MILTON STATE SCHOOL

Student Code of Conduct

2024 - 2027

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

Purpose

The Student Code of Conduct details the local agreed procedures used by school staff to support students to meet behaviour expectations critical to an effective learning environment and includes information about school rules, consequences and processes for addressing bullying and the use of technology.

Milton 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.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

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Endorsement

Principal Name: Paul Zernike

Principal Signature:

Date: 23/02/24

School Council Chair Name: JULIE ROWLINSON

School Council Chair signature:

Date: 23/02/24

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Introduction

Milton State School is committed to providing a Safe, Respectful and Responsible learning environment for students, staff and parents, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. You will find that our focus is on being primarily proactive in our approach to student behaviour, with various practices and processes embedded in the daily learning for all students. This reflects what we believe occurs in the wider community, whereby students need to understand how to best regulate their emotions and behaviours so they can become productive members of society, in the context of working and living alongside others.

As indicated in our School Opinion Survey data from 2014-2022, the school community which includes students, parents and staff, have very high satisfaction levels in relation to how student behaviour is managed-

School Opinion Survey data averaged 2014-2022

Student behaviour is well managed at this school	Parents – **93%**	Students- **94%**	Staff- **98%**
Students and staff feel safe in our school	Parents – **95%**	Students- **95%**	Staff- **100%**

There has also been a very low number of Student Disciplinary Absences as indicated below-
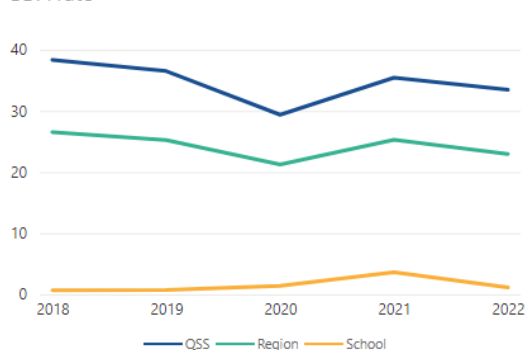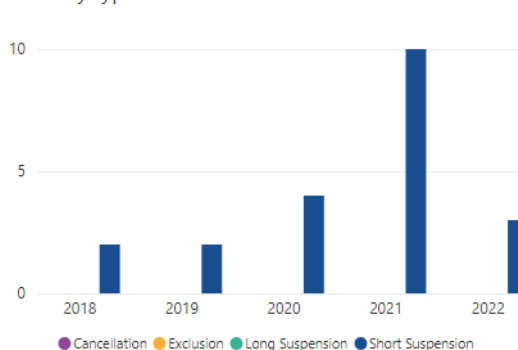
We believe that if we are working closely with parents and students to foster positive relationships and build trust between home and school, our students will be well supported in all aspects of their experience within our school environment.

Consultation

Review of this document occurred in 2023 as per the Strategic Planning and Quadrennial School Review process for the best possible policy that aligns with the school and community values and beliefs. Consultation and review will occur with the School Advisory Council as school community representatives.

Consultation with teachers has been undertaken through various forums and has included professional learning, research, consultation with experts and policy to provide a framework of understanding the Human Rights Act.

A review of school data relating to absenteeism, school disciplinary absences and behaviour incidents also informed the development process. We held various internal meetings and identified strengths and successes from our previous school behaviour plan, and areas for further development, particularly in line with the Human Rights Act. We identified what we valued and believed as a staff that contributed to our school culture as a whole.

A working party of teachers are continually engaging in development and refinement of a Wellbeing curriculum which embodies our key priorities and is a proactive approach to school discipline.

If required, The Student Code of Conduct will be available for translation, to accommodate any diverse language needs within our school community.

Canvas by 1M, 2020

Learning and Behaviour Statement

At Milton State School, we believe strong, positive relationships between members of our school community are the foundation to supporting the success of all students. As global citizens, we believe in helping students to develop grit, tenacity, perseverance and resilience. We believe students need to take responsibility for their own learning and have concern for and contribute to others around them. Key characteristics to the development of their character involve self-regulation, responsibility and integrity.

We consider behaviour support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and wellbeing, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Milton State School community to create and maintain a positive and productive learning and teaching environment. All school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules and expectations to teach and promote our high standards of positive behaviour. At Milton State School we are:

- **Safe**
- **Responsible**
- **Respectful**

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. The Student Code of conduct is designed to ensure that we have a collective understanding of expectations.

The School Wide Expectations and Teaching Matrix outlined on **Page 7** gives the school community detailed expectations across various areas in and out of school to be safe, respectful and responsible. Teachers also have reference to the MSS Behaviour and Effort rubric to make consistent decision for repot processes that align with the School Wide Expectations and Teaching Matrix and school rules.

MILTON STATE SCHOOL   SCHOOLWIDE EXPECTATIONS MATRIX 2023 - 2027

	Whole School	Classroom / Learning Areas	Eating Time	Play Areas/ Sports Equipment	Entering/ Leaving school Before / After School	Toilet Area	Hallways/ Walkways/ Transitions	Library/ Tuckshop	Technology	Excursions/ In School Activities
BE RESPONSIBLE	Use a Growth Mindset

Be responsible for own learning and behaviour

Follow the rules

Show honesty

Clean up after ourselves

Be a positive role model - Report concerns to teachers

No hat – play undercover areas only
No Play No way

Protect gardens | Take ownership of own learning

Show appropriate behaviour

Keep classroom tidy

Organise and take care of personal belongings

Put away equipment neatly

Be ready to start class | Put our rubbish in appropriate bins including recycling

Clean up after yourself

Leave lunchboxes in our bags

Only eat own food | Return/pack up general play/ sports/sandpit equipment when finished.

Strive to solve our own problems – Do the 5

Seek help from a staff member – look for yellow vest

Care for the environment

Devices stay in classrooms

Leave play areas immediately after bell | Be signed in by parent/guardian if arriving late from 9am

On arrival to school, Yr 3 - 6 place device securely at classroom and return promptly to Figtree courtyard/ Undercover/oval area

P-2 wait for bell to enter building and store bag safely in amphitheatre

Tell teacher and be signed out by our parent/guardian if leaving early

Devices stay in school bags until parent supervision. | Use toilets at breaks

Use water appropriately to wash hands and flush

Report any mess or damage

Use toilet pass / toilet pass log | Go to the toilet and have a drink before lining up

Be on time

Follow line leaders

Be Quiet while moving around or working | Care for books/games/ equipment

Return books on time.

Return shelf markers.

Look up wanted books on the computer before asking.

Bring your library bag to borrow.

Eat only in the undercover tuckshop area and amphitheatre

We don't share money or food. | Bring device daily to school with battery charged.

'away for the day' All mobile phones and wearable devices turned off

NO Contacting parents through devices – all contact through the office | Be prepared

Look after equipment and own belongings.

School rules apply offsite |
| **BE RESPECTFUL** | Treat others the way we want to be treated including online

Care for our school and school property

Follow staff directions the first time

Use positive, polite language & manners

Wear school uniform with pride, including hat | Allow teachers to teach and other students to learn

Use quiet inside voice

Raise hand to speak

Knock and wait to be invited to enter a room

Treat peers/ visitors/ teachers with respect

Respect personal and school equipment and devices | Follow teacher directions | Consider & support others – invite others to join in.

Share equipment.

Use positive language and behaviours.

Follow Staff Instructions

Treat sports equipment carefully | Move quietly through the school

Walk bikes/ scooters in/out of school grounds.

Not in any early years building prior to 8:50 | Respect the privacy of others

Clean up after ourselves

Use and dispose of hand towels and toilet paper correctly | Walk quietly

Line up patiently and quietly

Consider others that are working.

Follow teacher direction | Use manners

Line up patiently and quietly

Inside, quiet voices

Wait patiently while borrowing/buying | Show appropriate behaviour on and with your device according to BYOD Policy | Show pride in ourselves and school

Wear school (including hat) /sport uniform unless informed otherwise.

Use good manners and appropriate language

Follow adult directions |
| **BE SAFE** | Keep hands, feet and objects to ourselves.

Wear closed in shoes and hat.

No private messaging during school times through devices.

Walk when moving around school.

Walk bikes/scooters on school property and secure.

Keep long hair tied up
Wear minimal jewellery e.g., studs, sleepers, a watch | Walk inside including up and down stairs, under buildings

Use equipment safely

Ask for permission to leave classroom

Ask permission to leave room

Enter a classroom only when a teacher is present

Use a calm space to calm and deescalate

Sanitise hands as needed

Cough into elbow | Sit while eating

Eat own food

Use our own drink bottles

Wash hands before eating

Sanitise hands as needed | Stay inside school boundaries

Be sun safe wear a broad brimmed hat

Wear closed in shoes

Walk on the concrete areas

Play approved games according to shared rules

Use equipment safely

No throwing rocks and sticks

No rough physical games | Use school gateways to enter or leave.

Follow crossing supervisors' directions

Once arrived at school, stay in school grounds.

Only small/soft balls such as handballs allowed

Follow road and public transport rules

Go to office when leaving early to be signed out by a parent/guardian.

Wear my helmet when riding to and from school

Go to office when 3:15 bell goes if you are still waiting | Take a buddy and remain with your buddy p-3

Teachers Discretion needed for Yr. 4 - 6

Wash hands with soap and water carefully – min 20 secs | Walk quietly in lines when moving around school

Make way for other classes and adults in the hallways and on stairs - Keep to the left especially on stairs

Sit quietly and patiently, in lines, at the end of breaks | Carry devices safely | Report inappropriate online behaviour, images or cyberbullying | Stay alert

Look after buddies

Stay with group

Follow bus rules.

Watch out and support other students

Follow teacher instructions |

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Student Wellbeing and Support Network

A positive school environment, where all students are included and feel safe and supported, improves student learning outcomes. Every member of the school community has a role to play creating a safe, supportive and disciplined school environment, where students can learn and achieve.

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

Milton State School offers a range of programs and services to support the wellbeing of students in our school. We have a wide variety of staff who support our students throughout the year and multiple opportunities for students to engage in proactive programs and develop strategies. We encourage parents and students to speak with their class teacher or contact the leadership team if they would like individual advice about accessing particular services.

Support Network and Programs

Leadership Team	Provide leadership in promoting an inclusive, positive culture where students feel safe to come to school. They monitor the teaching and learning, attendance and behaviour across the school as well as case managing any students or families. They provide support and create interventions to identified students when required.
Teachers	Teachers are at the forefront of promoting an inclusive, positive culture of learning and well-being, where students feel safe to come to school. Teachers implement a range of strategies and lessons to help support the various needs of students in their class and school as a whole.
Teacher Aides	Teacher aides contribute to the provision of a quality educational service by assisting and supporting teachers, students and parents with learning activities and administrative duties in a supportive school environment. They work alongside teachers to support a diverse range of student needs.
ACCESS Team	Strengthen inclusive educational practices within our school community. Promote a collaborative approach to engage diverse learners, their families and key stakeholders, including specialists to support student's needs. Coaching/Co - Teaching supports teachers to differentiate student learning, providing tailored supports and reasonable adjustments.
Guidance Officer (Part of ACCESS Team)	Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case management and referral service that optimises students' access and engagement in educational programs. They provide a counselling and referral service to assist students in decision making about critical educational, personal, social and emotional development, and provide ongoing support during the implementation phase of their decision. Guidance Officers also assist schools in the implementation of student protection, gifted and talented education, behaviour support policies and risk management processes that may involve the development of individualised student plans, including Educational Support Plans.
Parents / Carers	Effective partnerships help to raise parents' awareness of their ability to improve their children's learning and wellbeing.

	Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.
Administration Team	The Administration Team encourages positive and open communication between home and school to promote a safe and welcoming environment for all. They align the school's policies and procedures with that of Qld Education to ensure compliance and protection for all students. This includes parent engagement and collaboration, medical, safety, risk management and finance areas. Our team ensures the day-to-day administration of the school operational needs.
Respectful Relationships - Personal Development	Students in Year 4, 5 and 6 are offered the opportunity to participate in in Personal Development lessons facilitated by a specialised teacher. The content of the lessons are tailored specifically to each year level, building on the knowledge gained in the previous year. At the core of each year's sessions are personal safety skills.
Cybersmart	Students in Year 1-6 receive 5 x 30min Cybersmart lessons each year focusing on topics such as Working Online, Protecting Personal information, Being a good digital citizen, Cyber bullying, Identifying misleading online information, and Ownership of online resources.
Playground Rangers	This program involves upper school students who nominate to be formally trained as playground peer negotiators and play monitors. They facilitate games with younger students in the playground and assist with conflict resolution. They can award "Milton Megastar" slips to students who are showing respect, responsibility and safety. Playground rangers also work to facilitate playtime activities.
Student Council	The Student Council consists of an executive team and Years 3 – 6 students elected by the student body. This allows all students to have a voice and express their ideas and suggestions through this team. They are responsible for organising school-wide activities, events and raise funds for selected charities. They take an active part in promoting the goals of the school community.
Social Worker (Part of Access Team)	Focus on the student in the school environment and will work holistically with the whole family to minimise the impacts of personal, familial and school difficulties and, where possible, remove the barriers to learning. They will work collaboratively with stake holders, provide social opportunities such as dance club and group work, counselling, making connections for families with allied and other services and well being support for families and staff.
Milton Megastars	Megastars are handed out each day to students who follow school rules during playtimes. This reinforcement occurs continuously throughout the school year. When staff 'catch' a student following the rules they can choose to give them a Milton Megastar Slip. When students are given a Milton Megastar Slip they drop it into the designated collection point. The awards collectively go towards house points and a team reward is given out to the entire house with the most points at the end of a term.
Mindset Awards	Selected students from each class are presented with a mindset awards on assembly to encourage positive work habits and behavior in the classroom. These are linked to 6 global competencies.
Individual Classroom Programs	In addition to the above whole school strategies, each classroom teacher has their own positive reinforcement system to encourage appropriate behaviours. Addition to this, classes will develop class visions/missions, class rules, classroom meetings and various other strategies that are unique to the class to encourage a safe respectful and responsible environment.

Friday Friendly Phone Calls	Principal calls parents/carers across all year levels who have been identified as doing something a bit special in the way of their learning and then giving their parent/s a call to share the special news.
Lunch time clubs and activities	To meet the needs of all our students, various teaching staff and teacher aides are scheduled throughout the week to facilitate structured activities, special clubs, and programs during the students' play times. We cater for interests like Lego, Arts, Gardening, sustainability, Makerspace, Robotics, Chess, dance and social games to name a few.
Classroom Profiling *(Guidance Officer)*	Classroom Profiling is about 'classrooms focussed on learning'. It is a comprehensive coaching methodology aimed at improving classroom practice. Classroom Profiling: ❖ Supports teachers to develop, build and enhance positive relationships, ❖ Minimises inappropriate student behaviour ❖ Enables teachers to teach where the focus is on learning ❖ Focusses teachers on essential skills for classroom management
Regional and state-wide support services	It is also important for parents to understand there are regional and state-wide support services also available to supplement the school network. These are not available within the school but through educational services. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.
Positive Pathways	In response to the diverse and increasing complexity of student engagement in the Metropolitan Region, Positive Pathways aims to bring together a strong and diverse network of Regional and School Practitioners as well as Government and Non- Government Organisations, to respond early and effectively to emerging challenges. Case management with key stakeholders, backed with funding. Positive Pathway process supports our most vulnerable and at risk students and their families.
Buddy Programs	Year 6/ Prep Buddy programme gives the younger and older children a special bond of friendship, creating a safe environment for the younger children and leadership role for the older students. The Year 6 students and preps undertake a variety of activities once a week.
Leadership Program - Well Being Captain	The leadership program offers a position as Student Well Being Captain ensuring a focus on students leading and modelling the way of the well-being of each other.

Whole School Approach to Discipline

The requirements for differentiated teaching and learning are specified in the <u>P-12 curriculum, assessment and reporting framework</u> with additional information provided below. The diverse learning needs of a school community, cohorts, classes, groups and individuals are identified through the school data profile and assessment and reporting data. Schools respond to the diverse learning needs of their students by identifying differentiated teaching and learning in all three levels of planning. This ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement.

At Milton State School all students are explicitly taught the expected behaviours and teachers establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

Quality partnerships require a reciprocal commitment from staff and parents to work together to improve student learning and wellbeing. Learning is not limited to the classroom. The beliefs, expectations and experience of parents are powerful determinants in students' achievement. Effective partnerships can help to raise parents' awareness of their ability to improve their children's learning and wellbeing. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.

Effective communication between schools, parents, students and the community forms the foundation for developing and maintaining partnerships. To have a significant impact on student outcomes, communication needs to be focused on student learning and wellbeing. At Milton State School we encourage a genuine exchange of information and ideas between the student, the school and the home. It is important that as a school we help parents understand the 'language of learning' including the terms used by teachers in the classroom with students to communicate learning goals and expectations. This will assist parents to discuss learning with their child at home and to effectively communicate with teachers using a common language.
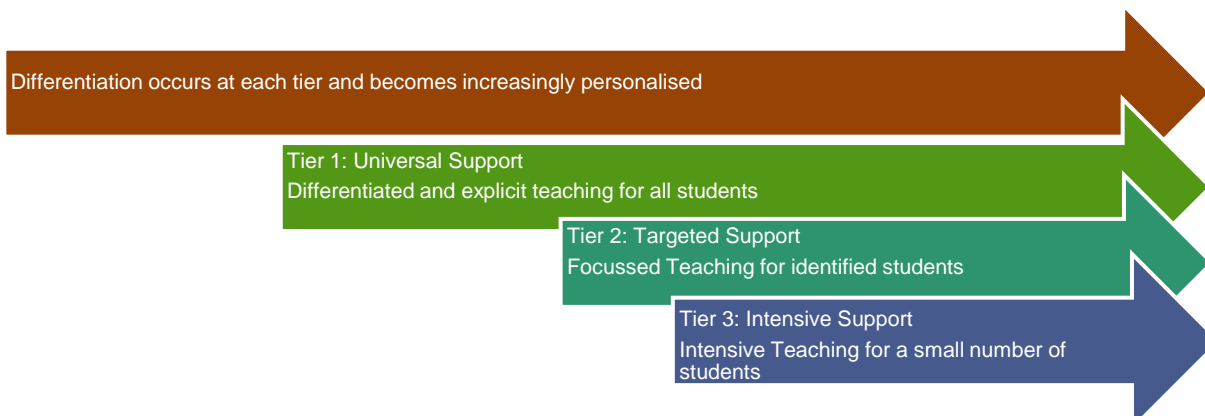
Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioral incidents as opportunities to re-teach.

Tiered System of Support

We are proud that we practice Inclusive Education, which means that students can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to suit their individual needs. We do have high expectations of all students, recognising that, with the right support, all students have the opportunity succeed. Success can present itself in many forms- academic, social, cultural, sporting etc. We work hard to focus on developing the 'whole child', not just one aspect.

As detailed in the <u>A whole school approach to support student learning</u>, and in the context of planned units, differentiation for students is provided through teaching which becomes increasingly personalised: *differentiated and explicit teaching, focussed teaching and intensive teaching.*

Milton State School uses this tiered approach to differentiate learning *and behaviour support*. This is a preventative, evidence-informed and differentiated model, grounded in practical strategies and targeted planning. Escalation for support occurs for students that directly assists the most struggling young learners.

Differentiation occurs at each tier and becomes increasingly personalised

Tier 1: Universal Support
Differentiated and explicit teaching for all students

Tier 2: Targeted Support
Focussed Teaching for identified students

Tier 3: Intensive Support
Intensive Teaching for a small number of students

Tier 1 – Universal Differentiated and Explicit Teaching for all students

The three main layers 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 Milton 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.
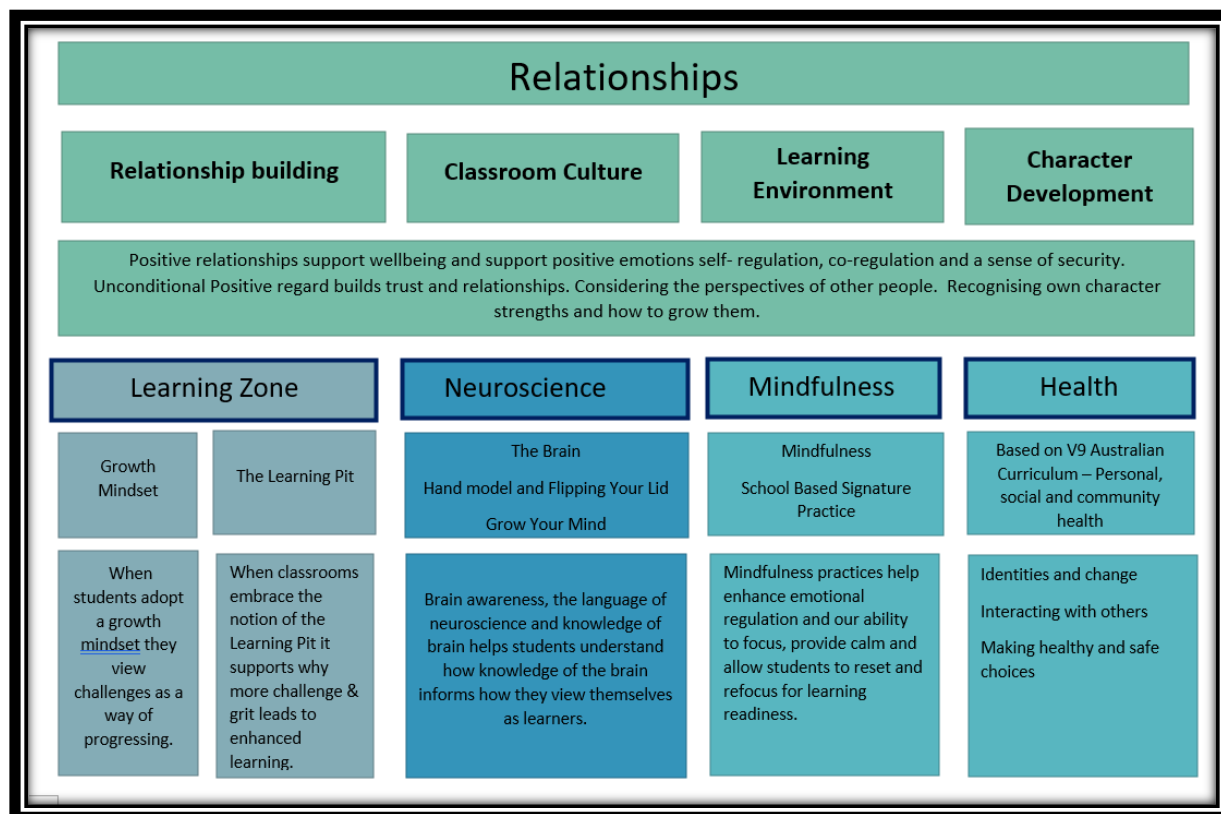
Well-being and Learning Engagement Curriculum

At Milton State School a Wellbeing and Learning engagement Curriculum has been designed to be used daily in either a preventative, restorative or health and well-being promoting way. **Stronger Together** – our Wellbeing and Learning Engagement Curriculum focusses on students learning the tools to be self-regulated engaged healthy learners. This curriculum has been complemented further with Respectful Relations Education being taught across all year levels.

We promote social and emotional competence with the use of one or more of the following approaches across the competency clusters:

1. Freestanding lessons that provide explicit step-by-step instructions to teach students social and emotional competencies.
2. General teaching practices which create classroom and schoolwide conditions that facilitate and support social and emotional development.
3. Integration of school Instruction and practices that support social emotional learning within the context of an academic curriculum.

The wellbeing framework embodies our key priorities across the interconnected areas of Neuroscience, Learning zone, Mindfulness and Health. Current brain science informs us that without access to their calm thinking brains, students cannot learn fluidly.

Relationships

Relationship building	Classroom Culture	Learning Environment	Character Development

Positive relationships support wellbeing and support positive emotions self- regulation, co-regulation and a sense of security. Unconditional Positive regard builds trust and relationships. Considering the perspectives of other people. Recognising own character strengths and how to grow them.

Learning Zone		Neuroscience	Mindfulness	Health
Growth Mindset	The Learning Pit	The Brain Hand model and Flipping Your Lid Grow Your Mind	Mindfulness School Based Signature Practice	Based on V9 Australian Curriculum – Personal, social and community health
When students adopt a growth mindset they view challenges as a way of progressing.	When classrooms embrace the notion of the Learning Pit it supports why more challenge & grit leads to enhanced learning.	Brain awareness, the language of neuroscience and knowledge of brain helps students understand how knowledge of the brain informs how they view themselves as learners.	Mindfulness practices help enhance emotional regulation and our ability to focus, provide calm and allow students to reset and refocus for learning readiness.	Identities and change Interacting with others Making healthy and safe choices

Relationships:

Positive Relationships support wellbeing, support positive emotions, self-regulation and a sense of security. Three Key Ingredients to Psychological Wellbeing:

- o Empathy
- o Genuineness
- o *Unconditional Positive Regard* is a term for being accepted, valued & treated positively regardless of one's behaviour. *Unconditional Positive Regard* builds trust and relationships.

Establishing warm, positive relationships and a calm learning environment should be the foundation of every classroom. This is just as important as academic areas of curriculum because "unless children feel connected and emotionally secure, learning will not happen" (Sousa).

SIGNATURE PRACTICES (Pillars):

Learning Zone *(Vygotsky):*

Growth Mindset (Dweck): Children with a growth mindset believe that their success comes from their efforts and persistence. These children tend to be more intrinsically motived to study and learn.

The Learning Pit (Edwards): Working on the Learning Pit encourages students not to give up with their learning. Looking at the Learning Pit helps students understand that learning is challenging but we can get better at it (i.e. get out of the Pit) by using strategies which can help us.
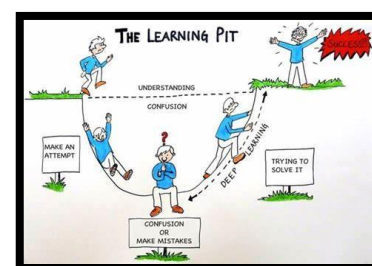
Neuroscience *(Sousa):*

Brain awareness: the language of neuroscience and knowledge of the brain helps students understand how an understanding of the brain informs how we see ourselves as learners and people.

Mindfulness:

Mindfulness practices enhance emotional regulation and our ability to think and focus, remain calm and allow students and teachers to reset and refocus for learning readiness and teaching.

Brain Breaks (Mindful movement): Integrating physical movement into classrooms and educational environments. The activities are a creative, fun and easy way to break up a lesson and allow students and teachers to build a connection whilst improving happiness and gratitude as well as refreshing their brain to optimise for learning. This includes a vegetable/ fruit snack.

Health:

Based on V9 Australian Curriculum – Personal, social and community health. Focus on heathy relationships: Identities and change, interacting with others and making healthy and safe choices.

Strategies

- Learning Engagement and well being Lessons
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Whole class practising of routines
- Role playing
- Rule reminders - (e.g. "When the bell goes, stay seated until I dismiss you")
- Model expected behaviours, language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Collaboratively establish rules
- Provide clear and simple instructions – explicit expectations
- Be aware as the teacher as to the classroom climate/mood and be willing to be flexible to change
- Highlighting the importance of making good choices (e.g. – Are you sitting next to someone that will encourage your learning?)
- Consistency with language and phrasing
- Transitions: informing students of upcoming change
- Class meetings
- Mindfulness activities
- 'Daily Dose' from Grow your Mind
- Movement/water/brain breaks
- Positive rewards system/ table points/ Dojo points/ class craft
- Co-created positive behaviour charter/class rules/ expectations
- Incentives for positive behaviour – points/ rewards etc
- Making sure rules are purposeful and explained (we do this/do not do this, because)
- Goal setting
- Revise seating plan and relocation of student/s and seating type e.g. wobble chairs
- Music e.g. transitions for packing/cleaning up.
- Calm corners - Fidget/ sensory items
- 'Do the 5'

Tier 2 – Focussed Teaching for Identified Students

A number of students in any school 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 and focused teaching is provided to help them achieve success.

Behaviour support is given by teachers and support staff to manage minor behaviours when students *are not self-managing or regulating their behaviour.* This can occur for groups or individuals as needed. *Teachers will support students by:*

- Problem solving through reflective inquiry so that they can learn from their mistakes and take ownership of their behaviour.
- Individual short and long term behaviour plans for classroom engagement or playtimes, including developing PLP's for Inclusion students.
- Re-directing low-level problem behaviour. Asking students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community.
- Restorative Conversations - help students to repair relationships through developing empathy, conflict management skills and social responsibility in the classroom and in the playground.
- Working collaboratively with Leadership team, ACCESS team and other staff to provide focused teaching as needed
- Students are set goals and actions (made visible) where appropriate and monitored as required.
- Social Programs can be implemented to help student with difficulty with self-regulation as listed on pages 8 -10 student network.
- SAS – Secret agents society (Inclusion) – Social skills program
- Playground passes can be used to help students structure their playtime. Teachers and playground monitors can use this *together* to help students make or limit positive choices during free play.
- Some students will:
  - no longer require the additional support
  - require ongoing focussed teaching
  - require intensive teaching.

One School Behaviour Incidents and action to repetitive minor and major behaviours are recorded on One school and parents contacted as needed.

Tier 3 – Intensive Teaching for a Small Number of Students

A small number of students who continue to display behaviours that are considered complex and challenging, require intensive teaching and monitoring that involves frequent and explicit instruction, usually individually but can occur in small groups for socialisation.

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 evidence collected from a range of sources, assessments, observations and personnel, including the teacher, support staff, ACCESS, Leadership team, and following consultation with the student's parents/ carers.

If students continue to display behaviours that are deemed complex and challenging, then individualised, 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.

At Milton State School, the development of S*tudent Profiles* and *Learning Engagement Plans* are essential in this progression of support. For students where questions still exist and they are still not fully understood, a complex management approach is considered. Complex Cases involve regular

meetings with stake holders to discuss progress and to understand the learning profile of these students.

Student Profiles give a picture of the student to draw upon in the development of Learning Engagement Plans and or to generally appreciate and understand the student more. They outline the strengths, strategies that work, likes/interests, dislikes, challenges, triggers and signs/ behaviour and other related information such as goals and targets.

Learning Engagement Plans are co-developed and are individualised to support the learning engagement of students, they are uniquely developed to support learners who are challenged and disengaged in learning. We have an increased understanding of the role that certain intellectual emotional, behavioural, physical and social factors can play in the learning process and social development for some students. With our understanding of the connections between non-cognitive skills (e.g. motivation, interest, curiosity, perseverance, self-regulation, social skills) and cognitive skills (e.g. skill acquisition, information recall, academic performance) we develop *Learning Engagement Plans* to prioritise the support students need to enhance learning for them. Typically, a learning engagement plan considers learning environment factors and specific strategies that support student engagement based on an individualised evidence collection and encompasses strategies and methods suggested by the student, the family, specialists and the teacher and the school complex case team.

Consideration of Individual Circumstances

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support 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 Leadership Team consider with each individual student in both the instruction of behaviour and the response to behaviour.

When applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Milton State School considers the individual circumstances of students when applying support and consequences by taking into account information relevant to the students':

- age, gender, cultural and religious background, socioeconomic situation
- mental health and wellbeing, emotional state
- individualised student plans or individual education plans
- behaviour history, learning difficulty, disability
- home environment and care arrangements.

At Milton State School, we believe and promote an environment which is responsive to the diverse needs of our students and establish procedures for applying fair, equitable consequences as required.

We recognise the rights of all students to:
- express opinions in an appropriate manner and at the appropriate time
- work and learn in a safe environment
- receive adjustments appropriate to their learning and/or impairment needs
- provide written or verbal statements that will be taken into consideration in the decision-making processes as required
- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal or deputy principal to discuss the matter.

Legislative Delegations

Legislation

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences used at Milton State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Any specific behaviour will not automatically result in a particular disciplinary consequence as this does not follow the principals of natural justice. Each situation needs to be dealt with and given due *individual consideration.*

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, agreements 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. Some of our students may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, agreements and rule reminders they 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 leadership team or ACCESS team as required.

For an even smaller number of students, 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 leadership team 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 or sometimes it is required to be used as a 'circuit breaker' for a student to recuperate/ regroup.

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

The following table outlines **examples** of major and minor problem behaviours:

	Area	Minor Behaviours	Major Behaviours
Being Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds	• Leaving school without permission
	Play	• Incorrect use of equipment • Playing out of bounds • Playing in toilets	• Throwing objects to harm • Possession of weapons
	Physical contact	• Minor physical contact (eg pushing and shoving without causing injury)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground	
	Other		• Possession or selling of drugs • Coercive control

Being Responsible	Class tasks	• Not completing set tasks even with tailored supports • Refusing to work	• Persistent refusal to work
	Being in the right place	• Not being punctual (e.g., lateness after breaks) • Not in the right place at the right time. • Leaving class without permission	• Persistent non-compliance to stay with class
	Follow instructions	• Low intensity failure to respond to adult request • Non-compliance • Unco-operative behaviour	• Persistent refusal of teacher instructions when all supportive strategies have been applied.
	Accept outcomes for behaviour	• Minor dishonesty (e.g. lying about leaving a mess after an activity)	• Major dishonesty (e.g., lying about involvement in an incident where another person is injured)
	Rubbish	• Littering	
	Mobile Phones & electronic devices	• Mobile or elect. device switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile or electronic device in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Language	• Inappropriate language (written/verbal) • Calling out • Poor attitude – such as not caring • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Not accepting defeat – argumentative • Minor disruption to class • Minor defiance • Minor teasing or harassment	• Major - bullying / harassment • Major disruption to class • Major defiance (e.g., refusal to do as directed in a dangerous situation) • Inappropriate sexualised behaviours and language

Differentiated

"Behaviour management fits within a broad educational context. To specifically address student learning needs, teachers must understand behavioural development as well as the range of cognitive and physical differences that influence student learning styles and abilities. When students are provided with relevant curriculum and tasks that allow them to succeed, the need for management conversations in classrooms is reduced" (Essential skills For Classroom Management – EQ).

The essential skills teachers use emphasises teacher's language, both verbal and non-verbal to focus students' attention, as well as the importance of positive teacher–student relationships. *Teachers working with students provide in-class or in-school disciplinary responses to low-level or minor problem behaviour in and out of the classroom. This may include:*

- Rule reminders
- Non – verbal and visual cues
- Corrective feedback
- Pre – Correction (e.g. Remember, walk quietly)
- Parallel acknowledgement / praise
- Model expected behaviours, language, problem solving and verbalise thinking process
- Positive redirection / Corrective Feedback / State Observations
- Allow opportunities for student choice e.g. First / Then or This / Then / This
- Tactical ignoring
- Natural Justice requires the right to be heard, the right to be treated without bias, and a decision being based on relevant evidence.
- Re-direct students to the task
- Proximity control / Body language
- Lower voice / talk quietly / change tone
- Clearly verbalise the expectations of behaviour

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- Scanning for attention
- "I" Statements (e.g. I can… when you are)
- Positive Reinforcement (praising positive behaviour, ignoring negative behaviour)
- Distraction – humour, change of subject
- Class meetings / group discussions to restore expectations
- Mindfulness / Body grounding
- Selective attendance
- De-escalation Strategies e.g. decrease stimulation, breathing exercises, avoid making demands and saying NO, don't try to reason, ignore verbal aggression, calm voice, validate feelings, calming visuals
- Warnings of next steps / consequences
- Reduce verbal language
- Positive body language
- Following through
- Break down expected tasks into smaller chunks
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Peer consequence and restorative practices e.g. express regret and apologise
- Incentives for positive behaviour – points / rewards etc
- Making sure rules are purposeful and explained (we do this / do not do this, because)
- Goal setting/ mini challenges
- Use of timers/countdowns
- relocation of student/s
- Prompt to use classroom areas for chill out/ calm space / sensory toolbox / mindfulness strategies
- Visual prompts
- Fidget / sensory item
- Whole class practicing of routines
- Demonstration / modelling appropriate behaviour
- Private discussion with student
- Time out/ Time paid back

Focused

IN CLASS
Class teacher is supported by ACCESS Inclusion teachers, Deputy Principal, Guidance Officer and Principal to address major or ongoing minor problem behaviours. This may include:
- Classroom profiling (Guidance Officer)
- Individual student behaviour support strategies
- Targeted skills teaching in small group
- Classroom and group meetings
- Restorative practices
- Behaviour Goals
- Guidance support
- Teacher debriefing
- Buddy class support/ time out
- Students may be required to undertake some 'out of play', sessional or daily reporting.
- Referral to ACCESS for team-based problem solving
- Contact DP for discussion if concerning / disruptive behaviours are consistent.

Red Alert Call

For students who are at risk of self-harm and / or others / injury a Red Alert Call is made for support:
Teachers:

- Calmly reassure class
- Move students to buddy class/ out of harm's way and visible to incident
- Call Front Office – on 320
  Teacher briefly State:
  - ➢ Class
  - ➢ Student
  - ➢ Location
  - ➢ The challenge
- Front Office Response:
  - ➢ Note details above
  - ➢ Reassure teacher
  - ➢ Call leader following preference list
- Leader to go to location
- Front office to call Buddy teacher and let them know who is on way

PLAYGROUND

Class teacher and teacher aides are supported by ACCESS Inclusion teachers, Deputy Principal, Guidance Officer and Principal to address major or ongoing minor problem behaviours. This may include:

- Restorative practices
- Students problem solving
- Playground observations (see example below)
  to gather evidence
- Playground passes
- Stakeholder meeting with parents and external agencies
- Parents/caregivers are notified if needed
- Playground behaviour referral – to be followed up DP or principal
- Ongoing concerns can be referred to the ACCESS for investigation
- Major incidences which include violence, ongoing problem behaviour, bullying or that put self or others at risk are entered into One School by the staff member who witnessed the incident. This entry is then referred to DP for follow up as required.

EMERGENCY: A **red card** housed in playground folders and classrooms and sent to office in emergencies to notify of serious incident / injury and support required for teacher on duty or classroom.

Example playground observations

Date_____

Description of behaviour(s) of interest: _____

_____

DATE	TIME	Antecedent	Behaviour	Consequence	Possible function
e.g 16/5	10:00	Instruct class to sit line up for PE	Unexpectedly cries and clings on teacher	Attention needed	Stress

Intensive

Students whose behaviour does not improve after participation in targeted support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Teachers and school leadership work in consultation with Visible Learning team to address persistent or ongoing serious problem behaviour. This may include:
- Complex case management and review
- Learning engagement plan
- Stakeholder meeting with parents and external agencies including regional specialists
- Functional Behaviour Assessment based individual support plan (external)
- Temporary removal of student property (e.g. mobile phone)
- Pause Days – A strategy that gives time out when students are not coping and cognitive load too much. Pause days prelude suspensions and applied primarily for students with disabilities.
- In- school Suspensions - keeps students in school and doing work, but isolates them from the rest of the student body to ensure the safety of others and allow the teaching & learning to continue for all.
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
  Fact sheet: https://ppr.qed.qld.gov.au/attachment/fact-sheet-suspension-1-10-days-and-11-20-days.pdf
- 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)

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 Milton 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Milton 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. It is also an opportunity for the student to restore justice by way of an apology if needed to any harmed parties.

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 One School, 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
- Ensure child knows it's a renewed day

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

Milton 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 mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media and being cybersmart

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 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 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 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 Milton 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, Vapes)
- 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

Staff *at Milton State School:*
- do not require the student's consent to search school property such as 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 Milton State School*
- ensure your children 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 Milton State College 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 school staff that the property is available for collection.

Students *of Milton 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 Milton 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.

Mobile Phones and Wearable 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.

From Term 1 2024, all state school students must keep their mobile phones switched off and 'away for the day' during school hours. Wearable devices, such as smartwatches, can be worn however notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. This includes using Messenger and similar Apps on personal school ipads to send messages

1. Purpose
This approach is being implemented in all Queensland state schools to help:
- reduce distractions in the classroom
- increase face-to-face interactions between students
- promote student health and wellbeing
- reduce the potential for student exposure to negative impacts of the digital world, such as cyberbullying

2. Rationale
2.1 *Personal safety and security*
Milton State School accepts that parents give their children mobile phones/smartwatches to protect them from everyday risks involving personal security and safety. There is also ever-increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can speak with their child quickly at any time.

2.2 Students are allowed to bring their mobile phone or wearable device to school. Students will be able to use their phone outside of school hours to support safe travel, and to make contact with parents, friends and part-time employers.

3. Responsibility
3.1 It is the responsibility of students who bring mobile phones/smartwatches onto school premises to adhere to the guidelines outlined in this document.

3.2 The decision to provide a mobile phone/smartwatches to their children should be made by parents or guardians.

3.3 Parents should be aware if their child takes a mobile phone/smartwatch onto school premises.

3.4 Any phone that has the ability to connect to telecommunication networks or the internet must be switched off and away for the day.

4. Acceptable Uses
4.1 Mobile phones /Smart watches should be switched off during the school day and remain in school bags. Smartwatches can be used as a watch, until breach is made.

Mobile phones and wearable devices are not to be used during school activities such as representative sport, camps and excursions, unless an exception is made by the principal. If this is the case, information will be included in the excursion permission form.

4.2 Exemptions will be made available for students who require access to their mobile phone or wearable device for learning, medical, disability and/or wellbeing reasons.

This may include scenarios where:

- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties

- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment e.g. navigation or object/people identification applications

- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect

Please speak with the school principal regarding processes for requesting an exemption.

Parents are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly, and assisted in any appropriate way.

5. Unacceptable Uses

5.1 Unless express permission is granted to the contrary, mobile phones / smartwatches should not be used to make calls, send SMS messages, surf the internet, use social media, take photos or any other application during school hours.

5.2 Use a mobile phone/ smartwatch in an unlawful manner

5.3 Mobile phones should not be turned on during the school day.

5.4 Should there be breaches to this agreement and use of mobile phones/smartwatches, the responsible student may face disciplinary actions as sanctioned by the Principal.

5.5 Download, distribute or publish offensive messages or pictures

5.6 Use obscene, inflammatory, racist, discriminatory or derogatory language

5.7 Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking

5.8 Insult, harass or attack others or use obscene or abusive language

5.9 Use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

5.10 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.

6. Theft or Damage

6.1 Students are required to mark all their mobile phone/smartwatches clearly with their names.

6.2 Students who bring a mobile phone/smartwatches onto school premises should leave it locked away in their bag as soon as they arrive.

6.3 Mobile phones/smartwatches which are found in the school and whose owner cannot be located should be handed to front office reception.

6.4 The school accepts no responsibility for replacing lost, stolen or damaged mobile phones/ smartwatches.

6.5 The school accepts no responsibility for students who lose or have their mobile phones/ smartwatches stolen while travelling to and from school.

6.6 It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g., by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones/smartphones and/or passwords may not be shared.

7. Inappropriate conduct

7.1 Any student/s caught using a mobile phone/smartphones at school for unauthorized use will face disciplinary actions as sanctioned by the Principal.

7.2 Any student who uses vulgar, derogatory, or obscene language while using a mobile phone/smartwatch will face disciplinary actions as sanctioned by the Principal*.

7.3 Students with mobile phones/smartwatches may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, emails, posting on social media, taking/sending photos or objectionable images and phone calls. Students using mobile phones/smartphones to bully other students will face disciplinary actions as sanctioned by the Principal.

It should be noted that it is a criminal offence to use a mobile phone/smartwatch to menace, harass or offend another person. As such, if action as sanctioned by the Principal, is deemed ineffective, as with all such incidents, the school may consider it appropriate to involve the police.

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PARENT/CARER PERMISSION

I have read and understand the above information about appropriate use of mobile phones/wearable devices at Milton State School and I understand that this form will be kept on file at the school and that the details may be used (and shared with a third party, if necessary) to assist in identifying a mobile phones/wearable device should the need arise (e g. if lost, or if the phone is being used inappropriately).

I give my child permission to carry/wear a mobile phones/wearable device to school and understand that my child will be responsible for ensuring that the mobile phones/wearable devices is used appropriately and correctly while under the school's supervision, as outlined in this document.

Parent/Carer Name: _____

Parent Signature :

Date:

Student name (print): _____

Student signature:

Mobile phone number:

Date:

Principal name: **Paul Zernike**

Principal signature:

Date:

If you have comments or suggestions, please contact the School Principal.

The original will be placed on your child's file and copy provided for you to keep

ICT Acceptable Use Policy

This document defines the Acceptable Use Policy for students accessing the school's ICT network and for students involved in the Milton State School BYOD Program and/or using school-owned devices. Its main purpose is to encourage the responsible use of the facilities available to the students through the provision of clear usage guidelines.

Milton State School deems the following to be responsible use and behaviour by a student:

✦ assigned class work and assignments set by teachers;
✦ 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 research for learning and accessing online references such as dictionaries etc;
✦ communicating or collaborating with other students, teachers, parents/carers or experts in relation to school work;
✦ using apps to acquire or practise knowledge, skills or concepts

Milton State School deems it to be irresponsible & unacceptable use and behaviour for a student to:

✦ use the IT resources in an unlawful manner;
✦ access, download, create, store, display, distribute or publish inappropriate, offensive or dangerous information, images or messages;
✦ share or post anonymous messages regarding personal or inappropriate information about any member of the school community;
✦ cyberbully, insult, harass or attack others or use obscene, threatening or abusive language;
✦ deliberately waste or misuse printing and/or network resources;
✦ damage or disrupt any equipment, software or system performance.
✦ use the network for any illegal activity, including plagiarism or violating copyright laws (e.g. use, possession or sharing of illegally downloaded games, music or video content)
✦ participate in unsupervised internet chat;
✦ send unwanted or spam e-mail (junk mail);
✦ access 3G/4G/5G networks during school time (including mobile hotspot);
✦ knowingly download viruses or programs capable of breaching the Department's network security;
✦ handle or use another student's device without permission or teacher authorisation;
✦ download any files (including, but not limited to MP3, MP4, MPEG) unless specifically authorised to do so by the teacher;
✦ carry out any commercial activity;
✦ use devices or the network for production of advertisement or political lobbying;
✦ access other computer systems, accounts or unauthorised network drives, files or resources;
✦ access other people's devices without their permission and without them present, or teacher authorisation;
✦ vandalise or interfere with data or work of other users;
✦ share unauthorised personal information or agree to meet any person met through the internet;
✦ not report unsolicited messages, particularly from unknown persons;

✦ carry out any unlawful copying of software, music, games or video content. This includes, but is not limited to, sharing such data via USB, CD, Airdrop or email; ▪ use devices in a manner that is disruptive to learning.

In addition to this, Milton State School states that:
✦ Users are responsible for the security, maintenance and integrity of their individual devices and their network accounts. Students use their MIS details (e.g. jsmit23) to access the school network. Under no circumstances should passwords be divulged to any other user on the system. If users have any reason to suspect that their account security may have been compromised or tampered with, it should be reported immediately to their teacher.
✦ Accidental damage to a device is the owner's responsibility. Students and their parents/carers will be held responsible for the wilful and deliberate misuse or inappropriate behaviour resulting in damage to another student's device or a school device. In the event of a dispute regarding the cause of damage to a device, the principal will be the arbitrator.
✦ Students must not record, photograph or film any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.
✦ Students must get teacher permission before copying files from another user. Copying another user's files or passwords without their express permission may constitute plagiarism and/or theft.
✦ The school will educate students regarding cyber bullying, safe internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to behave in line with these safe practices.
✦ iPads must have a protective case at all times. All devices must be stored safely when not in use.
✦ All devices must be clearly identified with the student name.
✦ Devices must have 3G/4G/5G disabled in the school environment, if the device has that capability.

Milton State School
Student Participation Agreement
BYOD and/or school-owned devices

1. I understand that I should **bring my device to school each day, charged and ready to use (if BYOD).**
2. I will hold the device **with two hands when carrying it** and **I will walk with it at all times.**
3. I will keep **food and drinks away from the device** at school.
4. I will immediately report **any accidents or breakages to my parents/carers and my teachers.**
5. I will use the device only to **support my learning.**
6. I permit school staff to **perform checks** and monitor the device to ensure I am using it appropriately and safely. I understand there will be **consequences for inappropriate use**.
7. I am responsible to ensure the **device is backed up (if BYOD).**
8. Whilst at school, **I will only connect the device to the Education Queensland network**.
9. I will not access 3G/4G/5G networks at school (including hotspot).
10. I will only **visit websites at school that support my learning.**
11. I will only use apps that are appropriate school apps, as instructed by the teacher.
12. I will not use the device to contact people via messaging apps or email without the approval of the teacher.
13. I will follow safe practices to be **cybersafe** and **cybersmart.**
14. I will demonstrate respect for myself and other members of the school community and the school environment.
15. I will use the device **lawfully** and in accordance with the *Acceptable Use Policy.*
16. I will not use another student's account details or passwords.
17. I will not send inappropriate or unsolicited emails to staff or students.
18. I will **not share account names and/or passwords** with anyone unless requested by school staff.
19. I am **responsible for the safety, security and use** of the device while at school. Classrooms will be locked to store devices during lunch breaks.
20. I understand that if the above conditions are not followed, I will **not be granted permission to use my device** or other school devices for a time period to be determined by the school.
21. I will report any inappropriate online behaviour to my school principal if it involves bullying between students while at school, or involves the use of school ICT resources. I understand that while some online content may be upsetting, if the content does not affect the good order and management of a school, it is unlikely that it will constitute grounds for a school to get involved. If online behaviours negatively impact the good order and management of your school, my principal can take steps under their Responsible Behaviour Plan for Students or Code of School Behaviour.

Name of Student: _____

Student Signature:

Name of Parent/Carer: _____

Parent/Carer Signature:

Date: _____

Preventing and Responding to 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 Milton State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. The 'Do the 5' Strategy, explained below, gives students a common language and strategies to deal with playground issues that arise.

Strategy for Managing Playground Issues and Bullying

The aim of the '**Do the 5' STRATEGY** is for students to follow a simple process to handle students they perceive to be bullying them or when dealing with disputes and quarrels. These posters are placed in classrooms and around the school to prompt students and remind them of strategies to deal with playground issues and problems to build independence in managing situations.

As a school it is important we are clear about what is and is not bullying. Playground disputes and quarrels that occur from time to time and are resolved by the participant, sometimes with peer and staff support, do NOT constitute bullying.

'DO THE 5'

These strategies are not in a particular order – students are taught what strategies are best in different situations

IGNORE
- ✓ Pretend you didn't hear it
- ✓ Keep your distance from bullying
- ✓ Maintain a positive body posture (calm, confident)
- ✓ Take deep breaths
- ✓ Do not make eye contact.
- ✓ Count to five in your head
- ✓ Think positive self-esteem statements.
   Practice - Use role play to show what ignore – looks like, feels like and sounds like.

TALK FRIENDLY
- ✓ Use a calm voice.
- ✓ Redirect to a positive activity/ behaviour
- ✓ Use confident body language.
- ✓ Maintain relatively close body proximity.
- ✓ Use "I" statements – I feel … when you … because…
- ✓ Tell them what they are doing is not OK
- ✓ Say "Please leave me alone"

WALK AWAY … to somewhere safe
- ✓ Do not look back. Walk confidently, do not run.
- ✓ Look confident - stand tall, head up high.
- ✓ Mouth closed.
- ✓ Do not make eye contact.
- ✓ Walk away to a busy area or towards a staff member or a safe place
- ✓ Walk away to somewhere / one you enjoy

TALK FIRMLY
- ✓ Use an assertive, slightly raised clear voice.
- ✓ Re-state your "I" statement.
   E.g. I said I feel…when you … because…
- ✓ "I asked you to leave me alone"
- ✓ SAY: "Stop it, I don't like it".
- ✓ Use the hand signal ✋ when saying STOP!
- ✓ Look confident - stand tall, head up high.
- ✓ Use walk away if needed.

REPORT
- ✓ Walk away and tell a staff member.
- ✓ Ask for help, report if needed, if previous steps did not help
- ✓ Bystanders need to support and report.
- ✓ Report, report, report until somebody listens.
- ✓ NB: Reporting is helping/getting yourself out of trouble (Dobbing is trying to get someone in trouble).
- ✓ Some incidents require immediate reporting – e.g. physical fights, someone else in imminent danger

Role of the student	Students can counter the effects of bullying and playground incidents by: 'Do the 5' Being actively involved in the variety of programs that our schools offer Developing a sense of respect and understanding the needs of others Not taking part in bullying Reporting bullying incidents involving themselves or others Supporting students who are being bullied Developing strategies to deal with bullies
Role of Parents and Carers:	Taking time to speak with your child about bullying and remind them of about treating others with fairness, dignity and respect. Addressing unacceptable behaviour of your children both at home and at school. Informing the school of any concerns and allowing the school to follow up with those concerns. Seeking understanding of bullying instances before reacting. Supporting the school anti- bullying strategies. Not contacting parents directly.
Role of Staff	The following flowchart explains the actions Milton State School staff will usually 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. 'Do the 5' is explicitly taught by classroom teachers, teachers and teacher aides doing playtime supervision and the leadership and ACCESS team as needed. This is also be done on school assemblies and forums such as school news, newsletters and email communication.

Bullying Response Flowchart for Teachers

Please note that timelines can be included in the steps below 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, when required.
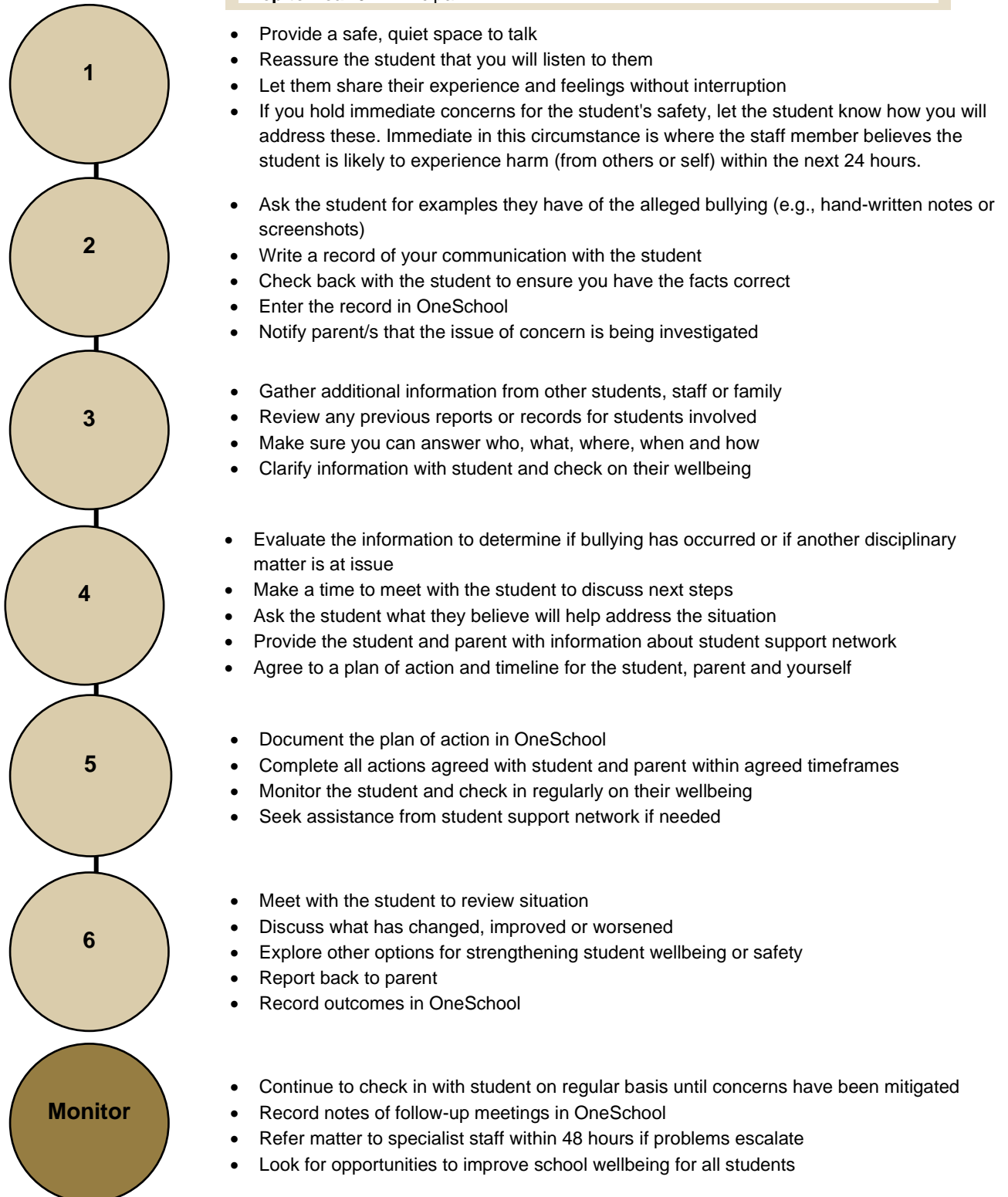
Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
P - 2 Kylie Dunne - Deputy Principal
3 - 6 Anita Heinrich Deputy Principal
Prep to Year 6 – Principal

1
- 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.

2
- 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

3
- 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

4
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

5
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

6
- 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

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

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Appropriate use of Social Media and Cyberbullying

Cyberbullying

Cyberbullying is treated at Milton 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. Alternatively, students, parents and staff can directly contact the Leadership team 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 Milton State School may face in-school disciplinary action, such as 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 Principal, Paul Zernike.

The flow chart on the next page 'Cyberbullying Response Flowchart for School staff' can be used to manage online incidents that impact Milton State School.

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 under the *Student protection procedure*.

Explicit images

If the incident involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content (including into OneSchool records). Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the *Online incident management guidelines*.

Help

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

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 evidence of the online content or a potential unlawful online behaviour, where legally permissible. Note the exemption about explicit images above. 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? (See Appendix 3 of the *Online incident management guidelines*.)

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 Cyber Security Centre.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with an 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.

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

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 in line with the Student Code of Conduct.

4. Take steps to remove the upsetting or inappropriate content

If the poster of the content is known, request removal. Alternatively use online reporting tools. If assistance is required, contact the CSRM team.

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school community, the principal can take appropriate follow-up action according to the Student Code of Conduct.

6. Recording the incident on OneSchool

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

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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.

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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

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student.

The *Restrictive Practices Procedure* prescribes:
- when restrictive practices are permitted to be used in state schools
- the reporting, notification and oversight obligations of state schools' staff, principals and the principal's supervisor or delegate
- the obligations of state schools' staff and principals to manage at risk behaviours of students with the aim of preventing the use of restrictive practices.

Generally, restrictive practices permitted under the procedure must only be used where:

- the restrictive practice is reasonable in the circumstances; and
- there is no less restrictive measure available to respond to the behaviour in the circumstances.

School staff at Milton 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: Use de-escalating strategies (appendix 4). 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. Do not engage in conversation or asking questions. Allow student to calm, give time.

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. Acknowledge student emotion.

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.

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.

NOTE: A **red card** housed in playground folders and classrooms and sent to office in emergencies to notify of serious incident/ injury and support required for teacher on duty or classroom. (Appendix 3)

Resources

- [Australian Professional Standards for Teachers](#)

- [Bullying. No Way!](#)

- [eheadspace](#)

- [Kids Helpline](#)

- https://danielmorcombe.com.au/

- [Office of the eSafety Commissioner](#)

- [Parent and community engagement framework](#)

- [Parentline](#)

- [Queensland Department of Education School Discipline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)

- https://beyou.edu.au/resources/programs-directory

- [Student protection procedure](#)

Conclusion

Milton State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher, deputy principal or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review.

4. Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student Protection Procedure

- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Complaints management procedure