Mirriwinni State School

Student Code of Conduct

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 2019-2023

Purpose

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. At Mirriwinni State School we believe all students have the right to a safe and orderly environment where students can learn and thrive.

Our emphasis is on building positive relationships with students using a mutually respectful approach.

Contact Information

Postal address:	PO Box 12, Mirriwinni Q 4871
Phone:	4067 7333
Email:	the.principal@mirriwinniss.eq.edu.au
School website address:	https://mirriwinniss.eq.edu.au
Contact Person:	Natalie Day, Acting Principal

Endorsement

Mirriwinni State School developed this plan in collaboration with our school community - parents, staff and students through P&C, staff and student meetings during 2020.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director on 8th March 2021, and will be reviewed in 2024.

Principal Name:	Carol Pommer
Principal Signature:	
Date:	

P&C President Name:	
P&C President Signature:	
Date:	

Queensland Government

Contents

Queensland Government

Whole School Approach to Discipline

At Mirriwinni State School we believe that behaviour is fundamental to standards and each pupil's ability to learn. To help protect our rights and to encourage responsibility, we have three basic rules for our school.

TREAT OURSELVES WITH RESPECT

TREAT ALL PEOPLE WITH RESPECT

TREAT ALL PROPERTY WITH RESPECT

Our school rules are aligned with the Department of Education's Student Discipline Procedure.

At Mirriwinni State School we use an eclectic approach to behaviour management, joining compatible strategies from six models under a unifying philosophy and/or set of principles. The six influential behaviour support models are named below, however, Mirriwinni is strongly influenced by models 1, 5 and 6.

1. ■ **Choice theory (William Glasser)**
2. ■ **Positive behaviour support**
3. ■ **Restorative justice**
4. ■ **Democratic discipline (Rudolf Dreikurs)**
5. ■ **Responsible thinking process (Ed Ford)**
6. ■ **Positive behaviour leadership (Bill Rogers)**

Consideration of Individual Circumstances

To ensure alignment with the Student 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.

Mirriwinni State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Universal Behaviour Support

Our whole school approach provides a supportive learning environment through:

- open communication with the school community on *Student Code of Conduct*
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent access to professional development, or training
- managing of incidents through clear and well-understood processes
- supporting students and building strong community relationships.
- individual support profiles 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.

Mirriwinni State School's whole school approach to positive behaviour support is implemented across all year levels. It is specifically designed to:

- develop a supportive and more productive school environment for all students and staff
- assist students to develop improved self-esteem through getting to know and understand themselves better
- develop a common language and approach to be used in dealing with inappropriate behaviour in everyday school situations, rather than simply challenging that behaviour.

Differentiated and Explicit Teaching

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

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

Focused Teaching

Encouraging and maintaining positive behaviours

Classroom rules and expectations:

- reflect the values of the wider school community
- embody the key messages and a common language
- recognise and focus on positive practices and behaviours
- are developed collaboratively with the class and continually revisited
- are implemented equitably

Teaching Expected Behaviours - Understanding Expectations Process

- working collaboratively with the whole school community
- modelling of expected behaviours by all staff at all times
- systematically teaching and reinforcing the expectations at the whole school level (assemblies, newsletters, special events etc) and at the classroom level (focussed lessons on relevant topics and using a common teaching framework along with incidental but focussed learning situations)
- all staff repeatedly re-teaching the expectations and correcting students as part of their everyday practice.

Systematic Teaching of Expectations across the Whole School

An integral facet of Mirriwinni State School is the explicit teaching of expected behaviours.

All staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. A team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher.

Strategies used for targeted behaviour support include:

Curriculum Adjustment	Staff determines whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: • working with a teacher aide or learning support teacher • adjusted class work • working with a peer or older student.
Verbal	Verbal reinforcement, used every day in classrooms and playground: • specific reinforcement e.g. Thank you for sitting down. • Targeted direction giving.
Non-Verbal	Non-verbal reinforcement, used every day in classrooms and playground: • body language – smile, thumbs up • behaviour charts

Queensland
Government

	• privately understood signals • proximity to the child in terms of desk placement or where staff members are standing • awards.
Increased attention	Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through: • One on one curriculum support with the teacher • Teacher aide support • Work with another member of school staff • Curriculum support through an older classmate.
Communication within the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.
Added responsibilities **- meaningful roles**	A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: • Peer tutoring • Working with a younger or older classmate • Classroom / school jobs

Intensive Teaching

At Mirriwinni State School, all students who are considered to be "seriously at risk" of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing student behaviour is used. This involves looking at the 'whole' child. It covers such areas as:

Case Management:

The case manager for each student who is identified as "seriously at risk" should be the class teacher, however, a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of
  - o problematic behaviours
  - o consequences implemented i.e. detentions, suspensions etc
  - o use of differentiation, adjustments and academic progress
- referral for discussion at support team meeting
- referral to Guidance Officer for assessment and preliminary behavioural support
- collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Queensland
Government

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

Queensland
Government

Disciplinary Consequences

Classroom and Playground Management of Student Behaviour

	Student Behaviour	Staff Action	Possible Consequences
Step 1	Student respects rights of self and others - is cooperative and self-controlled	Positive reinforcement of behaviour ▪ constantly explore new ideas ▪ regular discussion of appropriate behaviour ▪ class rewards, whole school recognition	Involve colleagues in the celebration of children's achievements. Information to parent re. good behaviour
Step 2	Minor disruptions	Supportive teachers seek solution to problem with student Anecdotal notes Classroom management practices Rights and responsibilities reminders	Contact with parent Time-Out (classroom / playground) Monitoring by staff member
Step 3	Continued minor disruptions. Violates rights of others	Withdrawal from class or playground, behaviour noted in OneSchool Parent/s notified with records reflecting contact in OneSchool	Parents are invited to school for a meeting with student and Principal Follow-up consequence may be time-out / withdrawal from class or playground / Behaviour Contract
Step 4	More serious disruptions. Continued ignoring of rights of others Continued deterioration of behaviour	Straight to Principal - in - house withdrawal and Individual Behaviour Contract drawn up and monitored daily by Principal for duration. Behaviour noted in OneSchool	Parents asked to attend meetings Guidance Officer sought to assist
Step 5	Serious violations of the rights of others and showing no signs of wanting to change. Dangerous, uncontrollable	Straight to Principal. Parents contacted immediately. Behaviour noted in OneSchool	Time out of school – Possible suspension/exclusion

Queensland Government

School Policies

Mirriwinni State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- temporary removal of student property
- use of mobile phones and other devices by students
- preventing and responding to bullying
- appropriate use of social media

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Mirriwinni 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 Mirriwinni 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 Mirriwinni 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 Mirriwinni 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 Mirriwinni 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 Mirriwinni 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.

Queensland
Government

Use of mobile phones and other devices by students

THE USE OF PERSONAL TECHNOLOGY DEVICES* AT SCHOOL

In today's information and communication rich society, students have access to a variety of personal technologies. Mobile phones and other personal technology devices are becoming increasingly popular with school-age children and there is no denying that these devices are a valuable form of communication when used appropriately. To prevent misuse however, it is important that our school has clear guidelines with regards to students using and bringing these devices to school.

Mobile Phones

All students have access to the school phone system if they need to contact their parents or carers. All contact with parents during the course of the school day is through the school phone system and is supervised by office staff. There are times when students need to make contact with parents after school, particularly if they are attending certain out of school activities after 3:00 PM. If this necessitates the bringing of a mobile phone to school, then the following guidelines will apply:

1. The phone is turned off on entry to the school grounds and handed to the class teacher
2. The phone is to be stored in the "Secure Storeroom" during school time
3. The phone is to be returned to the student at 3pm and can be turned back on when the student leaves the school grounds

Other Personal Technology Devices

Students must not bring valuable technology devices such as digital cameras, video cameras, MP3 players or portable gaming consoles to school as there is a risk of damage or theft. They can also cause distractions and disruptions to student learning. Such devices will be confiscated by staff and may be collected from the school office at the end of the day.

Any personal technology device used contrary to this policy may be kept for longer than a day for the purposes of disciplinary investigation, when it will only be returned in the presence of a parent or carer. Devices containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of the device for investigation purposes.

Inappropriate Use of Mobile Phones or Personal Technology Devices

Students who use personal technology devices inappropriately are considered to be in breach of this policy and may be subject to discipline, including suspension and exclusion, and in some cases referral to police.

- record and disseminate images or sound for the purpose of causing embarrassment to individuals or the school, or for the purpose of bullying and harassment including racial and sexual harassment;
- send text messages that contain obscene language and/or threats of violence;
- record inappropriate behaviours or incidents (fighting, vandalism, pranks) for dissemination among the student body or outside the school
- cheat during exams or assessments

Queensland Government

Special Circumstances

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 disability, or for a special class project) should seek the approval of the Principal.

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

Queensland
Government

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

Purpose

1. Mirriwinni 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 and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. Mirriwinni State School is committed to responding to any instance of reported bullying. 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.

3. Bullying behaviours are unacceptable at Mirriwinni State School. Students should not engage in ongoing name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

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

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than

intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Mirriwinni State School are an addition to our schoolwide 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.

Prevention

8. Addressing student 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 behaviour support practices will be maintained at all times. This will ensure that:
   - Our behaviour support processes will always remain the primary strategy for managing student behaviour, including preventing the subset of bullying behaviour
   - All students know the three 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.

9. 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.

10. 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 Mirriwinni 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'.

11. Mirriwinni State School uses behavioural data for decision-making. This data is entered into our behaviour diary and One School as required and can be recalled as summary reports at any time. This allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Queensland
Government

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher

First hour — Listen
- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one — Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two — Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three — Discuss
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four — Implement
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five — Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing — Follow up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Queensland Government

Appropriate use of social media

Mirriwinni State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes for the user and others.

Mirriwinni State School is committed to promoting the responsible and positive use of social media sites and apps. No student of Mirriwinni State School will face disciplinary action for having a social media account.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found above**,** it is unacceptable for students to bully, harass or victimise another person whether within Mirriwinni State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Mirriwinni State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Mirriwinni State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Students of Mirriwinni State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.
If inappropriate online behaviour impacts on the good order and management of Mirriwinni State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Mirriwinni State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- unlawful stalking.
- computer hacking and misuse.
- possession of child exploitation material.

Queensland
Government

- involving a child in making child exploitation material.
- making child exploitation material.
- distribution of child exploitation material.
- criminal defamation.

There are significant penalties for these offences.

Mirriwinni State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Mirriwinni State School expects its students to engage in positive online behaviours.

Queensland
Government

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
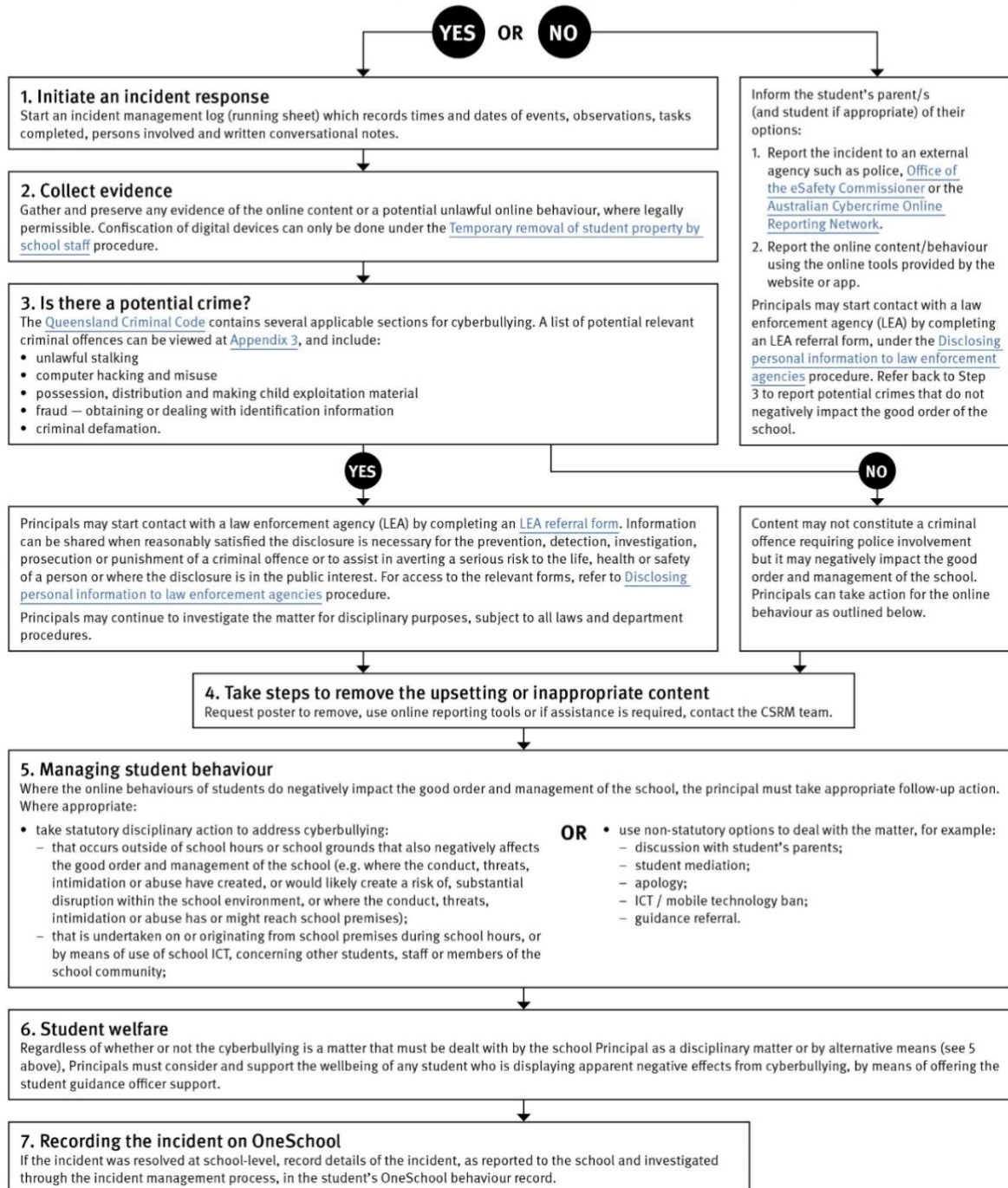
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

(Right column box)

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

---

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Queensland Government

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

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

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

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Queensland Government