|  |
| --- |
|  |
| Marburg State School |

2020-2024

**Student**

**Code of Conduct**

***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 |
|  |

Marburg 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.

This Code of Conduct for Students 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.

|  |
| --- |
| Contact Information |
|  |

|  |  |
| --- | --- |
| Postal address: | PO Box 42, Marburg 4346 |
| Phone: | (07) 5464 4218 |
| Email: | [principal@marburgss.eq.edu.au](file:///C:/Users/ldanc8/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/QUAU4GW1/principal@marburgss.eq.edu.au) |
| School website address: | [www.marburgss.eq.edu.au](file:///C:/Users/ldanc8/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/QUAU4GW1/www.marburgss.eq.edu.au) |
| Contact Person: | Melissa Hamilton (Principal) |

|  |
| --- |
| Endorsement |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| Principal Name: | | Melissa Hamilton | |
| Principal Signature: | |  | |
| Date: | | 10/12/2020 | |
|  | |  | |
| P/C President Name: | | Mark Strong | |
| P/C President Signature: | |  | |
| Date: | |  | |
|  | |
| Contents | |
|  | |

Purpose 2

Contact Information 2

Endorsement 2

Principal’s Forward 4

P&C Statement of Support 4

School Captains/Leaders Statement 5

Learning & Behaviour Statement 6

Whole School Approach to Discipline 7

Disciplinary Consequences 9

School Policies 12

Temporary removal of student property 13

Use of mobile phones and other devices by students 14

Preventing and responding to bullying 15

Cyberbullying 18

Appropriate use of social media 20

Restrictive Practices 22

Critical Incidents 23

Related Procedures & Guidelines 24

|  |
| --- |
| Principal’s Foreword |
|  |

Marburg State School has a long history of delivering a high-quality education for the children of our small town community. We consider the Student Code of Conduct policy to provide an opportunity for valuable social learning as well as a means of maximising the success of student academic outcomes.

We emphasise recognition for positive behaviours and respond to inappropriate and unacceptable behaviours in a timely manner. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Marburg State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

* Be safe
* Be respectful
* Be an active learner

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

I thank the students, teachers, parents and members of our wider community for sharing their values and having an input into the development of Marburg State School’s Student Code of Conduct. Having this shared approach will ensure our students receive a consistent understanding regarding our school expectations and how to best display these.

|  |
| --- |
| P&C Statement of Support |
|  |

School should be a place where every student can come and know that they are safe and supported - by their teachers and by other students - to learn. If students do not feel safe and supported, everything else becomes more difficult.

This student code of conduct is one way that Marburg State School clearly says that bullying of any sort is wrong. It also sets out how the school expects each student to behave when dealing with others.

Marburg State School Parents' and Citizens' Association support this code of conduct. We want every student to come to school feeling safe, supported and ready to learn. Please read this code of conduct and use it to help you make the right decisions about how you deal with others.

|  |
| --- |
| School Captains/Leaders Statement |
|  |

As the Student Leaders of Marburg State School, we support the 2020-2024 Student Code of Conduct. We represent the rest of our fellow students and we agree that we continue to value the 3 expectations of Be Safe, Be Respectful and Be an Active Learner. We have these expectations in place to keep our staff and our students safe. By following these school expectations, we make Marburg State School the best school!

School Captain: Alyssa McGovern

Date: 6/11/2020

School Vice-Captain: David Ritchie

Date: 6/11/2020

|  |
| --- |
| Learning and Behaviour Statement |
|  |

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

A set of behavioural expectations in specific settings has been attached to each of our 3 school expectations. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SCHOOLWIDE EXPECTATIONS TEACHING MATRIX | | | | | |
|  | ALL AREAS | LEARNING ENVIRONMENTS | PLAYGROUND | TRANSITION/LINE UP | TOILETS |
| BE RESPECTFUL | * I use appropriate language * I am respectful of my own and others property * I keep bullying and hurtful actions out of our school * I follow staff directions * I clean up after myself | * I leave only with permission * I follow teacher directions * I co-operate with others * I wear the correct school uniform * I am a listener | * Participate in school approved games * Wear shoes and socks at all times * Be sun safe; wear a broad brimmed hat * I share equipment * I use polite language * I follow teacher directions * I invite others who want to join in * I put rubbish in the bin | * Rails are for hands * Walk one step at a time * I walk quietly so others can continue learning * I am in the right place at the right time | * Respect privacy of others * I use toilets appropriately * I use water, soap and paper towels in a sustainable way. |
| BE AN ACTIVE LEARNER | * I am an active listener * I am an active participant * I am a responsible school member | * I give my best effort at all times * I am prepared with the right equipment * I follow the classroom rules | * Be a problem solver * Return equipment to appropriate place at the bell * I try new games and activities * I use my High Five | * Move peacefully in single file * I sit quietly in the line up area * I follow teacher directions | * Use toilets during breaks * I am water and paper wise. |
| BE SAFE | * I keep my hands, feet and objects to myself * I walk on hard surfaces * I act in a sensible manner when the bell rings * I use my High Five strategies * I report major issues to a staff member | * Raise your hand to speak * Respect others’ right to learn * I am only in the classroom when an adult is present * I follow the rules of our school to keep myself and others safe * I use equipment and furniture appropriately | * Play fairly – take turns, invite others to join in and follow rules * I care for the environment by putting rubbish in the bin * I am sun safe with my uniform including hats and covered shoes. * I keep my hands, feet and objects to myself * I play in the correct area. | * I move to my line area when the 2nd bell goes * I wait for instructions from my teacher * I move sensibly to my classroom. Walking on the left hand side of the stairs. | * I use the toilets for their intended purpose * I wash my hands with soap and dispose of the paper towel in the bin * I walk from the toilet. |

|  |
| --- |
| Whole School Approach to Discipline |
|  |

Marburg State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Behaviour incidents are recorded in the individual student’s Student Profile on OneSchool.

Minor and major behaviours

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

* Minor behaviour incidents are handled by staff members at the time it happens
* Major behaviour incidents are referred directly to the Principal

Minor behaviours are those that:

* are minor breaches of the school expectations
* 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 a pattern of inappropriate behaviours
* do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

* a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
* a re-direction process where a staff member takes the student aside and:

1. names the behaviour that student is displaying
2. asks student to name school expectation breached
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to the Principal because of the level of seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student’s behaviour is recorded on OneSchool. Parents are contacted and informed of the behaviour misconduct.

Major unacceptable behaviours may result in the following consequences:

* Level One: Time out, detention, loss of privilege, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Student Wellbeing program

AND/OR

* Level Two: Parent contact, referral to Guidance Officer, referral to Wellbeing Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
* Level Three: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

**Definition of consequences\***

|  |  |
| --- | --- |
| **Time out** | A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.  During time out, student is to remain within the classroom where he/she is able to continue hearing the lesson and given an opportunity to fully re-join class in intervals of no more than 10 minutes. |
| **Detention** | The Principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.  A detention is no more than 20 minutes during school playtime and the student must remain in an open space for human rights purposes. Parents must be notified of the detention by the end of the school day. |

**Consideration of Individual Circumstances**

Staff at Marburg State School take into consideration the circumstances of individual students, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way in which we teach, the support we provide and the way we respond to student behaviours will differ. This reflects the principle of equality, where every student is given the opportunity and support they require to succeed. This also means that not everyone will receive the same consequences or outcomes, because treating everyone the same is not fair.

**Differentiated and Explicit Teaching**

Marburg 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 and correction.

Staff at Marburg 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 learning and behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of individual students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and opportunities to demonstrate their knowledge and learning.

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



**Focused Teaching**

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Marburg State School to provide focused teaching. Focused teaching is aligned to Marburg’s School Expectations, and student progress is monitored by the classroom teacher/s to identify those who:

* no longer require the additional support
* require ongoing focussed teaching
* require intensive teaching and intervention.

**Intensive Teaching**

Some students may require intensive teaching for a short period, for particular behaviour needs. Other students may require intensive teaching for a prolonged period. Decisions about the approach will be made based on data collected from their teacher, and following consultation with the student’s family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then Individual Behaviour Support Plans (IBSP’s), based on functions of behaviour, will be developed. This may require collaboration and support from external agencies. This approach will seek to address the impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

|  |
| --- |
| Disciplinary Consequences |
|  |

The disciplinary consequences model used at Marburg State School follows a proactive, differentiated approach which requires the teaching and support of student behavioural expectations.

Majority of students are confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, modelling and rule reminders may be used by teachers to respond to low-level or minor behaviour infringements.

Some students will need additional support, take-up time and opportunities to practise expected behaviours. In-class corrective feedback, modelling and rule reminders continue to display low-level behaviour breaches. A continued pattern of low-level, inappropriate behaviour can interfere with effective teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school Principal immediately for determination of a behaviour-appropriate consequence.

For a small number of students a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations of the school. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. Should the behaviour of a student be serious, causing harm to other students or to staff, the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student’s dangerous behaviour. Usually this course of action is only taken when the behaviour is exceptionally serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the inappropriate behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

**Differentiated**

Class teacher provides in-class or in-school disciplinary responses to low-level or minor behaviour infringement. This may include:

* Pre-correction (e.g. “Remember, walk quietly to your seat”)
* Non-verbal and visual cues (e.g. posters, hand gestures)
* Whole class practising of routines
* Ratio of 5 positive to 1 negative commentary or feedback to class
* Corrective feedback (e.g. “Hand up when you want to ask a question”)
* Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
* Explicit behavioural instructions (e.g. “Pick up your pencil”)
* Proximity control
* Tactical ignoring of inappropriate behaviour (not student)
* Revised seating plan and relocation of student/s
* Individual positive reinforcement for appropriate behaviour
* Whole class incentives
* Reminders of incentives or class goals
* Redirection
* Low voice and tone for individual instructions
* Give ‘take-up’ time for student/s to process instruction/s
* Reduce verbal language
* Break down tasks into smaller, explicit instructions
* Provide positive choice of task order (e.g. “Which one do you want to start with?”)
* Prompt student to take a break or time away in class
* Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
* Teacher modelling of expected behaviour
* Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
* Private discussion with student about expected behaviour
* Reprimand for inappropriate behaviour
* Warning of more serious consequences (e.g. removal from classroom)
* Playtime detention

**Focussed**

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

* Functional Behaviour Assessment
* Individual student behaviour support strategies (e.g. Student behaviour plan)
* Targeted skills teaching in small group
* Detention
* Behavioural contract
* Counselling and guidance support
* Self-monitoring plan
* Check in Check Out strategy
* Teacher coaching and debriefing
* Referral to Student Support Network for team based problem solving
* Stakeholder meeting with parents and external agencies

**Intensive**

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

* Functional Behaviour Assessment based individual support plan
* Complex case management and review
* Stakeholder meeting with parents and external agencies including regional specialists
* Temporary removal of student property (e.g. mobile phone)
* Short term suspension (up to 10 school days)
* Long term suspension (up to 20 school days)
* Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
* Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
* Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
* Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

**School Disciplinary Absences**

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

* Short suspension (1 to 10 school days)
* Long suspension (11 to 20 school days)
* Charge-related suspension
* Exclusion (period of not more than one year or permanently).

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

**Re-entry following suspension**

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

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

**Arrangements**

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

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

**Structure**

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

Possible agenda:

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

**Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officers, may also offer important advice to ensure a successful outcome from the re-entry meeting.

|  |
| --- |
| School Policies |
|  |

Marburg 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 Marburg State School and will be removed if found in a student’s possession:

* illegal items or weapons (e.g. guns, knives\*, throwing stars, 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).
* 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.

\*\* 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 Marburg 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 Marburg 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 Marburg 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 Marburg 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 Marburg State School Code of Conduct
  + is illegal
  + puts the safety or wellbeing of others at risk
  + does not preserve a caring, safe, supportive or productive learning environment
  + does not maintain and foster mutual respect;
  + collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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

**Responsibilities**

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Marburg State School to:

* Have a mobile phone or device to communicate with parents before and after school. Students are to switch off the device and take it to the office before school commences. The device can be collected only when the child departs for the day.

It is **unacceptable** for students at Marburg State School to:

* use a mobile phone or other devices in an unlawful manner
* use a mobile phone in undesignated times
* download, distribute or publish offensive messages or pictures
* use obscene, inflammatory, racist, discriminatory or derogatory language
* use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
* insult, harass or attack others or use obscene or abusive language
* deliberately waste printing and internet resources
* damage computers, printers or network equipment
* commit plagiarism or violate copyright laws
* ignore teacher directions for the use of social media, online email and internet chat
* send chain letters or spam email (junk mail)
* knowingly download viruses or any other programs capable of breaching the department's network security
* use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
* invade someone's privacy by recording personal conversations or daily activities and/or the further distribution of such material
* use a mobile phone to cheat during exams or assessments
* take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Marburg State School Student Code of Conduct. In addition, students and their parents should:

* understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department’s ICT network facilities
* ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
* be aware that:
* access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
* the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
* schools may remotely access departmentally-owned student computers or mobile devices for management purposes
* students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
* despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
* teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

**Preventing and responding to bullying**

Marburg State School uses the [Australian Student Wellbeing Framework](https://studentwellbeinghub.edu.au/resources/detail?id=dd6b5222-d5c5-6d32-997d-ff0000a69c30) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child’s education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.



1. **Leadership**

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

1. **Inclusion**

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

1. **Student voice**

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

1. **Partnerships**

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

1. **Support**

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

A priority for Marburg State School is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

**Bullying**

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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

**Marburg State School - Bullying response flowchart for teachers**

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

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

**Prep to Year 6** – Class teacher

* 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
* 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
* Engage the student as part of the solution
* 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
* 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
* 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
* 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
* 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
* Document the plan of action in OneSchool
* Complete all actions agreed with student and parent within agreed timeframes
* Monitor student and check in regularly on their wellbeing
* Seek assistance from student support network if needed

**Cyberbullying**

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](https://www.esafety.gov.au/) or the Queensland Police Service.

Students enrolled at Marburg State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

**Marburg State School - Cyberbullying response flowchart for school staff**

****

**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.

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

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

**Possible civil or criminal ramifications of online commentary**

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

**What about other people’s privacy?**

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

**What if I encounter problem content?**

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

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

|  |
| --- |
| Restrictive Practices (Mandated) |
|  |

School staff at Marburg 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.

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.

|  |
| --- |
| Related Procedures and Guidelines |
|  |

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

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

Using mobile devices