



Mount Gravatt East State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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

Contact Information

Postal address:	35 Wecker Road Mount Gravatt East
Phone:	07 3323 7111
Email:	admin@mtgravatteastss.eq.edu.au
School website address:	www.mtgravatteastss.eq.edu.au
Contact Person:	Mrs Rachel Korst (Principal)

Endorsement

Principal Name: Mrs Rachel Korst

Principal Signature:

Date: 30-11-2020

**P/C President and-or
School Council Chair
Name:** Jac Silman

P/C President:

Date: 30-11-2020

Contents

Purpose	5
Principal's Foreword	5
P&C Statement of Support	5
Consultation	6
Data Overview	7
School Opinion Survey	8
School Disciplinary Absences (SDA)	9
Learning and Behaviour Statement	10
Multi-Tiered Systems of Support (MTSS)	10
Consideration of Individual Circumstances	11
Student Wellbeing	12
Student Support Network	13
Trauma Informed Practices	16
Whole School Approach to Discipline	18
PBL Expectations	19
Differentiated and Explicit Teaching	21
Focused Teaching	23
Intensive Teaching	23
Legislative Delegations	24
Legislation	24
Delegations	24
Disciplinary Consequences	25
Differentiated	25
Focussed	26
Intensive	26
School Disciplinary Absences	27
School Policies	29
Temporary removal of student property	29
Use of mobile phones and other devices by students	30
Preventing and responding to bullying	32
Appropriate use of social media	39
Restrictive Practices	41
Critical Incidents	42
Related Procedures and Guidelines	43
Resources	44
Conclusion	45

Purpose

Mt Gravatt East State School is committed to providing a safe, respectful and disciplined 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.

Principal's Foreword

Mount Gravatt East State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during 2020. Important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions and behaviour incidents, including bullying and cyber-bullying and online behaviour including inappropriate use of mobile phones or other electronic devices, were reviewed to inform the development process. This Student Code of Conduct was endorsed by the Principal, the President of the P&C Association, and Assistant Regional Director in November 2020.

P&C Statement of Support

As president of the Mount Gravatt East State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by the Principal and leadership team has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Mount Gravatt East State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Mount Gravatt East State School Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Mount Gravatt East State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying.

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

Consultation

The consultation process used to inform the development of the Mount Gravatt East State School Student Code of Conduct occurred in several ways.

As one component, we held a series of internal meetings with staff in PBL meetings and leadership meetings. During these meetings, we examined a range of data sets on student attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

As another component, we provided a survey to all parents and staff on school culture and climate. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in November 2020, and the finished version, incorporating suggested changes and feedback, was discussed at the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Mount Gravatt East State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Mount Gravatt East State School Student Code of Conduct, including parent information evenings, promotion through the school website, fortnightly newsletter and class communications. Any families who require assistance to access a copy of the Mount Gravatt East State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Mount Gravatt East State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

- parents
- students
- staff
- principals.

Data collected in the 2020 surveys is as follows:

School Opinion Survey

Parent Opinion Survey

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2001	My child likes being at this school.	13	100.0	25	100.0	27	88.9	45	91.1	27	96.3
S2002	My child feels safe at this school.	13	100.0	25	100.0	28	89.3	45	84.4	27	96.3
S2003	My child's learning needs are being met at this school.	13	100.0	25	96.0	28	89.3	45	91.1	27	92.6
S2004	My child is making good progress at this school.	13	100.0	25	100.0	28	92.9	45	91.1	27	88.9
S2005	Teachers at this school expect my child to do his or her best.	13	100.0	25	100.0	27	96.3	45	93.3	27	96.3
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	13	92.3	25	92.0	28	89.3	43	88.4	24	95.8
S2007	Teachers at this school motivate my child to learn.	13	100.0	25	96.0	27	96.3	44	88.6	26	84.6
S2008	Teachers at this school treat students fairly.	13	100.0	25	92.0	26	76.9	45	86.7	27	96.3
S2009	I can talk to my child's teachers about my concerns.	13	100.0	25	92.0	27	92.6	45	88.9	27	96.3
S2010	This school works with me to support my child's learning.	13	84.6	25	100.0	27	81.5	45	86.7	26	96.2
S2011	This school takes parents' opinions seriously.	13	84.6	24	95.8	27	70.4	44	84.1	23	87.0
S2012	Student behaviour is well managed at this school.	13	100.0	25	92.0	26	84.6	45	80.0	25	76.0
S2013	This school looks for ways to improve.	13	100.0	25	96.0	26	84.6	44	84.1	26	88.5
S2014	This school is well maintained.	13	100.0	25	100.0	28	92.9	45	95.6	27	96.3
S2015	This school gives my child opportunities to do interesting things.	13	92.3	25	88.0	27	85.2	45	88.9	27	92.6
S2016	My child is getting a good education at this school.	13	100.0	25	96.0	28	85.7	43	88.4	27	88.9
S2017	My child's English skills are being developed at this school.	12	100.0	25	100.0	28	92.9	43	93.0	26	100.0
S2018	My child's Mathematics skills are being developed at this school.	13	100.0	25	100.0	27	96.3	43	93.0	27	100.0
S2019	I understand how my child is assessed at this school.	13	92.3	25	92.0	27	77.8	43	88.4	26	92.3
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	13	100.0	25	92.0	26	88.5	43	90.7	25	92.0
S2021	Teachers at this school are interested in my child's wellbeing.	13	100.0	25	96.0	27	88.9	44	93.2	27	100.0
S2022	Staff at this school are approachable.	13	92.3	25	96.0	27	88.9	44	90.9	27	96.3
S2023	Staff at this school are responsive to my enquiries.	13	92.3	25	96.0	27	85.2	43	86.0	27	88.9
S2024	This school asks for my input.	13	84.6	24	87.5	26	53.8	44	81.8	26	88.5
S2025	This school keeps me well informed.	13	84.6	25	92.0	28	64.3	44	86.4	27	96.3
S2026	This school encourages me to take an active role in my child's education.	13	84.6	25	96.0	26	76.9	44	88.6	26	88.5
S2027	This school encourages me to participate in school activities.	13	92.3	25	92.0	25	80.0	44	93.2	27	92.6
S2028	This school provides me with useful feedback about my child's progress.	13	92.3	25	92.0	27	74.1	44	88.6	27	92.6
S2029	This school provides useful information online.	12	66.7	23	78.3	26	69.2	43	88.4	26	84.6
S2030	This school is environmentally friendly.	11	100.0	24	95.8	24	83.3	43	86.0	26	84.6
S2031	This school is well organised.	13	92.3	25	92.0	27	81.5	43	83.7	25	88.0
S2032	This school has a strong sense of community.	13	84.6	25	92.0	26	80.8	44	88.6	27	88.9
S2033	This school celebrates student achievements.	13	92.3	25	96.0	26	96.2	43	97.7	27	92.6
S2034	I would recommend this school to others.	13	92.3	25	96.0	26	80.8	43	81.4	26	88.5
S2035	This is a good school.	13	92.3	25	96.0	26	84.6	44	84.1	27	92.6

Student Opinion Survey

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2036	I like being at my school.	60	98.3	62	98.4	78	93.6	80	86.3	52	88.5
S2037	I feel safe at my school.	59	96.6	62	100.0	76	97.4	82	91.5	53	90.6
S2038	My teachers motivate me to learn.	60	100.0	62	100.0	78	98.7	81	96.3	51	96.1
S2039	My teachers expect me to do my best.	60	98.3	61	100.0	78	100.0	82	98.8	53	100.0
S2040	My teachers provide me with useful feedback about my school work.	60	98.3	62	98.4	77	97.4	82	90.2	53	98.1
S2041	Teachers at my school treat students fairly.	60	93.3	61	96.7	77	92.2	80	90.0	53	79.2
S2042	I can talk to my teachers about my concerns.	58	94.8	60	96.7	77	92.2	81	82.7	52	84.6
S2043	My school takes students' opinions seriously.	60	91.7	58	96.6	76	93.4	82	79.3	53	94.3
S2044	Student behaviour is well managed at my school.	60	96.7	62	98.4	78	92.3	81	81.5	53	88.7
S2045	My school looks for ways to improve.	59	100.0	60	96.7	78	97.4	81	97.5	52	94.2
S2046	My school is well maintained.	59	100.0	61	98.4	77	96.1	80	91.3	53	96.2
S2047	My school gives me opportunities to do interesting things.	60	98.3	60	95.0	78	93.6	83	91.6	53	92.5
S2048	I am getting a good education at my school.	59	100.0	62	96.8	76	100.0	82	91.5	50	96.0
S2049	My English skills are being developed at my school.	59	98.3	62	96.8	78	98.7	83	95.2	50	96.0
S2050	My Maths skills are being developed at my school.	59	98.3	61	96.7	77	98.7	82	98.8	50	94.0
S2051	I understand how I am assessed at my school.	59	96.6	58	96.6	77	96.1	77	90.9	49	100.0
S2052	I can access computers and other technologies at my school for learning.	60	98.3	61	98.4	78	100.0	81	90.1	50	100.0
S2053	I am encouraged to use computers and other technologies at my school for learning.	60	96.7	60	95.0	78	96.2	78	85.9	50	96.0
S2054	I use computers and other technologies at my school for learning.	59	100.0	60	98.3	78	98.7	82	89.0	50	100.0
S2055	I enjoy using computers and other technologies at my school for learning.	59	96.6	61	98.4	76	97.4	80	91.3	50	98.0
S2056	I feel accepted by other students at my school.	60	93.3	62	91.9	78	91.0	79	87.3	50	88.0
S2057	My schoolwork challenges me to think.	59	94.9	62	98.4	78	98.7	82	87.8	49	100.0
S2058	My teachers challenge me to think.	59	98.3	62	100.0	78	97.4	82	90.2	49	98.0
S2059	My teachers encourage me to do my best.	60	100.0	61	100.0	78	98.7	82	97.6	49	98.0
S2060	My teachers clearly explain what is required in my school work.	60	96.7	61	100.0	77	97.4	81	93.8	49	100.0
S2061	My teachers help me with my school work when I need it.	59	100.0	62	100.0	77	98.7	82	92.7	49	95.9
S2062	My teachers use a variety of resources to help me learn.	59	100.0	61	96.7	77	98.7	81	96.3	49	98.0
S2063	My teachers care about me.	60	96.7	61	100.0	74	98.6	81	91.4	48	91.7
S2064	My school encourages me to participate in school activities.	59	100.0	60	100.0	77	96.1	81	92.6	49	91.8
S2065	My school encourages me to be a good community member.	59	98.3	60	95.0	77	100.0	81	88.9	49	98.0
S2066	My school celebrates student achievements.	60	98.3	60	100.0	77	100.0	80	97.5	49	95.9
S2067	I would recommend my school to others.	59	98.3	60	91.7	76	94.7	78	78.2	49	89.8
S2068	This is a good school.	59	96.6	60	96.7	75	98.7	78	80.8	49	87.8

Staff Opinion Survey

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2069	I enjoy working at this school.	29	100.0	20	95.0	15	73.3	27	77.8	28	82.1
S2070	I feel this school is a safe place in which to work.	29	100.0	20	95.0	15	80.0	27	88.9	28	92.9
S2071	I receive useful feedback about my work at this school.	29	93.1	20	90.0	15	73.3	27	77.8	28	82.1
S2072	Students are encouraged to do their best at this school.	29	100.0	20	100.0	15	93.3	27	92.6	27	100.0
S2073	Students are treated fairly at this school.	29	100.0	20	90.0	15	93.3	27	92.6	27	85.2
S2074	Student behaviour is well managed at this school.	29	100.0	20	95.0	15	80.0	27	74.1	27	74.1
S2075	Staff are well supported at this school.	29	100.0	20	90.0	15	66.7	27	74.1	28	75.0
S2076	This school takes staff opinions seriously.	29	100.0	20	90.0	15	73.3	27	81.5	28	78.6
S2077	This school looks for ways to improve.	29	100.0	20	100.0	15	100.0	27	85.2	27	88.9
S2078	This school is well maintained.	29	100.0	20	95.0	15	86.7	27	85.2	27	92.6
S2079	This school gives me opportunities to do interesting things.	29	96.6	20	95.0	15	80.0	27	77.8	25	84.0
S3201*	Students with a disability are well supported at my school.	29	100.0	20	95.0	15	86.7	26	84.6	26	84.6
S3202	My school has an inclusive culture where diversity is valued and respected.	0	NA	0	NA	15	93.3	27	88.9	27	92.6
S3203	People are treated fairly and consistently at my school.	0	NA	0	NA	15	80.0	27	74.1	27	70.4
S3204	My school is well managed.	0	NA	0	NA	15	80.0	27	77.8	27	77.8
S3207	I am confident that poor performance will be appropriately addressed in my school.	0	NA	0	NA	14	71.4	27	77.8	25	80.0
S3208	I have choice in deciding how to do my job.	0	NA	0	NA	15	73.3	27	74.1	28	82.1
S3209	I have the authority necessary to do my job effectively.	0	NA	0	NA	15	73.3	27	81.5	28	78.6
S3210	My school inspires me to do the best in my job.	0	NA	0	NA	15	73.3	27	74.1	28	78.6
S3211*	My school encourages me to take responsibility for my work.	29	100.0	20	90.0	15	86.7	27	85.2	28	89.3
S3212*	My school encourages me to undertake leadership roles.	25	96.0	19	84.2	14	78.6	27	77.8	25	88.0
S3213*	My school encourages coaching and mentoring activities.	27	100.0	20	85.0	15	93.3	27	81.5	24	95.8
S3252	My workplace culture supports people to achieve a good work-life balance.	0	NA	0	NA	0	NA	0	NA	27	85.2
S3253	My workplace offers flexible work arrangements.	0	NA	0	NA	0	NA	0	NA	24	66.7
S3214	I am satisfied with the opportunities available for career development.	0	NA	0	NA	15	73.3	27	81.5	25	80.0
S2086	I have access to quality professional development.	28	100.0	20	90.0	15	80.0	27	81.5	26	92.3
S3215	Staff at my school are actively involved in Developing Performance discussions.	0	NA	0	NA	15	86.7	27	81.5	24	95.8
S3216*	I can access necessary information and communication technologies to do my job at my school.	29	89.7	20	90.0	14	92.9	27	85.2	27	85.2
S3217*	Information and communication equipment is well maintained at my school.	28	96.4	20	95.0	15	93.3	27	77.8	26	65.4
S3218*	My school provides useful information online.	28	96.4	20	90.0	14	85.7	27	88.9	28	89.3
S3219*	My school keeps me well informed about things that are important to my work.	29	100.0	20	90.0	15	80.0	27	85.2	28	82.1
S3220*	There is good communication between all staff at my school.	28	96.4	20	80.0	15	73.3	27	66.7	27	59.3
S3221	Staff at my school work as a team to deliver improved outcomes.	0	NA	0	NA	15	80.0	27	70.4	27	85.2
S3222*	I feel that staff morale is positive at my school.	29	96.6	20	80.0	15	66.7	27	63.0	28	71.4
S3223*	Staff at my school are interested in my wellbeing.	29	100.0	20	95.0	15	73.3	27	66.7	28	78.6
S3224	The wellbeing of employees is a priority for my school.	0	NA	0	NA	15	66.7	27	70.4	28	71.4
S3225	I can cope with the pressures of my workload.	0	NA	0	NA	15	73.3	27	77.8	28	82.1
S3226*	I am aware of occupational health and safety procedures at my school.	28	100.0	20	95.0	15	93.3	27	81.5	26	96.2

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

MOUNT GRAVATT EAST STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	22	33	47
Long Suspensions – 11 to 20 days	0	1	2
Exclusions	0	0	0

Learning and Behaviour Statement

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. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support (MTSS)

Mount Gravatt East State School uses Multi-Tiered Systems of Support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p><u>All students</u> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • explicit teaching of behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for <u>some students</u> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited

	<ul style="list-style-type: none"> • interventions that are more likely to work (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for <u>few students</u> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student’s use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

Staff at Mount Gravatt East State School take into account students’ individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information.

with anyone but the student's family. This applies even if the 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 to discuss the matter.

Student Wellbeing

Mount Gravatt East State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Head of Department – Student Services if they would like individual advice about accessing particular services.

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.

Curriculum and Pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#). Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and Expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Mount Gravatt East State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Mount Gravatt East State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school office can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental health

Mount Gravatt East State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Mount Gravatt East State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Mount Gravatt East State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Mount Gravatt East State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event Mount Gravatt East State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

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

Students can approach any trusted school staff member at Mount Gravatt East State School to seek assistance or advice.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Department – Student Services on the school phone number.

Role	What they do
Head of Department – Student Services	<ul style="list-style-type: none">• Provide leadership and guidance for the implementation of innovative measures aimed at improving student learning outcomes and attendance in schools where a significant percentage of students may have a disadvantaged or trauma background, ensuring quality learning outcomes for all students.• Where requested, prepare all data returns for the Principal.• Monitor students' individual performance and behaviour and develop and implement intervention strategies where necessary.• Communicate and work with parents, external agencies, and State Schools Division to improve learning outcomes, student achievements and attendance.• Work with and provide tools for the school executive team, Head of Departments, Year Level Coordinators, Guidance Officers and teachers to utilise in relation to student achievement and attendance.• Develop and implement community engagement strategies and programs with other organisations, local businesses and not for profit organisations.• Liaise with external agencies (for example, indigenous support agencies) to support new arrivals and their families through integrating them into the new environment, and incorporating the holistic needs of new students including academic, social and emotional.

	<ul style="list-style-type: none"> • Embed socially just practices in daily school life through leadership in relation to student attendance and improved academic outcomes. • Understand the legislation and policies that impact on schooling especially in relation to students and staff within the school department. • Manage the human, financial, facilities and curriculum resources of the school department to achieve goals. • Liaise with administration, teachers and teacher aides on issues involving student attendance, academic achievement and behaviour, and develop strategies to address these issues. • Contribute to, participate in and assist with leadership and management of a whole school approach to engagement strategies including induction of new arrivals, and coordinating meetings between the classroom teacher(s) and the student and their family to ensure a smooth transition to the learning environment. • Advise teachers on specific academic, medical, social and emotional needs of new arrivals. • Provide in-class support to manage student behaviour • Understand the legislation and policies that impact on schooling especially in relation to inclusion • Work with and provide tools for the school leadership team, Team Leaders, Guidance Officers and teachers to utilise in relation to student achievement and attendance. • Liaise with Learning Support staff, and other specialist staff (for example, Advisory Visiting Teachers) to ensure timely intervention if required.
Guidance Officer	<ul style="list-style-type: none"> • Advocate, provide counselling, psychoeducational assessment and individual student support, recommendations and advice to students, teachers and parents concerning educational, behavioural, career development, mental health and family issues. • 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. • Provide a counselling and referral service to assist students in decision making about critical educational, personal, social, emotional and career development, and provide ongoing support during the implementation phase of their decision. • Conduct activities such as student observation and psychoeducational assessment in order to determine the nature of student learning difficulties, disability, developmental levels or psychological and emotional status in order to make recommendations for educational adjustments and interventions. • 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. • Provide specific support in secondary schools that may include involvement in the process of Senior Education and Training (SET) planning, career development and future pathway options counselling. • Balance the ethical issues of privacy and confidentiality for each student with the appropriateness of sharing information with others, and maintain a comprehensive and professional record keeping system that complies with policy and legal requirements of parental and legal access to official records. • Participate in relevant professional development, and prepare and implement professional and personal skill development programs and in service activities for administrators, teachers and parents. • Provide leadership and specialised support in response to student protection issues; critical incidents and emergencies; and the transition of students into alternative education programs, and their reintegration back into mainstream schooling. • Guidance Officers (Intensive Behaviour Support) work collaboratively with other school based support personnel to assess and address the needs of students requiring the most intensive behaviour support
Wellbeing Teacher Aide	<ul style="list-style-type: none"> • Supporting where required to settle students into class at start of day • Morning check ins with students on Wellbeing Support list • After first & second break check in with particular students • Supporting where required to de-escalate behaviours • General support to GO and HOD-SS • Student lunches • Regular Staff check ins each day • Data entry of incidents/phone calls to parents • Respond to students needing movement breaks throughout the day • Playground duty to support identified students • Assist with Social/Emotional issues between students • Toileting Supervision
School Chaplain	<ul style="list-style-type: none"> • Social and/or emotional support — assisting students to develop knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships through social skills programs. • Spiritual support — providing an additional dimension to the school's care, guidance and support of students with spiritual and/or religious needs. • Mentoring — acting as a role model for students and assisting in the development of supportive relationships for, with, and among students. • Community development — enhancing the links between the school and its community, working with school-based support staff and community-based youth organisations and networks to support students. • Educational support — assisting with classroom activities (under the direction of teacher) where involvement by the chaplain/student welfare worker provides further social, emotional or spiritual support for those students who may be at risk of disengagement. • Extra-curricular activities — participating in general school activities, for example, camps, excursions, sports days or coaching team sports.

Support Teacher – Literacy and Numeracy	<ul style="list-style-type: none"> • Work within school teams and with students to improve student achievement. • Assist with planning, preparation and delivery of effective learning and teaching programs for identified students to improve their learning outcomes, with a focus on literacy and numeracy. • Maintain teaching expertise and knowledge of evidence based, effective teaching practices to improve student achievement across the learning areas or subjects with a focus on literacy and numeracy. • Provide support to school teams and individual teachers in identifying patterns of achievement and selecting evidence based intervention strategies at whole school, cohort and individual student levels for underachieving students, including students with learning disabilities. • Support teachers in assessing and monitoring the progress of students underachieving in the literacy and numeracy demands of the learning areas or subjects. • In cooperation with the classroom teacher, teach whole classes, small groups and individuals as negotiated within the guidelines of the school improvement plan. • Provide expertise, support and professional development at whole school, cohort and individual teacher levels to support improved student achievement. • Provide support and advice on the teaching of students with diverse learning needs. • Work alongside classroom teachers to contribute additional expertise in planning, teaching, assessing and monitoring student achievement and progress. • Support documentation of intervention responses for students requiring additional support. • Participate in and promote networking of Support Teachers (Literacy and Numeracy) to share examples of best practice. • Work collaboratively with other specialists
Students with Disabilities Teacher	<ul style="list-style-type: none"> • Plan, prepare and deliver quality and effective teaching and learning programs which are consistent with the Australian Professional Standards for Teachers; and relevant syllabi, curriculum policies, work programs and educational trends. • Maintain teaching competency and currency of knowledge of relevant curriculum programs as required by the department or other relevant statutory authorities. • Support students through interaction with them in a variety of settings and through the active development of supportive learning environments and effective behaviour management practices. • Provide for the physical, social, cultural and emotional wellbeing and physical safety of students whilst at school and enhance their overall development towards effective citizenship and responsible adulthood through participation in timetabled, non-timetabled and planned extra curricula activities. • Assess students (diagnostic, formative and summative) for developmental, feedback and reporting purposes. • Maintain student records and samples of work and report on student performance to students, parents, the department and other stakeholders. • Participate in the collaborative development and evaluation of curriculum (the sum total of all learning experiences) and regularly monitor, through observation and evaluation, the effectiveness of the learning/teaching program. • Establish and maintain appropriate interpersonal relationships between the school and community particularly in regard to the ethical obligations outlined in the Queensland Government Code of Conduct. • Participate as appropriate, in school decision making processes and professional development • Monitor students' individual performance and develop, and implement intervention strategies where necessary. • Work alongside classroom teachers to implement the curriculum and support students learning • Provide in-class support to students • Assist classroom teachers to develop and deliver the curriculum • Complete verifications and reviews following the EAP process • Understand the legislation and policies that impact on schooling especially in relation to inclusion • Communicate and work with classroom teachers, and engage with parents and external agencies if required • Liaise with Learning Support staff, and other specialist staff (for example, Advisory Visiting Teachers) to ensure timely intervention if required
English as an Additional Language or Dialect Teacher	<ul style="list-style-type: none"> • Work within school teams and with students, parents/caregivers and communities to identify and improve the learning outcomes of all EAL/D students. • Provide individual and whole school support in the identification of the English language learning needs of all EAL/D students across the curriculum using the department's Band scales for EAL/D Learners. • Assist with planning, preparation and delivery of effective learning and teaching programs for all EAL/D students focusing on English language acquisition across the curriculum. • In cooperation with the classroom teacher, teach small groups and individuals with identified EAL/D needs within the guidelines of the school improvement plan. • Maintain teaching expertise and knowledge of evidence based, effective teaching practices to improve learning across the curriculum for all EAL/D students. • Provide support to school teams and individual teachers in identifying patterns of achievement and selecting evidence based intervention strategies for all EAL/D students. • Support teachers in assessing and monitoring the progress of all EAL/D students' English language acquisition.

	<ul style="list-style-type: none"> • Support documentation of intervention responses for EAL/D learners requiring additional support (for example, completing support provisions and developmental maps in OneSchool, assisting with collation of EAL/D data). • Provide support for schools and leadership teams in creating awareness of issues affecting the learning achievement of all EAL/D students including valuing their cultural backgrounds and different ways of knowing, and recognising the potential impact of trauma. • Provide expertise, support and professional development at whole school, and individual teacher levels on pedagogy and assessment that accommodates the social and learning needs of all EAL/D students. • Provide support and advice on the teaching of EAL/D students by identifying the English language demands of tasks and texts, and identifying resources and strategies to help this group of students meet the demands of the curriculum. • Work alongside classroom teachers to contribute additional expertise in planning, teaching, assessing and monitoring student achievement and progress for all EAL/D students. • Participate in, and promote, networking of EAL/D teachers to maintain and share knowledge of issues, trends and evidence based practices relating to EAL/D learners and second language acquisition. • Work collaboratively with other specialist teachers (for example, Support Teacher (Literacy and Numeracy), and classified teachers (for example, Guidance Officers) to coordinate services which improve the learning outcomes for all EAL/D students. • Where appropriate, plan, prepare and deliver effective learning and teaching programs for EAL/D students focusing on English language acquisition. This may be in a range of learning areas or subjects.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Trauma Informed Practices

Through our data, we have found that many of our students have experienced traumatic experiences in their lives. These experiences generally cause children to present with behaviours that can appear to be unpredictable, confusing and challenging for staff in schools. These students may need significant support with managing relationships within the school setting. They may require support with their emotional regulation as they may have a very strong fight/flight or freeze response when they feel anxious or threatened.

At Mount Gravatt East State School, we define trauma as:

‘The exposure to a stressful event or situation of exceptionally threatening or catastrophic nature which would be likely to cause pervasive distress in almost anyone’ [Dr Judith Howard, 2013]

As a school, we recognise that we must shift from being Trauma Aware to Trauma- Informed. A trauma-informed school is one in which all students feel safe, welcomed and supported and where the impact of trauma is understood and addressed by the whole staff. Staff understand that challenging classroom behaviour can be a symptom of trauma and have the skills to manage this behaviour effectively and compassionately. As educators, we need to provide an empathetic, supportive, safe and predictable environment, flexible in response to the needs of children from a trauma background.

‘Understanding the experience of the abused and neglected child assists us to develop compassion, patience and empathy. It is a key intervention in itself.’ [Calmer Classrooms]

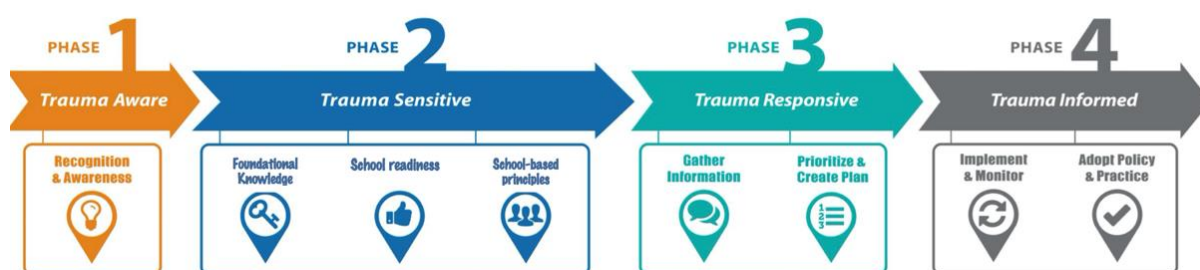
Our aim at Mt Gravatt East SS is to have a clear whole of child focus. To this end, we have commenced our journey of moving towards a trauma-informed approach. We are shifting from a model that asks, ‘What is wrong with you?’ to one that asks, ‘What happened to you and how can we support you?’ As a school, we are exploring a trauma-informed approach where we can shift

the school environment and classroom practices to respond more effectively to the needs of students from a trauma background.

As we commence our journey in becoming a Trauma-Informed School, we have identified the following components:

- A shared understanding among staff about the impact of trauma and adversity on students
- Professional Development and skill building for all staff that enhances the school's capacity to provide a supportive school environment
- Policies, procedures and protocols that sustain the critical elements of a trauma-informed school
- Using a collaborative approach across staff, students and families

Four Stages of Trauma-Informed Practices



Our steps to becoming Trauma-Informed include:

- A shared understanding among staff about the impact of trauma on students
- Staff understand their vulnerability to vicarious trauma
- Our staff have made a commitment to use trauma sensitive strategies in each classroom as well as every aspect of our school
- Creating an environment that is physically, socially and emotionally safe for all children
- Implementation of a whole school Social and Emotional Learning Framework to support students in the identification and management of their feelings. Using ACARA Guidelines -Personal and Social Capability document to guide planning
- Trauma-Informed teachers teach and model the socio-emotional skills of self-regulation, emotional literacy and self-soothing and provide opportunities to practise them
- Making connections and building relationships with students where they feel comfortable, valued and understood. A focus on building relationships will minimise the stress response in students
- Establishment of a TAC Team [Team Around the Child]
- Develop safe place/safe person for students to access if a situation becomes stressful
- Implementation of a Check in/Check out system that develops a sense of connectedness and sets students up for success

Schools which are trauma-informed are aware of the effects of trauma on students' learning, well-being and behaviour; including attendance, engagement, relationships with others, academic achievement and behaviour. Trauma-Informed Schools provide universal support to all students and are sensitive to the needs of some students, addressing student needs holistically. Trauma -informed practice is beneficial for all students and essential for some.

Model adapted by Metropolitan Behaviour Support Service from Trauma informed Oregon (2019), Trauma informed care screening tool and Missouri Department of Health and Partners (2014). Missouri Model: A developmental framework for trauma informed.



Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

PBL Expectations

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

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Mount Gravatt East State School.

Be Safe

- Use all property appropriately
- Report unsafe behaviours
- Follow cybersafety rules
- Ask permission to leave the classroom
- Follow community rules and road rules when travelling to and from school

Be Respectful

- Set goals and work towards them
- Follow teacher instructions
- Help others
- Show kindness
- Clean up after myself
- Wear the school uniform with pride

Be a Learner

- Be an active listener
- Being prepared and organised
- Complete all work asked of me
- Use technology to support learning
- Ask for help when needed

Parents and Staff

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

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Be a Learner

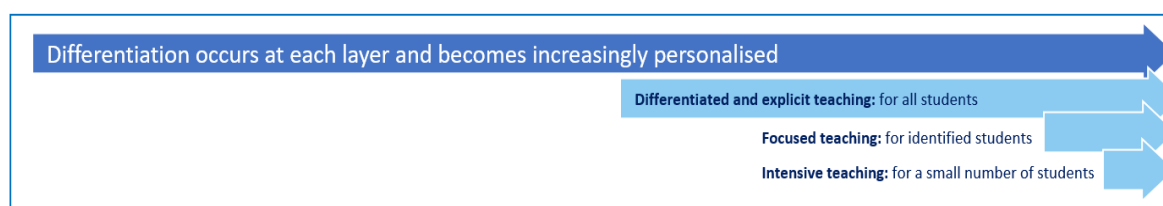
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Differentiated and Explicit Teaching

Mount Gravatt East State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

	BE SAFE.	BE A LEARNER.	BE RESPECTFUL
Whole School	I follow directions straight away. I am in the right place at the right time. I keep hands, feet and objects to self. I ask permission to leave any setting. I walk on verandas. I immediately report unsafe behaviours or problems to a staff member. I wear the full correct uniform with pride. I leave rocks, sticks, sand and objects on the ground. I report breakages to an adult. (windows, toilets) I sit quietly under C block until 8.30am. I leave toys at home.	I set goals and work towards them. I am an active listener and participant. I follow school routines. I am prepared and organised. I use computers and iPads for learning.	I communicate with kind words and good manners. I give information/ newsletters to my parents. I look after property. I knock, enter, wait, greet when entering a room. I help to pack up or clean up. I look after the environment and conserve resources. I am co-operative. I report to the office and sign-in mobile phones/electronic devices before school and collect at 3pm.

Learning Zones	<p>I use all property appropriately.</p> <p>I am Safe and report unsafe behaviours.</p> <p>I follow cyber-safety rules.</p> <p>I walk in all rooms.</p> <p>I sit on chairs safely.</p> <p>I am only in the classroom when a teacher is present.</p> <p>I ask permission to leave a lesson.</p>	<p>I participate in activities.</p> <p>I actively listen to teachers and other students.</p> <p>I complete set homework.</p> <p>I set out work appropriately.</p> <p>I ask for help if needed.</p>	<p>I raise my hand to ask or answer a question.</p> <p>I applaud politely when appropriate.</p> <p>I take turns and wait for my turn.</p>
Play Areas	<p>I stay in designated year level areas.</p> <p>I play school approved games.</p> <p>I keep sand in the sandpit.</p> <p>I use equipment such as bats and balls safely.</p>	<p>I know the rules of the game and follow the agreed rules.</p>	<p>I play F.A.I.R.</p> <p>I include others who ask to play.</p> <p>I will accept losses and wins respectfully.</p> <p>I return equipment.</p>
Eating Zones	<p>I sit in the correct area.</p> <p>I eat my lunch and speak quietly.</p>	<p>I eat the healthiest food first.</p> <p>I know and understand that others may eat different foods.</p> <p>I know that some students may have allergies and must not share food.</p>	<p>I use hygienic practices.</p> <p>I respect that others eat different foods.</p> <p>I clean up and put rubbish in the bin.</p> <p>I wait for the signal before I leave the eating area.</p>
Toilet	<p>I leave food/drinks on bench before going to the toilet.</p> <p>I take a buddy during class time.</p> <p>I ask to go to the toilet during class.</p> <p>I wash my hands with soap.</p>	<p>I use the toilet at break times and before school.</p>	<p>I give privacy to others.</p> <p>I use soap appropriately and turn taps off.</p> <p>I clean up after myself.</p> <p>I use toilet paper appropriately and flush the toilet.</p>
Transitions	<p>I keep left when walking around the school.</p> <p>I move around the school safely.</p> <p>I walk in line or pairs.</p> <p>I return to class on time.</p> <p>If late, I report to the office for a late slip, then go straight to class.</p>	<p>After the bell, I stop playing, go to the toilet, have a drink and then quietly line-up in the correct location.</p>	<p>I keep a safe space and respect the personal space of others.</p>
Before /After school	<p>I use crossings and designated pathways, and follow instructions.</p> <p>I go directly to and from school.</p> <p>I go directly home after school.</p> <p>I go directly to my pick up point and wait quietly for my lift home.</p> <p>I walk my bike/scooter through the school grounds and use my bike safely.</p> <p>I wear a helmet when riding a bike, scooter or skateboard.</p> <p>I use the crossings and traffic lights.</p>	<p>I know what my responsibilities are before and after school.</p> <p>I know and follow the road rules.</p>	<p>I follow community rules and road rules when travelling to and from school.</p> <p>I sit and eat under C block after collecting breakfast from the Top Up Station.</p> <p>When in school uniform, I represent the school community by demonstrating respectful behaviour at all times.</p>

Focused Teaching

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

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

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

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

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

- Berry Street Educational Model
- Zones of Regulation
- Kagan Cooperative Learning Model

For more information about these programs, please speak with the Head of Department – Student Services.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

In this section of the Mount Gravatt East State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [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 model used at Mount Gravatt East State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions

- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

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

Intensive

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

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

School Disciplinary Absences

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

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

Arrangements

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

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

Structure

This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)

- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable Adjustments

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

School Policies

Mount Gravatt East 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

Temporary removal of student property

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

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

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

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

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

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

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

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

Responsibilities

State school staff at Mount Gravatt East State School:

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

Parents of students at Mount Gravatt East State School

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

Students of Mount Gravatt East State School

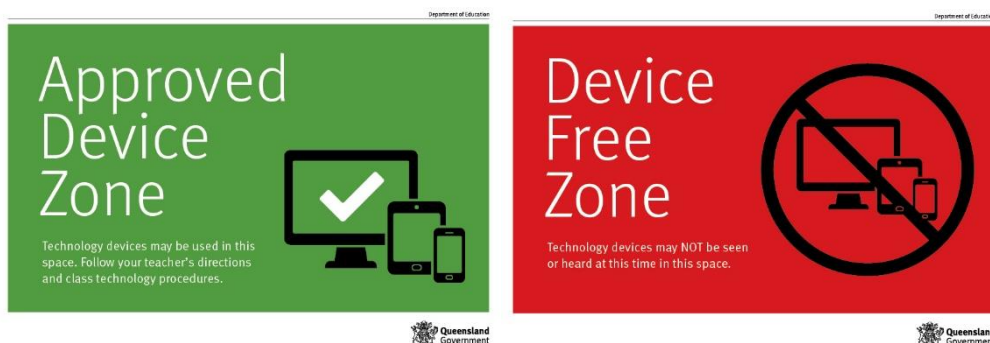
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Mount Gravatt East State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive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

Use of mobile phones and other devices by students

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

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

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



Responsibilities

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

It is acceptable for students at Mount Gravatt East State School to:

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

It is unacceptable for students at Mount Gravatt East State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws

- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Preventing and responding to bullying

Mount Gravatt East State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

A priority for the school is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Mount Gravatt East State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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 Mount Gravatt East State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

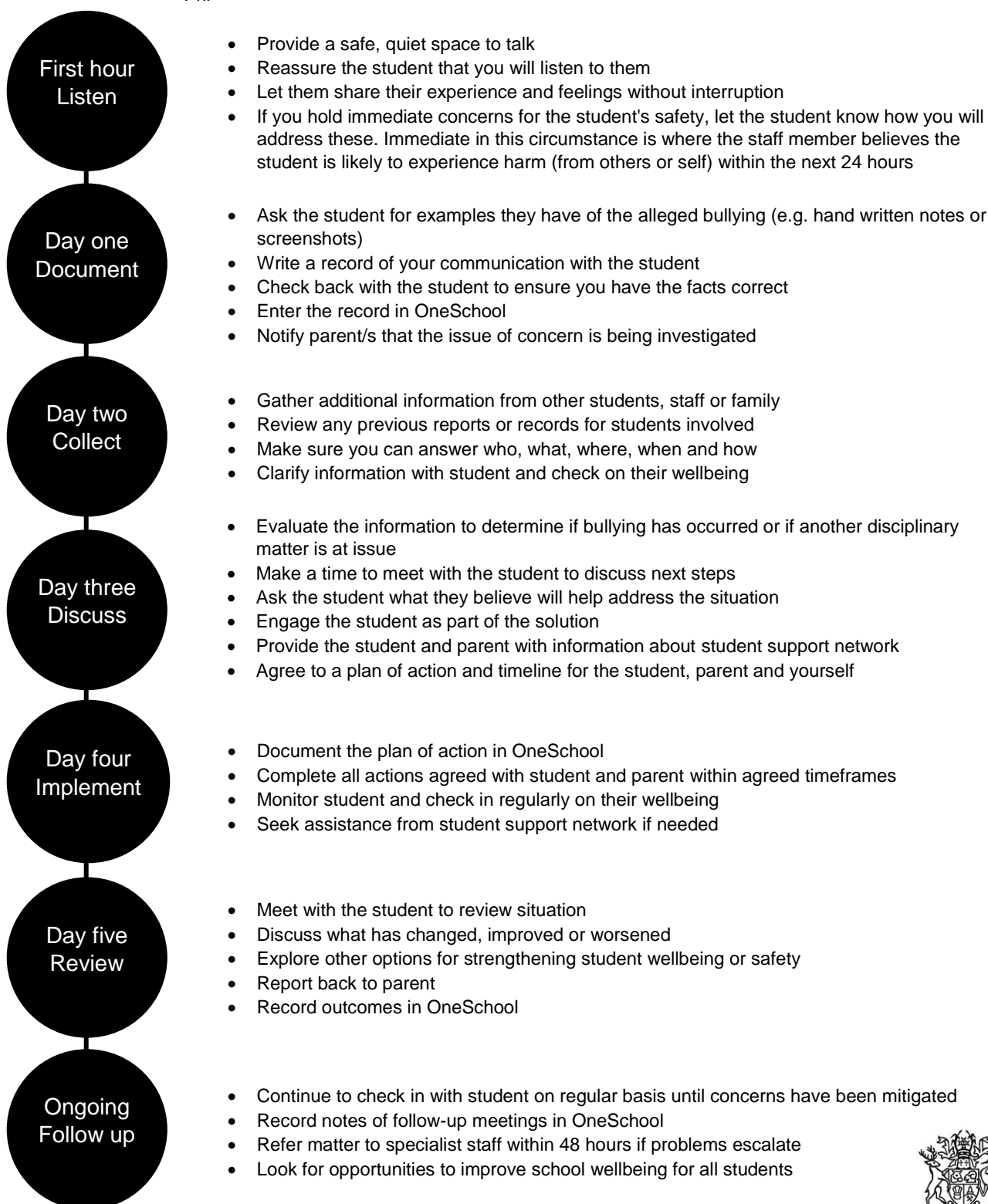
The following flowchart explains the actions Mount Gravatt East State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the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

Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

- Classroom teacher
- Head of Department – Student Services
- Principal



Cyberbullying

Cyberbullying is treated at Mount Gravatt East 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 class teacher. Head of Department – Student Services can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

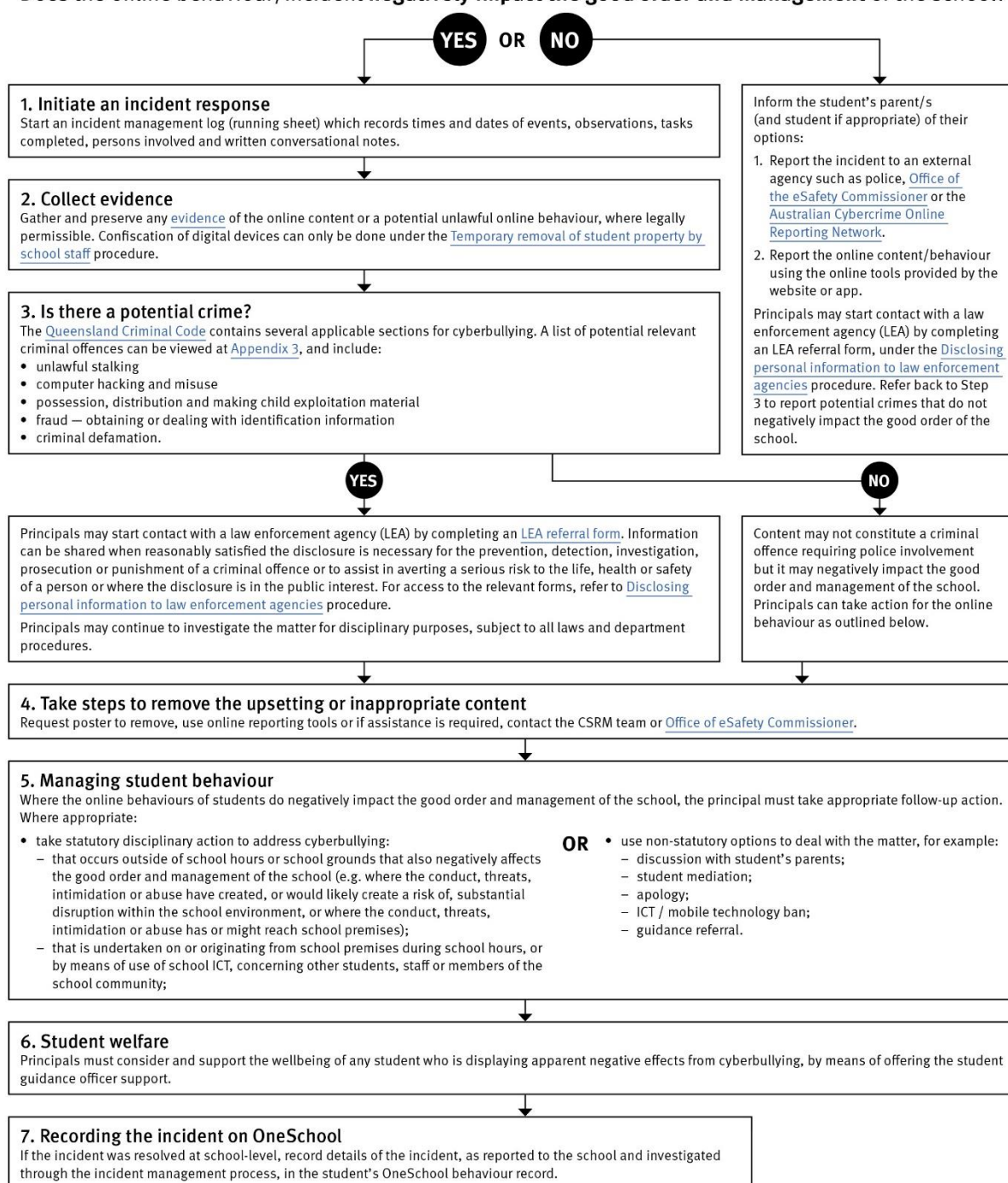
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Mount Gravatt East State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, (from 2021) and may be revisited with individual students if particular problems around bullying arise.

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

The department's [Restrictive Practices Procedure](#) is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Behaviour Foundations professional development package](#) (school employees only)

Conclusion

Mount Gravatt East 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 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](#).
2. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
3. 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.
4. 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. More information about external review options is available at www.ombudsman.qld.gov.au.
 - 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 [Excluded complaints factsheet](#).