/> Yes <input type="radio"/> No
Details of Injury					
Injury to Staff Name:		<input type="checkbox"/> Yes <input type="radio"/> No	Incident Report completed		<input type="checkbox"/> Yes <input type="radio"/> No
Details of Injury					
<b>Details of Damage</b>					
<b>Details of Trauma</b>					

Notifying Procedures			
Incident Reported to			
Parent / Carer Contacted			
Name		Time and Date	
Student/s: Post Incident Discussion / Debrief			
Location		Time and Date	
Present			
Details			
Staff: Post Incident Discussion / Debrief			
Location		Time and Date	
Present			
Details			
Other Forms Completed			
<input type="checkbox"/> One School	<input type="checkbox"/> Individual Support Plan - Behaviour	<input type="checkbox"/> Individual Plan including Physical Restraint	<input type="checkbox"/> Other:

### Follow Up Report – to be completed by Form Recipient

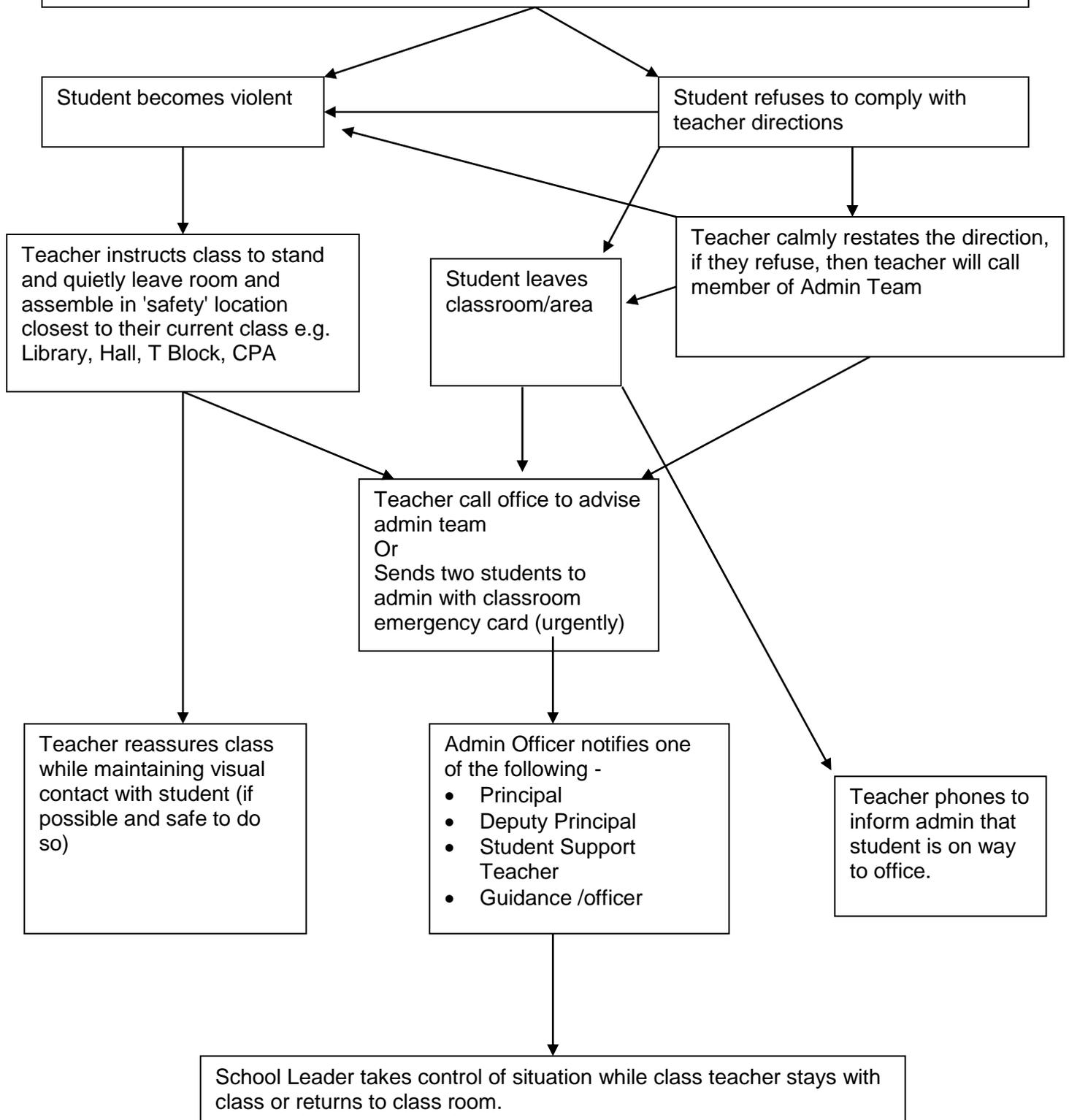
1. Follow up Call			
Made by:		Made to:	
2. Post Investigation			
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:		Recorded in:
3. Damage Repair			
<input type="checkbox"/> Necessary <input type="radio"/> Not	Organised by:		
4. Entered on MYHR / WHS			
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:		
5. Entered on OneSchool			
<input type="checkbox"/> Necessary <input type="radio"/> Not	Completed by:		
<input type="checkbox"/> As Contact	Completed by:		On Student Profile of
<input type="checkbox"/> As single student incident	Completed by:		On Student Profile of
<input type="checkbox"/> As multiple student incident	Completed by:		On Student Profile of
6. Other Forms completed			
<input type="checkbox"/> Debrief Report	<input type="checkbox"/> Physical restraint / Intervention record	<input type="checkbox"/> Individual Plan including Physical Restraint	
Signed:			

## Appendix 9

### Critical Behaviour Management Plan

General Classroom Behaviour management Procedures consistent with Mooloolaba State School's Student Code of Conduct. (SCoC)

- Warning
- Redirect (Follow this steps 3 times)
- Relocation or temporary removal – Buddy Class or Timeout – Refer to SCoC
- Completion of work at alternate time or place – Buddy Class, Detention or Lunch time
- Direction to office





Department of Education

Mooloolaba State School

**Instrument of Authorisation**

**Requirement to tell a student about a suspension under Chapter 12,  
Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, **Steve Taylor**, Principal of **Mooloolaba State School**, **authorise** the persons who are from time to time the holders of the position of **Deputy Principal** at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A **Deputy Principal** who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a **Deputy Principal** tells the student about my decision, as per section 283(2) of the EGPA.

\_\_\_\_\_  
**Steve Taylor**

**Mooloolaba State School**

QUEENSLAND DEPARTMENT OF EDUCATION

\_\_\_\_\_  
DATE



Department of Education

Mooloolaba State School

### Instrument of Authorisation

#### Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Steve Taylor, Principal of Mooloolaba State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

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Steve Taylor

Mooloolaba State School

QUEENSLAND DEPARTMENT OF EDUCATION

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DATE