MOORE PARK BEACH STATE SCHOOL

Student Code of Conduct 2021 - 2025

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

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

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

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

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

Contact Information

Postal address:	PO Box 7196 Bundaberg North 4670
Phone:	07 4130 6111
Email:	admin@mooreparkbeachss.eq.edu.au
School website address:	www.mooreparkbeachss.eq.edu
Contact Person:	Kody Kay-Inslay (Principal)

Endorsement

Principal Name:	Kody Kay-Inslay
Principal Signature:	
Date:	23-03-2021

P/C President and-or School Council Chair Name:	Lisa Habberman
P/C President and-or School Council Chair Signature:	
Date:	23-03-2021

Contents

Purpose 2

Whole School Approach to Discipline 4

PBL Expectations 5

Differentiated and Explicit Teaching 6

Focussed Teaching 7

Intensive Teaching 7

Disciplinary Consequences 8

School Policies 11

Temporary removal of student property 11

Use of mobile phones and other devices by students 12

Preventing and responding to bullying 13

Appropriate use of social media 20

Restrictive Practices 21

Critical Incidents 21

Appendicies 23

Appendix 1: School Wide Expectations 24

Appendix: 2: School Behaviour Rubric 26

Appendix 3: Differentiated Response to Behaviour 27

Consequences for Unacceptable Behaviour 28

High 5 Response 30

Response to Behaviour 31

Whole School Approach to Discipline

Moore Park Beach State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

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

At Moore Park Beach State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Moore Park Beach State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same 3 Positive Behaviour for Learning (PBL) expectations in place for students, showing Respect, being Responsibility and being Safe.

Students
Below are **some** examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of classroom rules in line with the 3 expectations. This helps students and visitors to understand the expectations and meet the standards we hold for **everyone** at Moore Park Beach State School.

Respect
- Use polite communication
- Look after your own and others' property
- Wait your turn
- Include others

Responsibility
- Follow instructions – First time, Every time
- Use the High 5 to help solve problems
- Be prepared for learning
- Ask questions when you are unsure

Safety
- Keep your hands and feet to yourself
- Walk
- Use equipment in the way it's meant to be used
- Wear a hat at playtime

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

Respect

What we expect to see from you	***What you can expect from us***
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child, other students, parents or staff members.	We will respond as quickly as possible to your request for an appointment and negotiate a mutually agreeable date and time with you to address these concerns.
You are respectful in your conversations to all staff, at home and on social media about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
Conduct yourself in a manner that does not disrupt student learning.	

Responsible

What we expect to see from you	***What you can expect from us***
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter, Facebook page and other materials sent home by school staff.	We will use the newsletter and Facebook page as primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Safe

What we expect to see from you	***What you can expect from us***
You communicate when there is a change in circumstance (living arrangements, custody issues, phone numbers) for your child or family.	We will update this information on our records and support you and your family through any significant changes.
You leave and collect your child from the designated areas at school.	We will give clear guidance about the designated areas and procedures.

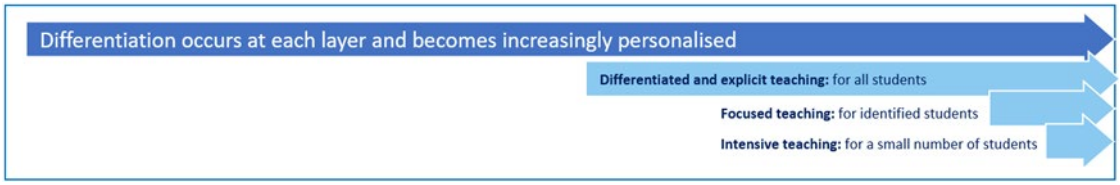
You inform the school of any absence from school by phone, text or email.	We will provide the required numbers and addresses in newsletters and on Facebook.

Differentiated and Explicit Teaching

Moore Park Beach State School is 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.

Teachers at Moore Park Beach State 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 used for academic and pedagogical differentiation.



In the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Moore Park Beach State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support. This strategy is directed towards all students and is designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

Every classroom in our school uses the PBL Expectations Matrix (Appendix 1), illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

These expectations are communicated to students via a number of strategies, including:

- Review of school and classroom expectations at the start of each term;
- Behaviour lessons conducted regularly by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities

MOORE PARK STATE SCHOOL - SCHOOLWIDE EXPECTATIONS MATRIX

Developed collaboratively with school staff and bus drivers

3 School Rules (& related Values for Australian Schooling)	All Areas	Classroom	Online	Eating Areas/ Tuckshop
SAFETY CARE & COMPASSION FREEDOM	Walk Body parts to yourself (hands & feet to yourself)	Walk Sit quietly Sit correctly on chairs Push chairs in Be tidy around your desk Use equipment correctly Body parts to yourself After break times be ready for your teacher and wait quietly in a sensible manner.	Participate in use of approved online sites and educational games Keep any usernames and passwords private Follow all teacher instructions about keeping private information on online sites.	Clean hands Sit while eating Eat your own food Walk When tuckshop is operating – * wait patiently for your turn * use your manners
RESPONSIBILITY RESPONSIBILITY HONESTY & TRUSTWORTHINESS	Follow instructions Make good choices Tidy up Look after belongings – personal, others' and school Take responsibility for your own behaviour	Complete homework (reading & spelling) Have equipment ready & look after it Quiet working noise Concentrate Accept consequences	Report any unacceptable behaviour to a teacher. Post only appropriate content. Look after all equipment responsibly	Rubbish in bin Look after own lunch box
RESPECT DOING YOUR BEST INTEGRITY RESPECT UNDERSTANDING TOLERANCE INCLUSION FAIR GO	Treat others in a manner you would like to be treated * Include others * Encourage others * Listen carefully to others * Use friendly voice * Use your manners Be respectful of all adults by following instructions & using manners.	Body parts to yourself Listen to others Co-operate Use positive and encouraging words Ask permission Keep classroom & gardens neat & tidy Respect classroom resources & property of others	Respect other's rights to use online resources free from interference and bullying. Be courteous and polite in all online communications	Rubbish in bin Eat quietly Let others eat in peace Wait to be dismissed Tuckshop Use good manners

Playground	Toilets	Bus	Uniform	Other / Bike Racks
Body parts to self Play in allocated areas Shoes, hats & sunscreen on Take turns Play safely Use equipment correctly	Open & close doors carefully Use soap & paper properly No playing	Wait patiently & quietly at the marshalling area When directed, walk to bus area & line up behind yellow line in year level groups Getting on or off the bus – * Wait quietly & be still until the bus stops * Move to seat, face front with back against seat and bag on floor * Remain in seat until destination is reached, unless directed by the driver *Speak quietly at all times while on the bus *Wait at bus stop until bus leaves, check both ways for traffic before crossing road	Wear a broad brimmed hat Shoes & socks on unless on running track Wear shoes that will protect your feet	School crossing- Walk self & bike across crossing Wear a correctly fitted bike helmet If possible walk or ride with a buddy Park your bike in the bike rack
Walk on concrete Solve differences in non-violent manner Help others who are hurt Return equipment if you borrow it	Flush toilet after use Taps off Walk in toilets Report any breakages or misuse	Be prompt to marshalling area Use appropriate language at all times "Electronic devices" Mobile phones ~~Ipods~~ DS Camera – see Bus drivers.	Wear school uniform every day	Ride to & from school safely
Play by the rules Keep to the pathways Use & return equipment properly Respect the privacy & personal space of others	Wait your turn Respect privacy of others Leave toilets clean and tidy	Use manners at all times Listen to directions from adults Follow directions immediately	Wear school uniform with pride Respect your uniform by having it clean & tidy	Care for others' bikes at the bike racks

Reinforcing expected behaviour

Our key messages about behaviour are backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed, Flippers. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are encouraged to give consistent and appropriate acknowledgement and rewards.

Moore Park Beach State School – Flippers.

Staff members distribute 'Flippers' each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they see a student following the rules they can choose to give them a Flipper. When students are given a Flipper they hand them to their class teacher and they are then recorded on a class tally. Flippers accumulate over weeks/ months and children are then eligible to receive various incentives or rewards. Flippers are never removed as a consequence for problem behaviour. At the end of each Term, students are invited to attend a Celebration Day if they have shown the required behaviour standards. This is decided by a tally of student's individual Flipper totals and consultation of the school Behaviour Rubrics (Appendix 2) and an attendance rate of 95% for the term (unless discussed with the Principal).

Positive behaviours including Star Student and Flippergrams are entered into OneSchool.

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. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Moore Park Beach State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix (Appendix 1), and student progress is monitored by the classroom teacher/s to identify those who:

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

Moore Park Beach Sate School has a range of Student Support Network 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:

- Zones of Regulation
- Functional Based Assessment.

For more information about these programs, please speak with the Principal, Kody Kay-Inslay.

Intensive Teaching

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Moore Park Beach State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and 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.

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 differentiated responses to problem behaviour can be organised into three tiers (Appendix 3), with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Consequence for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection Room (Dentention) -5W Sheet (Appendix 3)

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Reflection Room (Detention) -5W sheet
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

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 Moore Park Beach 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.

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 schools 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 Moore Park Beach State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

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

Possible agenda:

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

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

School Policies

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

- Temporary removal of student property
- Use of Personal Technology Devices
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

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

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

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

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Moore Park Beach State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Moore Park Beach State School

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

Students of Moore Park Beach State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Moore Park Beeach State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of Personal Technology Devices

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

In consultation with the school community, Moore Park Beach State School has determined that explicit teaching of responsible use of iPads 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 responsibilities for students bringing a mobile phone or other device to school is to leave them at the office and collect them before leaving school in the afternoon.

It is **acceptable** for students at Moore Park Beach State School to:

- use iPads and other decives for
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to school work
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Moore Park Beach State School to:

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

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

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

Preventing and responding to bullying

Moore Park Beach State School uses the Student Learning and Wellbeing Framework and DoE's Staff Wellbeing Frameowrk 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.

Moore Park Beach State School has a **Wellbeing committee**, with diverse representatives from acros the school meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Wellbeing Committee meeting are the core elements of the the Student Learning and and Staff Wellbeing Frameowrk:

Student Learning and Wellbeing Framework

Staff Wellbeing Framework

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

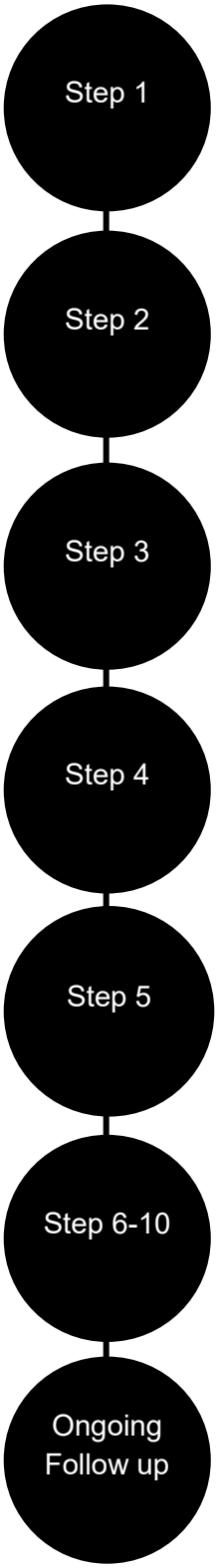
However, these conflicts are still considered serious and need to be addressed and resolved. At Moore Park Beach State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Moore Park Beach 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.

Moore Park Beach State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Principal – 07 4130 6111



- 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

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

- 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

- 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
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

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

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

- 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

Cyberbullying

Cyberbullying is treated at Moore Park Beach State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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. The Principal can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Moore Prk Beach State Schools - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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.

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).

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Moore Park Beach State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Moore Park Beach State School – Anti-Bullying Contract

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

Moore Park Beach State School– Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature: _____

Parent's signature: _____

School representative signature: _____

Date: _____

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Moore Park Beach 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 arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Appendicies

Appendix 1

Moore Park Beach State School -Schoolwode Expectations Matrix

MOORE PARK STATE SCHOOL - SCHOOLWIDE EXPECTATIONS MATRIX

Developed collaboratively with school staff and bus drivers

3 School Rules (& related Values for Australian Schooling)	All Areas	Classroom	Online	Eating Areas/ Tuckshop
SAFETY	Walk Body parts to yourself (hands & feet to yourself) Be in the correct areas Wash your hands regularly Sneeze or cough into your elbow	Walk Sit quietly Sit correctly on chairs Push chairs in Be tidy around your desk Use equipment correctly Body parts to yourself After break times be ready for your teacher and wait quietly in a sensible manner.	Participate in use of approved online sites and educational games Keep any usernames and passwords private Follow all teacher instructions about keeping private information on online sites. Leave your device at the office during school time	Clean hands Sit while eating Eat your own food Walk When tuckshop is operating – * wait patiently for your turn * use your manners
RESPONSIBILITY	Follow instructions Make good choices Tidy up Look after belongings – personal, others' and school Take responsibility for your own behaviour	Complete homework (reading & spelling) Have equipment ready & look after it Quiet working noise Concentrate Accept consequences Be in class ready to learn	Report any unacceptable behaviour to a teacher. Post only appropriate content. Look after all equipment responsibly	Rubbish in bin Look after own lunch box
RESPECT	Treat others in a manner you would like to be treated * Include others * Encourage others * Listen carefully to others * Use friendly voice * Use your manners Be respectful of all adults by following instructions & using manners.	Body parts to yourself Listen to others Co-operate Use positive and encouraging words Ask permission Keep classroom & gardens neat & tidy Respect resources & property of others	Respect other's rights to use online resources free from interference and bullying. Be courteous and polite in all online communications	Rubbish in bin Eat quietly Let others eat in peace Wait to be dismissed Tuckshop Use good manners

Playground	Toilets	Bus	Uniform	Other / Bike Racks
Body parts to self Play in allocated areas Shoes, hats & sunscreen on Take turns Play safely Use equipment correctly	Open & close doors carefully Use soap & paper properly No playing	Wait patiently & quietly at the marshalling area When directed, walk to bus area & line up behind yellow line in year level groups Getting on or off the bus – * Wait quietly & be still until the bus stops * Move to seat, face front with back against seat and bag on floor * Remain in seat until destination is reached, unless directed by the driver *Speak quietly at all times while on the bus *Wait at bus stop until bus leaves, check both ways for traffic before crossing road	Wear a broad brimmed hat Shoes & socks on unless on running track Wear shoes that will protect your feet	School crossing- Walk self & bike across crossing Wear a correctly fitted bike helmet If possible walk or ride with a buddy Park your bike/ scooter in the bike rack Walk your bike or scooter when on the school grounds
Walk on concrete Solve differences in non-violent manner Help others who are hurt Return equipment if you play with it or find it Use the High 5	Flush toilet after use Taps off Walk in toilets Report any breakages or misuse Keep area clean	Be prompt to marshalling area Use appropriate language at all times "Electronic devices" Mobile phones Ipods DS Camera – see Bus drivers.	Wear school uniform every day	Ride to & from school safely Only touch your bike or scooter
Play by the rules Keep to the pathways Use & return equipment properly Respect the privacy & personal space of others	Wait your turn Respect privacy of others Leave toilets clean and tidy	Use manners at all times Listen to directions from adults Follow directions immediately	Wear school uniform with pride Respect your uniform by having it clean & tidy	Care for others' bikes at the bike racks

Appendix 2

Moore Park Beach State School Behaviuor Rubric

A	B	C	D	E	
Behaviour demonstrated is of an exemplary standard	Behaviour demonstrated is of a consistently high standard	Behaviour demonstrated is an acceptable standard	Assistance is required to maintain behaviour at an acceptable standard	Considerable assistance is required to maintain behaviour of an acceptable standard	
Never disrupts the class	Rarely disrupts the class	Occasionally disrupts the class	Disrupts the class most days	Disrupts the class repeatedly daily	Respect
Always independently focused on the task and what needs to be done. Very self -directed	Consistently stays focused on the task and what needs to be done.	Focuses on the task and what needs to be done most of the time. Usually self -directed, with minimal assistance from peers.	Focuses on the task and what needs to be done some of the time.	Rarely focuses on the task and what needs to be done.	
			Behaviour contract in place	1 or more suspensions	
			Buddy class visits weekly	Buddy class visits daily	
		1 formal Oneschool entry	2-3 formal Oneschool entries	3+ formal Oneschool entries	
Student always shows respect for teachers and peers during classroom interactions.	Student almost always shows respect for teachers and peers during classroom interactions	Student regularly shows respect for teachers and peers during classroom interactions	Student shows limited respect for teachers and peers during classroom interactions	Student is usually disrespectful when interacting with peers and teachers in the classroom	
Always listens to, shares with, and supports the efforts of others. Tries to keep people working well together	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member	Rarely listens to, shares with, or supports the efforts of others. Often struggles to be a team player	
Always independently focused on the task and what needs to be done. Very self -directed	Consistently stays focused on the task and what needs to be done.	Focuses on the task and what needs to be done most of the time. Usually self -directed, with minimal assistance from peers.	Focuses on the task and what needs to be done some of the time.	Rarely focuses on the task and what needs to be done.	Responsibility
Takes on leadership roles in group activities, works well with all students	Works well with a variety of students and contributes to group tasks.	Can be counted on during group work, but sometimes needs direction to work with students outside of their friendship group	Other group members sometimes need to remind them to keep on task. Often chooses to work alone.	Typically lets others do the work in group situations, often difficult to cooperate with	
Always focused on task. Does not need teacher redirection	Minimal need for teacher redirection to task (a few over the term)	Occasional teacher redirection to task (weekly). Immediate compliance on redirection	Regular (daily) teacher redirection to task. Will comply	Regular (daily) teacher redirection to task. Will frequently not comply	
Gained 75 flippers and attended Flipper Celebration Day			Did not receive 75 flippers		
Consistently demonstrates an awareness of and displays the appropriate behaviours to ensure the safety of others	Usually demonstrates an awareness of appropriate behaviours to ensure safety of others	Demonstrates some awareness of appropriate behaviours to ensure the safety of others	Has limited understandings of appropriate behaviours and is often unsafe	Needs supervision to ensure appropriate behaviours for safety are demonstrated.	Safety
Always uses the playground appropriately and plays well with others at lunch times.	Generally, uses the playground appropriately and plays well with others at lunch times.	Has required some redirections in the playground but mostly plays appropriately	Has received 3+ yellow slips or consequences in the playground	Always uses the playground appropriately and plays well with others at lunch times.	

Appendix 3

Differentiated responses to problem behaviour

Responding to unacceptable behaviour

	Level	Example Behaviours	Possible Consequences
Universal Behaviour Support (Tier 1)	Level 1	At this level, all students are on task and no disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements could include: • Verbal reinforcement • Record of achievements for formal acknowledgement (OneSchool Entry during reporting periods) • Phone calls/letters/emails to parents for good behaviours/achievements (e.g. Star Student) • Flipper Grams • Invitation to Celebration Days
	Level 2	Inappropriate student behaviours to be dealt with at this level include: • Minor incidents ignoring instruction • Lateness to class • Littering • Verbal abuse of other students • Uniform/hair/makeup/jewellery transgressions	Teacher initiated actions could include: • Verbal negotiation • Reminder of classroom expectations and rules • In-class separation or isolation • Removal from classroom for one-on-one resolution • Assign student to accompany you on playground duty • Assign student a lunchtime detention/duty • Contact with parents If repeated applications of the above actions produce no improvement in the student's behaviour, then the student should be referred to Level 3.
Targeted Support (Tier 2)	Level 3	Inappropriate student behaviours to be dealt with at this level include: • Continued level two behaviours • Repeated defiance • All forms of bullying	Principal, in consultation with the class teacher will initiate actions which could include: • Monitoring program • Parent contact • Sent to buddy class • Referral to administration • Restorative conference • Referral for assessment and specialist support – Support Teacher – Learning Difficulties, Advisory Visiting Teacher, Guidance Officer • Individual Behaviour Support Plan • Reflection Room • Restitution/ Community Service • Interagency referral • Complete a 5W Sheet • Tier 2 Support Process
Intensive Support (Tier 3)	Level 4	Inappropriate student behaviours to be dealt with at this level include: • continued level three behaviours • stealing • truancy • physical aggression • illicit substances • vandalism • verbal abuse of teachers • inappropriate use of technology incl. internet and social media	Initiated actions in response to inappropriate student behaviour: • parent/carer interview • any of the previous support actions • referral to outside agency • suspension • restorative conference on return from suspension • police notification
	Level 5	Inappropriate student behaviours to be dealt with at this level include: • possession of drugs • possession of a knife or other weapon • supply of drugs • use of a knife or other weapon • assault	• Parent/carer interview • Police notification (if illegal behaviour) (ref: http://education.qld.gov.au/health - safety/promotion/drug-education/ • Suspension in line with Education Queensland Policy SM – 16 Student Disciplinary Absences • Recommendation for exclusion in line with Education Queensland Policy SM – 16 Student Disciplinary Absences • Guidelines for 'Working Together to Keep Moore Park State School Safe' – Refer Appendices 6 & 7 • Targeted Tier 2 & Tier 3 PBL Support • Physical Interventions/ Restraints

Consequences for unacceptable behaviour

Moore Park State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record all minor and/or major problem behaviour.

Minor and major behaviours

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

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- Use Essential Skills for Classroom Management to correct students exhibiting minor behaviours.
- a re-direction procedure. The staff member takes the student aside and:
    1. names the behaviour that student is displaying,
    2. asks student to name expected school behaviour,
    3. states and explains expected school behaviour if necessary
    4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out), individual meeting with the student, apology, restitution, reflection room or detention for work completion.
- Minor behaviours are recorded in OneSchool and referred to relevant staff.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then notifies the office and escorts the student to Administration (where possible). Administration staff escort child from the classroom/ other area if the child does not move willingly. The incident will be recorded in OneSchool as soon as possible and referred to relevant staff.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Moore Park State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. Posters of the High 5 response are displayed in each classroom which help students to respond to problem behaviour in and around the school (see Appendix 4).

Time Out

Removal to a buddy class/ removal from the playground for major behaviours or an accumulation of minor behaviours.
Time Out procedures may be used:

- as one of a range of options for students to manage their own behaviours
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

Reflection Room

The Reflection Room runs each lunchtime under the supervision of a teacher. Students who have demonstrated problem behaviours in or out of the classroom may be asked to spend some time there. Students will be required to complete a 5W sheet and reflect on their behaviour and discuss ways that they can make better choices next time.

High 5 response

A guide to....

HIGH 5

WHAT IS HIGH 5?

- It is an effective strategy to develop problem solving strategies for students
- A whole school approach that can eradicate problem behaviours in all areas of the school
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

HOW DOES HIGH 5 HELP?

- High 5 values are used to foster better relationships, personal achievement and improved student well – being
- High 5 can be used to build student's social skills and resilience
- High 5 can have a positive impact on student's ability to problem solve in social situations.

AS A STAFF:

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills
- We want to promote pro-active strategies to prevent incidents becoming ongoing.

Do the High 5.....

Ignore

" Pretend you didn't hear it " Do not make eye contact "Maintain positive body posture (calm & confident) " Think positive " Count to 5 in your head slowly " Take deep breaths " Use role play to show what ignoring looks like, sounds like and may feel like.

Talk Friendly

"Use a calm voice "Maintain eye contact "Confident body language " Maintain relatively close body proximity "Use 'I' statements – 'I feel.... When you.... Because'

Walk Away

"Stand tall, head up high " Mouth closed "Look confident " Do not use eye contact " Walk somewhere preferably towards a congested area or teacher " Don't look back, don't run.

Talk Firmly

"As per Talk Friendly " Use an assertive voice, slightly raised "Tell them to stop it " Re-state your 'I' statement eg: 'I said' "State the consequences of them continuing their behaviour.

Report

"Walk away and tell a staff member "Go to a safe place " Bystanders support and report "Report, report, report until somebody listens.

Reporting vs DOBBING

- Students need to know the difference between reporting and dobbing.

Reporting is helping/ getting yourself out of trouble

Dobbing is trying to get someone in trouble using a whiny voice

Reporting:

- Children should in most circumstances attempt to problem solve themselves first
- If unsuccessful after doing High 5 – see a teacher

Asking the teacher for support:

Teacher dialogue should take the following format:

- Is this a serious problem?
- Is this your problem?
- How have you already tried to solve it?
- Do you want a solution?
- What sort of solution do you want?

Report straight away:

- If the issue involves the health or safety of someone it is to be reported straight away
- If it is a problem they can't solve themselves eg: physical danger, student leaving the grounds.

Reporting Phase

Role of Teacher:

- Investigate and discuss incident with the student (s)
- OneSchool entry
- Give consequences/ advise classroom teacher
- Serious? Refer to administration

Moore Park Beach State School response to Behaviuor

Moore Park State School Response to Behaviour

Define and teach behaviour expectations (lessons and matrix)

Model, Practise and reinforce expectations (praise, flippers, star student and flippergrams)

Observe behaviour and decide on the level and who needs to manage it

Positive Behaviour	Low Level Minor Behaviour	Major Behaviour
Students exhibiting desired behaviours that allow all areas of the school to run smoothly and students to participate successfully in learning experiences	Problem behaviours that are managed by individual staff members – typically at the time of the incident. Oneschool entry for minor behaviours, discretionary for low level. Yellow slips can be used in the playground but then entered by the teacher on duty. Please use the 'notify' function to let the classroom teacher know about the entry and sign any paper copy with 'ENTERED'.	Major acts of misconduct, high level disruption to teaching/ learning and/ or serious threats to health, safety or property or repeated instances of minor behaviours
Following directions Working independently Being kind Being honest Playing fairly On time Prepared Wearing a hat Sitting in the correct area Waiting quietly Helping others	Non- compliance Dishonesty Off task Out of seat Speaking unkindly Inappropriate tone or attitude Dishonesty Non-compliance Property misuse Disruption Inappropriate language Interruptions Playing unfairly Dishonesty Unprepared Being unsafe Physical contact Disrespect Late to class Playing unfairly	Abusive language/ any form of swearing that is malicious/ targeted Fighting/ Physical aggression Defiance/ disrespect/ Insubordination/Non – compliance Harassment/ Bullying High level disruption Deliberately missing class/ late Theft/ stealing Vandalism Property damage Arson Weapons/ inappropriate/ unsafe items at school
ENCOURAGED BY ALL STAFF	**MONITORED AND RECORDED BY ALL STAFF**	**OFFICE MANAGED**
Strategies and Consequences may include	**Strategies and Consequences may include**	**Strategies and Consequences may include**
Parallel acknowledgement Praise Teaching and revising expectations/ lessons plans Flippers Star Student Flippergrams Celebration Day Parent Contact Classroom based incentives Recording positive behaviour on Oneschool – star student, participation, reaching celebration day	Re-establish expectations and routines Use of ESCMs Quiet 1:1 talk Move student Target use of PBL lesson Sit and think – time out Cool down area Logical and natural consequences linked to the behaviour Social story 5 W sheet and conference Contact parents Loss of privilege	**Staff member to enter initial incident on Oneschool if time allows, Admin to contact parents, determine consequence and any amendments to OneSchool.** Time in office Loss of play privilege Conference with 5 W sheet Detention Bus suspension Internal suspension Individualised instruction Restitution External suspension Parent meeting External specialist engagement
Keep a running tally of each student's flipper collection totals. Students require 75 flippers to attend Celebration Day. Principal's flippers = 3, specialist flippers = 2 and Gold flippers = 1. The way flippers are given in classrooms is up to individuals – paper or tick sheets have been preferred methods.	BEHAVIOUR RESOLVED? YES Continue using positive strategies NO Students who have continuously displayed a similar behaviour, even after reminders, consequences and parent contact, can be referred to admin as a major behaviour. Teacher to enter on OneSchool and discuss with admin. The Tier Two team can be accessed via their referral form in the staffroom to help with students who have 3 office referrals in a term or those you have concerns about.	BEHAVIOUR RESOLVED? YES Praise appropriate behaviours NO Re – entry meeting Exclusion