MUDGEERABA
STATE SPECIAL SCHOOL

Mudgeeraba State Special School

Student Code of Conduct 2021-2023

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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.

Reviewed 2023

Contact Information

Postal address:	4 School Street, Mudgeeraba, 4213
Phone:	07 5559 33339 3333
Email:	principal@mudgeerabaspecs.eq.edu.au
School website address:	https://mudgeerabaspecs.eq.edu.au/
Contact Person:	Colleen Hope (Principal)

Endorsement

Principal Name:	Colleen Hope
Principal Signature:	Colleen L Hope
Date: January 2021	

P/C President and-or School Council Chair Name:	Melanie Colenso
P/C President and-or School Council Chair Signature:	
Date: January 2021	

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Purpose

Mudgeeraba State Special 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 for their future wellbeing.

The Mudgeeraba State Special School Student Code of Conduct is designed to facilitate a framework of standards for appropriate behaviour that staff, families/carers and community will embed in the learning and teaching in our school to assist our students to participate positively within and beyond our school community.

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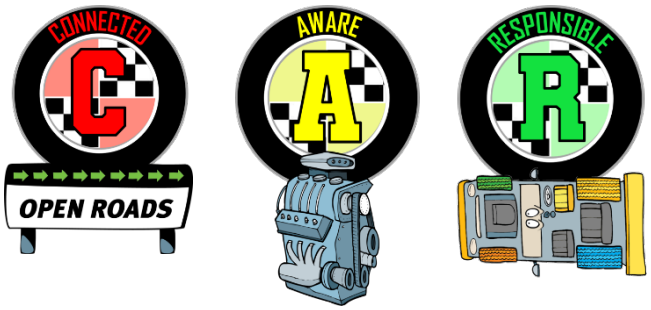
Principal's Foreword

Mudgeeraba State Special School is an Independent Public School that is invested in providing personalised learning pathways for each student to ensure we succeed while enacting our school motto 'Happiness through Achievement'.
Mudgeeraba State Special School has three core value Connected, Aware and Responsible.



These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Mudgeeraba Special School is ultimately striving to create a safe environment and caring, supportive community that provides positive meaningful outcomes for all, reinforcing our motto, 'Happiness through achievement'.

Our school pledge values:

Work together as a team.

Community contribution – sense of community.

Individuality.

Lifelong learning.

A challenging curriculum.

Value each other.

Professional working partnerships.

Looking beyond the 4 walls of the classroom.

All Students at Mudgeeraba Special School have the Right to Communicate, we base our core work around the Communication Bill of Rights.

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P&C Statement of Support

As president of the Mudgeeraba State Special School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Colleen Hope and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Mudgeeraba State Special 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.

A strong community and family spirit is a central part of our school culture. The school prides itself on the relationships that exist between the students, parents/carers staff and the local community. Our P&C and School Council are very active and provide mechanisms for parents to network and be involved in decision making processes. We have a Community Liaison Officer and School Chaplain who are committed to supporting our families and make links to community services to empower them in all they hope to provide for their children.

Any parents who wish to discuss the Mudgeeraba State Special School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Mudgeeraba State Special School 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.

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Consultation

Mudgeeraba State Special School developed this plan originally in 2016, we reviewed our plan in 2020 through our Positive Behaviour Learning Team. The committee reviewed this plan in collaboration with our school community. A review of school data from Discipline Audit in 2014, School Review in 2019 and Quadrennial Strategic Plan to inform our community review process. Data utilised included: school opinion surveys, attendance, absenteeism, school disciplinary absences, One School behaviour and workplace health and safety incidents, positive behaviour plans based on functional behaviour data and schoolwide positive behaviour data surveys.
The Student Code of Conduct plan was endorsed by the Principal, the President of the P&C Melanie Colenso and School Council Chair, and the Regional Executive Director in 2020, and will be reviewed in 2023 following our School Review or as required in legislation or prior if required.

Review Statement

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

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Data Overview

Mudgeeraba Special School uses key reports to measure thoughts 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 is available on One School. It 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.

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School Disciplinary Absences (SDA)

We are committed to the use of non-aversive behaviour management strategies to effect change in behaviour. Educative approaches, including Ecological Manipulation and Positive Programming, are seen as most beneficial to the development of appropriate behaviour. For reduction of problem behaviour, a multi-intervention plan may include come direct treatment strategies. Reactive strategies including time-out, physical restraint and suspension will only be used as a last result, except in emergency. Reactive strategies will only be used after seeking appropriate consultation and permission and be identified as part of a Multi Intervention Plan.

Multi Intervention Plan

Proactive Strategies			**Reactive Strategies**
Ecological Manipulation	**Positive Programming**	**Direct Treatment**	**Situational Management**
Settings **Interactions** **Instructional Goals** **Environmental Pollutants** **Number and Characteristics of People**	**General Skills** **Functionally equivalent/related skills** **Coping/tolerance**	***Behavioural*** **Differential Reinforcement** **Reinforcement Schedules** **Stimulus Control** **Instructional control** **Stimulus satiation** ***Other*** **Neuro physical techniques** **Medical Adjustments** **Dietary changes**	**Active Listening** **Stimulus change** **Crisis Intervention**

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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

Mudgeeraba State Special 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, MSS school staff match increasingly intensive interventions to the identified needs of individual students.

Prevention Description

Tier 1

<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.

All students at Mudgeeraba State Special School engage in Positive Behaviour Learning lessons. Each week, students explore a variety of literacy, health, resilience and value concepts in real life, lifelike and explicit teaching situations, through describing theirs and others' strengths and ideas on how to be a respectful, honest and caring member of society and how these behaviours contribute to friendships and community participation. They also identify and practice emotional responses that account for their own feelings and the feelings of others.

Mudgeeraba State Special School implements the following proactive and preventative processes and strategies to support students' behaviour:

- Stars of the Week are celebrated at School Assemblies, and recognised through the class
- Positive Behaviour Records are entered on OneSchool.
- Positive Behaviour Learning Team regular provision of information to staff and parents, and support to others in sharing successful practices.

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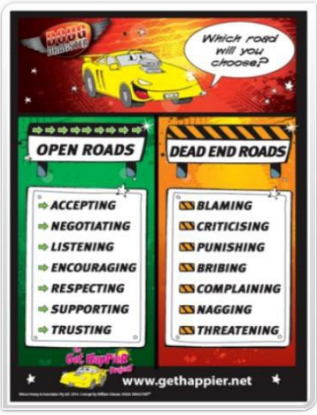
- Comprehensive induction programs in the Mudgeeraba State Special School Responsible Behaviour Plan for Students delivered to new families/carers as well as new and relief staff.
- Establishment of the Wellbeing Team: Guidance Officer, School Chaplain, Community Liaison Officer, Registered Nurse and Rehabilitation Coordinator/Principal to support case management processes for students, families and staff as we recognise caring is very intense in our setting.
- Pedagogical Principles enacted whilst delivering the Australian Curriculum catering for each student's learning needs via their Individual Curriculum Plan (ICP) or Personal Future Action plan (PFAP)).
- Communication with parents and carers through SeeSaw Application.

Mudgeeraba State Special School is invested in supporting the social and emotional wellbeing of our students and their families. Staff have been have been trained in the Get Happier Project. The Get Happier Project is a comprehensive social and emotional learning program that aims to build mental health and happiness by creating a positive and relational school culture. It was produced by Ivan Honey and is based on the work of William Glasser's Choice Theory.



In this program the students will learn to:
- Understand themselves and others better.
- Make and keep better relationships.
- Increase emotional intelligence.
- Improve self-esteem, mental health and resilience.
- Solve problems in a non-violent manner.
- Become more peaceful and fulfilled, and create their own inspired life.

The Get Happier Project provides information to parents to assist them to raise positive and empowered young people. We will share this information through the School Newsletter and also in MyTime sessions.

Tier 2

Targeted instruction and supports for **<u>some students</u>** (18-19%) provide more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

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:

- 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.

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Behaviour Reflection Checklist

Student Name – Class

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Environment

Positive Programming

Focused Support

Reactive Strategies

- Follow through with school code procedure
- Follow Anxiety Cycle plan
- Follow agreed MAPA procedures
- Complete One School incident/data table/behaviour checklist then upload to One School

interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

Tier 3

Individualised services for **<u>few students</u>** (12-13%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

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. Students who exhibit challenging behaviour or with ongoing developmental or management needs, may need a process to define desired individual behavioural outcomes. We draw on Maslow’s Hierarchy of Needs and William Glasser’s Choice Theory models to understand and implement a holistic approach to behaviour. Once a student has been identified as requiring ongoing intervention, a Positive Behaviour Support (PBS) Plan (drawing upon the work of G. LaVigna and T. Willis, Institute for Applied Behaviour Analysis, Los Angeles, CA) is created, which brings together parents/carers, professionals and the student (where appropriate). They consider the student’s current level of performance and determine needs and priorities. In this way we promote:

- Shared responsibility of implementation
- Consensus about behavioural and educational goals of the student
- Focus on a small number of key behaviours
- Collective accountability for outcomes
- Opportunity for communication.

We are committed to the use of non-aversive behaviour management strategies to affect change in behaviour. Educative approaches, including Ecological Manipulation and Positive programming and focused support, are seen as most beneficial to decrease ‘problem’ behaviour and increase ‘positive’ behaviour.

Sever challenging behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.
An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. This may be a recognised factor of the students’ disability and noted in the students’ positive behaviour plans. In the event of a critical incident for students or Code Magenta, the student’s name and the area requiring assistance using a page on the School’s telephone keypad.

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School Support Code System:

Code Blue:
- Immediate support required for a medical issue

Code Magenta:
- Immediate support required for a behavioural issue
- Students PBL plan will be followed
- Lock all doors in the requested area
- One School 'Major' incident report to be written

Code Grey:
- No support required
- Students PBL plan will be followed
- Staff and students to avoid the area

Code Yellow:
- Immediate support required for a sharps issue
- Staff and students to avoid the area

Incident Type	Who	Incident Colour Code
Evacuation o Fire/smoke o Chemical o Electrical Fault o External Emergency eg cyclone	Whole School	Code Red Page whole school and state location
Medical Emergency o Epilepsy o Anaphylaxis o Tracheostomy o Any medical emergency	Student Staff Volunteer Community member	Code Blue Page whole school List student/staff name, code blue, location
Lockdown o Bomb threat o Personal threat o External emergency eg electrical fault, cyclone, flooding/storm damage	Whole school	**Code Black** **Page whole school and state location**
Lockdown for student behaviour o Surrounding area unsafe to other students and staff o Students removed from classroom o Student needs cool off zone/time o Linked to students Positive Behaviour Plan or IRMP	Student	Code Magenta Page whole school, name student and location
Single area lockdown student behaviour (no admin assistance required) o Student requires cool off time o PBL plan implementation o Student requires reduced number of people in environment	Student	Code Grey Page students area (whole school if accessing shared area), student name and location
Assistance to locate student o Student has absconded o Student left classroom o Student left school o Students whereabouts is unknown	Student	Code White Page whole school, name student and any important information such as last whereabouts
Lockdown for sharps o Student has accessed sharps/object which could cause harm o Student makes threats with sharps/object o Student is using sharps/object	Student	Code Yellow Page whole school, student name, location

Managing Aggression Potential Aggression (MAPA)
Context The Management of Actual or Potential Aggression (MAPA) training is one of the behaviour management training options available for Mudgeeraba Special School staff. It provides strategies and skills to safely respond to anxious, hostile or violent behaviour. The aim of MAPA is to prevent behaviour escalation through non-physical interventions. Participants are taught verbal and non-verbal strategies to prevent the development of a crisis situation. The whole philosophy is to use all tools and strategies to reduce engagements, while ensuring we provide everyone with safe learning environments.

Supporting student's behaviour:
Anxiety
Avoid escalating the problem behaviour – Avoid shouting, cornering the student, moving into the student's space, touching the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
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.
Defensive
Approach the student in a non-threating 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.
Acting Out
Physical Intervention – Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention as per MAPA or the student's plan may be used to ensure that Mudgeeraba Special School's duty of care to protect students and staff from foreseeable risks is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.
Physical intervention can involve coming between students, blocking a student's path leading a student by the hand/arm, shepherding a student by placing hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more restrictive restraint as per MAPA training.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances
- Be in proportion to the circumstances of the incident
- Always be the minimum force needed to achieve the desired results
- Take into account the age, stature, disability, understanding and gender of the student.

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

Debrief – Help the student if verbal or using communication systems 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 stations.

Record Keeping
Each instance involving the use of physical intervention must be formally documented in One School and noted data as per Positive Behaviour Plan. Information data protocol as evidenced.

Links to Australian Professional Standards for Teachers
Proficient Stage
3.5.2: Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
4.3.2: Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.
6.2.2: Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities

Course Schedule	Learning Intention
Pre – test	Participants complete an assessment of current knowledge and understandings.
Unit 1: The CPI Crisis Development Mode	Participants describe the typical behavioural responses associated with the development of a crisis and choose an appropriate intervention for each level of behaviour.
Unit 2: Non-verbal communication	Participants describe elements of good interpersonal behaviour and demonstrate how non-verbal strategies can be used to decelerate behavioural responses associated with a crisis.
Unit 3: Verbal and Para verbal Communication	Participants describe typical verbal behaviour associated with crisis situations and demonstrate the use of verbal and Para verbal deceleration and de-escalation techniques.
Unit 4: Verbal Communication	Participants demonstrate the use of verbal and non-verbal intervention strategies effective for different types of defensive behaviour and identify key approaches associated with empathic listening.
Unit 5: Precipitating factors, rational detachment, integrated experience	Participants recognise the internal and external factors that influence behaviour and which may contribute to an escalation in crisis behaviour. They will convey how attitudes and behaviour influence our responses during a crisis
Unit 6: Fear and anxiety	Participants recognise physiological and psychological reactions that may be triggered by real or perceived threats and ways these may impact on our responses during crisis situations. They will describe how fear and anxiety can lead to an unproductive or productive reaction in critical moments.
Unit 7: Decision making	Participants explore the legal and professional rationale for decision making and give justification for actions made in relation to managing risk behaviour. They will demonstrate how to undertake a behavioural risk assessment.
Unit 8: Physical interventions - disengagement skills	Participants describe the physiological principles of disengagement and demonstrate the application of the physiological principles to a range of risk behaviours that build on previous non-verbal and verbal responses.
Unit 9: Physical interventions – holding Skills Note: MAPA physical Intervention – Holding Skills course	Participants describe the physiological principles of holding and demonstrate the application of the physiological principles to a range of risk behaviours that build on previous non-verbal and verbal responses.
Unit 10: Post-crisis	Participants develop a post-crisis model for action and demonstrate the range of actions that will help bring about necessary closure, debriefing, and learning in order to minimise future crisis events.
Post-test, course evaluations	Participants complete a post-test to assess learning outcomes and an evaluation sheet to assess course content and delivery.

Consideration of Individual Circumstances

The student population of Mudgeeraba State Special School is extremely diverse in terms of individual needs (health and disability related), cultural background, background of experiences and age. Each of these factors may impact on behaviour and will be taken into account. In many cases these factors help us understand why behaviour occurs. These factors will be taken into account by the team when determining what action is needed to assist the student to develop positive behaviours. Different individual needs may need different individualised responses. These decisions will be shared within the Positive Behaviour learning Team (PBL) for the individual student and reported to the school community to support the follow through.

Staff at Mudgeeraba State Special 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 we will differentiate the supports and consequences for student behaviour. 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, disability 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.

Student Wellbeing

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

An extensive network of student support exists at Mudgeeraba Special School, and other networks are sourced and accessed as needed. The school has developed a Wellbeing Team: Guidance Officer, School Chaplain, Community Liaison Officer, Registered Nurse, and Rehabilitation Officer/Principal to provide a wraparound service for high intervention needs to students, families/carers and staff.

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mental health and happiness by creating a positive and relational school culture. It was produced by Ivan Honey and is based on the work of William Glasser.

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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

Mudgeeraba State Special 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

Mudgeeraba State Special 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, Mudgeeraba State Special School can provide further information and relevant forms.

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

Mudgeeraba State Special School maintains a minimum of one adrenaline

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auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

- parents are advised
- All actions are documented and reported.

Whole School Approach to Discipline

Mudgeeraba State Special School has three core value Connected, Aware and Responsible

Connected (Open Roads)	I use kind words I share I think of others
Aware (Engine)	I am safe I am a learner I can make a good choice
Respectful (The Car)	I communicate my feelings I own my actions I can think positively

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Mudgeeraba Special School is ultimately striving to create a safe environment and caring, supportive community that provides positive meaningful outcomes for all, reinforcing our motto, 'Happiness through achievement'.

Our school pledge values:

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All Students at Mudgeeraba Special School have the Right to Communicate, we base our core work around the Communication Bill of Rights.

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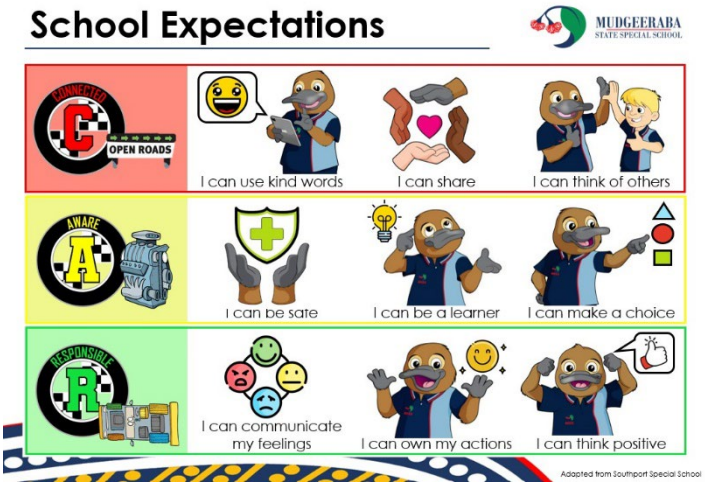
Positive Behaviour Learning Expectations

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 Learning expectations in place for students, being Honest, Caring and Respectful.

Students

Below is a visual of the expectations for students across the school. In addition, each classroom will have their own set to help students and visitors understand the expectations and meet the standards we hold for everyone at Mudgeeraba State Special School.



Teachers

Classroom teachers deliver curriculum at Mudgeeraba State Special School which foster the Get Happier Project and 10 Essential Skills for Classroom Management. The expectation is that students are clear about which behaviours are and are not Honest, Caring and Respectful.

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

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Teachers make sure that the values expectations are short, they display them in the classroom, refer to them frequently and use the language in incidental teaching. Gotcha (GPS) Awards are provided for students displaying the three (3) school values.

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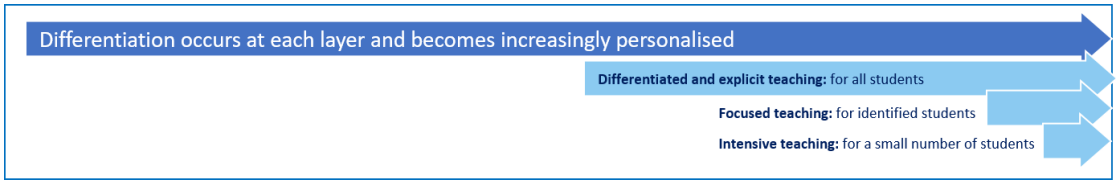
Differentiated and Explicit Teaching

Mudgeeraba State Special School 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 Mudgeeraba State Special 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 Positive Behaviour Learning 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.

Focused Teaching

All students at Mudgeeraba State Special School 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 Mudgeeraba State Special School to provide focused teaching. Focused teaching is aligned to the Positive Behaviour Learning Matrix and Expectations, and student progress is monitored by the classroom teacher/s.

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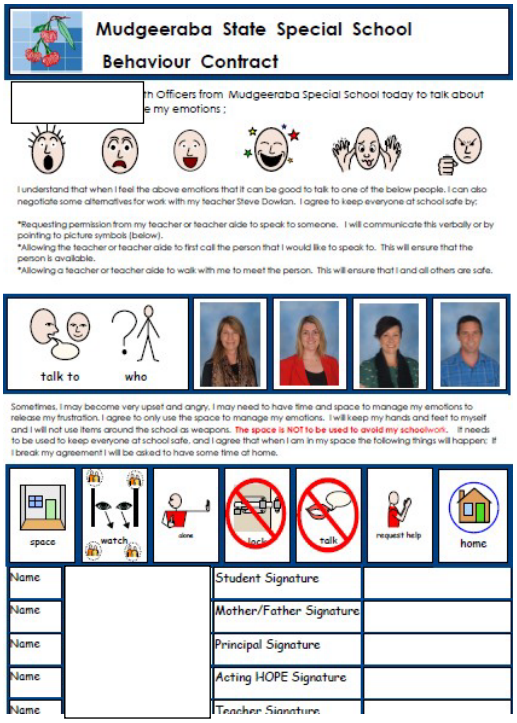
Intensive Teaching

Some students may require intensive intervention and teaching for a 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.


Mudgeeraba State Special School

Behaviour Contract

h Officers from Mudgeeraba Special School today to talk about
e my emotions ;

I understand that when I feel the above emotions that it can be good to talk to one of the below people. I can also negotiate some alternatives for work with my teacher Steve Dowlan. I agree to keep everyone at school safe by:

*Requesting permission from my teacher or teacher aide to speak to someone. I will communicate this verbally or by pointing to picture symbols (below).
*Allowing the teacher or teacher aide to first call the person that I would like to speak to. This will ensure that the person is available.
*Allowing a teacher or teacher aide to walk with me to meet the person. This will ensure that I and all others are safe.

talk to | who

Sometimes, I may become very upset and angry. I may need to have time and space to manage my emotions to release my frustration. I agree to only use the space to manage my emotions. I will keep my hands and feet to myself and I will not use items around the school as weapons. The space is NOT to be used to avoid my schoolwork. It needs to be used to keep everyone at school safe, and I agree that when I am in my space the following things will happen: If I break my agreement I will be asked to have some time at home.

space | watch | alone | lock | talk | request help | home

Name		Student Signature	
Name		Mother/Father Signature	
Name		Principal Signature	
Name		Acting HOPE Signature	
Name		Teacher Signature	

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. Behaviour contracts may be used with students who are cognitively able to understand the process. These are individual, student driven, clearly set with consequences and agreed identifiable behaviours.

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Legislative Delegations

Legislation

In this section of the Exemplar State College 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

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Disciplinary Consequences

The disciplinary consequences model used at Mudgeeraba State Special 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. Some students 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, 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 using the 10 Essential Skills of Classroom Management.

Focussed

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

- Functional Behaviour Assessment

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- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Counselling and guidance support
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to School wide positive behaviour team for problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual PBS plan
- For students who require more intensive behaviour support the above strategies will also be used. For reduction of targeted behaviour in the short term, a multi-intervention plan may include some direct treatment strategies. Reactive strategies including 1:1 supervision, physical restraint and suspension will only be used as a last resort as part of their multi-intervention plan (MIP). This plan will involve appropriate consultation and permission from all key stakeholders.
- Stakeholder meeting with parents and external agencies including regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- 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)

Multi Intervention Plan

Proactive Strategies			**Reactive Strategies**
Ecological Manipulation	**Positive Programming**	**Direct Treatment**	**Situational Management**
Settings **Interactions** **Instructional Goals** **Environmental Pollutants** **Number and Characteristics of People**	**General Skills** **Functionally equivalent/related skills** **Coping/tolerance**	***Behavioural*** **Differential Reinforcement** **Reinforcement Schedules** **Stimulus Control** **Instructional control** **Stimulus satiation** ***Other*** **Neuro physical techniques** **Medical Adjustments** **Dietary changes**	**Active Listening** **Stimulus change** **Critical Intervention**

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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 Mudgeeraba State Special 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.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

Mudgeeraba State Special 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 Mudgeeraba Special School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- 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).

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* 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 Mudgeeraba Special 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 Mudgeeraba Special 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 Mudgeeraba Special 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 Mudgeeraba Special 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 Exemplar State College 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, Mudgeeraba Special 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 Mudgeeraba Special School to:

- use mobile phones or other devices for

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    - 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 Mudgeeraba Special School to:

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Mudgeeraba Special School Student Code of Conduct and complete Bring Your Own Device, if students want to bring their own device. 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

Mudgeeraba State Special 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.

The Mudgeeraba Special School Student Council was established in 2006 with an aim to further promote active involvement of students within the school community. Each year in Term 1, all students are involved in presenting a speech to be eligible as a student council nominee. The student council body comprises of the two members from each phase of learning who were elected into the position by their peers through a fair voting process. Student council representatives are presented with a badge at the first whole school assembly of the school year. Representatives engage in a weekly program that develop leadership, personal and social skills. They coordinate a range of whole school events including Harmony Day and represent the school by attending community events such as ANZAC services.

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 Mudgeeraba State Special 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 Mudgeeraba State Special 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.

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Mudgeeraba State Special School **- Bullying response flowchart for teachers**

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

Key contacts for students and parents to report bullying:

Prep to Year 12 – Class teacher, who will coordinate a response according to each incident.

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

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

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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 Mudgeeraba State Special 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 Deputy Principals.

Mudgeeraba State Special School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

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

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

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

YES

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

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

NO

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

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

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

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

OR

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

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

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

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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

Mudgeeraba State Special 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 in the Student Support Network 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 Mudgeeraba State Special 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.

Mudgeeraba State Special School **– Anti-Bullying Compact**

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

Mudgeeraba State Special School **– Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Mudgeeraba State Special 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

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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 Mudgeeraba 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.

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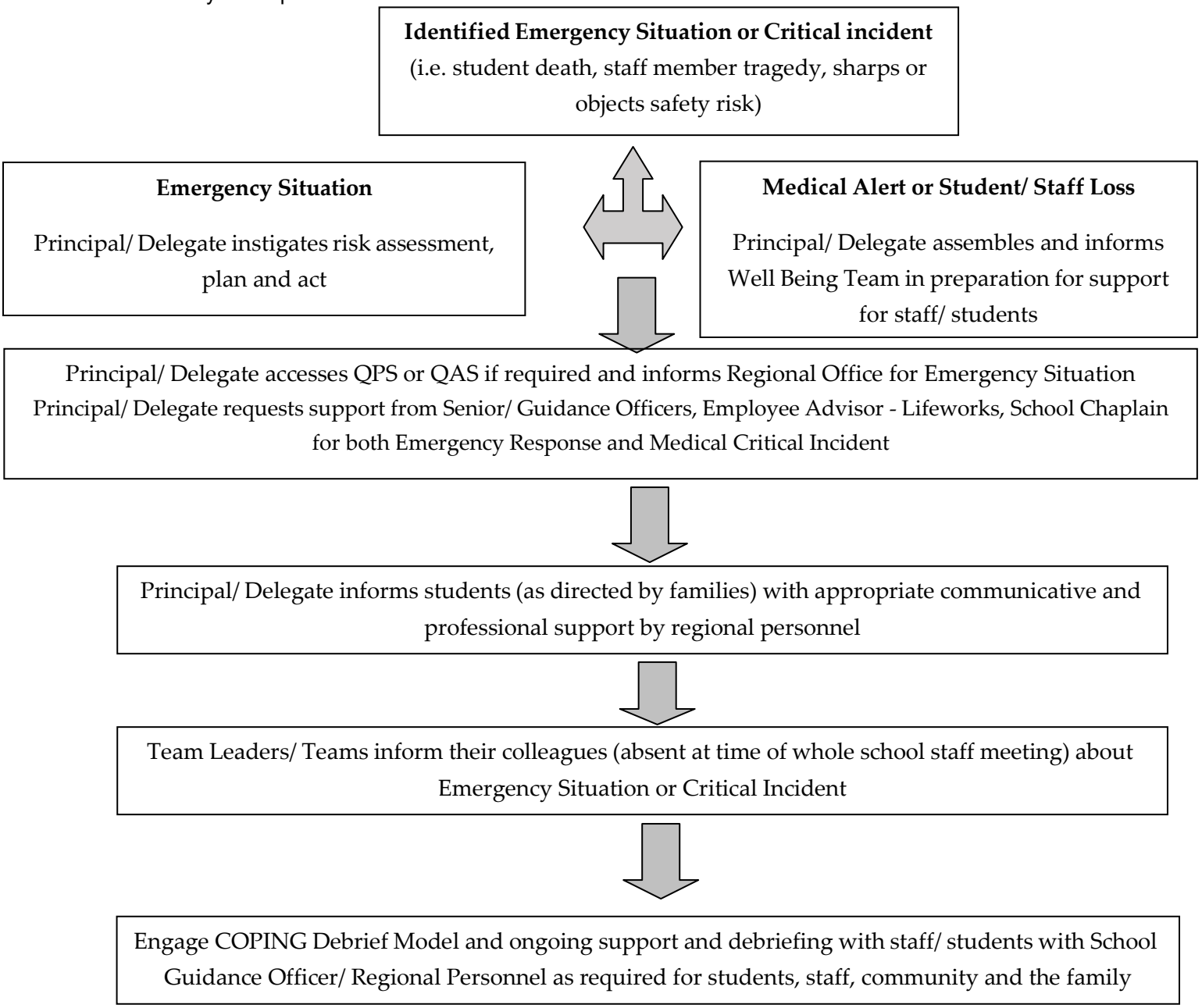
Critical Incidents

CRITICAL INCIDENTS

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. This may be a recognised factor of the students' disability and noted in the students' positive behaviour plans, external threat to the school.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour as per Lockdown Procedure or student loss. This consistency ensures that appropriate actions are taken to ensure that both students, staff and community are kept safe.



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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 utilising our Coping Debrief Model, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use reflect on the student's Anxiety Scale and Individual Safety Plan in the first instance:

1. Avoid escalating the problem behaviour: Avoid the use of loud voices, corralling the student, moving into the student's space, physical contact with the student, sudden responses, becoming defensive through communicating or 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, be objective and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, utilise communication systems, preferably 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 escalated behaviour, then remind them of the expected school behaviour and identify consequences of support for continued unacceptable behaviour to de- escalate .

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

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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

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Resources

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- 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

Conclusion

Mudgeeraba State Special 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.

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

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

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