



Student Code of Conduct

2025-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

Mackenzie State Special School is dedicated to fostering a safe, respectful, and structured learning environment for students, staff, parents, and visitors.

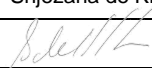
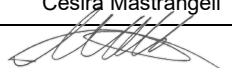
The Student Code of Conduct outlines the responsibilities and procedures our school follows to maintain a positive and effective approach to discipline.

Its goal is to uphold high standards of behavior within the school community, ensuring that teaching and learning remain a priority. This allows all students to achieve success while providing staff with a secure and supportive workplace.

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Endorsement

Principal Name:	Snjezana de Kroon
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Date:	21/8/25
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P/C President and-or School Council Chair Signature:	
Date:	21/8/25

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Whole School Approach to Discipline

Mackenzie State Special School implements Positive Behaviour for Learning (PBL) as a multi-tiered system of support for discipline across the school. This whole-school approach is applied consistently in all classrooms, programs, sporting activities, and excursions.

PBL is an evidence-based framework designed to:

- Analyze and enhance student behavior and learning outcomes.
- Ensure teachers implement evidence-based practices effectively to support students.
- Provide ongoing staff support to maintain consistent school and classroom improvement strategies.

At Mackenzie State Special School, discipline is more than just consequences—it is an integral part of our teaching and learning approach. Our staff take responsibility for setting clear expectations, providing supportive instruction to help students meet them, and using behavioral incidents as opportunities to re-teach and reinforce positive behavior.

The development of the Mackenzie State Special School Student Code of Conduct provides an opportunity to communicate the PBL framework with parents and students, fostering a shared commitment to a consistent approach to behavior support. The language and expectations of PBL can be applied beyond the school environment, including at home, to support student success.

We encourage students and parents with questions or concerns about the Student Code of Conduct or PBL to speak with their class teacher or schedule a meeting with the principal.

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




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






Care for our school

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






Be inclusive

- Ask others to play
- Include everyone in the game






Behaviour Expectations (under current review and consultation)

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

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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.

Learning Together

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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.

Positive Behaviour for Learning – Teaching Matrix Brainstorm

	Always be kind	Learn and play safely	Care for our school	Be inclusive
Play	<p>I take turns. I am a good friend. I share. I use friendly words. I respect others personal space. I encourage others. Be polite to others. I look at others while they are speaking.</p>	<p>I make good choices. I am sun safe and wear a hat. I follow instructions. I keep my hands and feet to myself. I use equipment safely. I use gentle hands. I can say and accept 'no'.</p>	<p>I take care of playground and play equipment. I return equipment and pack up. I put rubbish in the bin I keep our school clean.</p>	<p>I invite others to join in. I play fairly. I take turns. I say 'hello'</p>
Transitions	<p>I stay inside school grounds. I listen to adults. I use a calm and polite voice. I wait my turn to walk/move through gate</p>	<p>I walk safely. I use my manners. I follow directions. I use handrails.</p>	<p>I walk on the paths. I move safely to my next activity. I move quietly.</p>	<p>I encourage my classmates to walk (transition) with class</p>
Learning	<p>I wait my turn. I am a good listener. I use friendly words. I share. I respect others personal space. I encourage others. I let others learn. I look at others while they are speaking. I use a calm and polite voice.</p>	<p>I use equipment safely. I keep my hands, feet and objects to myself. I ask for help I wait my turn I try my best I have a go. I am responsible. I use school approved sites and educational games. I use the internet safely for learning.</p>	<p>I respect others property. I keep our school clean. I keep my work area clean and tidy. I clean up after myself I put my rubbish in the bin I can help clean the whiteboard I can water the plants I am careful with books I put toys away I can close windows I push my chair in</p>	<p>I invite others to join in. I let others learn. I take turns when speaking I take turns sharing equipment</p>
Community	<p>I use friendly words. I am a good listener. I respect others personal space. Be polite to others. I wait my turn. I say thank you to the driver.</p>	<p>I follow directions. I am ready for the bus. I stay with the group. I ask for help.</p>	<p>I respect others property.</p>	<p>I invite others to join in.</p>
Toilets	<p>I allow others privacy. I wait my turn.</p>	<p>I use the toilets appropriately. I walk when in the bathroom. I wash my hands.</p>	<p>I keep our school clean. I wash my hands. I clean up after myself.</p>	
Eating	<p>I use friendly words. I am a good listener. I eat my own food.</p>	<p>I ask for help. I sit down to eat.</p>	<p>I keep our school clean. I wash my hands.</p>	
Transport – Arrival and Departures	<p>I use friendly words. I greet others. I am a good listener. Be polite to others. I respect others personal space. I use a calm and polite voice. I say thank you to the driver. I wait for my turn to hop on and off of the bus/through gate/etc.</p>	<p>I keep my hands and feet to myself. I follow directions. I wait my turn. I sit while I am waiting.</p>	<p>I keep our school clean. I keep the bus and transport clean.</p>	

Consideration of Individual Circumstances

The staff at Mackenzie State Special School consider each student's individual circumstances when teaching expectations, addressing inappropriate behavior, or applying disciplinary consequences. Factors such as behavior history, disability, mental health and wellbeing, cultural and religious background, home environment, and care arrangements are all taken into account.

We recognize that teaching, support, and responses to student behavior must be tailored to individual needs. This aligns with the principle of equity, ensuring that each student receives the support necessary for their success. Equity does not mean treating all students the same, as fairness requires acknowledging differences. For example, some students may need additional guidance to understand expectations, while others may require more practice to develop a specific skill. In some cases, certain disciplinary measures may not be appropriate due to complex trauma or family circumstances. Teachers and the principal carefully consider these factors when guiding and responding to student behavior.

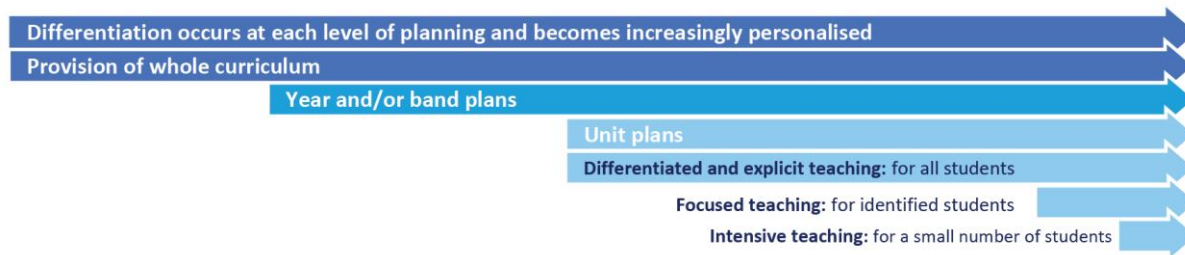
Additionally, our staff are legally required to protect student privacy. While we understand that parents, staff, and students may be curious about the consequences another student receives, we will not disclose or discuss disciplinary actions with anyone other than the student's family. This policy remains in place even when incidents, such as bullying, involve your child. Please be assured that school staff take all behavioral concerns seriously and respond appropriately. We also ask that parents and students respect the privacy of others.

If you have concerns about another student's behavior or how staff have responded to a situation, please schedule a meeting with the principal to discuss the matter.

Differentiated and Explicit Teaching (Mandated) (Under current review and consultation)

Mackenzie State Special School fosters a structured and supportive learning environment that embraces differentiated teaching to meet the diverse needs of all students. This approach includes explicitly teaching expected behaviors, providing students with opportunities to practice them, and reinforcing positive behaviors through feedback and correction.

Teachers adapt what students learn, how they learn, and how they demonstrate their understanding to support behavioral development. These adjustments are guided by ongoing data and daily monitoring of students' behavioral learning needs. By using this information, teachers can intentionally plan varied and engaging strategies that help students achieve expectations and effectively demonstrate their progress.



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, *under surrent review and consultation*). 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.

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 schoolwide 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.

Focused Teaching

Around 15% of students in any school or classroom may need additional support to meet behavior expectations, even after receiving differentiated and explicit instruction. These students may struggle with behavioral expectations during specific times of the day or in certain subjects. To support their success, focused teaching is provided.

Focused teaching reinforces key behavioral concepts and skills using explicit, structured strategies tailored to specific aspects of behavior. It offers students increased opportunities to practice these skills and multiple chances to achieve the expected behavior.

At Mackenzie State Special School, support staff—including teachers with specialized expertise in learning, language, and development—work closely with classroom teachers to deliver focused teaching. This support aligns with the PBL Expectations Matrix, and classroom teachers continuously monitor student progress to determine whether a student:

- No longer requires additional support
- Needs continued focused teaching

- Requires more intensive intervention

Intensive Teaching

Research indicates that even in a well-functioning school, approximately 5% of students require intensive teaching to meet behavioral expectations. This level of support involves frequent, explicit instruction—either one-on-one or in small groups—to help students develop a strong foundation in essential behavioral skills and concepts.

Some students may need intensive teaching for a short period to refine specific behavioral skills, while others may require ongoing support over a longer duration. Decisions regarding the appropriate approach are based on teacher-collected data and made in collaboration with the student’s family.

For a small number of students with complex and challenging behaviors, individualized, function-based behavior assessments, personalized support plans, and multi-agency collaboration may be implemented. This approach addresses significant barriers to learning and participation, particularly for students facing multiple personal challenges.

Students receiving intensive support will be assigned an individual mentor within the school. This mentor will coordinate their program, maintain communication with key stakeholders, and work directly with the student to support their progress.

Disciplinary Consequences

The disciplinary consequences model at Mackenzie State Special School aligns with the same differentiated approach used to proactively teach and support student behavioral expectations.

Most students will successfully meet behavioral expectations when they are clearly defined, explicitly taught, and regularly practiced. For minor or low-level misbehavior, teachers may use in-class corrective feedback, rule reminders, or sanctions to guide students back on track.

Some students may require additional support, time, and practice to meet expectations. Around 15% of students may continue to struggle with low-level behavior despite focused teaching and classroom interventions. When ongoing behavior disrupts teaching and learning, the class teacher may refer the student to the school administration team for further intervention and possible disciplinary consequences.

A small percentage of students (approximately 2-5%) require a high level of differentiated support or intensive teaching throughout the school year to help them meet behavioral expectations. The need for this level of intervention is determined by the principal in collaboration with staff and other relevant stakeholders. In rare cases where a student's behavior poses a serious risk—such as causing harm to others—the principal may determine that an out-of-school suspension or exclusion is necessary. Such actions are typically reserved for situations where immediate removal is required for safety reasons and when no other disciplinary strategy is sufficient.

The school's approach to disciplinary consequences is structured into three tiers, with increasing levels of support and intervention to address behaviors that pose risks to others or significantly disrupt the learning environment.

SCHOOLWIDE EXPECTATIONS AND CONSEQUENCES OF BEHAVIOUR MATRIX				
	EXPECTATIONS OF STUDENTS	RATIONALE	TYPE	CONSEQUENCES

<p>Always be kind.</p>	<ul style="list-style-type: none"> • Use a polite and calm voice • Say Please and Thank you • Listen and look when others are speaking to you • Respect others opinion and talk with respect to others • 	<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 - 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"> • Provide a Rule Reminder • 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. • 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.
<p>Care for our School.</p>	<ul style="list-style-type: none"> • Respect other's property • Care for school property • Move carefully when moving around the environment 	<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 - 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"> • Give a Rule Reminder and a Warning • If behaviour persists, the student is directed to undertake some planning for improved behaviour. • The student returns to the group when the student commits to following the rules • Follow the Behaviour Management Reactive Strategies Flowchart for consistent approach to consequences
				<ul style="list-style-type: none"> • Record on Playground Behaviour

				Record where applicable eg. Missed Play until planning complete
Include Others	<ul style="list-style-type: none"> • Give others a turn • Share equipment • Speak out against any intimidation. • Ensure everyone can move about and express themselves free of harassment 	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"> • Report the documented pattern of behaviour to a member of the Leadership team. • Time away from the group so that the serious nature of the behaviour can be discussed and further understood by the person demonstrating behaviours. • Return to the group depends on both a commitment to improved behaviour and demonstrated willingness to engage in socially responsible behaviours that are inclusive. • Consider the Bullying Flowchart. • Suspension may be considered when part of a clear pattern of behaviour over time. Planning for alternative pro-social behaviours •

Learn and Play Safely	<ul style="list-style-type: none"> • Seek help for yourself and others if you feel worried about any possible danger • Stay in the school grounds • Avoid actions that could hurt others. • Follow directions of school staff at all times to ensure a safe learning environment is maintained. • Ask for permission to leave the room • Keep your hands and feet to yourself 	<p>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.</p>	<p>LEVEL 3 - Behaviours – Dangerous behaviours, unintentional and intentional including Physical Assaultive 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"> • Report the behaviour to a member of the Leadership Team • Time away from the group in the administration building where the behaviour is dangerous. • Suspension may occur depending on the severity of the situation • An accident report form is required for significant injury
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				<ul style="list-style-type: none"> • Return to the group depends on a commitment to improved behaviour • Planning for alternative pro-social behaviours
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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.

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.

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 Mackenzie State Special School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing 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 Mackenzie State Special 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, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Mackenzie State Special 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 Mackenzie State Special 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 Mackenzie State Special School

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

Students of Mackenzie State Special 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 Mackenzie State Special 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

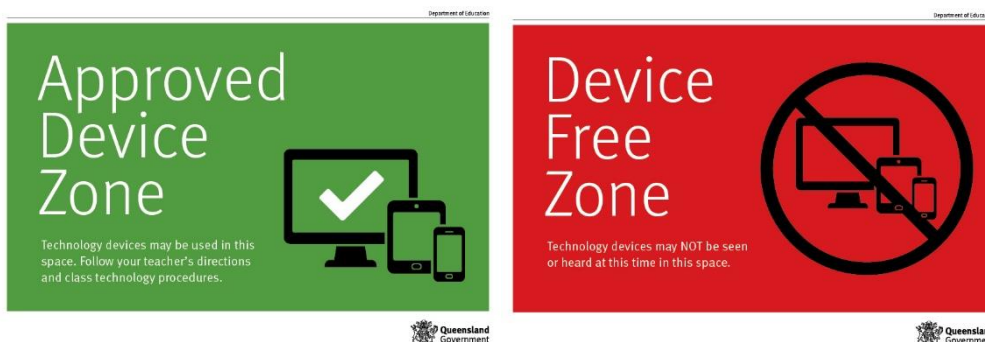
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Mackenzie State Special School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

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

It is **acceptable** for students at Mackenzie State Special School to:

- use mobile phones or other 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, 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 the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Mackenzie State Special School to:

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

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

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

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

Mackenzie State Special School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

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

Bullying response flowchart for teachers

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

Template timeframes to be adopted/adapted as necessary to address local context

Key contacts for students and parents to report bullying:

Prep to Year 12 – Class teacher

Student Services Team – 07 34202100

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders

a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) 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.

Cyberbullying

Cyberbullying is treated at Mackenzie State Special 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. There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, 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 Mackenzie State Special 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 Dean of Students, Malcolm Smith.

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](#).

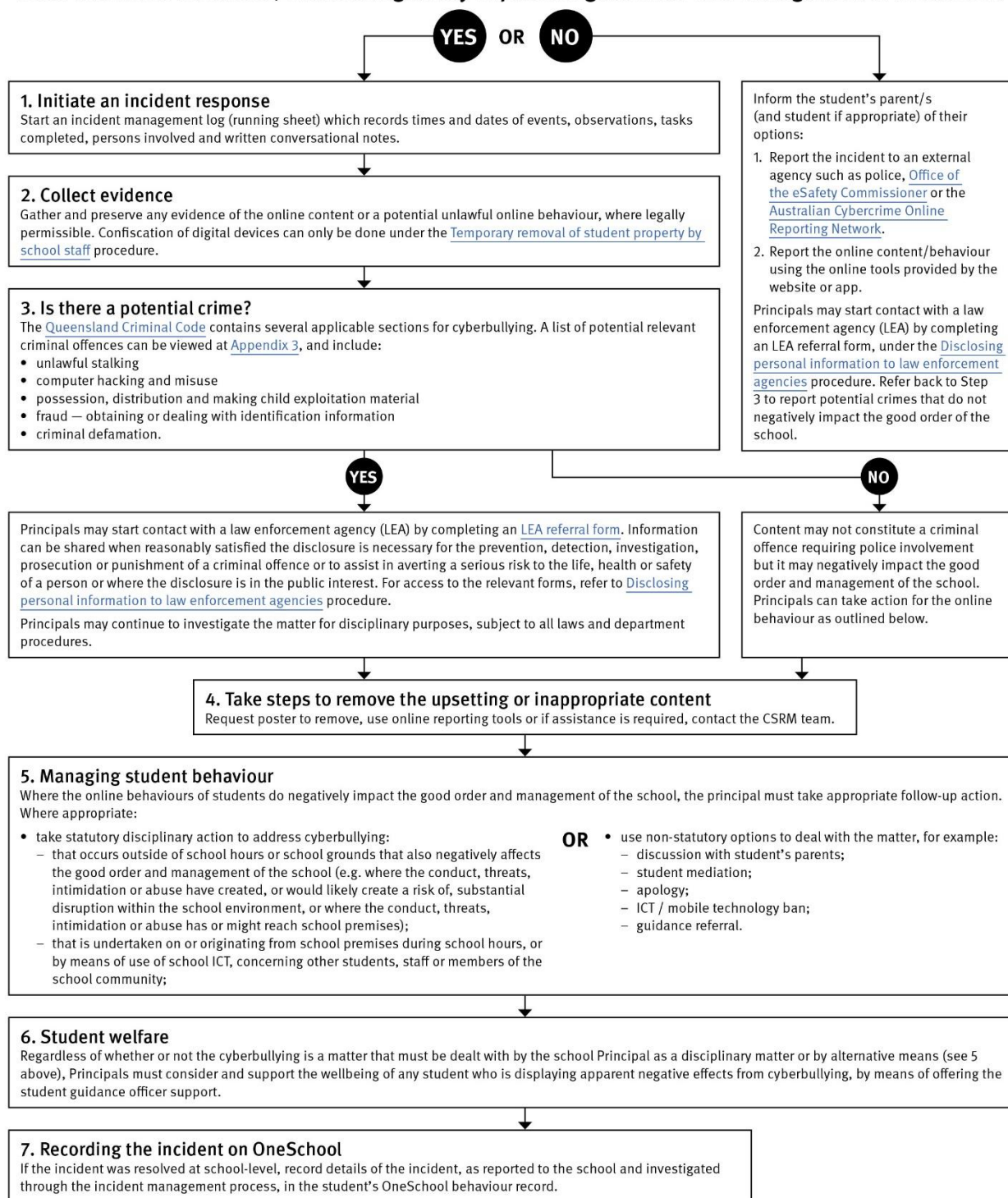
Explicit images

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 Cybersecurity 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?**



Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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