

Mossman State High 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 2021-2025

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Date:	24/2/2022.	

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Acknowledgement of Country

Mossman State High School acknowledges the Kuku Yalanji people, and in particular the Kubirri Warra Clan, the Traditional Owners of the land on which our school stands and pay our respects to Elders past, present and emerging. We recognise their custodianship and role in caring for and maintaining Country over thousands of years.

Purpose

Mossman State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

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

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

Principal's Foreword

Mossman State High School has a long and proud tradition of providing high quality education to students from the Douglas Shire, Far North Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Mossman State High School has three core values:

We are Respectful
We are Learners
We are Safe

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 other people are the most valuable skills our communities need now and in the future.

Mossman State High School staff take an educative approach to discipline, 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.

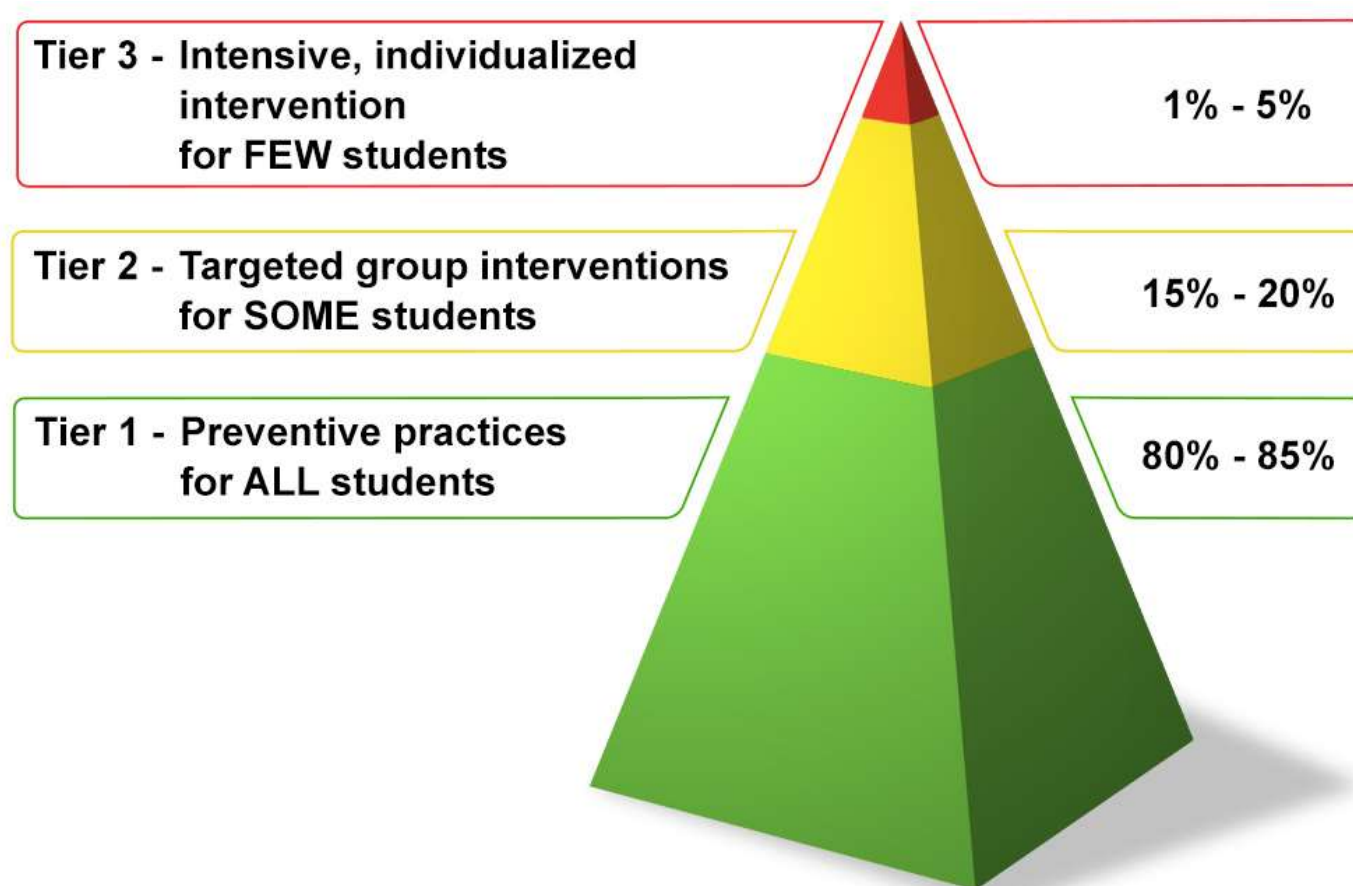
I thank the students, teachers, parents and other members of the community for consultation and feedback in bringing this Mossman State High School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable.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

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Deputy Principal or Principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

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



Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">teaching behaviours in the setting they will be used

	<ul style="list-style-type: none"> • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to individual students or small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>Students requiring Tier 2 support will be assigned a Case Manager.</p> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Students requiring Tier 3 support will be assigned a Complex Case Manager.</p> <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

Staff at Mossman State High 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 Deputy Principal or Principal to discuss the matter.

Student Wellbeing

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

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 Mossman State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; Wellbeing Year 7 – 9 and Year 10-12 covering and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

- PBL – Form class
- Wellbeing Lesson – Years 11 & 12
- Wellbeing Lesson in HPE – Years 7 - 9

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

Mossman State High School implements 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

Mossman State High 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

Mossman State High 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.

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

Mental health

Mossman State High 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

Mossman State High School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Deputy Principal or Principal.

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, Mossman State High School staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Mossman State High 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, Mossman State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

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

Students can approach any trusted school staff member at Mossman State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer or Deputy Principals on 4084 1333..

Role	What they do
Deputy Principal	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Department Junior School	<ul style="list-style-type: none"> • coordinate transition to secondary for students moving from Year 6 to Year 7 • monitors student attendance data, arranges intervention for students in Years 7 to 9.
Head of Department Senior School	<ul style="list-style-type: none"> • coordinate transition to post-school pathway • monitors student attendance data, arranges intervention for students in Years 10 to 12.
Chaplain	<ul style="list-style-type: none"> • provides Social and or emotional support • provides Spiritual support • provides Education support • mentors young people • participates in extra-curricular activities.
Community Education Counsellor	<ul style="list-style-type: none"> • provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities • attendance • home visits

School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
Support Teacher, Literacy and Numeracy (STLaN)	<ul style="list-style-type: none"> • • collaborates with subject teachers to use whole school and classroom based data to choose differentiation and intervention strategies for more targeted instruction. • recommends intervention strategies that match particular areas of literacy and numeracy difficulties for particular students who do not meet benchmarks. • assists subject teachers with scaffolding and adjustment of class work and/or assessment items where necessary. • provides Additional support in one-to-one or small group situations • provides professional development on differentiation and making adjustments • supports teachers to write Individualised Curriculum Plans when a different curriculum year level is required. •
Transitions Pathways Officer	<ul style="list-style-type: none"> • supports young people who are at risk of not obtaining a QCE, having their enrolment cancelled or excluded to access alternative educational pathways • works with the school and students to ensure every young person has “ID to Succeed” • monitors students in Year 13 during transition to employment and training, providing guidance and support as required • tracks early school leavers, offering support as required
Year Level Coordinators	<ul style="list-style-type: none"> • responsible for student welfare at each year level • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school. • monitor attendance • run year level assembly
Youth Worker	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ learning support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.

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 a Guidance Officer or Head of Special Education.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

The development of the Mossman State High 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 Deputy Principals or Principal.

PBL Expectations

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

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 Mossman State High School.



MOSSMAN SHS STUDENT BEHAVIOUR EXPECTATION MATRIX

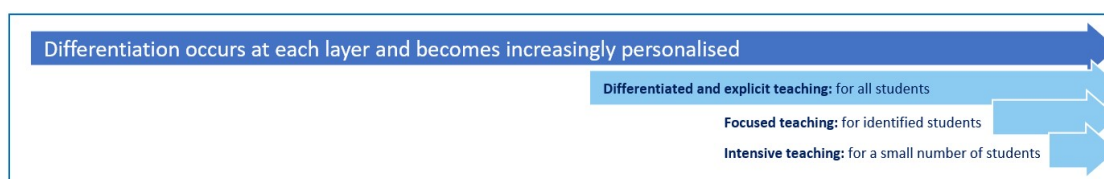
	We are Respectful	We are Learners	We are Safe
All Settings	<ul style="list-style-type: none"> • Follow staff instructions • Be an active listener • Use appropriate language and speak calmly • Accept difference and be inclusive • Be honest and take responsibility for our actions • Show courtesy and consideration for others, their property and the school environment • Show pride in our school and represent it positively • Wear uniform correctly 	<ul style="list-style-type: none"> • Bring essential equipment. • Be in the right place at the right time • Participate in all activities and try new things • Complete all required tasks • Keep an open mind and a positive attitude • Ask for help if unsure • Give our best effort • Model positive behaviours to allow others to learn 	<ul style="list-style-type: none"> • Look out for yourself and others • Report unsafe situations and behaviours • Seek help when required • Keep our hands, feet and objects to ourselves • Keep valuables in a safe place • Show self-control • Sit, stand and move in a calm orderly manner • Leave prohibited items at home • Follow processes to leave early or arrive late • Maintain good hygiene practices
Classrooms	<ul style="list-style-type: none"> • Enter class orderly and quietly • Support others • Use a respectful voice and manner • Wait our turn to speak • Allow others to learn and teach • Seek permission to move from your seat or leave classroom • Keep phones/earphones switched off and out of sight 	<ul style="list-style-type: none"> • Arrive prepared e.g. use breaks for toilet and drinks • Complete set tasks to the best of our ability and on time • Attend all timetabled lessons • Care about our own learning • Stay on task • Strive to achieve our best in all class work, homework and assessment • Use student diary for organisation 	<ul style="list-style-type: none"> • Follow the safety rules of activities • Wear personal protective equipment as required • Treat all equipment with care as demonstrated • Use equipment for intended purpose • Bring water bottle where permitted
School Grounds including Tuckshop & Eating Areas	<ul style="list-style-type: none"> • Keep areas clean and place litter in the bin • Monitor and maintain low noise levels • Show good sportsmanship • Respect others belongings • Care for the environment • Have orders and payment ready at tuckshop 	<ul style="list-style-type: none"> • Participate in organised activities • Enjoy a relaxing and safe break • Use breaks to assist in learning e.g. library • Move directly to class on the bell • Make healthy choices • Use breaks to re-energise and re-focus for next lesson 	<ul style="list-style-type: none"> • Keep to the left of the walkways and stairs • Stay in approved areas • Be Sun Smart i.e. wear hat & sunscreen • Report hazards to staff • Report unauthorised visitors to staff • Queue in a safe manner
Before & After School	<ul style="list-style-type: none"> • Speak politely and act with care • Respect personal space • Treat all property respectfully • Dispose of rubbish correctly 	<ul style="list-style-type: none"> • Learn road safety and transport rules • Learn and apply student driver policy 	<ul style="list-style-type: none"> • Apply road safety and transport rules • Board the bus in an orderly fashion • Travel to and from school directly • Go directly into the school grounds on arrival

Differentiated and Explicit Teaching

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

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



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

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

Focused Teaching

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

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

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

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

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 a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Mossman State High 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 focused 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 Head of Department 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 Deputy 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.

Mossman SHS Behaviours Intervention Tiers

	Student Behaviours	Range of Staff Actions	Staff Records
Tier 1 - Universal Prevention Teacher Managed	<p>All behaviours listed in the 'Student Behaviour Expectation Matrix' including:</p> <ul style="list-style-type: none"> • Attending every day • Prepared for learning (eat breakfast, bring equipment) • On time to class • On task & giving your best effort • Following staff directions • Using appropriate language • Being honest and taking responsibility • Showing courtesy & consideration • Participating in activities • Wearing the uniform correctly • Representing the school positively • Modelling positive behaviours • Following class & school rules • Respecting people & property 	<ul style="list-style-type: none"> • Praise, encouragement • Positive feedback • Certificates • Stickers • Displays of student work / achievement • Positive feedback to parents • Letters / Postcards home • Extra-curricular activities • School movie night / dance • Rewards and vouchers • Club 95 • Good Standing • Gifted & Talented Programs • Recognition on assembly & newsletter • Leadership opportunities 	<p>On One School you may:</p> <ul style="list-style-type: none"> ✓ Record positive ✓ Record parent contact ✓ Print certificate <p>You may acknowledge / present on Assembly - See Year Co.</p>
Tier 1 – Universal Prevention Teacher Managed	<ul style="list-style-type: none"> • Late for class • Off task / work incomplete • Out of seat • Not meeting assessment deadlines • Failing to bring equipment (e.g. pens, textbook) • Disrupting learning (e.g. Calling out, tapping pencils, making noises) • Disrespect to others (e.g. talking back, rude comments) • Littering • Not following minor health and safety requirements • Not following teacher instructions • Using inappropriate language (e.g. conversational swearing) • Moving around the school in an unsafe manner (e.g. running) • Using aerosol deodorant, chewing gum, permanent pen or white out • Missing class detention/consequence • Inappropriate use of items (e.g. footballs /scooters) • Inappropriate physical contact • MINOR social / emotional symptoms • MINOR learning support needs 	<ul style="list-style-type: none"> • Parent contact (essential if recording incident) • Teach Behaviour Expectations • Planned, engaging lessons • ESCM's (Micro skills) • Give choice / warning • Seating plan • Apology • Post lesson discussion • Catch up missed work • Confiscation (item to office) • Contact / phone parents • In-class separation or isolation • In-class detention • Buddy class / Time out • Counselling • Make up lost time • Mediation • Learning Support (Differentiate) 	<p>On One School:</p> <ul style="list-style-type: none"> ✓ Record incident / actions ✓ Record parent contact <p>May seek advice from:</p> <ul style="list-style-type: none"> • Colleagues • Curriculum HOD / HOSES

	Student Behaviours	Range of Staff Actions	Staff Records
Tier 2 – Targeted Intervention HOD Managed	<ul style="list-style-type: none"> • Sustained repeated behaviours that were documented and dealt with in Tier 1 using a Range of Actions • Using deliberate inappropriate language (eg. racist, sexist, cursing) • Behaving aggressively toward others (harassment-victimisation) • Using ICT's & Electronic devices inappropriately • Cheating / plagiarism • Swearing at other students • Spitting at others • Repeatedly refusing to follow reasonable teacher directions • Refusal to provide name • Class equipment theft or vandalism • Bullying (including cyber bullying) • Truancy (class and/or grounds) • Moderate social / emotional symptoms • Moderate learning support needs 	<ul style="list-style-type: none"> • Parent contact (essential) • Teach Behaviour Expectations • Mediation or restorative conference • Reflection / contract sheet • Monitoring Card • Progress sheet • Time out card • Learning support / Teacher aid time • Individual Support Plan • Class withdrawal • Apology • Learning Support (STLAN referral) • Class change • Detention Room / loss of Good Standing <p>HOD's may identify students for Case Management by referring to HOD Jnr/Snr</p>	<p>On One School:</p> <ul style="list-style-type: none"> ✓ Record incident ✓ Refer to appropriate HOD <p>Refer to <u>ONE</u> person to action</p> <ul style="list-style-type: none"> ✓ Class -- HOD of Subject ✓ Playground - HOD Jnr/Snr ✓ Truancy - AO Attendance (HOD Jnr/Snr action) <ul style="list-style-type: none"> ✓ HOD records actions 'Admin Follow-up' ✓ HOD records parent contact
Tier 3 – Intensive Intervention DP Managed	<ul style="list-style-type: none"> • Sustained repeated behaviours that were documented and dealt with in Tier 2 using a Range of Actions • Refusing to follow Admin instructions • Physically assaulting others including students & staff • Inciting fights (including electronic messages) • Possessing, supplying or using illegal drugs, alcohol, tobacco, vapes • Theft or vandalism • Possessing and / or using weapons (e.g. Knives) • Swearing directly & aggressively at a staff member • Threatening staff or students with violence • Serious breach of the Electronic Device Policy • Repeatedly non-compliant with administrative consequences • Objects used with the intent to harm (e.g. lighters, rocks) • Behaviour outside of school (eg. criminal) that may affect students • Major social / emotional symptoms • Major learning support needs 	<p>If critical, phone Admin for immediate support.</p> <ul style="list-style-type: none"> • Parent contact (essential) • Teach Behaviour Expectations • Restorative conference / Mediation • Referral to support staff via complex case team • Complex Case Support Plan • Referral to external agency • Timetable modification • Referral to Flexible Learning Programs (e.g. Rock & Water, Drumbeat, Flexi-Space) • Work experience • Suspension • Police notification • Discipline Improvement Plan • Exclusion or Behaviour Improvement Condition • Cancellation of enrolment 	<p>On One School:</p> <ul style="list-style-type: none"> ✓ Record incident ✓ Refer to appropriate DP <p>Refer to <u>ONE</u> person to action</p> <ul style="list-style-type: none"> • Yr 7, 9 & 11 - DP (GUTHST) • Yr 8, 10 & 12 - DP (SEIDTE) <ul style="list-style-type: none"> ✓ DP records actions ✓ DP records parent contact

NOTE: There can be no mandatory consequences for student misbehaviour, the Student Code of Conduct should detail what the range of consequences are only (this is the principle of natural justice to ensure that every situation is considered on its unique circumstances prior to any disciplinary decision being made).



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 Mossman State High 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 Mossman State High 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 will be communicated via telephone and in writing – suspension letter. Re-entry meetings are short, taking less than 15 minutes, and kept small with only the Deputy Principal and one member of the support team attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the support and intervention 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 can be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused 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
- Sign in to attend class

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. The inclusion of support staff, such as Guidance Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Mossman State High 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
- Electronic Devices Policy
- 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 Mossman State High School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff at Mossman State High 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 Mossman State High 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 Mossman State High 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 Mossman State High 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 Mossman State High 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.



Mossman State High School ELECTRONIC DEVICES POLICY

Updated Semester 1 2022



RATIONALE

This policy has been developed to:

- support students to develop safe, responsible and respectful electronic device practices;
- reduce the impact that inappropriate phone usage has on class learning, the development of resilience as well as administration and teaching time; and
- support students to manage their relationship with technology and develop long term healthy lifestyle habits, including developing the capacity to engage in developmentally appropriate and healthy activities during school lunch breaks that do not involve technology.

SCOPE

Personal Electronic Devices include, but are not limited to:

- mobile telephones
- mobile hand-held devices
- smart watches
- iPods
- music players
- blue tooth devices (including speakers, headphones and air pods)
- laptop/iPad/tablet that does not meet the BYOX requirement

In this policy, they are collectively referred to as 'electronic devices'.

STUDENT RESPONSIBILITIES

All students:

- Students are encouraged to leave electronic devices at home.
- Students who bring an electronic device to school must switch it off and store out-of-sight once they enter the school grounds as well as during school time.
- Students who bring an electronic device to school do so at their own risk and are responsible for safe keeping.
- At all times, students must follow the ICT Acceptable Use Policy.
- Electronic devices cannot be taken into formal assessment situations.
- Students may use electronic devices on the journey to and from school and are encouraged to use them responsibly.
- Use of electronic devices on excursions, camps, and extended trips will generally not be permitted unless specified for a particular activity.
- All electronic devices must be used at all times within the law.

Students in Year 11 and 12:

- May use an electronic device in learning, for a specific task, for a specific time under staff supervision at the explicit direction of a staff member. The electronic device is **not** to be accessed for recreational use (music, social media, etc). Photos, videos or audio recordings are to be taken only with permission of all parties and with the agreement of the presiding staff member.

Electronic Payments:

- Students will be permitted to use their electronic device to pay for items at the tuckshop or receipting counter in the school Administration office only. The electronic device may only be used at the receipting counter of the office or the payment counter inside the tuckshop during scheduled times for the purpose of school payments.

INDIVIDUAL EXEMPTIONS

Individual students with documented and/or verified needs will have an Individual Plan outlining the specific use of an electronic device.

CONSEQUENCES OF MISUSE

- Students who misuse devices according to this policy will be subject to the Mossman SHS Student Code of Conduct.
- Staff have the right to instruct a student to hand in the device to the office, or to confiscate, as delegated by the Principal.
- Refusal by students to co-operate will result in a referral to Administration and may result in suspension from school.
- Breaches of the law may be referred to the police.

PARENT RESPONSIBILITIES

- Parents/carers accept responsibility for supervision and development of responsible use of electronic devices by their children.
- Parents/carers should support the policy by sending messages to mobile phones outside school hours.
- For non-urgent issues, parents/carers can send their child an email to their school email account.
- The school communicates via text message to parents/carers should there be an emergency requiring evacuation or lock down.
- Parents/carers can expect to be contacted should their child require serious medical attention.
- Parents/carers contact the school office in the case of an emergency requiring that a student be notified.
- Resources are available to parents/carers and students should they encounter issues with electronic devices.

STAFF RESPONSIBILITIES

All staff at Mossman State High School:

- Model the appropriate use of electronic devices at school.
- Use electronic devices to fulfil duties e.g. notify emergency services, report safety issues to administration, manage class rolls, notify parents – particularly when not able to access their laptop devices.
- Implement the electronic device policy consistently.
- Provide explicit instruction about the use of electronic devices in a senior learning context when applicable.
- Abide by the “Use of mobile devices procedure”, “Use of ICT systems procedure” and the Code of Conduct.

SECURITY

Mossman State High School cannot take responsibility for the loss, damage or theft of any electronic device that is brought to school.

RESOURCES

- e-safety commissioner - <https://www.esafety.gov.au/>
- Advice for parents/carers - <https://raisingchildren.net.au/teens/entertainment-technology>
- Bullying No Way! - <https://bullyingnoway.gov.au/>
- Kids Helpline - <https://kidshelpline.com.au/teens/issues/bullying>

CONSULTATION

The Mossman State High School Electronic Devices Policy was developed in consultation with the school community, including:

- Teaching and non-teaching staff
- Student Council
- Parents
- P&C

REVIEW

The Mossman State High School Electronic Devices Policy will undergo annual minor updates to reflect changing circumstances, data and staff.

ENDORSEMENT

The Mossman State High School Electronic Device Policy has been informed by:

- Education (General Provisions) Act 2006
- Department of Education: Procedure – Temporary Removal of Student Property by School Staff
- Mossman State High School Student Code of Conduct



Michelle Lyons
Principal
Mossman State High School

Preventing and responding to bullying

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

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

Mossman State High School has a Junior and Senior Student Council, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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

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

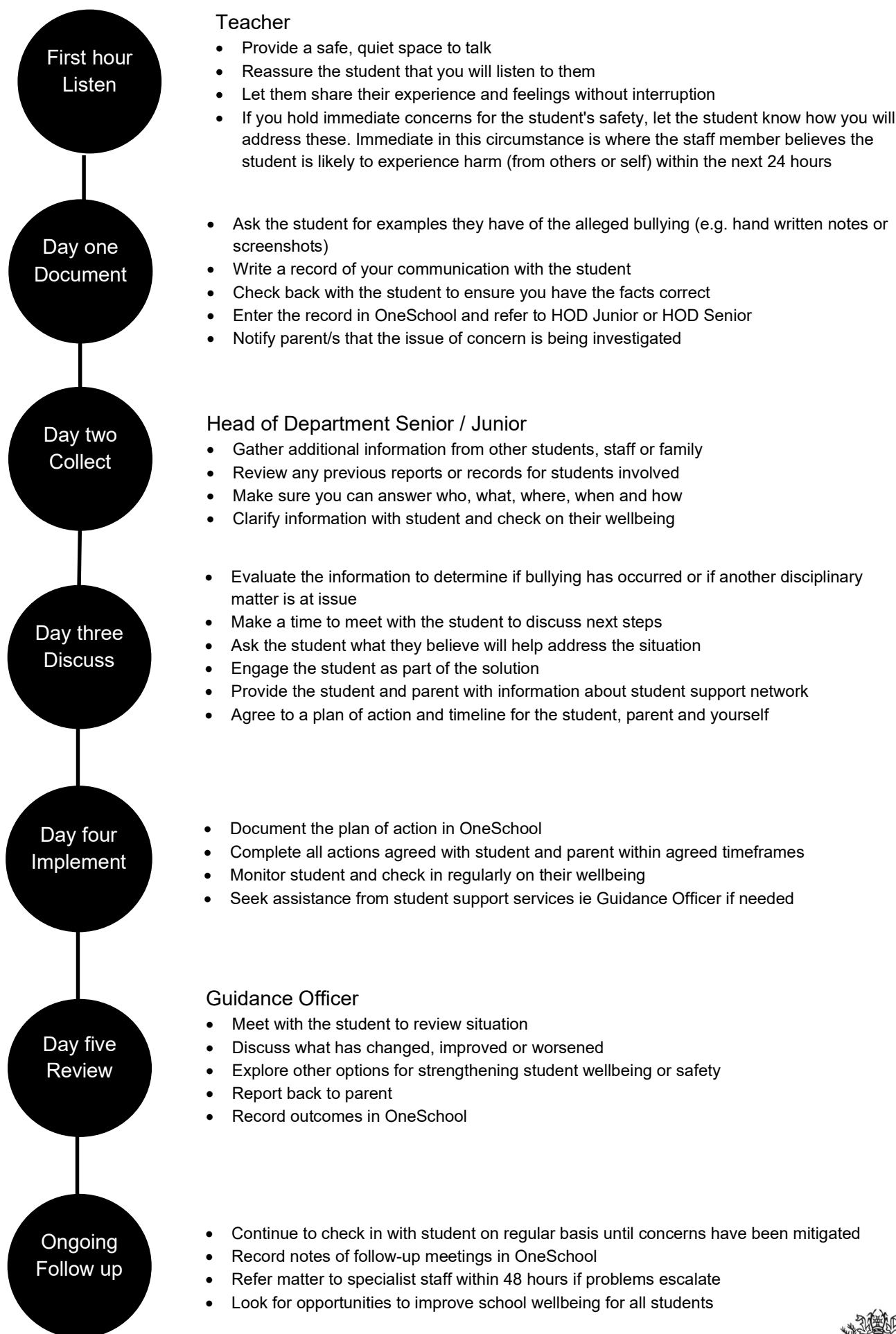
Mossman State High School - Bullying response flowchart for teachers

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:

- Year 7 to Year 9 – Head of Department Junior School
- Year 10 to Year 12 – Head of Department Senior School
- Year Coordinators

Mossman State High School - Bullying response flowchart for teachers



Cyberbullying

Cyberbullying is treated at Mossman State High 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 Head of Department for Junior (Years 7 to 9) or Head of Department for Senior (Years 10 to 12) who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Mossman State High 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 Deputy Principal Junior (Years 7 to 9) or Deputy Principal Senior (Years 10 to 12).

Mossman State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

Explicit images

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

Report

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

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

YES OR NO

1. Initiate an incident response

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

2. Collect evidence

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

3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

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

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

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

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

YES

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

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

NO

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

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or [Office of eSafety Commissioner](#).

5. Managing student behaviour

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

- take statutory disciplinary action to address cyberbullying:
 - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
 - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- OR
- use non-statutory options to deal with the matter, for example:
 - discussion with student's parents;
 - student mediation;
 - apology;
 - ICT / mobile technology ban;
 - guidance referral.

6. Student welfare

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

7. Recording the incident on OneSchool

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

Cyber safety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach Head of Department for Junior (Years 7 to 9) or Head of Department for Senior (Years 10 to 12).

Students are encouraged to bring a screenshot of the on-line bullying as evidence for school and/or police.

All staff at Mossman State High 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.

Stymie – Anonymous online bullying alert system

Stymie is a tool that students can use to anonymously identify another student who is being harmed or bullied. Alerts are sent via email to the Deputy Principals, so that help can be given to the student experiencing harm or bullying. <https://www.stymie.com.au/>

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Mossman State High 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 and adults
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. Send for help / backup from Administration.
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 and the situation is unsafe for student or staff, contact administration who may call a lockdown or call the police.
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.

NOTE: If out of school (eg excursions), phone administration as needed and when safe to do so.

Related Procedures and Guidelines

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

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

Resources

- Australian Professional Standards for Teachers <https://www.aitsl.edu.au/teach/standards>
- Functional Behaviour Assessment Tool <https://autismhub.education.qld.gov.au/>
- Bullying. No Way! <https://bullyingnoway.gov.au/>
- eheadspace <https://headspace.org.au/eheadspace/>
- Kids Helpline <https://kidshelpline.com.au/>
- Office of the eSafety Commissioner <https://www.esafety.gov.au/> check not responding
- Parentline <https://parentline.com.au/>
- Parent and community engagement framework
<https://education.qld.gov.au/parents/community-engagement/Documents/pace-framework.pdf>

Behaviour

Queensland Department of Education School Discipline - Go into the link and click on Families and various links available

<https://behaviour.education.qld.gov.au/resources-and-publications/resources>

- Student Wellbeing Hub <https://studentwellbeinghub.edu.au/?origin-host=www.safeschoolshub.edu.au>
- Stymie <https://www.stymie.com.au/>

Conclusion

Mossman State High 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, Head of Department, Deputy Principal or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

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

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](#).