



Maroochydore State School

Student Code of Conduct 2021-2023

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

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

The Maroochydore State School Student Code of Conduct is designed to facilitate supportive and high standards of behaviour so that the teaching and learning in our school can be effective and our students can participate positively within our school community.

Our Student Code of Conduct is the means by which we detail particular strategies to promote appropriate behaviours as well as the consequences for unacceptable behaviours.

This policy is an evolving document, as it remains responsive to continuous improvements and effectiveness. It is accountable to our school community to ensure learning outcomes are maximised and a supportive environment is nurtured where non-violent, non-coercive and non-discriminatory language and behaviours are fostered.

Contact Information (Mandated)

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Endorsement (Mandated)

Principal Name:	Stuart Maish
Principal Signature:	
Date:	16/10/2020
P/C President and-or School Council Chair Name:	Kylie Blake
P/C President and-or School Council Chair Signature:	
Date:	

Contents

Purpose	2
Principal's Foreword	4
P&C Statement of Support	5
Learning and Behaviour Statement	6
Student Support Network	6
Whole School Approach to Discipline	9
Consideration of Individual Circumstances	10
Differentiated and Explicit Teaching	11
Focussed Teaching	11
Intensive Teaching	12
Legislative Delegations	13
Legislation	13
Delegations	13
Disciplinary Consequences	14
Dealing with Complex and Diverse needs	16
School Disciplinary Absences (SDA)	16
Re-Entry	17
School Policies	18
Temporary removal of student property	18
Use of mobile phones and other devices by students	21
Preventing and responding to bullying	23
Appropriate use of social media	30
Restrictive Practices	32
Critical Incidents	33
Related Procedures and Guidelines	34
Resources	35

Principal's Foreword

Introduction

Maroochydore State School continues to promote a whole school safe and respectful learning environment. Supportive and positive relationships across our school community are the foundation to acquire and support the development of values for each student's success.

Maroochydore State School values are underpinned by:

- Warm Smiles
- Helping Hands
- Willing Minds
- Strong Caring Hearts and,
- Being Active and Involved

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be kind, self-disciplined and respectful students. Our school staff believe that communication and positive social connections with other people are the most valuable skills our communities need now and in the future.

Maroochydore State School takes an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies and details the steps school staff take to educate students about these policies and how our students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Maroochydore State School Code of Conduct together. Your interest and views shared provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As the Maroochydore State School P&C Committee president, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Stuart Maish has ensured an opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Maroochydore State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Maroochydore State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Maroochydore State School knows what to do if subjected to bullying, regardless of where it occurs.

This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Maroochydore State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Maroochydore State School P&C Association.

It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Learning and Behaviour Statement

Warm Smiles, Helping Hands, Strong Caring Hearts, Willing Minds, Being Active & Engaged

At Maroochydore State School our focus is on developing a caring and supportive relationship that supports each student's growth so as to be able to contribute to our positive and safe learning and teaching environment.

Our school community has identified three school rules/expectations that engages towards a high standard of responsible behaviour:

- Be Safe
- Be Respectful
- Be a Learner

We believe that our students, our parents and all staff are all part of the Maroochydore team that is proactive and supportive with an emphasis on the positive aspects of behaviour outcomes.

This is best supported with a planned weekly behaviour update for all year levels, parent knowledge of the targeted weekly behaviours, a proactive approach by staff in the playground and that a flexible and positive approach to engagement is an integral part of our everyday aspect of school life.

Student Wellbeing and Support Network

Using a research-based programme, the Berry Street Education Model, all Maroochydore State School staff support all students' physical, psychological, social and emotional capacities through building social networks of support, learner confidence, and a feeling of belonging in the Maroochydore State School community.

The five domains – Body, Relationship, Stamina, Engagement and Character have skills and activities that are incorporated into the curriculum and our school day.

Maroochydore State School participates in the National Day of Bullying – No Way, along with an online bullying talk by the school-based police officer to our Year 5 and Year 6 students and E Safety discussions during E Safety Week.

The Daniel Morcombe Foundation activities are highlighted each year.

Our P&C funds incursions for all of our students to attend and these include a drama presentation (with themes of bullying, positive relationships and e-safety), a cultural music performance and a science show.

A purpose-built yarning circle is a centre piece for meetings for our Indigenous students who are supported with cultural activities by our Indigenous Teacher Aide.

The School Chaplain supports students in a number of ways two days a week:

- Chappy Breakfast
- Social Skills Programmes
- Leadership activities in Year 6

Our School Chaplain hosts two major school community events – Mother's Day morning tea and the Father's Day breakfast BBQ.

Students entering Prep have an introduction to some school routine via orientation days in Term 4 of the previous year.

Our Year 6 students are supported in the transition to high school with a number of linked activities with other local feeder schools and some excellence opportunities in Year 5 and Year 6.

Policy and expectations

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

Specialised Health Needs

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

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

Medications

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

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

Maroochydore State School maintains adrenaline auto-injectors across the campus and an asthma reliever/puffer, stored in the first aid kit to provide emergency first aid medication if required.

Mental Health

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

Suicide prevention

Maroochydore State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where

necessary provide first aid. In all other situations, Maroochydore State School staff follow suicide intervention and prevention advice by ensuring:

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

Maroochydore State School has a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

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

Role	What they do
Indigenous Teacher Aide	<ul style="list-style-type: none"> • provides educational and support services to Aboriginal and/or Torres Strait Islander students and communities.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Special Education	<ul style="list-style-type: none"> • responsible for student support at each year level • provides a contact for student support students and their families • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school
Physiotherapist	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options.
School Based Nurse	<ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Speech Language Pathologist	<ul style="list-style-type: none"> • provides support to the learning needs of students with specific speech difficulties • works with school staff to build knowledge and support the student with access to the curriculum.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

At Maroochydore State School the majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. This will follow a whole school approach, used in all classrooms and programs offered across all school activities, including sporting events and excursions.

Our staff are committed to delivering a high quality of education for every student with a belief that discipline is about more than punishment. It is a word that reflects our belief that student behaviour is part of an overall teaching and learning approach in our school. Staff take responsibility for making their expectations clear, provide supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Maroochydore State School Student Code of Conduct is also an opportunity for consistent language and expectations to be used in any environment, including the home setting for students. Doing everything we can to set students up for success is a shared goal of every parent and school staff member.

Any student or parent who has questions or would like to discuss the Maroochydore State School Student Code of Conduct are encouraged to speak to your child's teacher or make an appointment to meet with the Principal and Head of Curriculum.

	ALL AREAS
Be Respectful	<ul style="list-style-type: none"> I am kind I speak respectfully and use friendly language I handle situations with resilience I take turns and play co-operatively I share equipment I include others I keep my hands and my feet to myself I keep our school and our learning place clean and tidy I am honest
Be Safe	<ul style="list-style-type: none"> I move safely and with care around the school I stay in-bounds I recognise and regulate my emotions appropriately I use appropriate language I use the i-Pads and technology in both a safe and a responsible way Online I am respectful and have a positive footprint
Be a Learner	<ul style="list-style-type: none"> I am present at school every day ready for learning I am organised I ask for help I am an active participant and try to do my best in all activities I am in the right place at the right time

Some students will need additional support, time and opportunities to practise our expected behaviours whilst continuing to display low-level problem behaviours.

A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders.

On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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 the normal teaching and learning class opportunities or the management of our school operations.

Consideration of Individual Circumstances

Maroochydore State School takes into account individual student circumstances, such as disability, mental health and wellbeing, religious and cultural considerations, their behaviour history, home environment and care arrangements when teaching expectations and responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ.

This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour.

For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Maroochydore State School staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child.

You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

Maroochydore State School is a disciplined school environment that provides differentiated teaching and learning opportunities to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. School staff reinforce expected behaviours, provide feedback and correction, and opportunities for practise across the week in both the classroom and the playground.

Staff at Maroochydore State School adapt 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.

This modelled approach to learning our rules and expectations is the same used for academic and pedagogical differentiation and encompasses the Three (3) Bees – Be Safe, Be Respectful and Be a Learner.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Maroochydore State School to provide focused teaching and further data for the administration. Focused teaching continues to be aligned to the rules and expectations of the Three (3) Bees- Be Safe, Be Respectful and Be a Learner and using Berry Street strategies.

Student progress is monitored by school staff to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching

In addition, the school has invested in all staff being trained in the following evidence-informed program to meet expectations and address specific skill development for some students:

- The Berry Street Programme

For more information about this program, please speak to your child's teacher.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

Legislative Delegations

Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

Maroochydore State School makes a school wide effort to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences which are consistent and proportionate to the nature of the behaviour. Data is recorded on OneSchool (departmental database) at times for some minor and all major problem behaviour.

Minor and Major Behaviours

- **Minor** problem behaviour is handled by staff members at the time it happens with contact with the class teacher and parent for repeated infringements
- **Major** problem behaviour is referred regularly to the school Administration team

Minor behaviours are those that:

- May be managed by the Essential Skills for Classroom Management
- Are minor breaches of school expectations
- Do not seriously harm others or cause you to suspect that the student maybe harmed
- Do not violate the rights of others in any serious way
- Are not part of a pattern of problem behaviour
- Do not require the involvement of specialist support staff or the school Administration team

Minor problem behaviours may result in the following consequences:

- Redirection and positive verbal acknowledgement for expected school behaviour
- Removal from an activity or event for a specified period of time
- Partial removal (time away)
- Individual meeting with the student
- Apology
- Restitution
- Detention for work completion

Minor problem behaviours do not need to be entered in OneSchool.

Major behaviours are those that:

- Could not be resolved by the Essential Skills for Classroom Management
- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of the school Administration team.

Major behaviours result in immediate referral to the school Administration team because of their seriousness. When major problem behaviour occurs staff members calmly state the major problem behaviour and remind the student of the expected school behaviour. The staff member notifies a school

leader so they can manage the situation. The referral will be recorded in OneSchool by the staff member.

Major problem behaviours may result in the following consequences:

- Time in the Office, alternate play break activities/or loss of break times, loss of privilege or restitution
- Parent contact, referral to the guidance Officer, referral to Student Services team, suspension from school
- Students who engage in very serious problem behaviours such as significant non-compliance that impacts upon the safety of members of the school community, major violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension
- Student Disciplinary Absences (eg suspension) will be used after consideration has been given to all other responses. In these cases a re-entry meeting will be offered to help re-engage students with staff and family support

	Minor – School Record only if tracking data or ongoing incidences	Major – School records required for all incidents
Safety	<ul style="list-style-type: none"> • Running on concrete or around buildings • Not walking bike/scooter on school grounds • Incorrect use of equipment • Playing in toilets • Minor physical contact (pushing/shoving) • Not wearing a hat in the playground 	<ul style="list-style-type: none"> • Throwing dangerous objects with major risk • Possession of objects that could be used as a weapon • Use of an object as a weapon • Serious physical aggression • Fighting • Possession or selling of drugs • Possession of weapons eg knives
Respect	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Refusing to engage in learning • Non-compliance with school routines/expectations • Disrespectful tone • Unco-operative behaviour • Student harassment 	<ul style="list-style-type: none"> • Verbal abuse/directed profanity • Leaving school without permission • Wilful property damage and vandalism • Major disrespect/defiance and classroom disruption • Use of a mobile phone in any part of the school for filming, recording images with permission
Be a Learner	<ul style="list-style-type: none"> • Not engaging in teaching and learning activities • Using IT as directed 	<ul style="list-style-type: none"> • Major truancy impacting learning program • IT breach

Outcomes can not be predetermined as they are dependent upon the context for the behaviour and individual circumstances. These factors are considerations when determining consequences. Equally, these factors are not a premise for not adhering to behaviour expectations.

Dealing with Complex and Diverse Needs

The 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 Maroochydore 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 and/or disruptive that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school 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 Maroochydore State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a 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. It may be 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. 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.

Structure

Possible agenda:

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

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

School Policies

Maroochydore 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 Maroochydore 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 Maroochydore 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 Maroochy 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 Maroochy State School

- ensure your children do not bring property onto our school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Maroochy 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 Maroochydore State School staff that the property is available for collection.

Students of Maroochydore 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 Maroochydore 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

The benefits brought about through the diverse technologies of mobile phones, tablets and even wearable technology can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the Maroochydore State School P&C Association, Maroochydore State School has determined that the use of mobile phones, tablets, wearable technologies and similar electronic devices in class will be disruptive to the learning environment of other students.

It is noted that Maroochydore State School students have access to an iPad to enhance their learning during the day through monitored educational settings on a filtered network and as such there is no need for a device to be in any classroom.

Also, students do not have the appropriate permissions to, OR are not to, film ANY student or staff at Maroochydore State School on any personal device to upload to YouTube, TikTok or any other app or platform.

School guidelines and expectations:

- If families need their child to bring a mobile phone to school it must be clearly named and left at the office upon arrival to school and collected after school.
- As students do not need to have access to a mobile phone during school times our office staff will contact parents when children are sick or injured or other urgent situations arise.
- During school hours, parents are welcome to contact the office and messages from parents will be passed quickly on to the students.
- If a student has a mobile phone at school, in class or in the playground, the teacher will have the student immediately deliver it to the office and complete the register. It will be kept in a secure area until after school. It is the student's responsibility to collect the phone and it will only be returned after the home bell.
- Mobile phones are brought to school at their owners' risk. The school, in the event of the loss, theft or damage of any phone will accept no liability.
- The policy also applies to students during any school excursions and extra-curricular activities.
- Normal school disciplinary consequences apply to breaches of these guidelines.

Additional information

- It is recommended by the Department of Education that disciplinary action be taken against any student who photographs or films other individuals without their consent or who sends harassing or threatening messages.

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 Maroochydore School Code of Conduct.

In addition parents and students should;

- understand responsibility and behaviour requirements that come with accessing the departments ICT facilities
- consider including MSS student/parent ICT agreement or listing the relevant student behaviours/ expectations

It is unacceptable for students at Maroochydore State School to;

- deliberately waste printing and internet resources
- damage computers, printers or network equipment,
- use language and/or threats of violence that may amount to bullying and/or harassment or even stalking

Preventing and responding to bullying

Maroochydore State School uses the Berry Street programme to promote positive relationships for the active wellbeing of all students, staff and visitors at the school. In addition, staff also access [Australian Student Wellbeing Framework](#)

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 our school community delivers overall long-term social, health and economic benefits to the Australian community.

1. Leadership

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

2. Inclusion

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

3. 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.

4. Partnerships

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

5. Support

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

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 Maroochydore 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 Maroochydore 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 timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

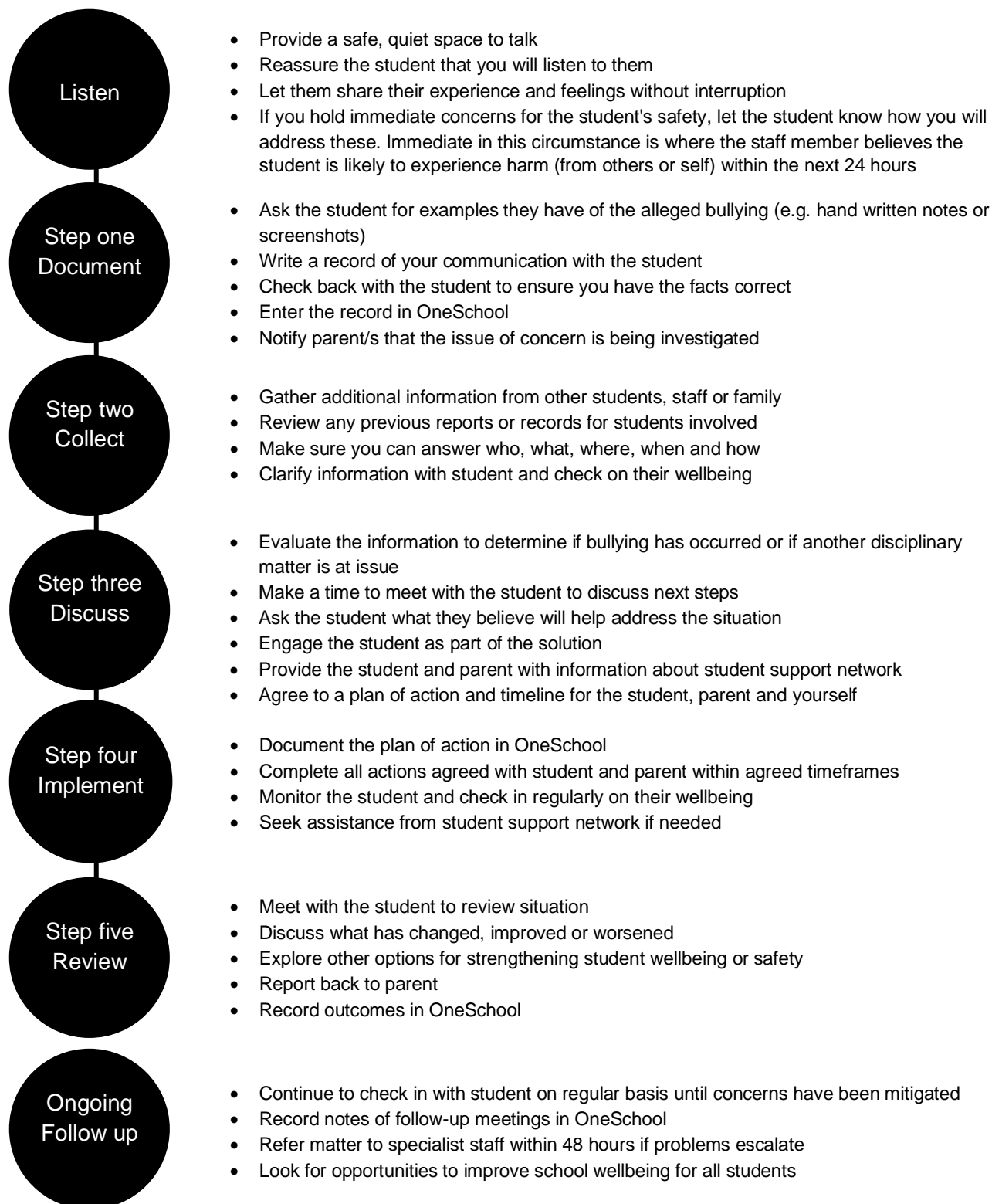
Bullying response flowchart for teachers

Maroochydore
State School

Key contacts for students and parents to report bullying:

Prep to Year 6 – your child's class teacher

School Principal or Head of Curriculum – 5475 1555



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the School Administrators who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Maroochydore 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 School principal.

How to manage online incidents that impact your school

Student protection

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

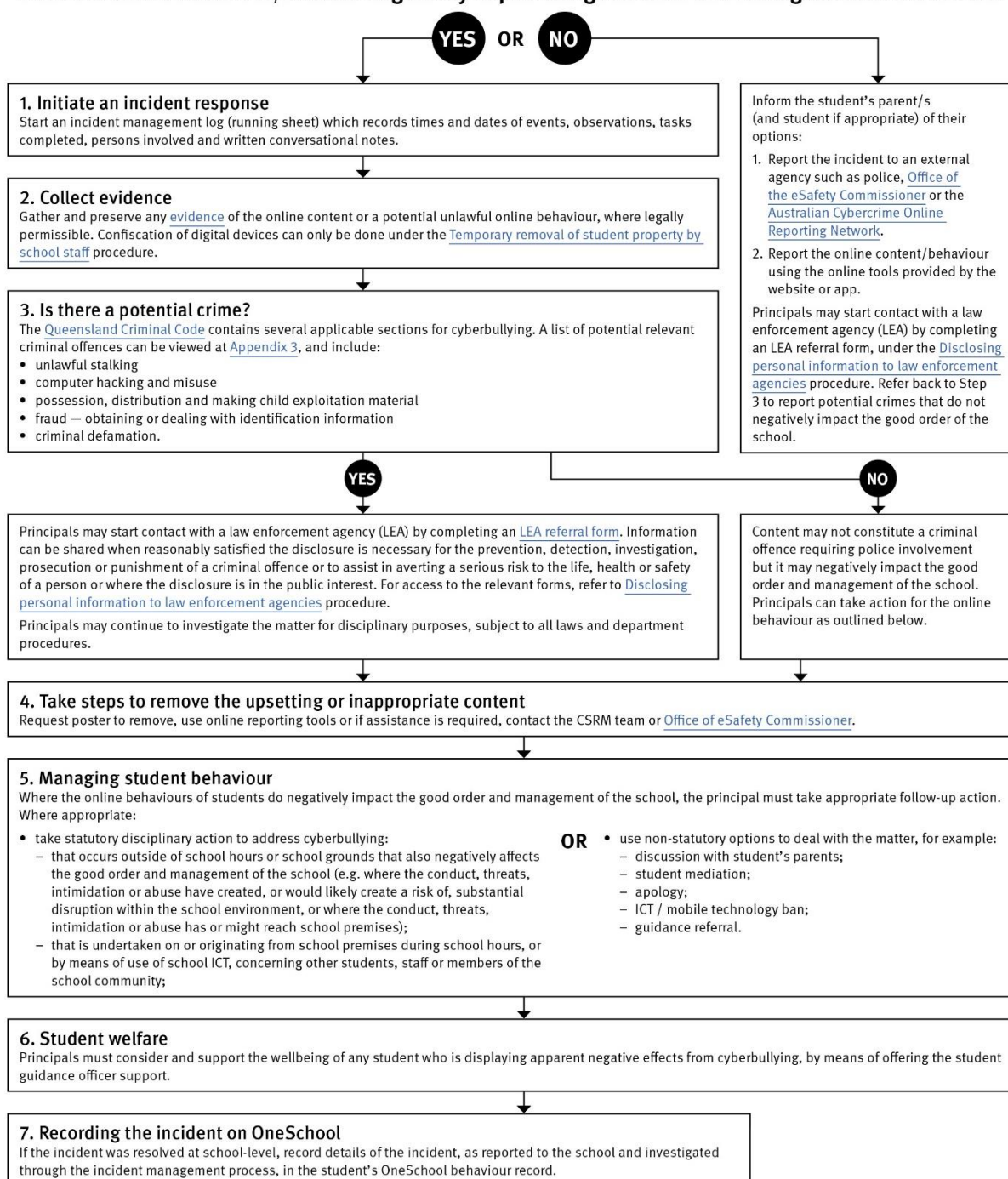
Explicit images

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

Report

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

Student Intervention and Support Services

Maroochydore State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school.

All staff at Maroochydore State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy.

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Maroochydore State School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Maroochydore State School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Maroochydore State School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Maroochydore State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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, be general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Maroochydore State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others, or to school property. 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, then 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.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's 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

Resources

- <https://headspace.org.au/eheadspace/>
- [Berry Street](#)
- [Bullying. No Way!](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)