



# 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 2020-2024

## 1. Purpose

Mackenzie State Special School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

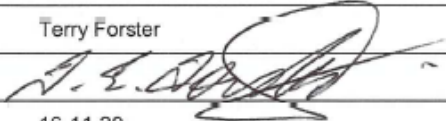
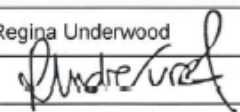
The Mackenzie State Special School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success through the provision of a safe and secure learning environment and staff enjoy a safe workplace.

## 2. Contact Information

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Contact Person:	Terry Forster (Principal)

## 3. Endorsement

Principal Name:	Terry Forster
Principal Signature:	
Date:	16-11-20
P/C President and-or School Council Chair Name:	Regina Underwood
P/C President and-or School Council Chair Signature:	
Date:	16-11-20

## 4. Contents

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## 5. Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and cause us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

All areas of Mackenzie State Special School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

### **A Supportive School Environment is one where:**

- All members of the school community feel safe and valued;
- Social and academic learning outcomes are maximized through quality practices in the areas of curriculum, interpersonal relationships and school organisation;
- School practices involve a planned continuum for positive and proactive actions for all students and responsive actions for specific individuals and groups as needed to foster social learning;
- Non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community; and
- Suspension and exclusion procedures are considered only when all other approaches have been exhausted or when continued program participation by an individual student places at risk the continued safe inclusive education of the other enrolled students.

### **To achieve Social Learning in a Supportive School Environment we acknowledge:**

- the need for all members of the school community to take **responsibility** in developing and sustaining such an environment
- the need for **rules** which specify the boundaries of acceptable social behaviours
- the need for **proactive strategies** in teaching students pro-social behaviours through modelling and didactic means
- the need for **reactive strategies** such as negative consequences for inappropriate behaviours so that the benefits of adopting social behaviours become increasingly self-evident to the learner.

## **Our Student Code of Conduct is governed by a set of guiding principles.**

- Everyone has a right to interact in a safe environment – one that is nonviolent, free from both physical and verbal harassment and all forms of violence.
- Behaviour, both positive and negative, is learned.
- Students are responsible for their own behaviours and learn to make appropriate behaviour choices through guidance.
- Everyone chooses behaviour to attract perceived positive consequences (specific praise and rewards) and avoid negative consequences (loss of privileges etc.).
- Behaviour change requires that strategies be used with consistency and certainty.
- A civilized society has rules that outline the boundaries of acceptable behaviour.

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

- Always being kind
- Caring for our school
- Learning and Playing safely
- Being Inclusive

## **Specific Health and Well Being 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

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

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

### Medications

Mackenzie State Special 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 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.

Mackenzie State Special School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

### *Mental Health*

Mackenzie State Special 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 Support Plan informed by advice from the supporting team.

### *Suicide prevention*

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, our school school will 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, our staff will follow suicide intervention and prevention advice by ensuring:

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

### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Mackenzie State Special School will enact a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Mackenzie State Special School will immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## Student Support Network

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

- Teaching staff
- Parents and Carers (and where appropriate respite carers)
- Administration
- P and C Committee
- Complex Case Management Team
- Therapists (Speech Language Pathologist, Physiotherapist, Occupational Therapist)
- Guidance Officers
- School Nurse
- Teacher Aides
- Chaplain
- AVT –PI, VI, HI

Support is also available through the following government and community agencies:

- Autism Queensland
- Cerebral Palsy League
- Child and Youth Mental Health
- Queensland Health
- Taxi and Bus Support Staff
- Griffith University and other Universities
- TAFE
- Child Safety Services, Department of Communities
- Police
- Local Council

## 6. Whole School Approach to Discipline

Mackenzie State Special School uses Positive Behaviour for Learning (PBL) as the multi-tiered organising framework to ensure our school has the key elements of provision that support the optimal learning of prosocial behaviours by our diverse student group. This framework ensures a whole-school approach is deployed in all classrooms and programs offered through the school including during school camps, excursions and work experience programs.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Mackenzie Special School we believe discipline is about teaching students how to meet their needs in prosocial ways. We recognise that a student's behaviour is their best attempt to meet such needs and if provided with prosocial options they will learn behaviours that benefit their maximum participation in all settings. It is therefore recognised as a core part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach social behaviours.

The development of the Mackenzie State Special School Code of Conduct is another opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of the school can be used in any environment, including the home setting for students. Maximising behaviour learning opportunities positions our students for success in prosocial skill development.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the principal.



## Behaviour Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four behavioural expectations in place for students which include:

- Always being kind
- Caring for our school
- Learning and Playing safely
- Being Inclusive

### *Students Expectations*

Below are examples of what these expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Mackenzie State Special School.

#### **Always be kind**

- Look and listen when others are speaking
- Use a polite and calm voice
- Talk with respect to others
- Keep your hands and feet to yourself

#### **Care for our school**

- Move carefully around the environment
- Care for school property
- Keep our school clean
- Respect others property

#### **Learn and play safely**

- Everyone's ideas are valued
- Choose actions that help others
- Share equipment and give others a turn
- Stay in the school grounds

#### **Be inclusive**

- Ask others to play
- Include everyone in the game or the conversation

## Parents and staff

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

### *Always be Kind*

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate any particular needs so that shared communication can be optimised to support our students.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, and ask if there is anything you do to assist.	We will check in with you about your child's needs or support your family may require.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving concerns.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

### *Caring for our School.*

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You model care for school property for your children.	We will maintain the school environment to a high standard.
You remind your children to respect the property of other children in the school.	We will model respect for the property of others when at school.

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

*Inclusive*

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

**Consideration of Individual Circumstances**

Staff at Mackenzie State Special School acknowledge students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support to support their success. 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 their level of understanding. However a differentiated response in these matters, allows our teachers and principal to consider each individual student in both, a tailored instruction of behaviour and the most appropriate response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what negative consequence 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.

To ensure that Mackenzie State Special School caters for the range of diverse students enrolled, we ensure that our teaching of desired socially appropriate behaviours are differentiated to maximise such learning by all students. There are three main layers to differentiation, as described further below.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Mackenzie State Special School considers the individual circumstances of students when providing support and applying consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the fundamental right of all students to work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation.
- Acknowledging the need of students to receive adjustments appropriate to their learning and or impairment needs.
- Appreciating the right of everyone to express a difference of opinion in an appropriate manner and at the appropriate time

## Differentiated and Explicit Teaching

Mackenzie State Special School uses a multi-layered system of support to maximise the pro-social learning of all students. This approach is a preventative, differentiated and systematic model of support grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, our school staff supported by our School and Community Support Group match increasingly intensive interventions to the identified needs of individual students. Our support includes Universal Support for all students, Targetted Intervention for some needing additional support and Intensive Support for those students requiring more precise support.

### ***Universal Behaviour Support (Tier 1)***

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Mackenzie State Special 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 behaviour expectations attached to each of our school rules is attached. This Schoolwide Expectations and Consequences of Behaviour Matrix outlines our agreed rules and expectations as well as appropriate consequences in responding to unacceptable behaviour.

**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Australian Curriculum, Queensland Guide for Individual Learning and a range of Prosocial Learning Supports consistent with a Positive Behaviour for Learning framework which articulates a best practice systemic process for prosocial skills learning.

Universal Behaviour Support involves:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

#### *Proactive Strategies in Tier 1.*

William Glasser (1965) has argued that all behaviour is purposeful and that we behave in various ways in an attempt to satisfy five basic needs. Students act in order to satisfy their need for Love and Belonging, Power and Recognition, Fun, Freedom plus the physiological need for survival. Students need to take responsibility for making behaviour choices within the parameters of acceptable behaviour that the context specifies (sometimes explicitly through rules and sometime implicitly given the culturally defined expectations of context and task). Teachers have a responsibility to help students identify which behaviours are appropriate to use when trying to seek personal satisfaction. Teachers can do this by modelling appropriate behaviour and actively teaching appropriate behaviours.

#### *• Social Education Programs / Teaching*

Teachers at our school provide opportunities each week when specific social skills are taught. Teachers consider and teach a program supportive of the age group and developmental

appropriateness of the students. Each social learning experience will provide a model, opportunity for practice and feedback in keeping with our explicit teaching signature pedagogical model.

- *Providing a Supportive Environment*

Children learn most productively in a school environment that is supportive of their basic needs of: Safety / Security; Love / Belonging; Power / Importance; Freedom / Choice; and Fun / Learning. Teachers should provide opportunities for students to satisfy these basic needs within the program provided.

- *Encouragement, Praise and Celebrating the Prosocial Achievements of Students.*

Where students are making social choices they should be given specific praise in a developmentally appropriate way such that the student recognises the desired behaviour but is not embarrassed by the added attention that can sometimes occur with older students.

While intrinsic rewards are preferred, external rewards can be used in a manner that celebrates good behaviour choices. Optimally, to encourage the learner to see themselves as the one who makes good choices and then benefits from better outcomes, celebrating with the learner their own achievements supports more independent prosocial choices.

External rewards are best used to encourage new but desired behaviours and should be paired with intrinsic rewards thus promoting self-sustaining social behaviours. If overused, the learner can sometimes limit prosocial choice to occasions when a reward is being offered.

#### *Reactive Strategies to discourage Inappropriate Behaviours*

When students choose inappropriate behaviours, reasonable logical consequences should occur in a consistent manner across the school (classroom and playground) to provide incentive for choosing socially accepted alternatives. The consequences depend upon the Level of Inappropriate Behaviour displayed, as detailed in the school wide behaviour matrix below. As outlined in the behaviour management flowchart (see Appendix A (4) , teachers may choose to have students complete an Individual Behaviour Planning Sheet if they persist in level 2 behaviours. Planning for more appropriate behaviour will also occur for level 3 behaviours with the assistance of the Leadership team. (See Appendix B Individual Behaviour Planning Sheet). Where the planning sheet has little relevance for the learner, social stories that promote the pro-social desired behaviour should be utilised in addition to the consequence of time away from the group.

SCHOOLWIDE EXPECTATIONS AND CONSEQUENCES OF BEHAVIOUR MATRIX				
	EXPECTATIONS OF STUDENTS	RATIONALE	TYPE	CONSEQUENCES
Always be kind.	<ul style="list-style-type: none"> <li>• Use a polite and calm voice</li> <li>• Say Please and Thank you</li> <li>• Listen and Look when others are speaking to you</li> <li>• Respect others opinion and talk with respect to others</li> <li>•</li> </ul>	<p>These behaviours support the right of everyone to be treated fairly and politely regardless of differences. These rules support the right of everyone to come to school and learn in a supportive learning environment which is free from interruption. It assumes that students should follow all reasonable directions of those designated with authority by the community to facilitate learning.</p>	<p>LEVEL 1 -</p> <p>Infringement - Impolite / Non-courteous/ Disruptive Behaviours</p>	<p>Consequences will be considered with respect to the student's learning ability but may include:</p> <ul style="list-style-type: none"> <li>• Provide a Rule Reminder</li> <li>• At this level, behaviours are of a nonthreatening, somewhat thoughtless or unintentional nature and would be dealt with via verbal reminders, social skills programs, modelling and encouraging prosocial alternatives.</li> <li>• For repeated episodes, or behaviours that demonstrate intention to disrupt, a commitment to follow the rules, demonstrated in planning may be required before re-joining the group.</li> </ul>
Care for our School.	<ul style="list-style-type: none"> <li>• Respect other's property</li> <li>• Care for school property</li> <li>• Move carefully when moving around the environment</li> </ul>	<p>This rule assumes that everyone has a right to an orderly learning environment where equipment is kept in working safe condition and the property of others is respected.</p>	<p>LEVEL 2 -</p> <p>Behaviours that Damage Property and demonstrate a lack of respect for the property of others.</p>	<p>Consequences will be considered with respect to the student's learning ability but may include:</p> <ul style="list-style-type: none"> <li>• Give a Rule Reminder and a Warning</li> <li>• If behaviour persists, the student is directed to undertake some planning for improved behaviour.</li> <li>• The student returns to the group when the student commits to following the rules</li> <li>• Follow the Behaviour Management Reactive Strategies Flowchart for consistent approach to consequences</li> </ul>

				<ul style="list-style-type: none"> <li>Record on Playground Behaviour Record where applicable eg. Missed Play until planning complete</li> </ul>
<b>Include Others</b>	<ul style="list-style-type: none"> <li>Give others a turn</li> <li>Share equipment</li> <li>Speak out against any intimidation.</li> <li>Ensure everyone can move about and express themselves free of harassment</li> </ul>	These rules support the right of everyone to feel secure and welcome at school, free of intimidation or harassment. They acknowledge the importance of acceptance and tolerance of others in our society.	LEVEL 3 - Behaviours - Bullying and Harassment	<p>Consequences will be considered with respect to the student's learning ability but may include:</p> <ul style="list-style-type: none"> <li>Report the documented pattern of behaviour to a member of the Leadership team.</li> <li>Time away from the group so that the serious nature of the behaviour can be discussed and further understood by the person demonstrating behaviours.</li> <li>Return to the group depends on both a commitment to improved behaviour and demonstrated willingness to engage in socially responsible behaviours that are inclusive.</li> <li>Consider the Bullying Flowchart.</li> <li>Suspension may be considered when part of a clear pattern of behaviour over time. Planning for alternative pro-social behaviours</li> <li></li> </ul>
<b>Learn and Play Safely</b>	<ul style="list-style-type: none"> <li>Seek help for yourself and others if you feel worried about any possible danger</li> <li>Stay in the school grounds</li> <li>Avoid actions that could hurt others.</li> <li>Follow directions of school staff at all times to ensure a safe learning environment is maintained.</li> <li>Ask for permission to leave the room</li> <li>Keep your hands and feet to yourself</li> </ul>	These rules support the right of everyone to live free of violence or risk of physical injury. It assumes the right of each of us to live safely and enjoy the support of others in providing a safe environment. Risk assessments by teaching staff monitor the environment to minimise any potential safety risks.	LEVEL 3 - Behaviours – Dangerous behaviours, unintentional and intentional including Physical Assaultive behaviours.	<p>Consequences will be considered with respect to the student's learning ability but may include:</p> <ul style="list-style-type: none"> <li>Report the behaviour to a member of the Leadership Team</li> <li>Time away from the group in the administration building where the behaviour is dangerous.</li> <li>Suspension may occur depending on the severity of the situation</li> <li>An accident report form is required for significant injury</li> </ul>



				<ul style="list-style-type: none"> <li>• Return to the group depends on a commitment to improved behaviour</li> <li>• Planning for alternative pro-social behaviours</li> </ul>
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## ***Targeted Behaviour Support (Tier 2)***

Targeted Support is required for **some students** (10-15%) and is more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to need but characteristically:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- there are variations within each intervention
- interventions have a high likelihood of being effective (e.g., they are “evidence-based” interventions that are matched to the student’s need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 2 is needed to address the basic implementation and quality of instruction.

## ***Intensive Behaviour Support (Tier 3)***

Mackenzie State Special School is committed to educating all students, including those with the highest behaviour support needs. It is recognized that the students at Mackenzie State Special School have special needs that underlie their enrolment within our school. Enrolment in our school is dependent on an Intellectual Disability which may impact on the learning of Social Behaviours. Sometimes other disabilities may also impact on a student’s learning of social behaviours. For this reason a small group of students who have not responded to the Universal and Targeted Behaviour Support strategies may need additional and more comprehensive systems of support in order that the safe and secure environment of the school can be maintained.

For students who have very complex behaviours and for whom the general approaches have not been successful, an Individual Behaviour Plan with specific strategies detailed for an individual student may be developed in consultation with caregivers and other professionals. In such cases, the school has an internal school referral process for staff seeking additional assistance. A team based approach for providing intensive individualised support is then coordinated by a staff member specialising in the coordination of support provided to students exhibiting very complex and challenging behaviours.

In such cases, data collection on the student and their behaviours is used to inform the team dialogue to identify best practice options for supporting the learner. Consultation with a range of stakeholders may be sought including parents, interagency providers, guidance officers, therapists and medical specialists to inform the development of a highly

individualised support plan. Sourcing of data on the student and their behaviour/s is essential and therefore observations, functional behaviour assessments and seeking advice from regional support staff may also be required so that a broad base of best practice options are considered in the development of support plans.

Individualised services are only required for **few students** (2-5%) who require such intensive support. These are usually delivered on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the hypothesised underlying reasons for a student's behaviour and should include strategies to:

- AVOID any potential triggers for the problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the reinforcement of the problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

## 7. Disciplinary Consequences

Mackenzie State Special School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When inappropriate behaviour incidents do 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 Recording Sheet (see Appendix C) may be used to record minor and major problem behaviours. Behaviour incidents may also be recorded on OneSchool by the administration team to inform ongoing tailored support of students.

### Minor and major behaviours

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

**Minor** behaviour incidents are handled by staff members at the time it happens (Level 1 & 2) behaviours as detailed in the school behaviour matrix.

**Major** behaviour incidents are referred directly to the school Leadership Team (Level 3) behaviours as detailed on in the school behaviour matrix.

**Minor** problem behaviours Level 1 & 2 are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way such as level 3 behaviours involving physical harm or harassment
- are not part of a pattern of inappropriate behaviours that prevent learning
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours are usually corrected with a rule reminder, but may result in a minor consequence logically connected to the inappropriate behaviour. This could involve a student having some time away from an activity or event to plan more appropriate social behaviour especially where the behaviour is ongoing. It might require an individual meeting with the student, an apology, restitution or detention for work completion. It might require a re-direction process where a staff member takes the student aside and:

1. names the behaviour that student is displaying
2. or asks student to name expected school behaviour
3. states and explains expected school behaviour if necessary to assist learning
4. gives positive verbal acknowledgement for the student identifying or demonstrating in some way the expected school behaviour.

Where the student does not fully appreciate the required behaviour, it may be necessary to actively teach the desired behaviour through social stories and or practicing the desired behaviour using a dramatic context to facilitate learning.

**Major** problem behaviours (Level 3) are those that:

- significantly violate the rights of others to learn, to sustain the equipment for schooling or to feel safe or be safe.
- put others / self at risk of harm
- require the involvement of school administration.

**Major** behaviours result in an immediate referral to school Leadership Team because of the seriousness of the behaviour. When a major unacceptable behaviour occurs, staff members firstly facilitate actions that promote safety, help a situation calm, and remind the student of expected school behaviour if their emotional state allows for such processing. The staff member then calls the Leadership Team for assistance. A report of the student's behaviour may be recorded on OneSchool for assaultive episodes or those of repeated harassment.

Major unacceptable behaviours may result in the following consequences:

**Initial Consequence:** Time away from the group, detention, restitution, warning regarding future consequences for repeated or persistent inappropriate behaviour

AND/OR

**Significant Consequence:** Parent contact, referral to Guidance Officer, referral to school based Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

**Very Serious Consequence :** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of Consequences detailed in Appendix D.

## Relating inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use when the student is calm enough to process the situation, is to have students:

- Describe the inappropriate behaviour (What were you doing?)
- Articulate the relevant expected school behaviour (What should you be doing?)
- explain how their behaviour differs from expected school behaviour,
- Describe the likely consequences if the problem behaviour continues (What will happen if you keep doing that?)
- Identify what they will do to change their behaviour in line with expected school behaviour. (What else could you do?)

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour. If the inappropriate behaviour is repeated further the natural consequence should be applied.

## Ensuring consistent responses to inappropriate or unacceptable behaviour

At Mackenzie State Special School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident
- or after consideration has been given to all other responses.

A full investigation will be conducted into any incident where suspension and/or exclusion is considered and may involve the following group of people to make an informed decision:

- School Principal
- Classroom Teacher
- Students involved
- Staff members who witnessed the incident
- Advisory Visiting Teachers (where appropriate)
- Guidance Officer.

## 8.School Policies

### Temporary removal of student property

It is sometimes necessary to remove property in a student's possession to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all staff, students and visitors.

Inappropriate Items:

Some items are inappropriate to bring to school. Such items may include:

- Items that have the potential to injure other students and staff.
- Illegal items such as illicit drugs, tobacco and alcohol.
- Items that could put the safety of others at risk such as potential weapons.

While consent is not required to search school property supplied to a student, consent is required from a student or parent to open, examine or otherwise deal with the temporarily removed student property. In the event where there is suspicion that a student has a dangerous item in a school bag for example, staff would seize the bag immediately and remove it from student access prior to seeking search consent or calling the police.

Staff may retain temporarily removed property if the property:

- is illegal to possess,
- may threaten the safety of others or
- is reasonably suspected to have been used to commit a crime and staff are in the process of notifying police
- is of interest to the police who state they will come to the school to investigate matters relating to such property.
- Where staff reasonably suspect that the student is not the lawful owner.

In deciding a reasonable time to retain or make the property available for collection, school staff will consider the nature of the property and the good order and management of the school in order to sustain a safe and secure environment for all.

The importance of the whole school working together to maintain a safe schooling environment is detailed further in Appendix H. In this appendix knives are specifically identified as not permitted at school and the possible consequences of bringing such items into school environments.

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

#### General

This local school policy provides clear expectations for parents and students regarding what ICT devices are allowed at school, how they are to be used and possible consequences for failing to meet the stated expectations. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

This policy provides clear guidance on the school's position regarding:

- mobile phones
- tablet or laptop computers or ipad devices
- wearable technology or sensing devices
- cameras

The school discourages the use of personal mobile phones by students during school hours because the device can take images and recordings in addition to telephone calls. Students at Mackenzie State Special School may not always appreciate that they may not have the consent of others to capture their image or voice recordings.

For this reason we expect all devices to be signed into the administration office on arrival and collected after school each day. This avoids students inadvertently and sometimes unintentionally infringing on the rights of others.

### **Special Circumstances Arrangement**

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

Occasionally the Principal may provide a limited and temporary exemption from this requirement where student anxiety is reduced through access to a friend when anxious and upset. In all cases, the collection of images or recordings of others without their consent is not permitted. Such exemption can be removed by the Principal at any time.

### **Yearly Sign Off**

In keeping with the "Advice for State Schools on Acceptable use of ICT Facilities and Devices" procedure, we would ask each parent to read and sign a Mackenzie State Special School "ICT Responsible Use Procedure" as contained in Appendix E, on enrolment or as required by the Principal.

### **Certain Personal Technology Devices Banned From School**

Students are asked not bring valuable personal technology devices like cameras and digital video cameras to school as there is a risk of damage or theft. Where such devices are brought to school, parents may be asked to come to school to collect the device.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

### **Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Mackenzie State Special School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.



Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in: recording; and/or disseminating material (through text messaging, display, internet uploading etc); and/or, knowingly being a subject of a recording may be in breach of this policy and may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

### **Text communication**

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

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

## Preventing and responding to bullying

The school actively teaches prosocial skills including how to be inclusive of others as part of a proactive sequence of lessons to teach expected behaviours in the school. Such lessons are scheduled and explicit to ensure developing skills are enhanced in subsequent learning experiences.

The school's view of the importance of its anti-bullying strategies and how incidents of bullying are managed are detailed further in Appendix G.

Resources from the "Bullying No Way" website will be utilised to promote active learning in the school so that students know what bullying looks like and how to respond to it if it occurs. Opportunities for dialogue will be tailored to the needs of the students utilising ideas from the website. <https://bullyingnoway.gov.au/teaching-about-bullying/talking-about-bullying> )

Parents should not hesitate to inform the Principal about specific incidents of bullying and students should be encouraged to raise such matters with the school staff at any time.

Disciplinary consequences for students who engage in bullying can include reasonable consequences of restricted play zones, limitations on playground access, change of class and suspension where required to ensure a safe and secure environment for others.

The attached Bullying Response Flowchart specifies how our school will respond to incidents of alleged bullying, points of contact at school where a bullying incident can be reported and how we will investigate.

Where a parent is concerned about how an outstanding matter relating to bullying, including cyberbullying has been managed, they should speak to the Principal in the first instance.

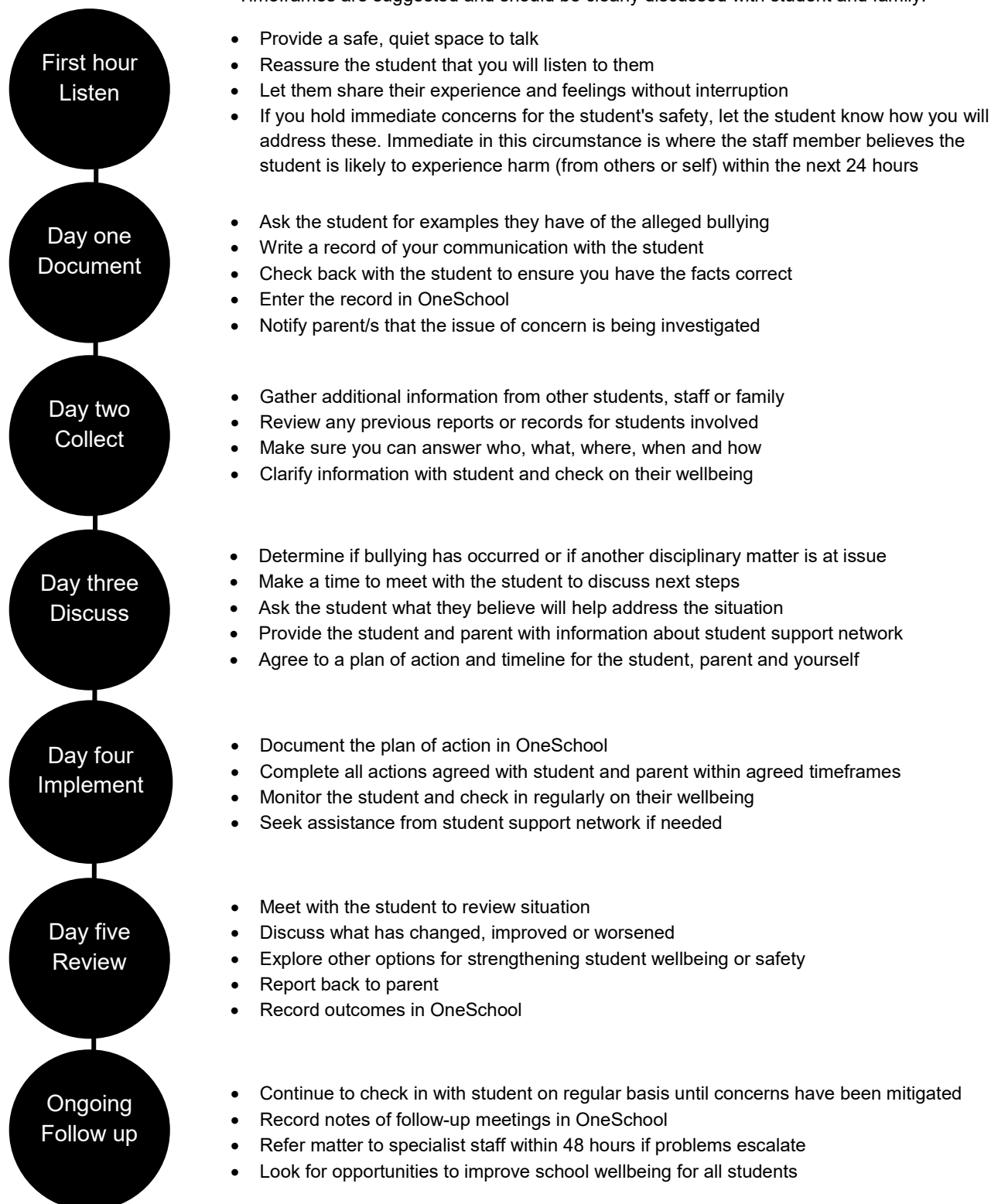
## Bullying response flowchart

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

Prep to Year 12 – Class teacher

Student Services Team – 07 34202100

Timeframes are suggested and should be clearly discussed with student and family.



## Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

In this section of the Student Code of Conduct, the following flowchart details how incidents of cyber bullying are typically managed.

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

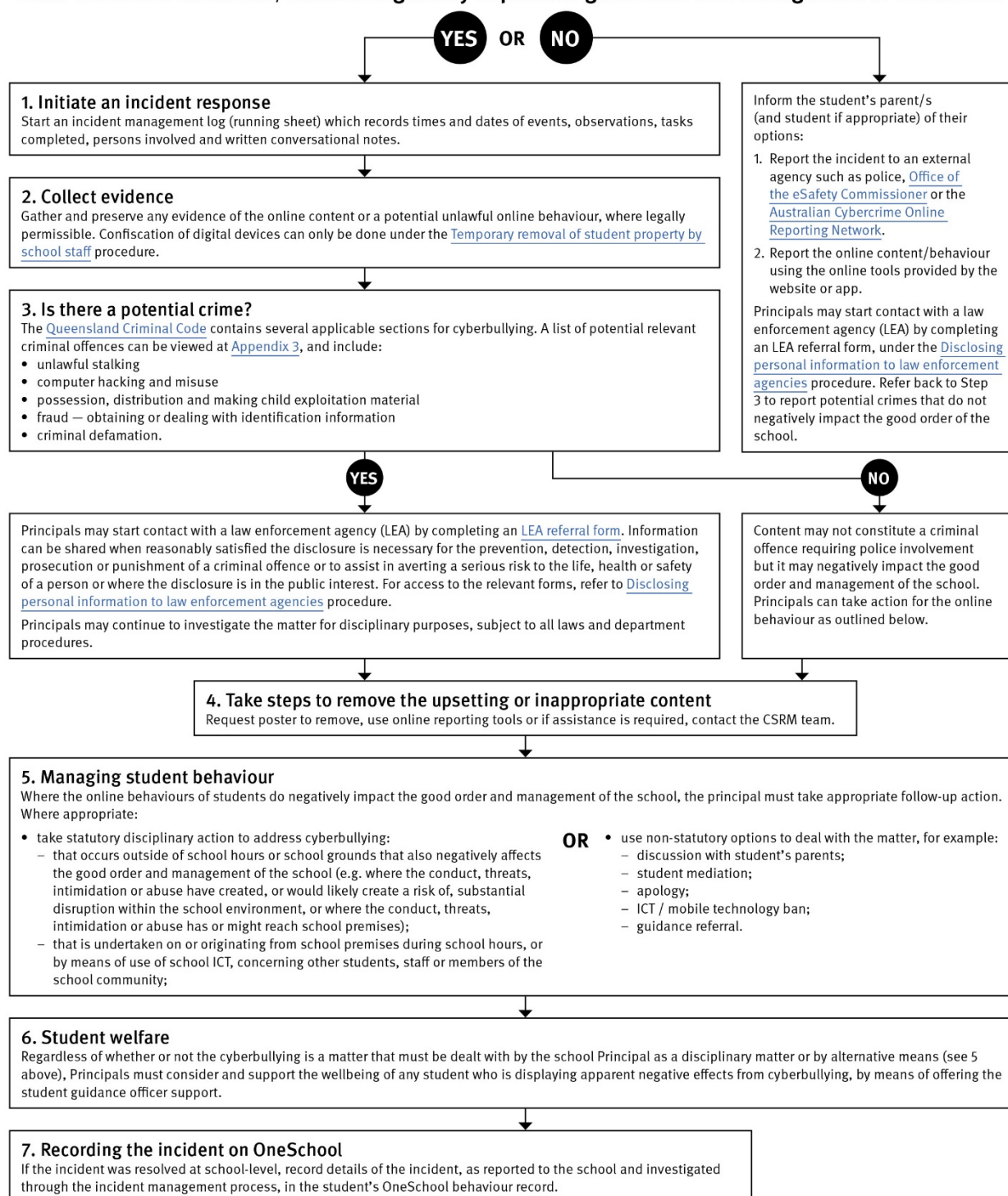
### Explicit images

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

### Help

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

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



## 9. Restrictive Practices

In some very rare situations, where there is immediate risk of physical harm to students 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 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.

At Mackenzie State Special School, the use of restrictive practices will only ever be used as a last resort, where no reasonable alternatives for reducing risk to others is available. It may include:

- Situations where assaultive incidents are placing the safety of others at risk
- Where the location of a student places them at imminent safety risk such as approaching roadways, leaving the grounds or in proximity to potential missiles causing injury,
- Where prolonged exposure to a risk places the student at significant risk such as from sun exposure,

Such action will always be as a last resort, when there is no other reasonably available option for reducing the immediate risk to the student, staff or other people.

## 10. Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic defusing strategies

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 reassuring 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: 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.

### Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Mackenzie State Special School's duty of care to protect students and staff from foreseeable risks of injury is met. The

use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury and is consistent with the Restrictive Practices procedure outlined in this code.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, removing potentially dangerous objects and, in extreme situations, using restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student and staff safety is clearly threatened.

Any physical intervention made must:

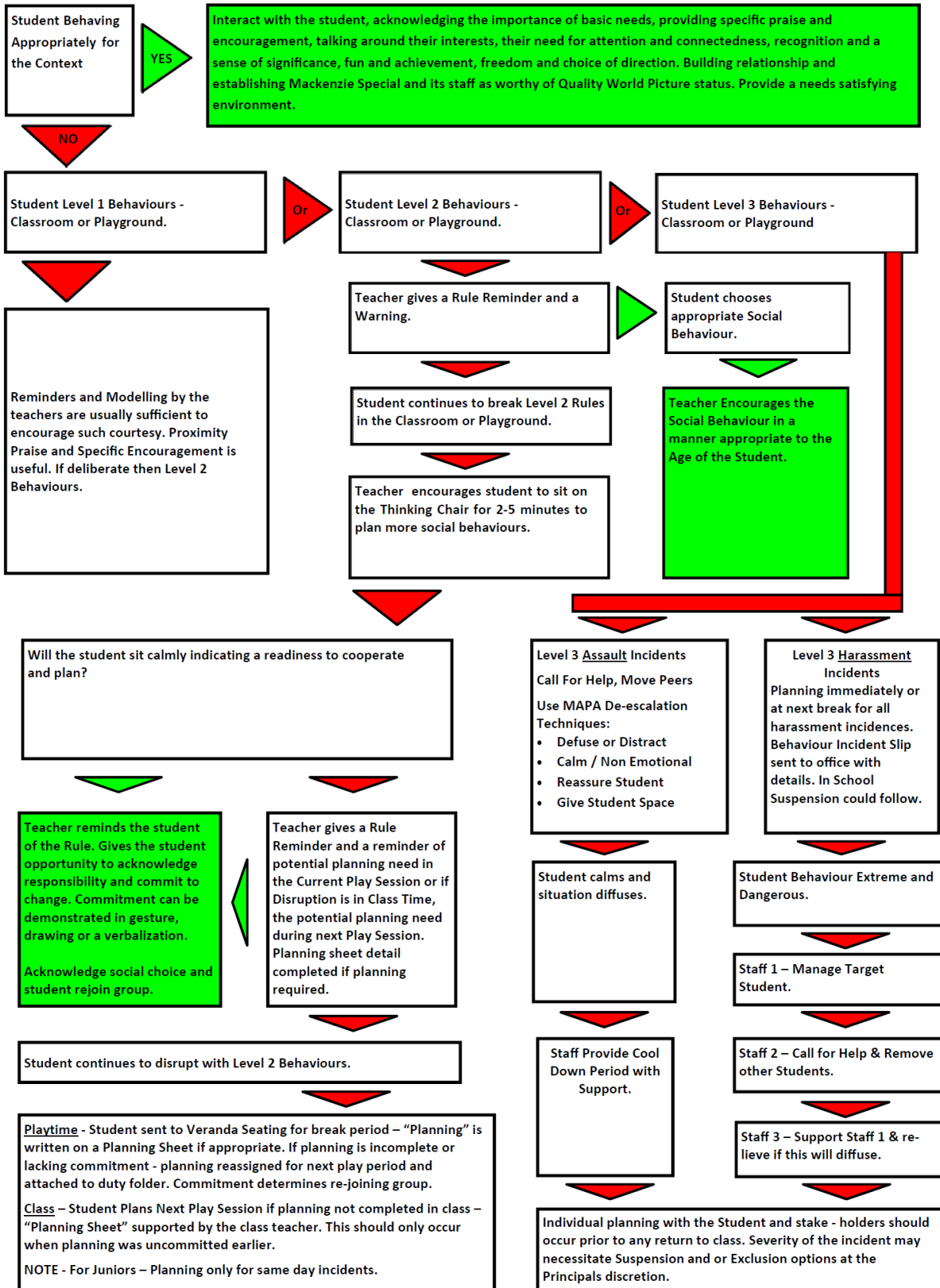
- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented as a Health and Safety incident in [MyHR WHS](#).



## Mackenzie Special—Behaviour Management Flowchart – Appendix A



Appendix B:

## Appendix B: Individual Behaviour Planning Sheet

Name:

Date:

What did I do wrong?

What will I do next time?

Teacher Notes:

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Student Signature

Date:

## Appendix C (6)

### Mackenzie Special—Behaviour Incident Record Sheet—Appendix 6

This form is to accompany the student to the administration where more extensive planning is required.

Date:

Name of Student:

Staff Making the Referral:

Level 2	Behaviour Incidents—Student Planning Required with Administration
Incident 1	What did the student do in the first instance when given the rule reminder?
Incident 2	What did the student do in the second instance that warranted being sent to a planning location in the room or playground?
Incident 3	How was the student indicating they were not committing to taking responsibility for their behaviour through disrupting in the thinking location or refusing to plan more appropriate behaviour.

Level 3	Behaviour Incidents—More extensive planning with Administration Team required.
Please detail the Level 3 Harassment Incident warranting the need for more extensive planning -	
Please detail the Level 3 Harassment Incident warranting the need for more extensive planning due to its reoccurring nature -	
Please detail the Level 3 Assaultive Incident warranting the need for more extensive planning with Administration —	

## Appendix D - Definition of Consequences

<b>Time out</b>	<p>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.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
<b>Detention</b>	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
<b>Temporary Removal of Property</b>	<p>A principal or staff member of Mackenzie State Campus – Special School has the power to temporarily remove property from a student, as per the procedure <a href="#"><u>Temporary Removal of Student Property by School Staff</u></a>.</p>

<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	<p>A principal may suspend a student from school under the following circumstances:</p> <p>Disobedience by the student misconduct by the student other conduct that is prejudicial to the good order and management of the school.</p>
<b>Behaviour Improvement Condition</b>	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p><i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:  reasonably appropriate to the challenging behaviour conducted by an  appropriately qualified person designed to help the student not to re-engage  in the challenging behaviour no longer than three months.</p>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>• disobedience</li> <li>• misconduct</li> <li>• Other conduct that is prejudicial to the good order and management of the school, or breach of Behaviour Improvement Conditions.</li> </ul>

<b>Cancellation of enrolment</b>	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

## Appendix E: School-specific ICT responsible use procedure

Acknowledging through signing seeks to support an understanding of what is lawful, ethical and safe behaviour when using or accessing the department's network and facilities by students and their parents. The Principal may seek sign-off on enrolment of students and at the start of a school year. Students will be reminded of their responsibilities at the beginning of each school year.

### *Purpose statement*

- Information and communication technology (ICT), including access to and use of the internet and email, are essential tools for schools in the provision of innovative educational programs.
- Schools are constantly exploring new and innovative ways to incorporate safe and secure ICT use into the educational program.
- School students, only with the approval of the principal, may be permitted limited connection of personally-owned mobile devices to the department's network, where this benefits the student's educational program.

### *Authorisation and controls*

The principal reserves the right to restrict student access to the school's ICT services, facilities and devices if access and usage requirements are not met or are breached. However restricted access will not disrupt the provision of the student's educational program.

The Department of Education monitors access to and use of its network. For example, email and internet monitoring occurs to identify inappropriate use, protect system security and maintain system performance in determining compliance with state and departmental policy.

The department may conduct security audits and scans, and restrict or deny access to the department's network by any personal mobile device if there is any suspicion that the integrity of the network might be at risk.

### *Responsibilities for using the school's ICT facilities and devices*

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the [Student Code of Conduct](#).
- Students are to be aware of occupational health and safety issues when using computers and other learning devices.
- Parents/guardians are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.
- Parents/guardians are responsible for appropriate internet use by students outside the school environment when using a school-owned or school-provided mobile device.
- The school will support student understanding of cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices in keeping with the student's developing understanding of such concepts. Families and students also have a responsibility to encourage and coach their children to adopt these safe practices.
- Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so that it cannot be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).

- Students cannot use another student's or staff member's username or password to access the school network but may use a class password for ease of access. This includes not browsing or accessing another person's files, home or local drive, email or accessing unauthorised network drives or systems. Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.
- Students will be supported to understand that copying software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from enforcement agencies.

#### *Responsibilities for using a personal mobile device on the department's network*

- Prior to using any personally-owned mobile device, students must seek approval from the school principal to ensure it reflects the department's security requirements.
- Students are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.
- Where possible, appropriate anti-virus software has been installed and is being managed.
- Students must follow any advice provided on best security requirements e.g. password protection (see [iSecurity](#) (DoE employees only) website for details).
- Unacceptable use will lead to the mobile device being [confiscated](#) by school employees, with its collection/return to occur at the end of the school day where the mobile device is not required for further investigation.

#### *Acceptable/appropriate use/behaviour by a student*

It is acceptable for students while at school to:

- use mobile devices for:
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, their parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight the mobile device during classes, when these devices are not being used in a teacher-directed activity to enhance learning
- use their personal mobile device for private use before or after school, and in accordance with [Student Code of Conduct](#)
- seek teacher's approval where they wish to use a mobile device under special circumstances.

#### *Unacceptable/inappropriate use/behaviour by a student*

It is unacceptable for students while at school to:

- use a mobile device in an unlawful manner
- 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 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 regarding the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras inappropriately, such as in change rooms or toilets or to take images or recordings of any kind without informed consent, and any images during the school day or travelling to and from school with school acquaintances.
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school employees.



## Appendix F: Mackenzie State Special School Yearly ICT Responsible Use Sign Off

### *Sign-off Frequency*

The sign-off process for school students and their parents/guardians should occur on enrolment and annually. Please read this document with your child and please sign and have them also sign where appropriate indicating your willingness to work within Mackenzie State Special School's policy on appropriate use of Information and Communication Technologies.

**Please note:** Children from Prep to Year 3 inclusively are exempt from signing the student section below. While not mandated, where possible the relevant section should be explained to students so that they come to understand the purpose in signing such documents.

### ***Student:***

I understand that the school's information and communication technology (ICT) services, facilities and devices provide me with access to a range of essential learning tools, including access to the internet. I understand that the internet can connect me to useful information around the world.

While I have access to the school's ICT services, facilities and devices: I will use it only for educational purposes; I will not undertake or look for anything that is illegal, dangerous or offensive; and I will not reveal my password or allow anyone else to use my school account.

Specifically in relation to internet usage, should any offensive information appear on my screen I will close the window and immediately inform my teacher quietly, or tell my parents/guardians if I am at home.

If I receive any inappropriate emails at school I will tell my teacher. If I receive any at home I will tell my parents/guardians.

When using email or the internet I will not:

- reveal names, home addresses or phone numbers – mine or that of any other person
- use the school's ICT service, facilities and devices (including the internet) to annoy or offend anyone else.

I understand that my online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT services, facilities and devices inside or outside of school hours.

I understand that if the school decides I have broken the rules for using its ICT services, facilities and devices, appropriate action may be taken as per the school's

[Student Code of Conduct](#), which may include loss of access to the network (including the internet) for a period of time.

I have read and understood this procedure/policy/statement/guideline and the [Student Code of Conduct](#).

I agree to abide by the above rules/the procedure/policy/statement/guideline.

\_\_\_\_\_ (Student's name)

\_\_\_\_\_ (Student's signature) \_\_\_\_\_ (Date)

**Parent or Guardian:**

I understand that the school provides my child with access to the school's information and communication technology (ICT) services, facilities and devices (including the internet) for valuable learning experiences. In regards to internet access, I understand that this will give my child access to information from around the world; that the school cannot control what is available online; and that a small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by my child. Additionally, I will ensure that my child understands and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT services, facilities and devices. Furthermore I will advise the school if any inappropriate material is received by my child that may have come from the school or from other students.

I understand that the school is not responsible for safeguarding information stored by my child on a departmentally-owned student computer or mobile device.

I understand that the school may remotely access the departmentally-owned student computer or mobile device for management purposes.

I understand that the school does not accept liability for any loss or damage suffered to personal mobile devices as a result of using the department's services, facilities and devices. Further, no liability will be accepted by the school in the event of loss, theft or damage to any mobile device unless it can be established that the loss, theft or damage resulted from the school's/department's negligence.

I believe \_\_\_\_\_ (name of student) understands this responsibility, and I hereby give my permission for him/her to access and use the school's ICT services, facilities and devices (including the internet) under the school rules. I

understand where inappropriate online behaviours negatively affect the good order and management of the school, the school may commence disciplinary actions in line with this user agreement or the [Student Code of Conduct](#). This may include loss of access and usage of the school's ICT services, facilities and devices for some time.

I have read and understood this procedure/policy/statement/guideline and the [Student Code of Conduct](#).

I agree to abide by the above rules / the procedure/policy/statement/guideline.

\_\_\_\_\_ (Parent/Guardian's name)

\_\_\_\_\_ (Parent/Guardian's signature) \_\_\_\_\_ (Date)

The Department of Education through its [Information privacy and right to information](#) procedure is collecting your personal information in accordance with the [Education \(General Provisions\) Act 2006 \(Qld\)](#) in order to ensure:

- appropriate usage of the school network
- appropriate usage of personal mobile devices within the school network.

The information will only be accessed by authorised school employees to ensure compliance with its [Information privacy and right to information](#) procedure. Personal information collected on this form may also be disclosed to third parties where authorised or required by law. Your information will be stored securely. If you wish to access or correct any of the personal information on this form or discuss how it has been dealt with, please contact your child's school. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact your child's school.

## **Appendix G : Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)**

### **Purpose**

1. Mackenzie State Special School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Mackenzie State Special School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Mackenzie State Special School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to: race, religion or culture, disability, appearance or health conditions sexual orientation, sexist or sexual language, young carers or children in care.
5. At Mackenzie State Special School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

### **Rationale**

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Mackenzie State Special School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how

to prevent and respond to it, is a subset of procedures that our students are already accustomed to.

### **Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting with students as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages.
10. Modified student curriculum modules of the anti-bullying process are taught by all teachers in all classrooms as prepared by the PBL Social Skill Lesson Sequence.
11. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Mackenzie State Special School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
12. Mackenzie State Special School uses behavioural data for decision-making. Relevant data collected and collated by the School and Community Support Group is entered into our database and can be recalled as summary reports as required. This facility allows the school to analyse the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## **Appendix H: WORKING TO KEEP MACKENZIE STATE SPECIAL SCHOOL SAFE**

We can work together to keep knives out of school. At Mackenzie State Special School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

### **What kinds of knife are banned?**

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 principal can take action against a student who brings a knife to school.

If a student has a knife at school, principals can inform the police.

Possessing a knife at school may result in serious disciplinary consequences.

Police can search a student and their property at school if they suspect a student has a knife.

A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.

School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.

If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.

If the student does have a knife at school, it can be confiscated by the principal and given to the police.

### **How can parents help to keep Mackenzie State Special School safe?**

Make sure your child knows what the laws and rules are about knives.

Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.

Contact your school principal if you believe your child is being bullied or threatened at school.