



Mornington Island State School

Student Code of Conduct

2021





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Introduction

School Contact Information

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Contact Person:	Luke Bowering (Principal)

The Purpose of this Document

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

The **Student Code of Conduct** sets out the responsibilities and processes we use in our school to promote positive student behaviour and maintain a consistent, effective whole school approach to student discipline. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Mornington Island State School has a long and proud tradition of providing high quality education to students on Mornington Island. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Mornington Island State School has four expectations for all staff and students when they are at school. They are: *I am a Safe, I am Respectful, I Belong, I am a Learner*. These expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be safe, respectful learners with a sense of belonging to their School, their family and their Community. We call this good behaviour *Positive Behaviour for Learning*. We strive to communicate these positive behaviour expectations to every student every day, and educate them on why they should be followed. The Code of Conduct outlines how we do this, using three levels of support for students, and how we celebrate their success when students meet and exceed them. We call this *Positive Behaviour Support*. We also make clear to students the consequences for not following these expectations, and the *Code of Conduct* outlines what these consequences are, and when and how they are applied, including suspensions and school exclusions. This is our *School Disciplinary Procedure*.

Lastly, we have a several *School Behaviour Policies* that address particular focus areas of student conduct and staff-student interaction when at school.

I encourage every teacher, student, parent and carer to read through *The Student Code of Conduct*, so we have a common understanding of expectations and consequences, and can all work together to support our students to be safe, happy and successful at school. I thank the students, teachers, parents and other members of the community for their work in bringing the *Mornington Island State School Student Code of Conduct* together. Your interest and views shared through the process of developing this document have been invaluable.

Luke Bowering

Principal, Mornington Island State School



P&C Statement of Support

As President of the Mornington Island State School P&C I endorse this Student Code of Conduct. I encourage every parent to read it, so that they understand how to best support their child to be happy and successful at School.

Coreen Reading

President, Mornington Island State School P&C Committee

Consultation

Mornington Island State School developed this plan in collaboration with our school Community. It took into account current documented processes. A review of school data sets relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2016-2019 informed the development process. A further review and refinement of this plan will be conducted in 2023.

Guiding Principles

The Student Code of Conduct is underpinned by the following principles:

Evidence Based Practice: The policies and procedures outlined in the Code of Conduct are intentional, targeted and informed by data and research.

High Expectations: We believe that setting high expectations of our students and staff capacity to learn and grow supports an environment where those expectations are met or exceeded.

Engaged Learning: The foundation of positive student behaviour is effective teaching, inclusive and engaging curriculum. We endeavour to make learning exciting, accessible, challenging, rewarding and relevant for everyone.

Intentionally Inviting: At our school we make everyone feel that they are welcome and that they belong. Unconditional positive regard for all is a foundation of positive student behaviour.

School and Community Partnerships: Strong partnerships with parents/carers, the wider school community and other support agencies are essential to positive behaviour in schools.

Consideration: Standards of expected student behaviour and responses to negative behaviours must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

Student Leadership: Students can be leaders in modelling proper behaviours and mentoring younger students.

Wellbeing: The wellbeing of all staff and students must be the primary consideration in all decision making around student behaviour.



Data Overview

School Opinion Survey

The School Opinion Survey collects the responses of key groups to questions, designed to find out what they think about the school and its performance. A comparison of results from the survey, from 2015-2019 are available below:

SCHOOL OPINION SURVEY – Parent/Caregiver school report, 2015–19.

(0291) Mornington Island State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree. Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2001	My child likes being at this school.	9	100.0	19	94.7	8	100.0	8	87.5	9	100.0
S2002	My child feels safe at this school.	9	100.0	19	94.7	8	100.0	8	75.0	9	100.0
S2003	My child's learning needs are being met at this school.	9	88.9	19	94.7	10	90.0	8	75.0	8	100.0
S2004	My child is making good progress at this school.	9	100.0	19	89.5	8	100.0	8	100.0	9	100.0
S2005	Teachers at this school expect my child to do his or her best.	9	100.0	18	94.4	8	100.0	8	87.5	9	100.0
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	9	100.0	19	94.7	7	100.0	8	100.0	9	88.9
S2007	Teachers at this school motivate my child to learn.	9	88.9	19	94.7	9	100.0	8	100.0	9	100.0
S2008	Teachers at this school treat students fairly.	9	100.0	18	94.4	11	90.9	8	75.0	9	100.0
S2009	I can talk to my child's teachers about my concerns.	9	100.0	19	89.5	9	100.0	8	100.0	9	100.0
S2010	This school works with me to support my child's learning.	9	100.0	18	100.0	10	100.0	8	100.0	9	100.0
S2011	This school takes parents' opinions seriously.	9	100.0	18	94.4	9	100.0	8	87.5	9	100.0
S2012	Student behaviour is well managed at this school.	9	88.9	19	78.9	10	70.0	8	50.0	9	88.9
S2013	This school looks for ways to improve.	9	100.0	19	94.7	11	100.0	8	100.0	9	100.0
S2014	This school is well maintained.	9	100.0	18	88.9	10	100.0	8	75.0	9	100.0
S2015	This school gives my child opportunities to do interesting things.	9	100.0	18	100.0	11	100.0	8	87.5	9	100.0
S2016	My child is getting a good education at this school.	9	100.0	19	94.7	9	100.0	8	87.5	9	100.0
S2017	My child's English skills are being developed at this school.	9	100.0	19	94.7	9	100.0	8	87.5	9	100.0
S2018	My child's Mathematics skills are being developed at this school.	9	100.0	19	94.7	9	100.0	8	100.0	9	100.0
S2019	I understand how my child is assessed at this school.	9	100.0	19	94.7	10	100.0	8	100.0	9	100.0
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	9	100.0	19	94.7	11	90.9	8	75.0	9	100.0
S2021	Teachers at this school are interested in my child's wellbeing.	9	100.0	17	100.0	10	100.0	8	100.0	9	100.0
S2022	Staff at this school are approachable.	9	100.0	18	94.4	10	100.0	8	87.5	9	100.0
S2023	Staff at this school are responsive to my enquiries.	9	100.0	19	94.7	11	100.0	8	87.5	9	100.0
S2024	This school asks for my input.	9	88.9	18	94.4	10	90.0	8	100.0	9	100.0
S2025	This school keeps me well informed.	9	100.0	19	84.2	12	100.0	8	100.0	9	100.0
S2026	This school encourages me to take an active role in my child's education.	9	100.0	19	94.7	10	100.0	8	100.0	9	100.0
S2027	This school encourages me to participate in school activities.	9	100.0	19	89.5	11	100.0	8	100.0	9	100.0
S2028	This school provides me with useful feedback about my child's progress.	9	100.0	18	94.4	9	100.0	8	100.0	9	100.0
S2029	This school provides useful information online.	9	100.0	18	94.4	9	88.9	8	62.5	9	77.8
S2030	This school is environmentally friendly.	9	100.0	19	73.7	10	100.0	8	100.0	9	100.0
S2031	This school is well organised.	9	100.0	18	83.3	10	100.0	8	100.0	9	100.0
S2032	This school has a strong sense of community.	9	100.0	18	94.4	10	100.0	8	100.0	9	100.0
S2033	This school celebrates student achievements.	9	100.0	18	88.9	11	100.0	8	100.0	9	100.0
S2034	I would recommend this school to others.	9	100.0	19	94.7	11	100.0	8	87.5	9	100.0
S2035	This is a good school.	9	100.0	18	100.0	11	100.0	8	87.5	9	100.0

SCHOOL OPINION SURVEY – Student school report, 2015–19.

(0291) Mornington Island State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree. Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2036	I like being at my school.	56	98.4	40	100.0	68	86.8	11	90.9	55	92.7
S2037	I feel safe at my school.	56	89.3	40	95.0	68	94.1	11	90.9	55	87.3
S2038	My teachers motivate me to learn.	56	87.5	39	100.0	68	95.6	11	90.9	55	100.0
S2039	My teachers expect me to do my best.	54	98.1	40	97.5	68	98.5	11	100.0	54	96.3
S2040	My teachers provide me with useful feedback about my school work.	54	88.9	40	100.0	67	92.5	11	90.9	53	92.5
S2041	Teachers at my school treat students fairly.	56	80.4	40	95.0	67	92.5	11	90.9	54	88.9
S2042	I can talk to my teachers about my concerns.	54	81.5	40	92.5	66	92.4	11	72.7	53	98.1
S2043	My school takes students' opinions seriously.	56	75.0	40	92.5	65	70.8	11	45.5	54	92.6
S2044	Student behaviour is well managed at my school.	53	81.1	40	80.0	67	88.1	11	81.8	53	79.2
S2045	My school looks for ways to improve.	55	85.5	40	92.5	67	97.0	11	81.8	54	92.6
S2046	My school is well maintained.	55	83.6	40	95.0	66	92.4	11	100.0	55	94.5
S2047	My school gives me opportunities to do interesting things.	55	80.0	39	89.7	68	86.8	11	100.0	54	90.7
S2048	I am getting a good education at my school.	53	86.8	40	100.0	67	94.0	11	100.0	55	94.5
S2049	My English skills are being developed at my school.	55	87.3	40	97.5	68	95.6	11	90.9	54	88.9
S2050	My Maths skills are being developed at my school.	55	85.5	40	97.5	68	100.0	11	100.0	55	94.5
S2051	I understand how I am assessed at my school.	54	90.7	40	92.5	63	93.7	10	90.0	53	86.8
S2052	I can access computers and other technologies at my school for learning.	54	70.4	39	56.4	66	71.2	11	72.7	55	83.6
S2053	I am encouraged to use computers and other technologies at my school for learning.	54	77.8	39	59.0	68	77.9	11	90.9	53	88.7
S2054	I use computers and other technologies at my school for learning.	56	80.4	39	53.8	67	86.6	11	81.8	53	88.7
S2055	I enjoy using computers and other technologies at my school for learning.	55	89.1	35	85.7	67	95.5	8	100.0	53	94.3
S2056	I feel accepted by other students at my school.	55	90.9	40	95.0	67	92.5	11	54.5	54	87.0
S2057	My school/work challenges me to think.	54	92.6	40	97.5	68	97.1	11	100.0	54	94.4
S2058	My teachers challenge me to think.	54	92.6	39	100.0	67	91.0	11	100.0	54	92.6
S2059	My teachers encourage me to do my best.	55	98.4	40	100.0	68	98.5	11	100.0	53	100.0
S2060	My teachers clearly explain what is required in my school work.	55	90.9	40	97.5	68	91.2	11	90.9	54	94.4
S2061	My teachers help me with my school work when I need it.	54	92.6	40	100.0	68	92.6	11	100.0	54	100.0
S2062	My teachers use a variety of resources to help me learn.	53	94.3	40	95.0	67	94.0	11	81.8	54	100.0
S2063	My teachers care about me.	54	88.9	40	100.0	65	98.5	11	90.9	52	98.1
S2064	My school encourages me to participate in school activities.	55	92.7	40	100.0	67	94.0	11	100.0	55	98.2
S2065	My school encourages me to be a good community member.	54	94.4	39	100.0	68	94.1	11	90.9	52	100.0
S2066	My school celebrates student achievements.	52	92.3	40	100.0	66	97.0	11	100.0	54	96.3
S2067	I would recommend my school to others.	54	88.9	39	100.0	65	90.9	11	81.8	54	96.3
S2068	This is a good school.	55	87.3	40	97.5	66	86.4	11	81.8	54	92.6



Mornington Island State School Student Code of Conduct

SCHOOL OPINION SURVEY – Staff school report (all staff items), 2015–19.

(0291) Mornington Island State School

Total agreement presents the aggregation of positive responses, that is: somewhat agree, agree and strongly agree.

Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero. * Responses are presented with historical data of a similar survey item.

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2069	I enjoy working at this school.	17	100.0	20	90.0	19	94.7	30	93.3	29	89.7
S2070	I feel this school is a safe place in which to work.	17	94.1	20	85.0	19	89.5	30	70.0	29	86.2
S2071	I receive useful feedback about my work at this school.	17	82.4	20	85.0	19	84.2	30	90.0	29	86.2
S2072	Students are encouraged to do their best at this school.	17	100.0	20	90.0	19	100.0	30	96.7	29	89.7
S2073	Students are treated fairly at this school.	17	88.2	19	100.0	18	100.0	29	96.6	29	89.7
S2074	Student behaviour is well managed at this school.	17	94.1	19	100.0	19	94.7	30	63.3	29	72.4
S2075	Staff are well supported at this school.	17	82.4	20	85.0	19	100.0	30	83.3	29	75.9
S2076	This school takes staff opinions seriously.	17	70.6	20	75.0	19	89.5	29	75.9	29	89.7
S2077	This school looks for ways to improve.	17	100.0	20	90.0	19	89.5	30	96.7	29	93.1
S2078	This school is well maintained.	17	70.6	20	100.0	19	100.0	30	80.0	29	93.1
S2079	This school gives me opportunities to do interesting things.	17	88.2	20	100.0	19	94.7	30	90.0	28	89.3
S3201*	Students with a disability are well supported at my school.	16	68.8	19	63.2	17	76.5	25	80.0	28	78.6
S3202	My school has an inclusive culture where diversity is valued and respected.	0	NA	0	NA	19	100.0	30	93.3	27	88.9
S3203	People are treated fairly and consistently at my school.	0	NA	0	NA	19	89.5	30	96.7	29	82.8
S3204	My school is well managed.	0	NA	0	NA	19	89.5	30	93.3	29	86.2
S3207	I am confident that poor performance will be appropriately addressed in my school.	0	NA	0	NA	17	88.2	30	80.0	29	72.4
S3208	I have choice in deciding how to do my job.	0	NA	0	NA	19	89.5	29	82.8	29	96.6
S3209	I have the authority necessary to do my job effectively.	0	NA	0	NA	19	89.5	30	86.7	29	96.6
S3210	My school inspires me to do the best in my job.	0	NA	0	NA	19	89.5	30	90.0	29	89.7
S3211*	My school encourages me to take responsibility for my work.	17	100.0	20	100.0	19	100.0	30	100.0	29	93.1
S3212*	My school encourages me to undertake leadership roles.	17	100.0	18	88.9	17	94.1	28	92.9	29	89.7
S3213*	My school encourages coaching and mentoring activities.	17	94.1	20	100.0	18	100.0	29	93.1	29	96.6
S3252	My workplace culture supports people to achieve a good work-life balance.	0	NA	0	NA	0	NA	0	NA	29	86.2
S3253	My workplace offers flexible work arrangements.	0	NA	0	NA	0	NA	0	NA	29	86.2
S3214	I am satisfied with the opportunities available for career development.	0	NA	0	NA	18	83.3	28	82.1	28	85.7
S2086	I have access to quality professional development.	17	94.1	20	90.0	18	77.8	28	85.7	28	78.6
S3215	Staff at my school are actively involved in Developing Performance discussions.	0	NA	0	NA	19	89.5	26	100.0	29	89.7
S3216*	I can access necessary information and communication technologies to do my job at my school.	17	76.5	20	85.0	19	78.9	30	76.7	29	79.3
S3217*	Information and communication equipment is well maintained at my school.	17	64.7	20	95.0	19	63.2	30	70.0	29	75.9
S3218*	My school provides useful information online.	17	88.2	19	78.9	19	84.2	27	77.8	29	69.0
S3219*	My school keeps me well informed about things that are important to my work.	17	82.4	19	84.2	19	94.7	30	93.3	29	82.8
S3220*	There is good communication between all staff at my school.	17	76.5	20	85.0	19	78.9	30	90.0	29	75.9
S3221	Staff at my school work as a team to deliver improved outcomes.	0	NA	0	NA	19	94.7	30	96.7	29	89.7
S3222*	I feel that staff morale is positive at my school.	17	76.5	20	80.0	19	73.7	30	90.0	29	82.8
S3223*	Staff at my school are interested in my wellbeing.	17	100.0	20	90.0	19	84.2	30	96.7	29	79.3
S3224	The wellbeing of employees is a priority for my school.	0	NA	0	NA	19	78.9	30	86.7	29	82.8
S3225	I can cope with the pressures of my workload.	0	NA	0	NA	19	94.7	30	83.3	29	82.8
S3226*	I am aware of occupational health and safety procedures at my school.	17	100.0	20	95.0	18	94.4	30	86.7	29	79.3

Student Disciplinary Absences

This table shows the number of short and long suspensions, exclusions and cancellations of enrolment that have taken place between 2014-2018 at Mornington Island State School. For more information on these different kinds of SDAs, see below.

School Disciplinary Absences (SDAs)

Incident Type	Count of SDA Incidents					Rate per Term per 1000		
	School					School		State*
	2014	2015	2016	2017	2018	2014 - 2018	2018	
Short	43	14	8	29	149	38.9	142.4	43.3
Long	0	1	0	2	3	0.0	2.9	1.8
Excl #	0	0	0	0	0	0.0	0.0	0.9
Cancel	0	0	0	0	0	0.0	0.0	0.5

Rate per Term per 1000: Average number of SDA incidents per 1000 students per Term for the reporting period. # From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long Suspensions may be upheld or set aside through an appeals process.



A Whole School Approach to Discipline

Our Whole-School Behaviour Framework (PBL)

Introduction to the Framework

Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments. The philosophy of PBL is that positive behaviour is best achieved by setting clear, consistent expectations and boundaries for behaviour, and explicitly teaching, re-enforcing and rewarding expected behaviours. While clear and consistent consequences for inappropriate behaviour are essential to this framework (see the School Disciplinary Procedure), PBL does not support a culture that manages behaviour by threatening students with punishment for poor behaviour. Rather, we believe all students can behave in a positive way when given the right instruction, support and encouragement.

Alignment with AITSL Professional Standards for Teachers

Our Whole School Behaviour Framework aligns with **AITSL Standard 4: Create and Maintain Supportive and Safe Learning Environments**.

The 4 Behaviour Values

At Mornington Island State School there are Four Values that guide the way we behave at School:

- I am a Safe
- I am Respectful
- I Belong
- I am a Learner

From these values, our school describes to all staff and students our expected behaviours at school. A poster or Matrix (below) is displayed clearly in every classroom and around the school. It shows what these expected behaviours look like in different parts of the school.

When speaking to students about their behaviour, all staff use the language of these expectations:

<div>  <h2>Our Behaviour Expectations</h2>  </div>				
Expectations	All Areas	Classroom (Where we learn)	Playground (Where we play)	Transitions (In-between)
I am Safe	<ul style="list-style-type: none"> I look out for others I keep my hands and feet to myself I use my words to explain my feelings I ignore negative behaviour I only bring suitable items to school I make healthy choices about my health 	<ul style="list-style-type: none"> I help my peers I stay in my seat I move in the classroom sensibly I use objects the right way 	<ul style="list-style-type: none"> I leave the dogs alone I leave sticks and rocks on the ground I use play areas the right way 	<ul style="list-style-type: none"> I walk promptly to class I use school equipment the right way
I am Respectful	<ul style="list-style-type: none"> I own up to my actions I look after school property I am kind to everyone I use the right words at school I follow instructions first time every time 	<ul style="list-style-type: none"> I use my 5 star listening I put my hand up and wait patiently 	<ul style="list-style-type: none"> I share and take turns with others I am kind to animals I put rubbish in the bin 	<ul style="list-style-type: none"> I move quietly around the school
I Belong	<ul style="list-style-type: none"> I show pride in my culture I show pride in my school I celebrate our differences I include others I am in the right place at the right time 	<ul style="list-style-type: none"> I participate in all lessons I care for my classroom 	<ul style="list-style-type: none"> I play fairly with others 	
I am a Learner	<ul style="list-style-type: none"> I ask questions to learn I come to class on time every lesson I use technology responsibly 	<ul style="list-style-type: none"> I stay on task I learn by having a go I learn from my mistakes 		



Staff use the language to cue students of the behaviour they want to see: “Remember class, when we are in the library, we are Safe – we stay in our seat. We are also Respectful, because we use our 5 star listening.”

Staff also use the language to acknowledge students when they are behaving in the right way: “You are showing you Belong by taking care of your classroom – well done Jane”

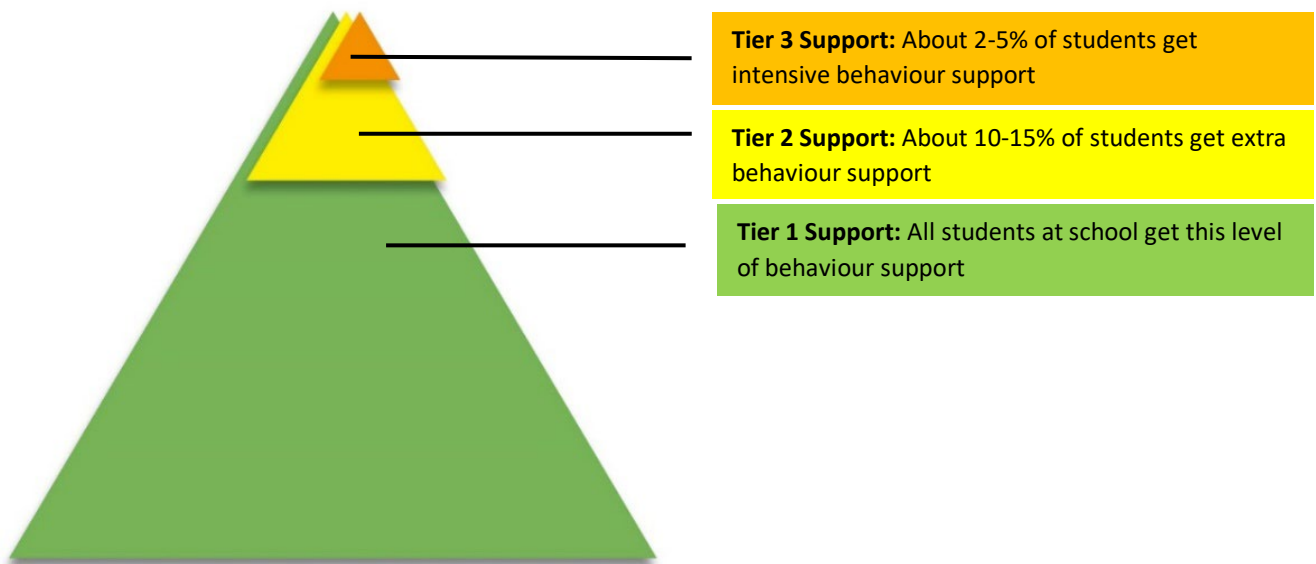
Lastly, staff will use the language to redirect students to the right behaviour when they are doing the wrong thing: “Jason, please be Safe and leave sticks and rocks on the ground”

Research has shown that if everyone uses the same language when talking about behaviour expectations, those expectations are clearer and more likely to be followed. Language that describes expected positive behaviour, even when students are doing the wrong thing, helps students to do the right thing more often.

Staff and students spend a lot of time learning, discussing and practicing the Behaviour Expectations. Parents and carers can be confident their children know what behaviour is expected from them at school. As a parent or carer, we encourage you to use the language of the Expectations with your children at home.

Positive Behaviour Support

At Mornington Island State School we are committed to supporting students to behave the right way at school, because this helps them to be happy, healthy and successful learners. We use **Multi-Tiered Systems of Support (MTSS)** model to ensure all students get the right amount of help to consistently follow the Behaviour Expectations at school. There are 3 tiers (levels) of support, as shown:





Tier 1 Support – Differentiated and Explicit Teaching

This support is provided to all students at school. The foundation of Tier 1 Behaviour Support is teachers delivering high quality teaching so that all students feel challenged and engaged when they are learning. PBL supports teachers to do this by helping them maintain supportive and safe learning environments. (AITSL Professional Standard 4). Some of the ways this occurs include:

- We use the Language of the Behaviour Expectations clearly and consistently in every classroom.
- We use proven teaching strategies that support students to stay on-task and engaged in their learning (the *Essential Skills of Classroom Management*)
- We explicitly teach expected Routines for some common activities which all students are expected to follow. They are:
 - Entering and exiting the classroom
 - Going to the toilet
 - Eating lunch
 - Moving around the school (transitions)
 - Using a pass when out of class
- Every week we choose one Behaviour Expectation that we think we need more practice with. This then becomes our focus for the week, and the behaviour is re-taught in a Lesson every Monday.
- We reward positive behaviour by giving out little tokens called *Maali Bakuurs*. Students get a *Maali Bakuur* when a staff member sees them demonstrating an expected behaviour. Students can save their *Bakuurs* and spend them at the *Maali Shop* on items and tickets to special events.
- At the end of each Term we hold a Celebration event where students participate in variety of fun activities. Which activities students choose depends on how many *Maali Bakuurs* they collected during the Term.
- At the start of each Term every student selects a **Behaviour Goal**, expressed as an Expected Behaviour from the Matrix, and in negotiation with the teacher, focusses on a strategy to achieve that goal. Student Behaviour Goals are visible in every classroom.
- We give out “Student of the Week” certificates at Parade to students who go the extra distance to demonstrate positive behaviour in their class.
- Our school mascot – Maali the Turtle, promotes positive behaviour to students and gives a special hug to students who win “Student of the Week”.



Students of the Week celebrating with Maali the PBL mascot. Students of the Week have shown extra effort in following our School Behaviour Expectations and are rewarded with a certificate and a book to take home.

Level 2 Support – Focused Teaching

Level 2 support is provided to 10-15% of students at school. These students need a bit of extra help to manage their behaviour and stay on track at school. Level 2 support can include:

- Negotiating with parents/carers, teachers and the student to make a Personal Behaviour Plan (see below). This plan can document commitments from the student how they are going to improve their behaviour, and record how the people around the student – teachers, School Leadership, parents, other professionals – will help them along the way.
- *Focussed teaching* of the desired positive behaviour(s), individually or in a small group.
- Targeting specific behaviours that need to be improved, re-enforced with short-term negotiated rewards for improvement and tracking student progress.
- Working in small groups on specific programs targeting underlying causes of problem behaviour. These could include teaching social-skills or emotional self-regulation strategies.

Level 3 Support – Intensive Teaching

Level 3 support is provided to a very small number of students – typically around 2-5% of students at School. They demonstrate serious, persistent problem behaviours that have not improved through Level 1 and 2 support. They require intensive, individualised support to manage their behaviour. Level 3 support can include:

- Negotiating a Personal Behaviour Plan (as above), including an *Escalation Prevention and Management Plan*
- *Intensive teaching* of the desired positive behaviour(s)
- Conducting a *Functional Behaviour Analysis (FBA)* to identify triggers of problem behaviour and develop personalised trigger prevention and escalation response strategies.
- Engaging with specialised support services, such as psychologists and guidance officers to develop an Individual Behaviour Support Plan (IBSP), including, where required, an Individual Student Safety Plan (ISSP) where the use of Restrictive Practices are anticipated.

Personal Behaviour Plans

Personal Behaviour Plans are an integral part of positive behaviour support because they allow the school to design, implement, maintain and track targeted interventions for students requiring Level 2 and 3 support. They are created in negotiation with the student, parent / caregiver, relevant teacher(s) and Leadership Team members. Personal Behaviour Plans contain up to 3 sub-plans:

Positive Behaviour Plan

The **Positive Behaviour Plan** supports the student to focus on consistently following 1 or 2 Behaviour Expectations from the Matrix. It is often negotiated with the student, teacher and parent / caregiver in response to a student engaging in negative behaviours, often as part of a *Re-entry Meeting* after a student returns from a Disciplinary Absence (suspension)

The plan enables students to manage their progress following the focus behaviour Expectations, using a *Behaviour Focus Chart*. The plan records negotiated, personalised rewards linked to progress milestones on the *Behaviour Focus Chart*.

Where relevant the **Positive Behaviour Plan** clearly lists the consequences for not following the focus behaviour expectations. The consequences may be taken from the *School Disciplinary Procedure* (below) or may be adapted for individual circumstances.

Ready to Learn Plan

We understand that students often engage in negative behaviours as a response to feeling agitated, angry or upset, and that these emotions can stem from complex trauma or other complexities of home-life. The Ready to Learn Plan is designed to support the student to maintain a calm emotional state in the classroom. It uses a Wellbeing approach and is guided by Trauma informed Practice (Berry St Model). The plan uses the language of the Zones of Regulation to ask the student guiding questions. The process helps them regulate their emotions and identify physical signs and environmental triggers of dysregulation.

The outcome of the **Ready to Learn Plan** is a joint understanding of ongoing actions that will be taken by the student, teacher and other school staff to help the student remain calm and “ready to learn” in the classroom, therefore preventing the frequency of future negative behaviours.

Escalation Prevention and Management Plan

An *Escalation Prevention and Management Plan (EPMP)* supports staff to prevent, mitigate and manage the stages of a students’ emotional escalation. It is particular to each student and informed by a *Functional Behaviour Analysis (FBA)* and a *Ready to Learn Plan*. An EPMP is typically only designed for students with frequent episodes of extremely escalation, resulting in violent, threatening and self-destructive behaviour.

A *Behaviour Focus Chart*. Students use these to track their own progress in following focus behaviour expectations.

An example of a *Ready to Learn Plan*.

The teacher sits with the student and uses the questions to help them reflect on their feelings and think of ways to keep themselves calm in the classroom.



Individual Behaviour Support Plan

This plan may be negotiated for students requiring Tier 3 support, if their support needs are extremely complex and engage with multiple agencies. An IBSP may also include an **Individual Student Safety Plan**, where the employment of Restrictive Practices is foreseen.



How can I help my child behave the right way at school?

- Use the Expectations to ask your child about School: “How did you show you were a learner today?”
- Drop into school, visit your child in class and show them how much you care about their learning!
- Come to Parade and celebrate with your child when they win a “Student of the Week Award”
- Work together with School staff when we need to meet and talk with you about improving your child’s behaviour. We both want your child to be successful at school!

School Disciplinary Procedure

The Restorative Practice Model

When students do not follow the School Behaviour Expectations, there may be consequences for their actions. Mornington Island State School uses **Restorative Practice** when applying disciplinary consequences. The elements of this model are:

- Consequences support the student to understand the harm that her/his actions have done to others in their class, the School and the Community.
- Consequences give the student an opportunity to fix or “restore” the harm they have done. They are called “logical consequences” because they are related to the inappropriate behaviour.
- Where possible, those harmed by the student’s actions have an opportunity to decide which consequences are appropriate, restoring the victim’s dignity and sense of control.

Peer Mediation

Our School may use Peer Mediation as a method to engage in Restorative Practice between groups of students. Peer Mediation empowers students to resolve conflicts between themselves, supported and guided by knowledgeable adults, including Community Leaders. The primary aim of mediation is that all participants are satisfied with the outcome.

Consideration of Individual Circumstances

When considering appropriate consequences for a student’s negative behaviour, we consider their individual circumstances. This includes their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

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.



The Thinking Questions help the student reflect on their negative behaviour, consider who they hurt, and how they can fix the situation.



A Differentiated Approach to Consequences for Inappropriate Behaviour

Inappropriate Behaviour is categorised as Minor or Major in its severity, according to Education Department Guidelines. Some negative behaviours are “minor” and will be dealt with at the time by the teacher who witnessed the behaviour. Other behaviours are more serious, and these “major” negative behaviours may be dealt with by the Principal or Deputy Principal and may involve serious consequences, including suspension from school.

Each category of Behaviour is treated differently in important ways. Explained below are how each category is defined, which behaviours fall into each category, and how the consequences for each category are different. It is important for parent and carers to understand these differences, so that they are aware of their rights and responsibilities if their child is subject to disciplinary consequences at school.

Minor Inappropriate Behaviour and Consequences

Minor inappropriate behaviour that may occur fairly often in the classroom or playground, causing little or no damage or injury. They can include minor disruption, being late to class or using inappropriate language. The consequences for this behaviour are usually applied by the classroom teacher, from a choice of options that have often been decided and agreed to by the students themselves.

Contacting Parents / Carers about a Minor Behaviour

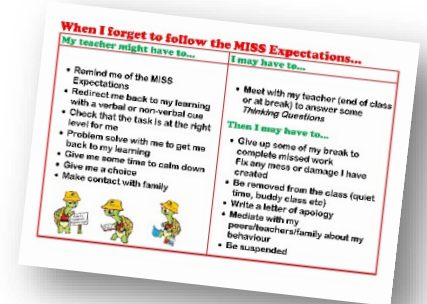
The classroom or Home Group teacher of the student involved in the Minor inappropriate behaviour will not usually contact parents / caregivers about the behaviour incident but might raise it with at a later time, often during a home visit.

Before applying a consequence for a Minor Behaviour, the teacher will:

1. **Remind the student of the positive behaviour they should be following**
2. **Reteach the appropriate positive behaviour**
3. **Give the student the choice to improve their behaviour or face a consequence**

The table below lists the minor inappropriate and examples of possible consequences:

Minor Inappropriate Behaviour	Examples	Possible consequences
Unwanted / unsafe contact with others.	rough play or “gammon fighting”	<ul style="list-style-type: none"> Stay in during class during lunch-time to complete work
Swearing or bad language	Using bad language in a non-threatening way	<ul style="list-style-type: none"> Stay in during class during lunch-time to speak with teach about your behaviour (Use the Thinking Questions)
Joking threats to others		
Minor disruption to learning	Shouting, banging	<ul style="list-style-type: none"> Verbal or written apology
Using school property the wrong way	Throwing objects, littering	
Minor stealing	Stealing pencils, rubbers, lego from the classroom	<ul style="list-style-type: none"> Miss out on free-time
Damaging property	writing on classroom walls or desks, breaking pencils, ripping worksheets	
Skiping class	being out of class with no pass, coming back late from lunch	<ul style="list-style-type: none"> Go to buddy class
Not following school routines	refusing to line up or sit at your desk	
Lying or cheating		<ul style="list-style-type: none"> Fix something that you broke
Dressing the wrong way for school	Refusing to wear pants or top, wearing clothes with rude or offensive language or images	
Using Technology the wrong way	Not following instructions on computers / ipads, using mobile phone when asked not to.	<ul style="list-style-type: none"> Tidy a mess that you made



An example of a Consequences Menu on the wall of a classroom. It is important that consequences for negative behaviour are made clear to students.



If your child does some above things, the teacher will deal with it in the classroom, and may not tell you about it right away.



Repeated incidents of Minor Inappropriate Behaviour

If the student does not improve their behaviour, and there are repeated incidents of the minor inappropriate behaviour over a longer period, the teacher will contact parents / caregivers to discuss the problem. The Principal or Deputy Principal will also be informed and may follow up with the student to remind them of the right way to behave at school. Repeated minor inappropriate behaviour may be classed as Major Behaviour (see below), with Major consequences applied.

Major Inappropriate Behaviour and Consequences

Major inappropriate behaviour is less frequent but more serious, usually because it threatens the wellbeing of staff or students or causes permanent damage to property. The consequences for this behaviour are usually applied by a member of the School Leadership Team and take place outside of the classroom.

Contacting Parents / Carers about Major Behaviours

When a student is involved in a Major behaviour, a member of the school will attempt to contact and inform their parent / caregiver within 24 hours of the behaviour occurring. **Parents / caregivers are responsible for ensuring that the school is able to make contact with them in a timely manner. Please make sure the school has your correct phone number and place of residence.**

Examples of **Major inappropriate behaviours** and their **consequences** include:

Major Inappropriate Behaviour	Examples	Possible consequences
Violent or sexual contact with another person	punching, kicking, hair-pulling, scratching. Touching genitals, buttocks or breasts.	<ul style="list-style-type: none">• Conference with parent / caregiver, student and member of Leadership Team• Negotiating a Positive Behaviour Plan (with negotiated consequences)• Peer mediation• Lunchtime detention• Short suspension (1-10 days)• Long suspension (11-20 days)• Call Police*• Exclusion from School
Swearing or bad language, directed at others	Using bad language, intending to cause distress in others.	
Making threats to others	Threatening verbal, physical or gestural actions with intent to cause harm or intimidation to others.	
Repeated, ongoing disruption	Shouting, banging, running around that prevents the class from continuing with learning.	
Using an object dangerously	Using an object in a way that is very dangerous or with intent to cause harm. Riding a bike fast through the school.	
Bullying / harassment	Ongoing teasing/intimidation, unwanted physical contact, social exclusion	
Possessing prohibited items	Possessing stolen items of high value. Possessing a lighter, knife, firearm, pornography	
Damaging property	Possessing a marker, scissors, gluestick, ruler, paint, spray-can. Graffitiing on buildings, damaging or breaking school facilities	
Substance Misconduct	Having or using illegal drugs during school hours or while on school property. Having or using legal drugs (smoking/tobacco, chroming) during school hours or while on school property.	
Lying or cheating	Lying during the investigation of a major incident, with the intent of perverting justice. Lying / cheating during and important exam or application.	
Using Technology the wrong way	Using technology to engage in prohibited activities, such as hacking or viewing pornography.	
Refusing Redirection	Refusing to stop engaging in a major or minor behaviour when told to by a staff member.	



If your child does one of these things, please make sure we have your correct phone number, so we can speak to you about it right away.



School Disciplinary Absences (suspensions)

A School Disciplinary Absence (SDA or suspension) is a special kind of consequence that can be given to a student involved in a Major inappropriate behaviour. It 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 Mornington Island State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

While the School reserves the right to suspend students for any Major inappropriate behaviour, in circumstances where violence or danger to others is not involved, suspensions are usually a last resort and other consequences will be applied first (parent conference, peer mediation, Positive Behaviour Plan).

However, any inappropriate behaviour involving violence or placing others in danger will on most occasions result in suspension of the student(s), so that a safe environment can be maintained.

***Any incident involving illegal behaviour, including possession of illegal items, extreme violence or sexualised behaviour will also result in the Police being called, and possible charges being laid against the student.**

Appealing School Disciplinary Absences

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.

Support during suspension

During the period of the student's suspension, the school will undertake to maintain contact with the student to support their learning and wellbeing. If the suspension is longer than 3 days, the school will undertake to provide school work for the student to complete at home or another agreed site.

Re-entry to school following suspension

Students who are suspended from Mornington Island State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. Often support will be provided through negotiating a *Personal Behaviour Plan*. This plan will support the student to make better behaviour choices and will reduce the likelihood that they repeat the behaviour that led to their suspension.

We strongly recommend that parents / carers are strongly encouraged a re-entry meeting when it is offered because it is in the best interests of the students and their ongoing success at school.

Charge-related suspension

A charge-related suspension may be imposed if the principal is reasonably satisfied that the student has been charged with a serious offence or an offence other than a serious offence, and that the nature of the offence gives



the Principal reason to believe that the student poses an unacceptable risk to other students or staff. The duration of the suspension is not set. The decision to re-admit the student to school will be based on review of the ongoing risk posed by the student towards other students and staff, and will be influenced by the capacity of the school and other concerned parties to reduce or mitigate that risk.

Exclusion

Exclusion is a serious disciplinary consequence that is only applied when all other disciplinary consequences have shown to be inadequate to deal with a student's problem behaviour. Decisions to exclude a student from school are made by the Principal. Exclusion from school lasts for not more than one year, or are permanent. If not permanent, the duration of an exclusion can run from one calendar year to the next – they do not automatically end at the end of the school year.

If exclusion is being considered by the school in response to a student's behaviour, they will typically be placed on suspension for up to 20 days, to enable the school to deliberate on their decision to exclude. The final decision must be made within 20 days of the Parent / guardian being informed in writing, or the student has the right to return to school.



What should I do if my child is suspended from School?

- **Talk to them about what happened. Ask them if they know why what they did was wrong, and what they can do to make a better choice next time.**
- **Talk with the School about what help is available for your child while they are on suspension.**
- **Before your child goes back to school, meet with your child and the teacher to talk about ways to help your child behave positively at school.**

School Behaviour Policies

Mornington Island State School have several school behaviour policies that address areas of student conduct and staff-student interaction. The Policies define Expectations for the behaviour of students and staff in particular areas of concern. Some are standard policies common to most schools, while others address unique aspects of our school and Community context, and so it is very important that they are read and understood by all staff, students and parents.

The School Behaviour Policies currently

- *Right Place, Right Time* – policy for students out of class without permission
- Temporary Removal of Student Property
- Device usage policy, covering student use of personal mobile phones, ipads, headphones, music players and other devices
- *IT and Social Media Policy*, covering students accessing of content through computers, ipads and personal devices
- Anti-Bullying Policy
- Restrictive Practices, policy defines the rules of physical restraint of students by school staff



Right Place, Right Time - policy for students out of class without permission

When students are attending Mornington Island State School, they are expected to show they Belong, by being “in the right place at the right time”. The right place is with their class, and the right time is during lesson time.

Unfortunately, some students think that it is OK to walk around school or sit on the playground equipment when all the other students are learning in the classroom. Students being out of class without permission is NOT OK because:

- ✗ They are not learning
- ✗ They are distracting and disturbing other students
- ✗ They are being unsafe because staff cannot see them and have Duty of Care

Our Right Place, Right Time Policy is designed to support all students to be learning with their class where they belong.

Policy Procedure

- All students who are out of class with the permission of the teacher (such as going to the toilet or going on an errand) MUST be carrying a class pass.
- Any student without a class pass, will be considered out of class without permission. These students will be given the option to:
 - o Walk immediately to class
 - o Walk immediately to the Wellbeing Room, and stay in the Wellbeing Room, following the instructions of Wellbeing Room staff.
 - o Be driven home by a School Leader, Wellbeing or School Attendance Officer, for a conference with a parent / guardian.
- Students who refuse to select the one of the above 3 options will be referred to the Principal or Deputy who may impose an immediate suspension from School.

Parents / caregivers should be aware of this strict policy, and remind their children that they should stay with their class at all times.



I Belong: I am in the Right Place at the Right Time



Temporary removal of student property Policy

Sometimes School staff may need to take from a student something that they own, so that we can maintain a safe, supportive learning environment at school.

Removal of Prohibited Items

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

- ✗ illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- ✗ imitation guns or weapons
- ✗ potentially dangerous items (e.g. blades, rope, poles, bars)
- ✗ drugs** (including tobacco)
- ✗ alcohol
- ✗ aerosol deodorants or cans (including spray paint)
- ✗ explosives (e.g. fireworks, flares, sparklers)
- ✗ flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- ✗ poisons (e.g. weed killer, insecticides)
- ✗ inappropriate or offensive material (e.g. racist, sexist pictures or writing, pornography, extremist propaganda).

Knives

No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

Sticks and Rocks

While these may be lying around, when a student picks them up, they may be considered a "potentially dangerous item". At Mornington Island State School we have an Expectation that We Are Safe: We leave sticks and rocks on the ground.



I am Safe: I only bring suitable items to School.

Medicine

If students have medicine in their possession without the prior consent of the school that medicine will be removed. If a student needs to carry or take medicine at school, then their parent / guardian must contact the school first to discuss their child's medical needs.

The school can keep and administer medicines for students if necessary, but we need medical authorisation from a health professional. This includes any prescription, over-the-counter medicine or alternative medicine.

If you feel your child needs to carry or take medicine at school, please phone the school to discuss their needs.



Failure to surrender Prohibited Items

If students who do not immediately hand over prohibited items to school staff, and we reasonably believe the safety of students and staff are at risk, the Police may be called.

Removal of non-Prohibited Items

Some items are not prohibited at school, but may be removed from students under certain conditions, or if the items are used in a way that prevents the school from maintaining a safe, supportive learning environment.

Item	Will be removed if
ICT Devices such as mobile phones, MP3 players, speakers, headphones	<ul style="list-style-type: none">used inappropriately (for more information see Device Usage Policy below)used to access inappropriate or offensive material
Books and magazines	<ul style="list-style-type: none">used to access inappropriate or offensive material
Food	<ul style="list-style-type: none">used during learning time without the permission of the teacher
Soft drinks, coffee, energy drinks	<ul style="list-style-type: none">used during learning time
Bikes and Scooters	<ul style="list-style-type: none">students ride their bikes / scooters within the school grounds

Storing mobile phones and other devices

The School acknowledges that mobile phones are valuable personal items, and any phones that are removed from students will be stored in the front office in a secure container with the student's name clearly written.

Storing bikes and scooters

Students are expected to walk their bikes and scooters into and out of the school grounds and store them in the bike rack outside of the school Front Office. The school does not supply bike locks, but students are welcome to bring and use their own.

Failure to surrender non-Prohibited Items

Students must immediately hand over the above non-prohibited items to school staff, if or when staff decide they are being used in the wrong way. If students fail to do this, they are subject to consequences for inappropriate behaviour (See Major Inappropriate Behaviour and Consequences), including Suspension from School.

Returning Items that have been removed from the student

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

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

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

Returning mobile phones and other devices

Mobile phones and other devices that have been removed from the student will be returned at the end of the school day.

Rights and Responsibilities around Removal of Student Property

Searching for suspected prohibited items and consent

Staff 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.



Staff do not require the student's consent to seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police.

Consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Emergency Circumstances

There may be emergency circumstances where it is necessary to search a student's property or person without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency)



Parents, please read the list of prohibited items carefully. Make sure your child does not come to school with one of these items.

ICT Device usage policy (including mobile phones)

The safe, responsible use of ICT devices such as mobile phones, tablets, computers, MP3 players, speakers, headphones or other devices by students at school is encouraged so that students can develop the "Digital literacy" needed to be successful in their future lives and careers. However, the benefits of these technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

General device usage (including student owned devices)

Acceptable use of devices

It is **acceptable** for students at Mornington Island State School to use their mobile phones, tablets, computers, MP3 players, speakers, headphones or other devices:

- ✓ Before and after School and during lunch breaks
- ✓ for assigned class work when specifically permitted by a teacher
- ✓ in other circumstances when express permission has been given by a teacher or School Leader.

Unacceptable use of devices

It is **unacceptable** for students to use their mobile phones, tablets computers, MP3 players, speakers, headphones or other devices

- ✗ in the classroom or other learning space (unless permission given as above)
- ✗ when transitioning between classes
- ✗ to play loud music or sounds anywhere in the school
- ✗ to play, download, distribute or publish offensive messages or pictures
- ✗ to use obscene, inflammatory, racist, discriminatory or derogatory language
- ✗ use language and/or threats of violence that may amount to bullying and/or harassment or stalking
- ✗ insult, harass or attack others or use obscene or abusive language
- ✗ to take pictures, videos or voice recordings of staff and students without their prior consent



Consequences for unacceptable use of devices

The School will take steps to remove a device from a student if:

- A staff member reasonably suspects the student is using the device to view, read or display offensive, inappropriate or illegal material (see Temporary Removal of Student Property)
- The device is being used as a weapon or puts the safety and wellbeing of others at risk.

At all other times, while the device will not be removed from the student, unacceptable use may cause the student to be subject to consequences for inappropriate behaviour (See Major Inappropriate Behaviour and Consequences), including Suspension from School.



If students bring mobile phones and music players to school, they must not be used during lessons, in the classroom or when moving between classes.

Usage of School-owned devices

The School provides a range of ICT facilities for students, including computers, laptops, ipads, cameras and other devices. At all times students, while using ICT facilities and devices supplied by the school, students will be required to act in line with the requirements of the Mornington Island State School Student Code of Conduct. In addition students and their parents should be aware that:

- the school is not responsible for safeguarding information stored by students on School-owned computers or mobile devices
- schools may remotely access School-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices inappropriately may be subject to disciplinary action by the school, which could include restricting their access to the School provided internet and intranet.
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed.
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.



IT and Social Media Policy

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

Using social media to discuss the School or School Staff

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. Negative comments can be seen by many people, often more than the original poster intended. 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.

If you are angry about something that happened at school or wish to make a complaint, the best way to fix the problem is to phone the School and make an appointment to come and talk with the Principal or a member of the Leadership Team.



If you want to make a complaint about the School or a teacher, please don't post on Facebook. Come in and talk to us and we will try to address your concern.

Use of School managed social media

The School hosts a Facebook page where we invite Community members to celebrate the deadly learning our students do at School. The school also hosts a school-based "closed" social site called Seesaw, where teachers and students can comment on pictures and videos showing students' learning.

We invite students, parents and other Community Members to leave comments on our Facebook and Seesaw sites, however we ask you to follow these guidelines:

Acceptable use of school managed social media

- ✓ Using appropriate language
- ✓ Being positive and supportive when commenting about people and organisations

Unacceptable use of school managed social media

- ✗ Using racist or sexist language or other language that can cause offence
- ✗ denigrating, degrading, or abusing people or organisations, accusing them of wrongdoing or in any way seeking to harm their reputations
- ✗ Making accusations of illegal behaviour
- ✗ Posting comments that are false or misleading
- ✗ Giving out private information like addresses or phone numbers of individuals without their consent

When students use social media on school grounds, either general social media, or School managed social media, they are bound by all the conditions of the Student Code of Conduct. They are subject to consequences for inappropriate behaviour (See Major Inappropriate Behaviour and Consequences), including Suspension from School.

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).



Being mindful of the privacy of others

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

What to do when you come across negative or harmful content about the School, teachers or students

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.

Anti-Bullying Policy

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The anti-bullying procedures at Mornington Island State School are an addition to our Positive Behaviour for Learning support processes. This means that all students are being explicitly taught the expected school behaviours and are routinely acknowledged for doing so.

Preventing Bullying at School

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school are not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

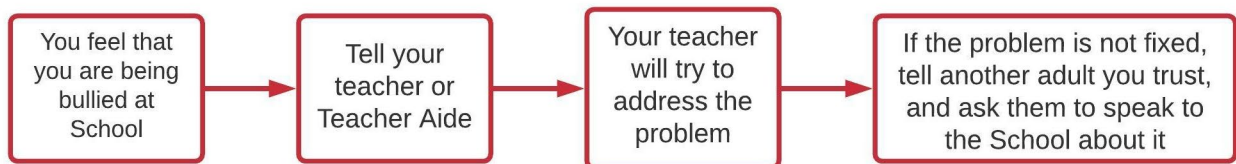


- Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing bullying behaviour.
- All students know the school expectations and have been taught the expected behaviours associated for all areas of the school.
- All students are taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re- entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following school routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- Mornington Island State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

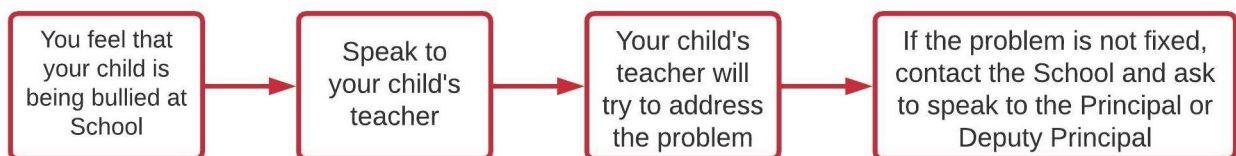


If you feel that your child is being bullied at school, please discuss the problem with their teacher. All students have the right to feel safe at school.

Student Anti-Bullying Flowchart



Parent Anti-Bullying Flowchart



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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the home class teacher (for students in secondary year levels).

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school



holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Restrictive Practices

Restrictive Practices are any actions taken by school staff to restrict, restrain or prevent the physical movement of students, for the purpose of preventing harm or the risk of physical harm (including self-harm) to students and staff.

Restrictive Practice as last resort

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

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

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

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

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

Planned 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. These planned or pre-arranged restrictive practices will be developed in consultation with, where possible, families and education and health professionals and they will be outlined within an **Individual Student Safety Plan**.

Seclusion

Seclusion is the practice of physically forcing a student to stay within a defined space (such as a room), either through forcibly placing them within that space, or by blocking their exit. 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.

Review of Restrictive Practices

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

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

Critical Incidents

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

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

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

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

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