MIRANI STATE HIGH SCHOOL

STRIVE TO EXCEL

VALLEY PRIDE

Kind, Confident, Resilient

Student Code of Conduct

2023 - 2025

Equity and Excellence

A progressive, high performing education system realising the potential of every student.

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Purpose

At Mirani State High School, we are committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors, where students have opportunities to engage in quality learning experiences and acquire values supportive of lifelong learning.

The Mirani State High 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.

The purpose of the Student Code of Conduct is to facilitate high standards of behaviour from everyone in the school community, ensuring learning and teaching in our school is prioritised so that all students are able to experience success, and staff are able to enjoy a safe workplace.

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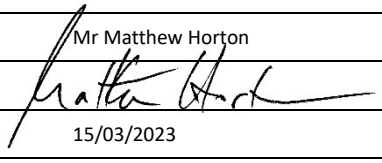
Endorsement

Principal Name:	Mr Matthew Horton
Principal Signature:	
Date:	15/03/2023

P/C President	Mrs Andrea Pinkard
P/C President Signature:	
Date:	15/03/2023

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Principal's Foreword

Introduction

At Mirani State High School we work to maintain an excellent reputation in the Pioneer Valley based on a track record of strong achievement across academic, cultural, citizenship and sporting areas.

We have professional and caring staff who have contributed much to the lives of our students over the years. We believe that positive relationships between all members of our school are the foundation to supporting the success of all students.

Mirani State High School's culture is best captured by the idea of 'Valley Pride'. When we ask our students how best to describe this idea of Valley Pride, here is what they say:

Mirani SHS recognises the reciprocal relationship between academic success and social behaviour. We are committed to ensuring that every day, every student is learning and achieving in a safe, supportive and disciplined learning environment. We work to create a positive and inclusive school community that affirms the rights of all members of the school community to feel safe and be safe at school.

Our school's values have been used to frame the development and implementation of this Student Code of Conduct, with the aim of helping all of our students to demonstrate Valley Pride. Our three values are:

- Kind: be aware that we have a responsibility for influencing how others feel
- Confident: engaging with our curriculum, and trying your best, will give you a life of choice
- Resilient: be ready for challenges and set-backs, but have the resources to cope

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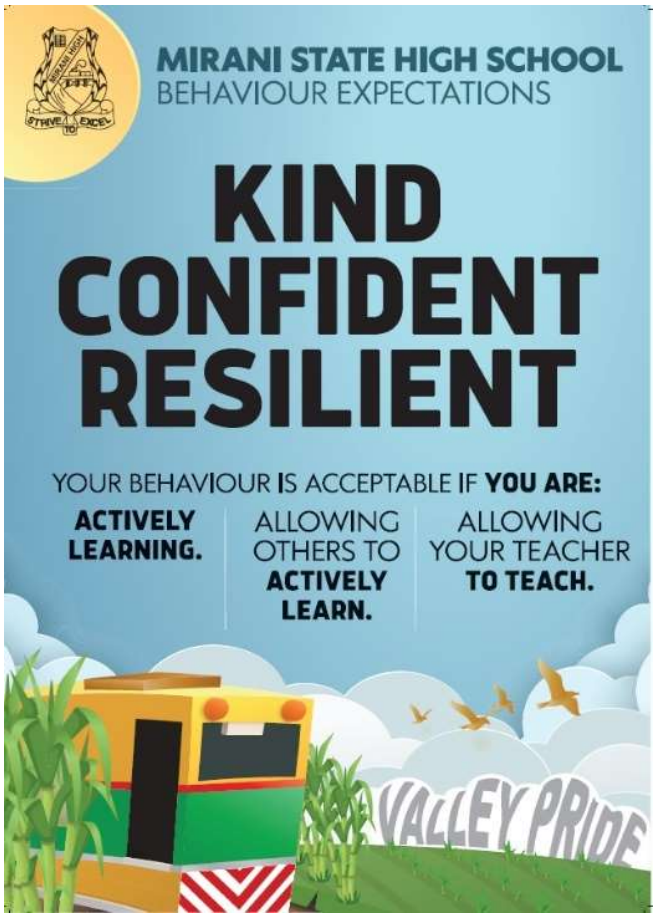

Mirani SHS staff take an educative approach to discipline – that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on a number of important topics. Specific policies have been developed to address:

- Appendix 1: Items banned from school, and temporary removal of student property
- Appendix 2: Use of mobile phones and other devices by students
- Appendix 3: Preventing and responding to bullying
- Appendix 4: Cyberbullying and the appropriate use of social media

Finally, the Student Code of Conduct details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension and exclusion.

Regards

Matthew Horton
Principal

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P&C Statement of Support

As president of Mirani State High School P&C Association, I am proud to endorse this updated version of the Student Code of Conduct. We encourage all parents to familiarise themselves with this Code of Conduct for students, and to take the time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Mirani State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to join the Mirani State High School P&C Association, and attend our monthly meetings. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

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Consultation

The consultation process used to inform the initial development of the Mirani State High School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between June and December 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from recent School Opinion Surveys. We identified strengths and successes from our previous behaviour plan, and areas for further development. From these discussions, our staff collaboratively developed a draft Student Code of Conduct.

In the second phase, the draft was distributed for comment to all members of the school community. Staff considered all feedback provided and incorporated suggested changes into the draft Student Code of Conduct.

The third phase of consultation occurred with the then finished version sent to the P&C Association meeting in December 2020 for endorsement. The P&C Association endorsed the Mirani State High School Student Code of Conduct for implementation in Semester One, 2021.

Review Statement
The Mirani SHS Student code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

The most recent four-year review leading up to this updated version of the Student Code of Conduct involved a number of meetings with students, staff and parents to get input on a number of key features of the Student Code of Conduct, and associated policies. This consultation occurred between Semester 2 of 2021 and Semester 1 of 2023. School community input was sought on:

- Identifying our school values of Kind, Confident and Resilient
- Clarifying what Mirani SHS's Classroom Expectations are
- Reviewing our mobile devices policy
- Reviewing our school uniform expectations
- Reviewing our school's behaviour policies in light of the new behaviour categories and definitions introduced at the start of 2023

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Student Wellbeing

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Mirani State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teachers and students can have on students' academic and social outcomes. As part of the whole school curriculum at Mirani State High School, we provide:

- a wellbeing program based on The Resilience Project resources;
- age-appropriate drug and alcohol education that reinforces public health and safety messages;
- HIV, Hepatitis C and sexually transmissible infections education as part of a broader sexuality and relationships education program;
- CPR for Life in schools skills training for all Year 10 and 12 students.

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
Mirani State High 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 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
Mirani State High 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.

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

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Student Wellbeing and Support Network

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer.

Role	What they do
Principal, Deputy Principals	• Provide leadership in the school to promote an inclusive, positive school culture • Maintain an implementation and review cycle for the school's Student Learning and Wellbeing Framework • Monitor learning, attendance and behaviour data to identify where support, intervention and resourcing is needed • Coordinate transitions into (Year 6) and from (Year 12) high school
Guidance Officer	• Provide a student support program within the school environment, offering counselling on a one-on-one basis or in a group setting • Assist students with specific difficulties, acting as a mediator and providing information on other life skills • Liaise with parents, teachers and external health providers as part of the counselling process • Monitor intake referrals to identify students suitable for support from the school's School-Based Psychologist, or via other forms of support and intervention • Provide career development advice to students
Head of Diverse Learners	• Provide leadership to promote an inclusive culture across the school • Manage the delivery of an appropriate curriculum to verified students
Head of Department	• Manage the delivery of an appropriate curriculum to all students • Provide support to students who have specific subject concerns
Wellbeing Coordinator	• Coordinate and resource the school's wellbeing program: "The Resilience Project" • Review school-wide data sets to analyse trends in student wellbeing
Year Level Coordinators	• Be responsible for student welfare at each year level • Provide continuity of contact for students and their families through the six years of schooling • Ensure students feel safe and comfortable and want to come to school • Nurture a sense of belonging to the home group, year level and school

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Classroom Teacher	• Deliver a differentiated curriculum suited to the individual needs of the students in the class • Deliver the school's wellbeing program: "The Resilience Project"
Community Education Counsellor	• Provide educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities
Youth Support Coordinator	• Provide individual and, at times, group support to students to assist their engagement with education and training • Support students to overcome barriers to education, such as: o attendance at school o drug and alcohol support needs o QCE/learning support o suspension/exclusion/referral for behaviour support o relationships/social skills o conflict with family/peers/teachers o social/emotional/physical wellbeing
School-Based Chaplain	• Provide individual and group support to students to assist the development of socialisation skills and their engagement with education • Organise and run positive, fun activities for students to assist in fostering a supportive and caring school community
School-Based Youth Health Nurse	• Provide individual health consultations with assessment, support, health information and referral options related to: o healthy eating and exercise o relationships o personal and family problems o feeling sad, worried and angry o sexual health o smoking, alcohol and other drugs
School-Based Psychologist	• Provide therapeutic support to students • Professionally assesses why a student is developing specific identified or nominated problems, develop a care/case plan, and then support the student through a series of sessions • Ensure parents and caregivers can nominate their children to receive support via an intake referral process
School-Based Social Worker	• Provide therapeutic support to students • Professionally assesses why a student is developing specific identified or nominated problems, develop an intervention plan in consultation with teachers and parents/caregivers, and then support the student through a series of sessions • Provide further support to students when necessary by supporting access to further internal (Department of Education) and external (community-based) support.

It is also important for students and parents to understand that there are regional and state-wide support services available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Guidance Officer.

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Whole School Approach to Discipline

'Student discipline' is about more than consequences. All learning is social and emotional, so addressing student behaviour is part of the overall teaching and learning approach in our school. Our staff take responsibility for providing supportive instruction about how to meet expectations and use behavioural incidents as opportunities to reflect on how each member of our school community should be working to meet our whole-school behaviour expectations and school values.

Mirani State High School's approach to behaviour management and support references the Positive Behaviour For Learning (PBL) program. PBL is a proactive, research-based approach to behaviour management. PBL ensures that there are consistent expectations across the school, that all students know what these expectations are, and that they are rewarded for meeting these expectations in a variety of ways. Mirani's behavioural expectations are explicitly taught and reinforced in a positive and supportive manner in line with PBL methodology.

Mirani State High School uses a multi-tiered system of support for discipline in the school. Our approach aims to:

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

Mirani State High School has in place a range of proactive and preventive whole-school processes and strategies that facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching:

- Behaviour expectations are explicitly taught by teachers, particularly in the Junior School as students make the transition to high school;
- Reinforcement of school values and classroom behaviour expectations on whole school and year-level parades, and during active supervision by staff during classroom and non-classroom activities;
- Recognition of individual student's efforts in the school newsletter, Facebook and on school parades;
- All students and their parents/carers agree to uphold the school's behaviour expectations upon enrolment. The Student Code of Conduct, in precis, is included in the Enrolment folder. It is expected that all students and their parents/guardians have read and agreed to support the Code of Conduct before the student commences at Mirani State High School;
- Articles in the school newsletter regularly reinforce the Code of Conduct; enabling parents to be actively and positively involved in school behaviour expectations;
- The Student Code of Conduct forms the basis of our start of school induction process, with all students completing the "What happens if?" activity at the start of the year to be aware of school expectations;
- Individual support practices are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

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Consideration of Individual Circumstances

Staff at Mirani State High School take into account 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 equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

When teaching expectations, responding to inappropriate behaviour, or applying a disciplinary consequence, staff at Mirani State High School take into account 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.

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 punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behaviour incident, such as bullying, involves your child. You can be assured that school staff take all matters 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.

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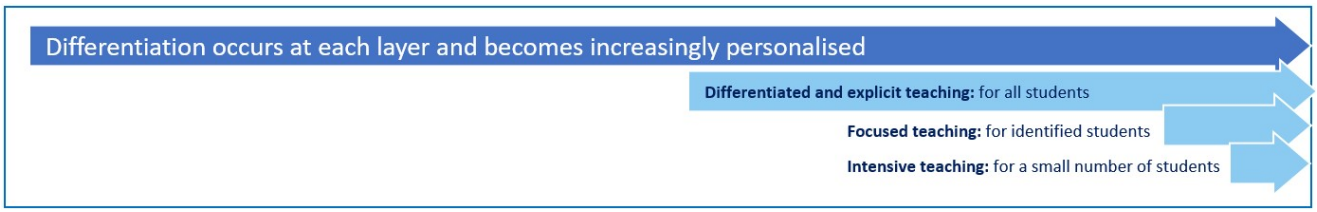
Differentiated and Explicit Teaching

Mirani State High School works to maintain a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise. All students participate in a wellbeing program based on The Resilience Project, which is responsive to student needs based on survey data. Students are recognised for meeting and exceeding school behaviour expectations via our Valley Pride rewards program and Merit and Distinction award ceremonies.

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same model that used for academic and pedagogical differentiation. The tiers represent levels of intervention. They do not represent students. At Mirani State High School, we recognise that support is necessary at each tier both behaviourally and academically in order to promote positive behaviour.



This differentiated and explicit teaching across the whole school is undertaken by:

1. **Classroom management**
   The teacher responds to low level misbehaviour and classroom disturbance by establishing expectations giving clear directions redirecting students to their learning, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

2. **Restatement, Rule Reminders**
   The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3. **School Intervention and Recording of Student's Inappropriate Behaviour**
   Continual or serious disturbances may result in the student being referred to the appropriate Administration, Head Of Department (HOD) or Year Level Coordinator (YLC) via OneSchool referral. This process is outlined in detail via our Behaviour Referral flowchart (see below).

   The school provides counselling if required and makes genuine attempts to involve the student in the resolution of conflicts and problems that arise. To inform further planning and decision-making processes, incidents of inappropriate behaviour are recorded on OneSchool.

Mirani State High School

Behaviour Referral Process

Behaviour and Engagement meetings
Complex Student Meeting (P, DPs, HoDL, GO) – Fortnightly
DP Line Management meetings with HoD and YLC – Fortnightly
Student Support Team meetings (GO, HoDL, CM, PC, HoTL) - Weekly

TIER 3 – low frequency, high intensity

Teacher Actions:
1. Prioritise safety of student/s and staff
2. Access support from: DP, GO or Principal if you can reach staff.
3. Record incident on OneSchool & refer to staff member and allocate sensitivity level

IMMEDIATE – *Report immediately in person or via phone.* **DO NOT leave a message or email.**
Action or threat of harm to self or others. Significant risk of harm.
Student/Staff Safety: observed substance misconduct, dangerous and violent behaviours or threats of harm to others, prohibited item or weapon - **Refer to Deputy Principal.**
Student Protection Concern: Student discloses physical, emotional or sexual abuse, neglect, homelessness, self-harm or suicide ideation/plan - **Refer to Guidance Officer.**
*If staff have witnessed a traumatic event, a debrief and support may be offered.

Teacher Actions:
- Record behaviour incident on OneSchool, **refer to Deputy Principal** and allocate sensitivity level as informed

Deputy Principal intervention
Moderate harm or behaviour impacting of learning environment: Ongoing/significant bullying or harassment, physical violence, direct verbal abuse, suspected substance use, unresolved HoD or YLC referrals, multiple device infringements & truancy, out-of-school, school refusal.

TIER 2 – high frequency, low intensity

HoD/YLC Actions:
- contact home
- warning
- follow detention/restorative conversation process
- buddy class
- **Action Support & Intervention** for behaviour incident on OneSchool and **communicate with referring teacher**

Head of Department support (Minor)
Interventions and contact home are unsuccessful in resolving behaviour or engagement with support from HoD, Teacher and practice guidance from Pedagogy Coach and HoD Teaching &Learning.
Referral to relevant Deputy Principal.

Referral to Student Support Team if deemed necessary.

Year Level Coordinator support (Minor)
Minor interventions have not resolved behaviours or engagement in Home Group, Wellbeing, Parade, Sport Days or Playground.
Referral to relevant Deputy Principal:
7/8: Jodi Bonney
9/10: Michael Post
11/12: Sandy Grace

Referral to Student Support Team if deemed necessary.

TIER 1 – high frequency, low intensity

Teacher Actions:
- contact home
- follow detention/restorative conversation process
- Pedagogy Coach or Head of Teaching and Learning support consult
- Record behaviour incident on OneSchool & refer to →

Teacher led support (Minor)
Behaviour is repeated across multiple lessons. Minor interventions and contact home are unsuccessful in resolving behaviour or engagement – **referral to: Subject HoD + Case manager (if applicable).**
A developed pattern of minor Student wellbeing/ protection concern, academic or engagement concerns – **referral to Student Support Team form +** referrals@miranishs.eq.edu.au

Teacher led support (Minor)
If behaviour has been repeated and minor interventions are unsuccessful or a developed pattern of continuing minor student wellbeing/protection concerns – **referral to Year Level Coordinator.**

7: Ashleigh Bickerton	8: Peter Behrens
9: Lauren Goodrich	10: Jennifer Lade
11: Baylee Draper	12: Julie Osborne

TIER 1 – low frequency, low intensity

Teacher Actions:
- use and engage with ESCMs
- neutral tone and volume
- silence, waiting and scanning
- Praise, Prompt, Push off
- proximity, take-up time, space
- recognise expected behaviour
- re-teach expectations
- follow restorative conversation or detention process
- contact home

Teacher led support (Minor)
Student is not actively participating in the lesson and/or is disrupting the learning environment. Student is preventing the teacher from teaching, the student from learning and/or other students from learning.
Teacher responds with minor interventions. Teacher supports minor student wellbeing/protection concerns.

Teacher led support (Minor)
Student is not demonstrating appropriate, safe behaviour and engagement in Home Group, Wellbeing, Parade, Sports days or the Playground.
Teacher responds with minor interventions. Teacher supports minor student wellbeing/protection concerns.

TIER 1 – low frequency, low intensity

Teacher Actions:
- entry, exit & transition routine
- set clear class expectations, routines and explicitly teach
- engaging lessons, pedagogy and timed tasks
- actively teach & supervise
- praise positive behaviour
- differentiation & seating plan
- award Valley Pride Points

Demonstrating appropriate, safe-behaviour and engagement in the classroom: allowing the teacher to teach, themself and/or others to learn.

Inside the classroom

Demonstrating appropriate, safe-behaviour and engagement in Home Group, Wellbeing, Parade, Sports days or the Playground.

Outside the classroom

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TIER 1 – acknowledging positive behaviour: positive contact home (phone/ email)

General classroom and behaviour management use ESCM strategies and differentiation as per Student Code of Conduct, best suited to individual teacher practice. Once behaviour is progressing and expectations are not being met, **follow the steps as above.**

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Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching opportunities. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Monitoring Cards
At Mirani State High the Monitoring Card system may be implemented to focus the teaching of expected behaviours for some students. The year-level appropriate Deputy Principal, HOD, YLC, and/or class teachers may be involved in the collaborative process of preparing a Monitoring Card.

Teachers are made aware of the teaching strategies and acceptable goals for the student on the Monitoring Card. Students on a Monitoring Card are required to have attendance recorded and set goals for lessons. The record card is taken to each lesson, where the teacher identifies goals that have been achieved.

The Monitoring Card system is intended to:

- Allow clearer communication between the student, parent and staff members as to the current standard of behaviour displayed by a student. ("They have been placed on a monitoring card because of persistent disruption in a number of classes")
- Clearly outline an action plan of how the student can change their pattern of behaviour and the positive consequences that will follow when they do so. ("Goal behaviours")
- Clearly identify the consequences should the inappropriate behaviour persist
- Allow the case manager/teacher to identify appropriate intervention strategies, depending on the nature of the problem. (Guidance Officer, parent interview, change classes, etc.)
- Create opportunities for the student to receive positive feedback for demonstrating improved engagement and behaviour

A student is likely to have five days to successfully complete the Monitoring Card. The person responsible for issuing and monitoring the card may request that the student continue to remain on the card for a second week if there is evidence that the student is not modifying their behaviour or meeting their goal behaviour.

Decision Making Room (DMR)
This room is used when a student has made inappropriate choices. Referrals to DMR can be made by Year Coordinators or members of the Leadership Team when intervening in a student's behaviour. The use of DMR can be considered an alternative, or first step prior to, an internal or external suspension. Students attend the DMR room at lunchtimes, and their attendance is monitored through the School Online Booking System (SOBS).

Intervention Support Programs
Mirani SHS has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Rock and Water
- Drumbeat
- Social Skilling

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Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge. Supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour

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

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

Students who require intensive teaching are case managed in consultation with the Support Services Team and administration. To support students who are identified as requiring intensive behaviour support, the most appropriate intervention strategies will be utilised. These may include, but are not limited to:

- implement an Individual Behaviour Support Plan and/or Discipline Improvement Plan
- monitor student's attendance and behaviour
- conduct monitoring and intervention meetings with the student and inform parents/guardians
- modify the educational program to cater for the individual student's needs
- referral to Student Support Services personnel
- identify flexible/alternative learning options
- discuss educational options with parents/guardians and student
- referral to alternative education providers
- referral to external support agencies
- referral to Queensland Police Service
- facilitated mediation
- close and ongoing consultation with parents
- recommend to parents to access outside agencies such as Child Youth Mental Health Service or their GP
- Functional Behaviour Analysis

Mirani State High is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Case Management Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student

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- work together to achieve continuity and consistency between the junior and senior school.

The Case Management Team has a simple and quick referral system in place. Following referral, a team member may contact parents and any relevant staff members to begin the assessment and support process. Where possible and if necessary, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

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Recognising Good Behaviour

At Mirani State High School we believe that students who behave well, participate in classroom/extra-curricular activities and who are self-motivated should be recognised.

We employ a rewards program via our YLC-led Valley Pride Points system whereby teachers can nominate students who have displayed commendable conduct in and out of class. Students are also recognised for their great achievements twice a year: once via Merit and Distinction whole school parades and once at Awards Night.

At the end of Semester One, Year Level Co-ordinators will identify students for Merit and Distinction awards. These certificates are presented to students at the special ceremony at school. The process by which these awards are determined is outlined below.

Merit Awards

Year level coordinators identify potential candidates for Merit Awards based on the following criteria:

- Very good behaviour in both the classroom and playground
- Self-motivated
- Very good classroom effort
- Semester One report card must contain four Very Good or Excellent ratings for Behaviour and Effort
- No more than two 'Satisfactory' ratings for Effort and Behaviour on report card

Distinction Awards

To meet the criteria for a Distinction Award students must also have demonstrated instances of leadership and initiative, and active participation in extra-curricular activities. The complete criteria are as follows:

- Exemplary behaviour in both the classroom and playground
- Demonstrated instances of leadership and initiative
- Outstanding classroom and extra-curricular participation, including involvement in three or more extra-curricular activities
- Semester One report card must contain all or nearly all Excellent ratings for Behaviour and Effort. The Year Coordinator will consult with Deputy Principal in situations in which a student may have one or two ratings that are not at the Excellent level.

Since 2022, we have introduced Mirani State High School Distinction badges so students who have achieved at the Distinction level will have a permanent and unique memento of their accomplishment.

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Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

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

DELEGATIONS

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

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

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

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

Notification authorisation

Whilst a principal is not able to delegate their authority to make decisions about suspension or exclusion, they may authorise a deputy principal to tell a student and their parents about the suspension or exclusion decision. Written notification, on the approved form, for the decision must still be signed and sent by the principal (or acting principal in their absence). Principals must document authorisation they give to a deputy principal for evidentiary purposes, should any challenge be made. An Instrument of Authorisation could be either a standing or one-off authorisation.

A copy of the Instrument of Authorisation at Mirani SHS can be provided if requested.

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Disciplinary Consequences

Mirani State High School makes systematic efforts to prevent problem student behaviour by establishing and maintaining classroom rules and procedures. Our Classroom Expectations ensure that our rules focus in our primary purpose: learning. Student behaviour is considered appropriate if the student is:

- actively learning
- allowing others to actively learn
- allowing their teacher to teach

All students are encouraged to take increasing responsibility for their own behaviour and the consequences for their actions. The disciplinary consequences model used at Mirani SHS follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2 – 5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The majority of students will be capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

The levels outlined below categorise behaviour types for the school community to understand the significance of the type of behaviour displayed. The levels categorise the behaviour not the student. They provide a guide to the type of intervention or support required for a particular event.

Valley Pride

- student demonstrates self-managed behaviour;
- student is eligible for leadership positions and other privileges/awards;
- student is eligible for Merit and Distinction Awards;
- opportunities for positive student representation of the school

Minor Misbehaviours

- Are minor breaches of the school rules;
- Consistent/repeated behaviours that impact on the ability of the individual to actively learn, others to actively learn and the teacher to teach.

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- are not part of a pattern of problem behaviours;
- do not require involvement of specialist support staff or Administration.

Major Misbehaviours

- Are persistent minor behaviours, and the student does not respond to classroom management strategies applied
- Significantly violate the rights of others;
- Puts others/self at risk of harm;
- Requires the involvement of HOD/Administration team.

Minor and Major Behaviour Examples

OneSchool Behaviour Category	Minor Behaviour examples	Major Behaviour examples
Abusive Language Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.	Swearing or use of comments directed at a situation. Inappropriate verbal or written remarks. Repeated low-level language.	Abusive, offensive, aggressive personal attacks, racial slurs, comments of a threatening nature. Directed verbal abuse. Swearing at or to a staff member or their instruction.
Academic misconduct Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, impersonation, examination misconduct, plagiarism.	Talking during exam conditions. Failure to submit assessment on time. Failure to adhere to exam conditions.	Plagiarism including not disclosing sourced information in an assessment task. Cheating on an assessment task. Disruption to the integrity of an exam eg, yelling, physical misconduct. Non submission of assessment in Year 11/12.
Bomb Threat/False Alarm Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Not Applicable	Serious threatening behaviours which require the intervention of administration, cause a lockdown or evacuation of learning environment/area.
Bullying Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Name calling, mimicry (mocking behaviours) intentional social exclusion during class activities and in the playground. Deliberate behaviour that a student doesn't like, is repeated and that they're powerless to stop.	Repeated teasing/name-calling, repeated social exclusion, cyberbullying. Inappropriate/unwanted physical touching repeated verbal and physical threats/intimidation/provocation (this includes sexual harassment and one-off touching)
Defiance Student refuses to follow directions given by school staff.	Arguing, refusal to following a reasonable instruction, walking away when a staff member is addressing. General non-compliance, lying, refusal to provide name, truancy.	Yelling at an adult, making threats to the safety of staff, persistent refusal to respond to redirections. Not following a HOD/DP instruction, repeated and/or persistent minor behaviours. Repeated truancy in spite of intervention and support.
Disrespect	Mimicking, mockery, talking under breath, rude and/or dismissive of teacher instructions	Deliberately rude or dismissive messages to adults or students that

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Student intentionally delivers socially rude or dismissive messages to adults or students.		is intended to lower their standing within the school community.
Disruption Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Repeated calling out, off-task talking, general off-task behaviour, disrupting the learning of others, not allowing the teacher to teach.	Persistent disruption (does not respond to classroom management strategies. Sent to buddy class. Behaviour that significantly disrupts the normal rules, expectations, and/or structure of the school.
Dress Code Student wears clothing that is not within the dress code guidelines defined by the school.	Failure to wear correct uniform (consideration of individual circumstances). Failure to follow processes for incorrect uniform	Repeated failure to wear correct uniform or follow processes (consideration of individual circumstances). Offensive or inappropriate clothing. Refusal to change into school-provided uniform.
Falsifying documents Student intentionally creates or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Not applicable	Lying, giving false evidence, modifying a document or signing a person's name without permission.
Fighting Student is involved in mutual participation in an incident involving physical violence.	Play fighting, incidental pushing, grabbing as part of play, intentional tripping.	Hitting (including with an object), kicking, spitting at, headlocks, hair-pulling fighting
Harassment Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Name calling, mimicry, intentional social exclusion related to gender identity, ethnicity, sex, race, religion, disability, physical features or other characteristics, dacking.	Repeated, persistent, serious name calling, mimicry, intentional social exclusion related to gender identity, ethnicity, sex, race, religion, disability, physical features or other characteristics, dacking.
Other – Charge-related suspension Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	Not Applicable	DP/Principal referral
Physical aggression Student intentionally engages in actions involving physical contact with others where injury may occur (eg. hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching etc.). This includes premeditated acts or incitement of others to undertake	Posturing, gesturing, hitting, slapping, punching a person/object. The physical altercation is not mutual.	Premeditated acts where the physical altercation is not mutual. Incitement of others to undertake physical aggression, including spreading rumours or acting as a go-between between two students who end up in a physical altercation.

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physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.		Includes sexualised physical misconduct. Attempted physical intimidation of students or staff.
Property Damage Student participates in an activity that results in destruction, damage or disfigurement of property.	Deliberate damage to equipment – school owned books and/or devices, deliberately destroying stationery. Minor graffiti/vandalism. Accidental property/equipment damage.	Vandalism, graffiti, deliberate damage to school/classroom equipment that potentially has a significant impact on the operation of the school and/or student learning. Deliberate damage to another person's property.
Property Misuse causing risk to others Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Use of equipment in a manner that it is not designed for or is dangerous.	Deliberate misuse of equipment in an unsafe manner, damage to school equipment including classroom equipment, endangering the safety of others.
Refusal to participate in the educational program of the school Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Refusal to enter the classroom, but staying within the view of the teacher, incomplete or refusal to complete class/ homework/ assessment. Failing to bring the required equipment to class.	Persistent refusal, not responding to classroom management strategies.
Substance misconduct involving illegal substances Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	Not Applicable	Drug use; buying and/or selling drugs; holding/storing drugs for others; being in the company of others as they consume a drug; arriving to school under the influence of alcohol and other illegal substances.
Substance misconduct involving tobacco and other legal substances Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	Being a bystander whilst someone is vaping/smoking Possession of aerosols	Smoking/vaping, chroming, distribution or selling of cigarettes/non-prescription medication/vapes. Being in the possession of cigarettes, lighter fluid, vapes, vape refills. Exploding or lighting of aerosols.
Technology violation Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DOS attacks, use of key loggers, impersonating staff or other students.	Off task use of computer Misuse of electronic devices (computer, phone, Bluetooth connected headphones) Breach of mobile devices policy	Repeated off task use, inappropriate correspondence with students or staff, used to cause harm, threaten/take photos/film a student/staff member, fight etc. Repeated breach of school's mobile devices policy.

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Theft Student is involved by being in possession of, having passed on or being responsible for removing school or someone else's property.	Taking property/equipment from another student (hats, water bottle etc)	Stealing of property/equipment belonging to others or the school with or without intent of not returning it or for personal gain.
Truancy (out of class) Student is present at school but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	Leaving class without permission, Repeated unexplained lateness to class Refusal to attend class, leaving class for long periods of time without permission.	Repeated/Persistent truancy.
Truancy (out of school) Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	Leaving school grounds without permission (eg to go to Kookaburras, down to the river, Seniors going out to student cars)	Repeated/Persistent truancy.
Use/possession of combustibles Student is/was in possession of substance/objects readily capable of causing bodily harm and/or property damage (e.g matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Use of deodorant spray cans. Vaping refills.	Bringing potentially dangerous items to school or using an item to harm (Aerosol – frostings) or as a weapon to threaten to harm. Possession of combustibles (lighter fluid)
Use/possession of weapons Student is in possession of knives and guns (real or look-alike), or other objects readily capable of causing bodily harm.	Using of sticks or other found objects as weapons without intent to harm	Bringing and carrying weapons and other potentially dangerous items to school. Or using an item as a weapon to harm or threaten to harm.

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Behaviour Intervention Examples

Mirani State High School makes systematic efforts to follow-up on student behaviour. What intervention is undertaken will depend on the severity of the behaviour, and the student's individual circumstances.

<table>
<tr><th colspan="2">Teacher Intervention
Student requires assistance to manage behaviour.</th></tr>
<tr><th>Teacher Actions</th><th>Range of intervention strategies</th></tr>
<tr><td>

Create and define classroom expectations based on the school's behaviour expectations of behaviour being acceptable if the student is

Actively learning
Allowing others to actively learn
Allowing the teacher to teach

Clearly state the school's mobile devices policy as a classroom entry procedure at appropriate intervals throughout the school year
Manage student behaviour through the ten Essential Skills for Classroom Management (ESCM)
Where required, work through a process of 1) redirect using an "if/then" statement, 2) give a choice, 3) follow through
Undertake ESCM profiling
Access support personnel where appropriate (HOD, Admin, Student Support team)

</td><td>
Ideally, three strategies should be attempted by the teacher prior to referral to HOD or Admin for support. The strategies listed here progress from least intrusive to most. Which of these strategies is used at any given time is at the discretion of the teacher:

Proximity prompts
Silent signals or gestures
Quiet verbal corrections
Positive, specific verbal feedback for appropriate behaviour
Re-teach class expectations
Reinforce classroom routines
Rest and reset options
Redirection for attention
Positive phrasing of expectations
Restorative conversation
Movement break
Seating plan
Individual conference with student
Engagement with parents
Individual re-teaching of class expectations
Detention
Relocation to buddy classroom or site
Referral to HOD/administration

</td></tr>
<tr><th colspan="2">Head of Department/Year Coordinator Intervention</th></tr>
<tr><td colspan="2">

Head of Department: student requires significant assistance to manage behaviour in a class/subject.
Year Coordinator: student requires significant assistance to manage behaviour in Home Group or playground.

</td></tr>
<tr><td>Head of Department/Year Coordinator Actions</td><td>The strategies listed here progress from least intrusive to most. Which of these strategies is used at any given time is at the discretion of the HOD/YLC:</td></tr>
</table>

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• Initiate reflective conversation: discuss behaviour of student and desired outcomes with teacher. • Review classroom routines, expectations and ESCM processes with staff (HOD) • Monitor student behaviour over arranged duration	• Engagement with parents • Restorative conversation • Monitoring Card • Detention, DMR-referral, Afterschool detention • Buddy class, in-school isolation for a subject
Administration Intervention Student has failed to respond to previous intervention strategies or behaviour is of an extremely inappropriate nature.	
Administration Actions	Range of intervention strategies
• Review student behaviour data across all subjects via OneSchool behaviour reports • Discuss demonstrated behaviours and outcomes with staff and HOD/YLC and clarify desired outcomes • Discuss issues with students and implement appropriate strategy or consequence • Communicate expectations and outcomes to staff, student, parent as required	The strategies listed here progress from least intrusive to most. Which of these strategies is used at any given time is at the discretion of the Principal/Deputy Principal: • Targeted pre-teaching of skills (academic, behavioural or social) • Monitoring Card • Personalised or flexible timetable • Risk assessment • Functional Behaviour Assessment • Discipline Improvement Plan • Internal suspension • Short suspension • Long suspension • Exclusion

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Behaviour Consequence Examples

The following behaviours are considered inappropriate or unacceptable at Mirani State High School. Every case will have the particular circumstances considered before consequences are applied. Staff will then apply appropriate consequences from the range of consequences listed here (not necessarily in the order they are written here). This is not an exhaustive list. Individual student circumstances will be considered before consequences are applied.

Area	Behaviours	Consequences
Classroom	**Inappropriate classroom behaviours**	• The teacher will employ a range of strategies to engage the student in learning. • Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student is supported to choose to re-engage. • This support may include: quiet verbal corrections; positive feedback for appropriate behaviour; reinforce classroom expectations/ routines; rest and reset options (including "if/then" statements); restorative conversations; detention; student referral to buddy class process.
	Not completing course requirements (Senior)	• Teachers will supervise the completion of work. • HODs supervise completion of work. • Invitations to extra-curricular school events may be withdrawn. • Invitation to formal/graduation may be withdrawn. • Enrolment may be cancelled.
Use of Electronic Devices (see Appendices 2 and 4)	**Inappropriate use of mobile phones or electronic devices in the classroom** *All mobile phones and other electronic devices, including headphones, must be turned off and out of sight in the classroom and in the playground, unless their use has been explicitly approved to be part of the lesson.* *Permission must be sought before any recording or photographing takes place.*	• Students who misuse mobile phones or other electronic devices in the classroom will be sent to the student services counter at the office. They will exchange the device for an IDAttend pass and on return to class show this pass to the teacher. Students can then exchange the pass for the device from the office at the end of the day. • Refusal to comply with this process will be treated as wilful disobedience.
	Inappropriate email use eg. offensive language **Accessing inappropriate internet sites for a school site, or downloading inappropriate material, eg. pornography**	• Students may be removed from internet access, have limitations placed on network access, be required to provide restitution or pay for repairs, given a DMR and/or suspended. Parents will be notified. • Refer also to "Any sexually explicit act" where the behaviour involves the creation and/or distribution of pornographic images.

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	Attempts to gain unauthorised access to any part of the network systems, eg. via hacking, 'spyware' or other "backdoor" methods OR the use of teacher or network manager logins OR copying and/or misuse of school data OR damaging the network	• Minimum of suspension, removal of network rights. • Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be excluded from Mirani State High School.
Environment and Property	**Litter** *Whether dropped by an individual or surrounding a group of students*	• Student/s will be requested to pick up litter. • Staff will attempt to solve the problem with student/s. • Refusal to comply with request may be regarded as disobedience.
	Stealing (or intent to steal) **or** **Interfering with the property of others**	• The parent/caregiver will be notified, as appropriate. • The student may be required to restore property or make restitution to the owner. • The student may be required to undertake a DMR detention or withdrawal for a period of time. • The student may face suspension or recommended for exclusion. • Police will be contacted, if necessary.
	Graffiti/damaging/destroying property (or intent to damage or destroy)	• Parent/guardian notified • Student may be required to undertake school community service or detention/withdrawal for a period of time. • The student may be suspended or excluded. • Major damage will result in referral to police.
Compliance	**Missing Detention/DMR**	• Where this was an oversight and the student attempted to communicate with the staff member concerned, or get to the detention/DMR within a reasonable time of when it should have begun, the student may complete the original detention/DMR. • Repeated or blatant refusal to attend may result in suspension.
	Wilful disobedience	• Continued failure to comply with a reasonable request or instruction will result in DMR, suspension or recommended for exclusion.
Safety	**Unsafe behaviour**	• Students will be required to make the situation safe. • Ongoing or major incidents of unsafe behaviour may result in detention, suspension or recommended for exclusion.
	Water or food throwing/fights	• Students will clean up the mess made. The space must be left safe. • Detention and/or suspension may be given.

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	Possessing or using weapons (see Appendix 1)	• Items that are considered unsafe may be confiscated. • Students may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others; or has the potential to do so. • These consequences will also be implemented for items that could reasonably be perceived to be a weapon. • Police will be contacted if necessary.
Attendance	**Truancy**	• Parents/guardians will be notified by the school of extended periods of unexplained absence from school by the student. When necessary, the school may initiate an Enforcement of Attendance process. • If a student is truant from school, they will be notified of the absence via the school's same day absence notification system. • Student may be placed on a monitoring card to track their class attendance. • Intervention will be undertaken for compulsory school-aged students who are chronic truants. • Cancellation of enrolment may occur for post-compulsory aged students who repeatedly miss class.
	Leaving school grounds without permission/ pass	• Parent/caregiver will be notified. • The student may spend their breaks under supervision. • The student may be given a DMR detention. • Persistent offences will be treated as disobedience. • Students who are found to have left school grounds to go to the Pioneer River may be suspended due to putting themselves and/or others at risk.
Treatment of Others	**Bullying/Threats: verbal, physical, sexual/gender, social, racial, and cyber-bullying (see Appendix 3)**	• Students will be made aware of school policy. • Students will be stepped through a process to change this behaviour. • Mediation, detention, reparations can be expected. • Restorative processes can be undertaken when it is deemed suitable to do so. • Students may be required to participate in an anti-bullying education program. • Students may be withdrawn from classes or lunch breaks for a specified number of days. • Students may be required to comply with a playground plan to ensure the affected parties have minimal contact with each other during lunch breaks. • Parent/guardian will be notified. • Suspension/proposed exclusion from school may occur. • Possible referral to police.
	Violence/Fighting	• Students suspended/excluded from school. • Possible referral to police.

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School Community	**Publishing inappropriate or abusive material about staff or school in any public or school domain including the internet. (see Appendix 4)**	• Students will be instructed to remove material from public view or the internet • Parent/guardian will be notified. • Cybersafety and Reputation management may be consulted, including on whether the behaviour constitutes defamation. • Suspension/proposed exclusion from school may occur.
	Contacting media outlets without the authorisation of the Principal	• Students who contact or supply information to media outlets (or facilitate this) and this results in harm to students/staff or negative publicity for the school are at risk of suspension/proposed exclusion.
Personal Conduct	**Inappropriate Language** *Incidental* *Deliberate or persistent*	• Attention will be drawn to the language and the student asked to recognise its inappropriateness. • The student will apologise to the offended party. • The student may be asked to move away from where the offended party is. • Student may be given a DMR detention • Students may be suspended.
	Failure to wear school uniform *Students who are unable to wear correct uniform need to register this with the Year Coordinator on uniform duty during Home Group. They will be issued with a Uniform Pass for the day.*	• Where the correct uniform is available, students will be asked to change into the correct uniform. • Students may receive a DMR detention if they have not followed the correct procedure by getting a Uniform Pass. • Where the student's lack of uniform puts them at risk in relation to WHS policies, eg. wearing thongs to school, they will complete supervised work, and parents will be notified. • Persistent failure to comply with uniform requirements may be treated as disobedience.
	Smoking cigarettes and/or vaping in/around the school grounds. **Possession of smoking/vaping equipment in/around the school grounds.** *Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Mirani State High School.*	• Smoking/vaping equipment will be confiscated. Refusal to so may result in suspension. Process for searching a student and their property will be conducted via process outlined in Appendix 1. • Students may be required to participate in an anti-tobacco program, via DMR detention and/or appointment with school-based nurse. • Repeated instances of being caught smoking/vaping, in spite of attempts by school to prevent this behaviour, may result in suspension. • Supply of smoking/vaping equipment to other students may result in suspension, proposed exclusion and police involvement.

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	Possession, consumption and/or supply of alcohol or drugs* or drug equipment in/around school grounds *Similar consequences will result if students are in possession while away on a school activity, in school uniform, or easily identified as a Mirani State High School student.* **Drugs may include prescription drugs, alcohol, inhalants, illicit or prohibited substances and substances purported to be a drug.*	• If a student is suspected of being in possession of alcohol, drugs or drug implements, the student will be escorted to the office, where their property will be searched. Process for searching a student and their property will be conducted via process outlined in Appendix 1. • Students in possession of alcohol may be suspended or proposed for exclusion. • Students in possession of drugs or drug implements or any substance they purport to be a drug are typically proposed to be excluded from Mirani State High School. • Police will be contacted to take possession of the items. Students who are in the company of those involved in a drug or alcohol-related incident can expect similar consequences. Students who are attempting to acquire or purchase drugs, drug equipment or alcohol can expect similar consequences.
	Use of alcohol or drugs on/around school grounds. *Similar consequences will result if students are in possession while away on a school activity, in school uniform, or easily identified as a Mirani State High School student.*	If a student is suspected of using or being under the influence of alcohol or a drug while at school the following will occur: • The student will be kept separate from other students at school until parents arrive to provide support/care. They will be taken home by parents/guardians. • Where necessary, medical attention will be sought. • The school's admin will conduct an investigation • Students may be suspended or proposed to be excluded. • Police will be involved where necessary.
	Any sexually explicit act* **The term "Act" covers behaviour of a physical nature, the creation and or distribution of sexually explicit material (eg, AI deepfake images), or the request of such material (eg. requesting or providing 'nudes').*	• Students will be counselled about socially acceptable behaviour. • As part of the investigation undertaken by the school, the school will seek to determine whether there appears to be in imbalance of power, or an act undertaken without consent, or an act undertaken to humiliate another student. • Students may be suspended or excluded. • Police will be involved.

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Behaviour Outside of School

Students while out in the community, most notably on their way to or from school, or at any other time when in school uniform or otherwise identifiable as a Mirani State High School student by their clothing, conduct or association, are to abide by the school behavioural expectations.

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 alleged instances of cyberbullying. Typically, this would be undertaken if it is clear that the identified student behaviour that occurred outside of school hours has had, or is likely to have, a demonstrable effect on the reputation or good order and management of the school.

School Disciplinary Absences

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

- short suspension (1 to 10 school days)
- long suspension (11 to 20 school days)
- charge-related suspension
- exclusion (period of not more than one year or permanently)

At Mirani State High School, the use of any SDA is considered a very serious decision that is applied to support the health, safety and wellbeing of staff and students. All SDA decisions are made in conjunction with the DoE Student Discipline Procedure and the flowcharts contained within.

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 Mirani SHS are invited to attend a re-entry meeting on the day of their scheduled return to school, along with their parents/carers. 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 and is instead an opportunity to reflect and to set the student up for future success. This process should also aim to strengthen home-school communication. This process could include a Return From Suspension Agreement, an adjustment to the student's timetable, referrals to internal or external supports or other mechanisms to ensure a smooth transition back into school. 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 (Deputy Principal) attending with the student and their parent/s or guardian/s. A record of

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as Guidance Officer or Community Education Counsellors, may also offer important advice to ensure a successful outcome for the re-entry meeting.

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School Policies

Mirani State High 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:

- Appendix 1: Items banned from school, and the temporary removal of student property
- Appendix 2: Use of mobile phones and other devices by students
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Appendix 1: Items banned from school, and 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, and to maintain and foster mutual respect between all state school staff and students. This Appendix outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property. It also clearly states what items are banned from school and that would then require intervention by the school to remove from a student.

The following items are explicitly prohibited at Mirani State High School and will be removed if found in a student's possession:

- illegal items or weapons (eg. guns, knives*, throwing stars, brass knuckles, chains, taser-style devices)
- imitation guns or weapons (including gel blaster guns, and butterfly knife-style combs)
- potentially dangerous items (eg. cigarette lighters, blades, rope, steel rulers)
- drugs** (including tobacco and vapes)
- alcohol
- aerosol cans (including spray paint)
- explosives (eg. fireworks, flares, sparklers)
- flammable solids or liquids (eg. fire starters, mothballs, lighters)
- poisons (eg. weed killer, insecticides)
- inappropriate or offensive material (eg. racist literature, pornography, extremist propaganda)

In determining what constitutes a reasonable time to temporarily 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
- the 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.

*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 knife-like 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

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students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school staff will supervise their use.

** 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

Staff at Mirani State High School:

Clear guidelines for conducting a property search are followed in circumstances where such a search is required. These guidelines are explained to the student at the time of the search:

- prior to conducting a search of bag and/or student's pockets, consent from the student or their parent to examine or otherwise deal with the temporarily removed personal student property must be obtained. 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
- if a student and/or parent refuses to give consent for a search to be conducted, the student and their property will remain in the school office. Police will be contacted to conduct the search.
- 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 or calling the police
- are permitted in 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 (eg. to access an EpiPen for an anaphylactic emergency)

Parents of students at Mirani State High School

Ensure their children do not bring property onto school grounds or other settings used by the school (eg. camp, sporting venues) that:

- are prohibited according to the Mirani State High School Student Code of Conduct
- are illegal
- put 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

If items that require confiscation are thought to be able to be returned to the student or their parents, parents are to 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 Mirani State High School

Do not bring property onto school grounds or other settings used by the school (eg. camp, sporting venues) that:

- are prohibited according to the Mirani State High School Student Code of Conduct
- are 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

Students are to collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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Appendix 2: Use of mobile phones and other devices by students

Personal Technology Devices include, but are not limited to, technology devices such as mobile phones, tablets, smart watches, headphones, portable gaming devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone, watch or smartwatch), and devices of a similar nature.

The school recognises that personal technology devices are now part of society and that parents wish students to have mobile phones and such devices, especially as a means of security and safety. The school also recognises that these devices can develop in students their digital literacy, 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 our school community, Mirani State High 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.

Responsibilities

The school policy for personal technology device use on school grounds is that students are allowed to bring personal technology devices to school or to school events but that:

1. Personal technology devices are to be turned off at any time in school grounds before school, during all instruction time and until the end of the school day. They are not to be used, seen or heard during the entire school day either inside or outside the classroom (NOTE: There may be occasions where the teacher may require the use of a device as a part of a learning experience in which case it may be permitted, but only for the duration of the stated task).
2. If parents/caregivers need to contact their child during school time this can be done by contacting the school office. If students need to contact their parents, this can also be done through the school office.
3. Unauthorised use at school of audio and video recording devices, and cameras is not allowed.
4. Students who use personal technology devices in an inappropriate manner as outlined in 1 or 3 above will be required to hand their personal technology device into the school office from where it can be claimed by the owner at the end of the school day. On providing their device to the office, they will be provided with an IDAttend slip confirming that it has been handed in.
5. Refusal to follow 4 will be considered refusal to follow teacher instructions and consequences as outlined in the school's Student Code of Conduct will be applied.
6. Security of personal technology devices is the responsibility of the owner. The school does not accept responsibility for personal technology device, loss or damage.
7. Repeated breaches of this policy will be referred to the school administration and treated as wilful disobedience.

Classroom expectations

Teaching staff outline the classroom expectations of device use at the beginning of the year, and at regular intervals throughout the year. This includes signs that clearly identify whether or not mobile devices can be used in class. Students are informed by their teachers that in class mobile devices should be neither seen nor heard, and must be handed in to the office if they are witnessed by the teacher in the classroom.

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This policy does not discriminate on the basis of whether the device is being used or not – if it is seen to be in use, or heard to be in use (eg. noises signalling receipt of a message), it must be handed in at the office and collected at the end of the school day.

Playground Expectations

Playgrounds are also mobile device free zones. The same process applies in the playground as it does in the classroom – students will be instructed to hand their device in to the office for collection at the end of the day. The use of Bluetooth connected speakers are not permitted in the playground, and would also need to be handed in if found to be in use.

Inappropriate Behaviour Outside of School Hours

Students may receive disciplinary consequences for bullying, cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school. On enrolment, students and parents are expected to sign an ICT Agreement covering usage of ICT facilities and devices at Mirani State High School. Further details on the school's approach to bullying and cyberbullying are outlined in Appendices 3 and 4, below.

Special Circumstances Arrangement

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

Confiscation

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. The process by which items are confiscated is outlined in Appendix 1. If a phone is confiscated, school staff are not permitted to access the content on the phone.

Assumption of Cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment, unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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 Mirani SHS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (eg. in 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.

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A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur. The use of AI to create deepfake images of the school or members of the school community will also not be tolerated.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in the creation, recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

Text Communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment or possibly 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 this 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.

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Appendix 3: Preventing and responding to bullying

Mirani State High 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

According to the Bullying. No Way! national program, 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)
- 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

When discussing bullying behaviours with students, these steps are summarised as:

1. Actions you don't like
2. That are repeated
3. That you are powerless to stop

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, spitefulness or that are intentionally hurtful
- isolated incidents of aggression, intimidation or violence

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

Cyberbullying

Cyberbullying is treated at Mirani State High 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. Cyberbullying has its own stand-alone process, as outlined in Appendix 4.

Student Intervention and Support Services

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

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Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Services section earlier in this document.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This may include counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying.

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Mirani State High School: **Bullying response flowchart for teachers**

Step 1 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

Step 2 Document

- ask the student for examples they have of the alleged bullying (eg. 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 or guardian/s that the issue of concern is being investigated

Step 3 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

Step 4 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 the Student Support Services
- agree to a plan of action and timeline for the student, parent/s or guardian/s and yourself

Step 5 Implement

- document the plan of action in OneSchool
- complete all actions agreed with student and parent/guardian within agreed timeframes
- monitor the student and check in regularly on their wellbeing

Step 6 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 the parent/guardian
- record outcomes in OneSchool

Step 7 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

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Appendix 4: Cyberbullying, and the appropriate use of social media

Cyberbullying
In the first instance, students or parents who wish to make a report about cyberbullying or for assistance in preventing and responding to cyberbullying should approach the Deputy Principal of that student's year level.

As noted in above, state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including if it involves possible cyberbullying. This includes behaviour which occurs outside of school hours or settings. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites. In such cases, it would need to be clear that the student has used a carrier device, like their phone, and/or a social media site to engage in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school.

Parents and students who have concerns about cyberbullying incidents can also seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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 who engage in such behaviour would be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Mirani State High School subscribes to Stymie, an online anonymous reporting platform, which allows bystanders to send anonymous notifications to the school about someone who they believe is being bullied or harmed. Stymie has a function that allows the notifier to include screen shots of the images or posts that are causing offence.

Appropriate use of social media
It is important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This can be particularly the case in a school like Mirani State High School, which caters for a community that is both closely knit, but also geographically dispersed and at times isolated.

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. THINK if what you are posting is:
  - True
  - Helpful
  - Inspiring
  - Necessary
  - Kind
- 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.

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- 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.
- 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.

Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.

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

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

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

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

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

What about other people's privacy?
If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents/guardians 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

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

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

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

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

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

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Mirani SHS - Cyberbullying and Social Media response flowchart

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

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

YES

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

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

NO

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

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

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

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

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

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

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

OR

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

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

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Restrictive Practices

At times, school staff at Mirani State High 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 emotions 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:

- regard to the human rights of those students
- safeguards students, staff and others from harm
- ensures transparency and accountability
- places importance on communication and consultation with parents and guardians
- maximises the opportunity for positive outcomes
- 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.

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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 unexpected, or an occasion requiring immediate action (eg. 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 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.

Staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour by:
    a. shouting
    b. cornering the student
    c. moving into the student's space
    d. touching or grabbing the student
    e. sudden responses
    f. sarcasm
    g. becoming defensive
    h. communicating anger
    i. 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.

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