



Maroon State School

Student Code of Conduct 2021-2024

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*

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Endorsement

Principal Name:	Shaan Eldridge
Principal Signature:	
Date:	19-11-20
P/C President and-or School Council Chair Name:	Mark Wilson
P/C President and-or School Council Chair Signature:	
Date:	7/12/20

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Purpose

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

Maroon State School has a long and proud tradition of providing high quality education to students from across The Scenic Rim in SE Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Maroon State School has three core values:
Be Safe, Be Respectful, Be responsible

Our Multi-age P-6 learning environment provides an individualised learning opportunity for every student. Our supportive and personalised learning environment provides us with the opportunity to target individual student needs, strengths and interests. We value and invest in establishing a personal connection with every student and family, which guides the student's learning journey. We don't deliver curriculum, we connect our students to the curriculum. We incorporate a range of educational approaches to cater for a range of learning styles and offer up to date programs including digital technology, drone technology, online learning opportunities, outdoor learning and environmental connections with enriched learning opportunities through a connected curriculum incorporating musical extension. We promote intrinsic motivation for learning, with direct and explicit teaching of curriculum balanced with a Deep Learning approach to integrating and connecting the curriculum to our students.

The purpose of Maroon State School's Student Code of Conduct is to provide a supportive and engaging learning environment that develops responsible behaviour in all students. We aim to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised. Maroon State School is a place where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Introduction

Maroon State School provides exceptionally high quality Deep Learning experiences. Our teaching and learning team is committed to providing first class, engaging learning opportunities for all students. We value the arts, sport, community and each other. We work as a strong dedicated community to provide every student with confidence, independence and a love of learning. We are leading our students along an exciting journey of lifelong learning. We offer outstanding opportunities for our students to thrive and participate across our cluster of schools in academic, sporting and creative ventures. We value partnerships with other schools and work diligently, within the cluster of schools, to ensure that the academic standards achieved at Maroon State School are consistent with the academic standards achieved across our cluster and are aligned with the Australian Curriculum standards. Our students take ownership of their learning and demonstrate a love of reading and a desire to write. Learning is personalised for every student to address different learning needs and interests. Our students are inspired to succeed; they set goals, support one another and work together to achieve; 'Success Through Effort'.

The sound of happy children singing, laughing, cheering, encouraging each other and trying their best, is the sound of learning at Maroon State School. It is such a pleasure to be a part of a wonderful team committed to ensuring that every student succeeds every day. A small P-6 school is truly the most wonderful way to launch a child's learning future!

We promote the following personal expectations which support our students to understand and action our school values:

Be Safe, Respectful and Responsible

- | | |
|----------------------------|--|
| Care and Compassion | for self and others |
| Responsibility | be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment |
| Integrity | act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds. |

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. Our school staff believe that communication and positive connections with others are the most valuable personal skills our communities need now and into the future.

Maroon State School staff take an educative approach to discipline and believe that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps

school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I acknowledge the input of the students, teachers, parents and other members of the community for their work in bringing this Maroon State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

This Code of Conduct for Students facilitates high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual, social and academic learning needs. Any parents who wishes to discuss the Maroon State School Code of Conduct and the role of families in supporting the behavioural expectations of students are very welcome to contact myself or join the Maroon State School P&C Association to provide further input.

P&C Statement of Support

As president of the Maroon State School P&C Committee, I support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Shaan Eldridge and her team has ensured that parents have had the opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Maroon State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all families are able to support the students of the school to meet the set expectations.

Maroon State School has been a centre piece for our community for generations, this is evident at all school functions that are attended by, not just people who have a child or relative at the school but by all community members. The relationships that the school has with the School of Arts committee and the Sport and Rec. Association, are ones which tie our community together and have done so for such a long time, that we feel they must be continued into the future. The school is a major part in our ANZAC day commemorations and because this is such a special day for our community and these connections link our students to their community providing a strong foundation for positive behaviours and relationships into the future.

Maroon State School is a special place which embodies the 'Whole Child' philosophy. We nurture the child's wellbeing, support their positive behaviours, set high expectations and give them a true sense of themselves and each other which contributes to positive behaviour. Our three school rules; Be Safe, Respectful and Responsible are explicitly taught, reinforced every day and expected of every student. Our school is a place where children have a voice and an opportunity to reach their true potential.

We encourage all parents to familiarise themselves with the Maroon State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need so that every child has the opportunity to be their best self.

We don't accept bullying in any form which is why it is important that every parent and child of Maroon State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Our students are proud of themselves and their school and display behaviours which support success for themselves and each other. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Senior Leader Statement

School Captain Name: Daytona Smith-McMaster

Date: 7-12-20

Senior Leader Signature:



School Captain Name: Izabella Shepherd

Date: 7-12-20

Senior Leader Signature:



School Captain Name: Riley Chalk

Date: 7-12-20

Senior Leader Signature:



Maroon State School is a special place because everyone is treated equally. It is a really good school because everyone is kind and people treat others how they want to be treated. I really like that there is no bullying at Maroon State School. Our school supports all of us to be able to succeed no matter what learning difficulties we have or what grade we are in. It feels like a big family out here and we feel safe.

We make sure that our play and our use of equipment is safe because it is better to be safe than sorry. We try every day to speak in a kind manner to others, which sets a good example for the younger students. We encourage everyone at Maroon State School to be a good sport and to support each other when playing games.

Our learning is not only fun but we learn so much about ourselves, our place and each other, which will set us up for life. At Maroon State School we are all included in all activities, so we have to give things a try to support our team. Our motto is, 'One in, All in'. No one is ever left out at Maroon. As Senior Leaders we will make sure that we try our best every day, encourage the younger students to care for their school, equipment and each other and lead by doing. Most of all we look forward to having fun and leading our school on many of our exciting adventures.

Data Overview

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

The Parent, Student and Staff satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection tool 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	100%	88%
• they like being at their school* (S2036)	100%	100%	90%
• they feel safe at their school* (S2037)	100%	100%	89%



Percentage of students who agree# that:	2017	2018	2019
• their teachers motivate them to learn* (S2038)	100%	100%	90%
• their teachers expect them to do their best* (S2039)	100%	100%	89%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	90%
• teachers treat students fairly at their school* (S2041)	100%	100%	78%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	90%
• their school takes students' opinions seriously* (S2043)	100%	100%	89%
• student behaviour is well managed at their school* (S2044)	100%	100%	80%
• their school looks for ways to improve* (S2045)	100%	100%	89%
• their school is well maintained* (S2046)	100%	100%	89%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Consultation

The consultation process used to inform the development of the Maroon State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between July and November. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the P&C with elements of the document shared through the newsletter. The third phase of consultation was completed in November 2020, and the draft version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020. The P&C Association endorsed the Maroon State School Student Code of Conduct in December 2020 for implementation in 2021.

A communication strategy has been developed to support the implementation of the Maroon State School Student Code of Conduct, including P&C Meetings, promotion through the school website, weekly newsletter and staff communication via email. Any families who require assistance to access a copy of the Maroon State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Maroon State 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.

Learning and Behaviour Statement

Maroon State School provides an intimate, personalised learning environment. We consider positive attitudes towards learning to be essential to our stimulating and engaging curriculum. We target social learning through explicit lessons related to the 6C's; Collaboration, Character, Critical Thinking, Creativity, Citizenship and Communication. Lessons are motivated by observations and feedback. We link these capabilities to real life contexts linking to our student personal goals. We believe these general capabilities provide our students with the confidence and intrinsic motivation to achieve academic success through sustained effort on their journey to becoming life-long learners. Our school-wide framework for managing behaviour is Positive Behaviour for Learning.

Our Student Code of Conduct outlines our system for promoting and supporting positive behaviours. We believe in a personal approach aimed at reinforcing strengths, making real connections with students and families, setting high standards and achievable goals and drilling effective strategies for behaviour success. The personal support provided for every student help us to prevent problem behaviour and establish strong relationships with students. Respectful relationships are paramount in allowing staff to have a positive impact in their consistent and predictable response to unacceptable behaviours. Our shared expectations for student behaviour assists Maroon State School to create and maintain a positive and productive learning environment. We believe very strongly that a school environment requires a group of united community members to work together as a team in support of our students. Through unity, clear and consistent expectations are reinforced for students leading to positive behaviour for learning.

Our school is a place where:

- We are **Respectful**
- We are **Responsible**
- We are **Safe**

At Maroon State School we expect high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

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

- Revisiting school rules at the beginning of each term
- Behaviour/values based explicit lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons after lunch breaks and during active supervision by staff during both class and non-classroom activities.

Maroon State School implements the following proactive and preventive processes and strategies to support student behaviour:

- Communication with parents via the school newsletter to reinforce school expectations when necessary.
- Students have a Success Book in which they glue their Gotcha rewards and certificates to celebrate their success.
- Every student participates in our personal wellbeing and reflections sessions
- Frequent parent/teacher discussions. Appropriate student behaviour is acknowledged and celebrated while inappropriate behaviour is discussed with parents. An action plan is developed collaboratively to support the child in both home and school.

- Comprehensive induction programs to introduce the key messages of the Maroon State School Student Code of Conduct for both students and staff each year.
- Individual support plans are developed for students who require behaviour support. This enables staff to make the necessary adjustments to the learning expectations and environment to best suit the needs of these students consistently across all classroom and non-classroom settings.
- Classroom and school rewards are used to promote and celebrate positive behaviour.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing Expected School Behaviour

At Maroon State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Formal and informal recognition and monitoring systems have been developed. These reinforcement systems are designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Targeted behaviour support

Problem behaviours of students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Most behaviour problems are managed at the school as near to the time of indiscretion as possible. Inappropriate behaviours are targeted and addressed at this time to ensure complete understanding of school rules.

Parents are notified if there is a pattern of behaviour or if there is a noticeable change in the student's behaviour. Students who require further support, may be referred to behaviour support services and supported through individual behaviour programs developed in collaboration with teachers, parents and advisory visiting teachers to meet the needs of the student and the situation.

1. Consequences For Unacceptable Behaviour

When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Major problem behaviour is referred directly to the school Administration team and parents will be notified.

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- If there is a pattern of behaviour, then consequences are logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or reflection time. The reflection book in Book Creator is designed to teach and reteach the students about replacement behaviours in order to reinforce the school wide expectations. Totem animals are used to link appropriate behavioural goals to assist the student to achieve future success. Our totem animals are drawn from indigenous perspectives and link closely to our Positive Behaviour for Learning.

TOTEM ANIMALS:

Koala; 'Borobi' - Patience - Looking and listening

Kangaroo; 'Nunggal' - Care - Looks out for others - Team work

Kookaburra; 'Kargaru' - Laughter and Fun— Clear speaking with purpose

Dingo; 'Nungul' - Brave - Courage and resilience

Teachers refer to these aboriginal animal names and reinforce positive behaviour and reflect on inappropriate behaviour using these animals as a tangible support for students.

- Following this process, the child will have the opportunity to practice the replacement behaviours in a social context with support, leading to improved social and behavioural outcomes.
- **Re-direction:-** The staff member talks with the student and:
 1. names the behaviour that student is displaying
 2. ask the student to name the expected school behaviour
 3. identify how they can change their behaviour to meet the school rules
 4. provide positive verbal acknowledgement for the expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Major problem behaviours may result in the following consequences:

- **Level One:** Time out of the classroom, alternative lunchtime activities, loss of privilege, restitution, warning regarding future consequence for repeated offence.
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may expect suspension and consideration for exclusion from the school.

Where a student has displayed Level One, Two or Three behaviour, this is entered onto our One School student record system. Relate Problem Behaviours To Expected School Behaviours

Multi-Tiered Systems of Support

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

Consideration of Individual Circumstances

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

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

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

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

Tiered Behaviour Prevention Description

1	<p>All Students: (100%)</p> <p>All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Australian Curriculum & Positive Learning (PL) expectations. This involves:</p> <ul style="list-style-type: none"> • Teaching behaviours in the setting they will be used. • Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account. • Providing timely feedback and explicit lessons to establish effective strategies based on observed behaviours. • Consultation with the school community to personalise and adapt responses to individualise positive learning expectations so improvements can be made on a regular basis.
2	<p>Some Students: (10-15%)</p> <p>Targeted instruction and supports for some students are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 support is individualised to meet the needs of students. The types of interventions offered at this level will vary according to the needs of the students, but will have certain elements in common:</p> <ul style="list-style-type: none"> • There is a clear connection between the skills taught and strategies to cope with challenging social and emotional learning that relate to the school-wide values. • Interventions require monitoring by classroom teachers and are adapted to suit the learning routines. • Variations within each intervention are limited. • Interventions are “Evidence-based” and match the students’ needs and/or function of behaviour. <p>If school data indicated that more than 10-15% of students require targeted support services, then a review of Tier 1 is needed to address the basic implementation and the quality of instruction.</p>
3	<p>Few Students: (2-5%)</p> <p>Individualised instruction and support for a few students (2-5%) who require the most intensive support available to them at a school level. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 & 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • Prevent antecedent situations and/or problem behaviours. • Teach the student an acceptable replacement behaviour. • Reinforce the student’s use of the replacement behaviour. • Minimise the pay-off for problem behaviour. • Personalised behaviour management plan is communicated to parents and collaboration between parents and staff occur to provide consistency and realistic expectations. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough data collection, teaming and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised instruction and support, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Student Wellbeing and Support Network

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

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Maroon State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

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.

Drug education and intervention

Maroon State School will implement drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

Maroon State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school 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.

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

Mental health

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

Suicide prevention

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

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

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

Suicide postvention

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

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

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

Teachers at Maroon State School and the school community play a vital role in supporting the mental health and wellbeing of all students. Our small school environment provides all students with the security of a safe, supportive, inclusive and respectful place in which to grow and thrive. The wellbeing of students is intricately linked to a positive school culture which is underpinned by preventative intervention programs that aim to support students with social, emotional and mental health difficulties. Maroon State School has a Wellbeing Framework which encourages students to develop positive self-talk, with a growth mindset focus. It looks at the neuroscience of the brain through the Pause program and links behaviour to the Prefrontal Cortex (owl), Amygdala (Guard dog) and Hippocampus (Elephant). Our four totem animals help our students to aim high and draw strength from those around them.

The wellbeing of all is supported by our teaching staff with our teaching Principal being the key point of contact for internal and external referrals. Students are also supported by the chaplain, school nurse and guidance officer where required. The school utilises various online and local support agencies for students with mild to severe mental health issues from time to time or students that require immediate medical intervention. Based on the individual needs of each student, the school may utilise the following external support agencies in collaboration with families and relevant stakeholders:

External Support Systems:

- ➔ Fassifern Community Centre (supporting students with homework, host regular community presentations on mental health topics, autism, drug and alcohol counselling, disability services and training courses)
- ➔ Child Youth Mental Health Services (CYMHS) – (support referral of complex mental health issues)
- ➔ Drug Arm Australia (providing education, prevention and treatment in the areas of alcohol, drugs and mental health – Community Centre)
- ➔ Triple P Parenting Program – Supported by Education Queensland online or deliver programs helping parents to manage their children’s behaviour, how to raise happy, healthy and confident children within a safe environment.
- ➔ DV Alert (Domestic Violence awareness programs presented by Lifeline at the Fassifern Community Centre)
- ➔ Headspace Ipswich – (supporting youth mental health services and provide counselling to young people from 12-25 years. The service covers issues such as relationships, drug and alcohol, mental health, bullying, anxiety and depression.)
- ➔ Family & Child Connect – Regular referrals based on each individual needs supporting families with their children in terms of behaviours, DV etc.
- ➔ Mission Australia – Support families with home visits – referrals from school, doctors, family or community
- ➔ Local psychologists and social workers at the Boonah Hospital or Medical Centre.

Online Support Services:

- ➔ Smiling minds
- ➔ eSafety Commissioner
- ➔ Kids Help Line/Chat Line
- ➔ Lifeline – (supporting vulnerable students and families)
- ➔ Beyond Blue
- ➔ Reachout.com
- ➔ Open Doors
- ➔ True

- QUAC
- Relationships Australia Queensland

Maroon State School Student Support Network

The following are support staff that support to nurture the mental health and wellbeing of students at Boonah State High School. Student wellbeing and support can include one or more of the following people:

Position	Description	Staff Member	Based
Guidance Officer	Provides a service to support academic, social and behavioural needs in schools. The Guidance Officer is available to support students and the parent community.	Shaan Eldridge to coordinate and book a time for a GO to visit our school	Regional Office
Chaplain	Provides social, emotional and spiritual support to students, parents/caregivers and staff. This includes extra-curricular activities, community development, mentoring and role modelling, education support and team work. The Chaplain will refer complex issues onto other professionals and specialists. Appointments with the Chaplain can be made through the office or directly with the Chaplain.	Tyrell Colyn	Tuesdays at Maroon SS
Health Nurse	Supports individual school communities.	Melissa Hamilton	Beaudesert
Inclusion	Coordinates support services for students with disabilities and diverse learning needs.	Shaan Eldridge Lisa Partridge Kerry Franklin Tanya Jenner	Regional Office

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

PBL Expectations

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

Students

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

Be Safe

- Listen to fellow students' questions in class.
- Keep our school free from litter and clean up our classroom.
- Use appropriate language at school.
- Keep your mobile on silent at school.

Be Responsible

- Be prepared for class.
- Complete your homework and assignments on time.
- Follow teacher directions.
- Ask for help when you need.

Be Respectful

- Do your own work.
- Learn from your mistakes.
- Hand in items you find to the teacher.
- Be honest.

	ALL AREAS	CLASSROOM	PLAYGROUND	TOILETS
Be Responsible	<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow instructions straight away 	<ul style="list-style-type: none"> ▪ Be prepared ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest ▪ Make an effort ▪ 	<ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Return equipment to appropriate place ▪ Be a problem solver ▪ Speak up for what is right 	<ul style="list-style-type: none"> ▪ Speak with teacher before leaving classroom ▪ Turn off taps fully ▪ Flush the toilet and urinal every time you use it
Be Respectful	<ul style="list-style-type: none"> ▪ Clean up after yourself ▪ Use polite language ▪ Wait your turn ▪ Keep hands, feet and objects to yourself ▪ Consider other people's feelings 	<ul style="list-style-type: none"> ▪ Listening to others ▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turn ▪ Be a good listener 	<ul style="list-style-type: none"> ▪ Care for the environment ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Talk friendly ▪ Use the Hi 5 	<ul style="list-style-type: none"> ▪ Use toilets during breaks ▪ Respect privacy of others ▪ Speak respectfully to others
Be Safe	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Use appropriate language ▪ Care for equipment ▪ Walk on concrete and in and under buildings 	<ul style="list-style-type: none"> ▪ Walk ▪ Sit still ▪ Enter and exit room in an orderly manner ▪ Speak in a friendly manner 	<ul style="list-style-type: none"> ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat ▪ Being safe ▪ Speak respectfully to others 	<ul style="list-style-type: none"> ▪ Wash hands ▪ Walk ▪ Respect each other's privacy and personal space ▪ Wait outside if there are already three people in the toilet ▪ Flush the toilet

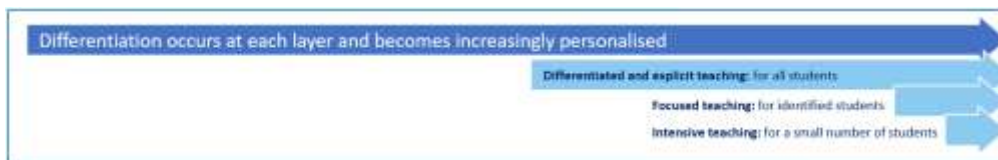
	What we expect to see from you	What you can expect from us
Be Respectful	You make an appointment to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
	You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
	You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
	You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
	You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
	You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
	You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
Be Responsible	You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
	You stay informed about school news and activities by reading the materials sent home by school staff; sent by email or placed on our online platforms.	We will use a variety of communication tools to notify parents about school news, excursions or events.
	You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
Be Safe	You approach the class teacher or Principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
Be Here	You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

Differentiated and Explicit Teaching

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

Teachers at Maroon State School connect students to their learning. Students are taught according to their level of competency, confidence and independence. They demonstrate what they know in a variety of individualised ways as we implement a differentiated approach to teaching and learning. These decisions about differentiation are made in response to data and day-to-day monitoring which indicates the behavioural learning needs of students. Our teachers use this data 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 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, 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

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

Focused teaching involves revisiting key behavioural concepts that are relevant to social, emotional, communication and wellbeing skills requiring explicit and structured teaching strategies. These behaviours will become evident in the playground, classroom or carpark and may target an individual or group explicit behaviour skill lesson. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Focused teaching is aligned to behavioural expectations and student progress is monitored by the classroom teacher/s to identify those who:

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

Maroon State School utilises a case management approach to arrange and deliver focused teaching to students who need more support to meet expectations.

For more information about these programs, please speak with the Principal.

Intensive Teaching

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

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

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

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

Legislative Delegations (Optional)

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")

- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

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

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

Intensive

Team approach to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Absences

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

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

At Maroon State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

Students who are suspended from Maroon State School will 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 may be communicated via telephone or in writing. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

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

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

- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** 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 Maroon State School:

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

Parents of students at Maroon State School

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

Students of Maroon State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Maroon State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect 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.

Maroon State School has determined that explicit teaching of responsible use of mobile 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. As Maroon State School provides digital devices for school use during core learning hours, there is no need for students to use personal digital devices during school hours unless required for medical reasons or safety reasons as deemed necessary through staff and parent consultation.

It is **acceptable** for students to keep personal mobile devices at home. Where a need is identified and a student is required to bring a mobile device to Maroon State School it is expected that approval is sought from the Principal and that the device is:

- switch off when not required for the agreed purpose and placed the out of sight during classes, before and after school, and during lunch breaks
- used only with teacher permission and under special circumstances.

It is **unacceptable** for students at Maroon State School to:

- bring a mobile device to school without permission from the principal
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during classes or during lunch breaks
- 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 Maroon State School Student Code of Conduct. In addition students and their parents should:

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

Preventing and responding to bullying

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 Maroon State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. Bullying will not be tolerated at Maroon State School.

Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Teaching Principal or 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 Maroon State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

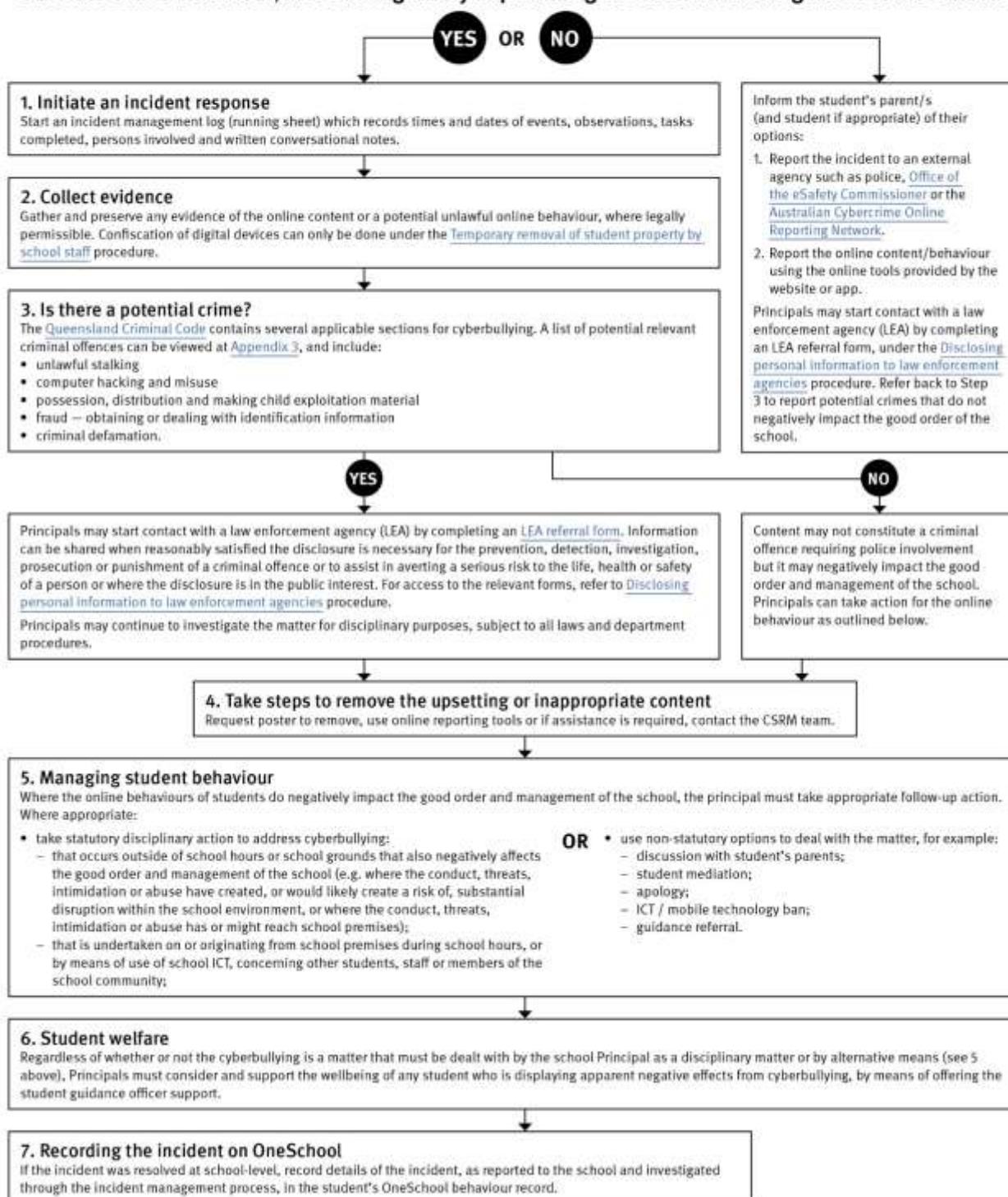
Explicit images

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

Help

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

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

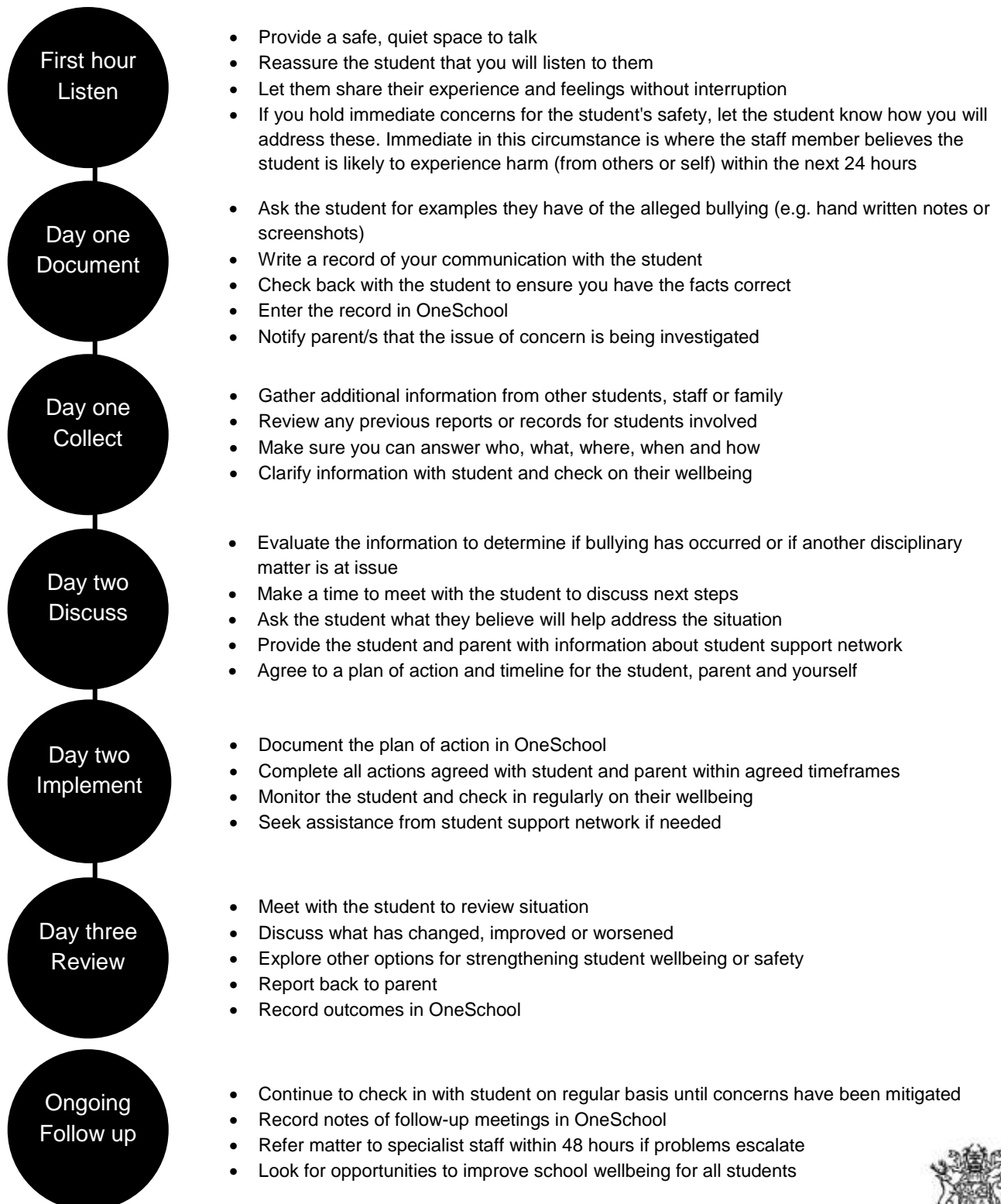


Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Student Intervention and Support Services

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

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

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

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.
- Avoid using social media to voice concerns or engage in online discussions between you and your close friends. Please come and discuss any concerns with the Principal.
- 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 Maroon State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

This may include reference to

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

Resources

- [Australian Professional Standards for Teachers](#)
- [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

We believe that a strong sense of belonging is the foundation to a true sense of self. Providing an engaging, welcoming and inviting school environment which is connected to a strong community sets our children up for success now and in the future as productive and engaged citizens continuing their lifelong learning journey.

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

2. Internal review: [contact the local Regional Office](#)

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

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. 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](#).