



Magnetic Island State School

"Achievement through Effort"

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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

Purpose

At Magnetic Island State School, all students should have access to the best educational opportunities and outcomes possible. We strive to create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests.

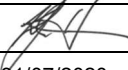
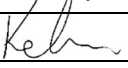
Magnetic Island State School is committed to providing a safe, respectful and inclusive learning environment for students and staff, and the wider community, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high expectations and 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 and further enhance our Positive Culture for Learning.

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Endorsement

Principal Name:	Ms Kacey Constantine
Principal Signature:	
Date:	31/07/2020
P&C President Name:	Mrs Kristyn Adams
P&C President Signature:	
Date:	31/07/2020

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Principal's Foreword

Introduction

We respectfully acknowledge the traditional owners of this land and pay our respects to the Wulgurukaba, our First Nations people, their elders past, present and to the emerging elders of the future, for they hold the memories, the traditions, the culture and the hopes of Aboriginal Australia. It is our hope that we continue to honour and respect the traditions and cultural heritage of *Yunbenun* (Magnetic Island).

Magnetic Island State School is a positive and supportive school, striving to empower students to be the best that they can be. Students, staff, parents, carers and community members work together to foster an outstanding academic, creative and environmentally sustainable learning environment. At Magnetic Island State School, we emphasise the importance of trust and positive relationships between staff and students, students and their peers, and with the wider school community.

At Magnetic Island State School, our Positive Culture for Learning, Restorative Practices and Peer Support program are integral to the learning and wellbeing of all our students. Magnetic Island State School envisions all young people to be respectful, responsible and safe.

To support our students in living these values, our school community will:

- Value and celebrate individual achievements;
- Value and celebrate our differences; and
- Promote and encourage proactive, responsible citizens in behaviour, in learning and in life.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be respectful
- Be responsible
- Be safe

Magnetic Island State School's 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.

Consultation

Magnetic Island State School developed this plan in collaboration with our staff, students, parents and the wider school community. Focused analysis of data relating to attendance, behaviour incidents, including positive data, and school disciplinary absences occurs as regular practice within our whole school Positive Culture for Learning processes and systems.

Our school rules have been agreed upon and endorsed by all staff, students and our school P&C Association.

The Magnetic Island 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.

The Principal, the Positive Culture for Learning (PCL) Team Leader, Positive Behaviour for Learning (PBL) Coach and the president of the Magnetic Island State School P&C have endorsed this plan.

Learning and Behaviour Statement

At Magnetic Island State School, all students should have access to the best educational opportunities and outcomes possible. We strive to create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests. We communicate high expectations and successes to the whole school community through parades, newsletters, the school website and social media opportunities.

At Magnetic Island State School, we use an evidence based, whole school framework to establish positive behaviours for learning. The first step in facilitating and promoting high standards of positive behaviour is communicating those standards to all students. At Magnetic Island State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students to encourage high expectations for positive behaviour and schooling success. Staff engage in active supervision at all times which requires focused attention and intentional observation. This constant vigilance helps children to learn safely. This is monitored through classroom observation and behaviour data collection. Further specialised strategies are implemented for students who may require further support and intervention to achieve school success. Our school community has agreed on the following school rules: Be Respectful, Be Responsible and Be Safe.

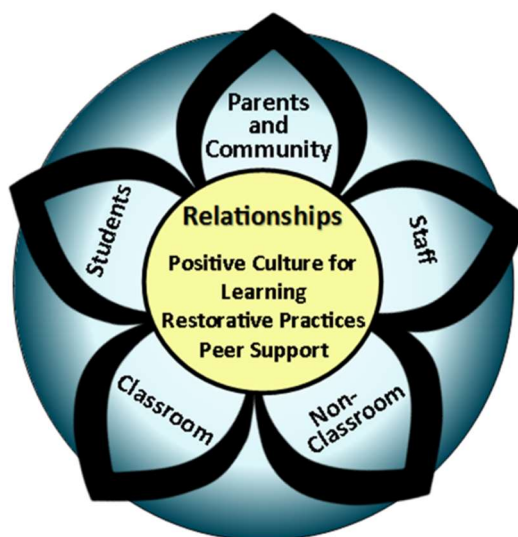
Magnetic Island State School has embedded a restorative philosophy with a whole school priority of promoting positive relationships, student and staff wellbeing, resilience and connectedness. Our restorative approach means that if an incident requires more significant intervention, Magnetic Island State School supports the community to reflect, repair and

reconnect respectfully. Restorative conversations can be structured or unstructured, the ultimate aim being an increasing understanding of self and others, with a focus on relationships rather than behaviours.

Positive relationships are at the centre of a proactive approach to classroom management. Building positive relationships helps to create a positive classroom environment that supports student learning and engagement. At Magnetic Island State School, we emphasise the importance of trust and positive relationships between staff and students, students and their peers, and with the wider school community.

Of utmost importance to our Positive Culture for Learning is the celebration of positive behaviours, through awards on parade, GOTCHA class of the week, individual students receiving GOTCHAs, principal postcards and end of term celebrations. Positive behaviour data is recorded on OneSchool (OneSchool is the department's software suite that is used in schools to run safe, secure, sustainable and consistent reporting and administrative processes. It supports teachers and administrators with student management. curriculum and assessment management).

Student Wellbeing and Support Network



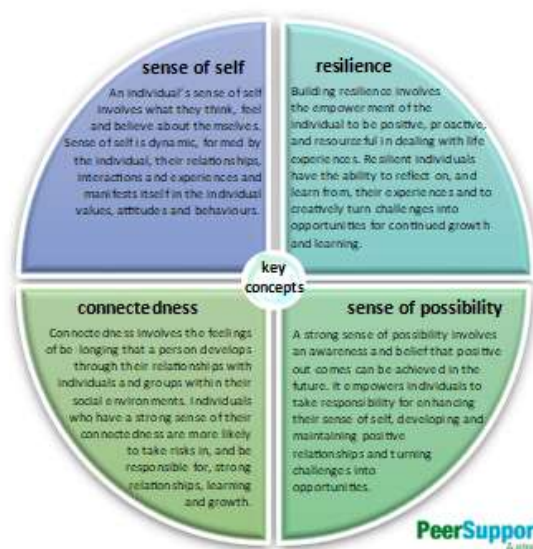
At Magnetic Island State School, our Positive Culture for Learning, Restorative Practices and Peer Support program are integral to the learning and wellbeing of all of our students. We believe that students learn best in an environment where their social, emotional and physical wellbeing is nurtured. By creating a safe, supportive and inclusive environment, we are allowing for optimal learning, supporting students to be successful, resilient, lifelong learners who can pursue their passions with confidence.

Our Parent and Community Engagement Framework outlines the importance of working together with families and the wider school community to improve student wellbeing and engagement in learning. Respectful relationships between the school, students, parents/carers and the school community needs to be actively cultivated and valued. Genuine parent engagement exists when there is a meaningful relationship between parents/carers and teachers with the shared goal of maximising learning outcomes for students.

The Peer Support Program is integral to our school's Positive Culture for Learning. It is an evidence-based, peer-led approach to enhance the mental, social and emotional wellbeing of young people. Peer Support provides authentic leadership opportunities for our senior students, builds positive relationships across the school and reinforces our school vision to be respectful, responsible and safe.

During Peer Support lessons, students:

- Develop an understanding of themselves;
- Enjoy success and recognition;
- Develop important leadership capabilities;
- Proactively support student wellbeing across the school;
- Develop skills for positive, socially responsible participation in the school community;
- Develop competencies which enhance the quality of their relationships with others;
- Create a safe and caring school environment; and
- Recognise and celebrate diversity in the school community.



Magnetic Island State School is proud to have a comprehensive Student Support team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, the PCL team and the Wellbeing team, 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, or Peer Support leader, 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 team.

Students at Magnetic Island State School are supported through:

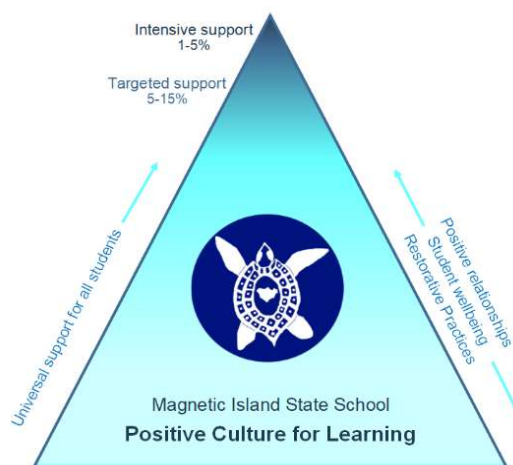
- Peer Support Leaders;
- Teachers;
- Support Staff, including Student Wellbeing Teacher, Inclusion Teacher and Principal;
- Administration Staff; and
- Guidance Officer.

Support is also available through the following government and community agencies:

- Me Too (Headspace);
- Disability Services Queensland;
- Child and Youth Mental Health;
- Queensland Health;
- Department of Communities, Child Safety and Disability Services;
- Police; and
- Local Council.

Whole School Approach (Positive Culture for Learning)

At Magnetic Island State School, we use an evidence based, whole school framework to establish our Positive Culture for Learning using the Positive Behaviour for Learning framework. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students to encourage high expectations for positive behaviour and schooling success. Staff engage in active supervision at all times which requires focused attention and intentional observation. This constant vigilance helps children to learn safely. This is monitored through classroom observation and behaviour data collection. Further specialised strategies are implemented for students who may require further support and intervention to achieve school success.



• Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Magnetic Island State School, we emphasise the importance of explicitly teaching students expected behaviours.

Magnetic Island State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Positive Culture for Learning as an integral part of the school's Explicit Improvement Agenda;
- Comprehensive induction programs in the Magnetic Island State School Positive Culture for Learning delivered to new families, as well as new and relief staff;
- Implementation of PBL Classroom Systems;
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- Actively engaged Student Support Team, with student wellbeing and inclusion integrated into student support;
- Implementation of school Wellbeing Team;
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- Development of school leadership and positive student relationships through the implementation of the Peer Support Program; and
- Explicit teaching of Restorative Practices for students.

At Magnetic Island State School, we positively reinforce and acknowledge the use of appropriate behaviours by:

- Celebrating Positive Behaviours on parade and in the newsletter;
- Positive phone calls/notes home from administration or classroom teacher;
- GOTCHAs for individual students following school focus;
- GOTCHA class of the week;
- Personal praise;
- Newsletter items;
- Feedback to community through P&C;
- Recording positive behaviours on OneSchool;
- Principal postcards; and
- End of Term Celebrations.

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

- Visual representations present in each learning area;
- Explicit teaching of expected behaviours conducted by staff;
- Immersion through the Peer Support Program;
- Reinforcement on parade and during active supervision by staff; and
- Inclusion in the enrolment package.

Magnetic Island State School

Positive Culture for Learning



*Our school rules apply to all students, staff, parents/carers,
visitors and the wider school community.*

At Magnetic Island State School we explicitly teach, model and practise behavioural expectations. Our school rules are visible around the school. Our rules and expectations have been developed collaboratively, are fair, applied consistently, and modelled by all.

• Targeted behaviour support

If a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. This is the least intrusive strategy.

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

A small number of students might require extra support. Students that require behavioural support are referred to the Principal and a team approach is applied. Students may get extra positive interactions with adults across the school, teacher aides, volunteers, Guidance Officer, other teachers or the Principal. The underlying principle is that Magnetic Island State School works together as a team to develop positive relationships across the school and that together we all own the behaviour of each of our students. Parents are kept informed and are encouraged to work together with staff to improve student behaviour. Behaviour incidents are recorded on OneSchool. All staff are provided with professional development and assistance in recording using OneSchool.

• Intensive behaviour support

Magnetic Island State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Intensive behaviour support is case managed by the classroom teacher and includes the Principal, the PCL team and the Student Support team.

The case manager for each student who is identified as "seriously at risk" should be the class teacher. Next, a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of higher-level management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure.

This may include:

- Collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions.
- Referral for discussion at the school Student Support Meeting.
- Referral to Guidance Officer for assessment and preliminary behavioural support.
- In partnership with the wider community and Regional Office Support Staff, undertake a Functional Behavioural Assessment (FBA and develop an Individual Behaviour Support Plan).
- Administration follow up and case management of the 'student at risk' involving the student, parents and staff.

Consideration of Individual Circumstances

Staff at Magnetic Island 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.

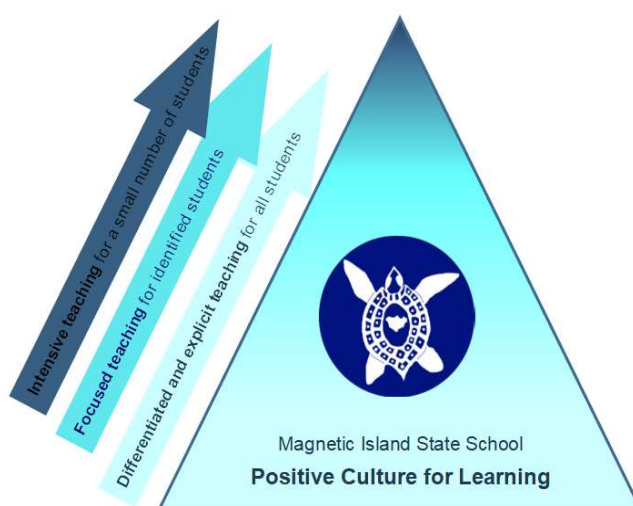
In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not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

Differentiated and Explicit Teaching

Differentiation and explicit teaching occurs for all students at Magnetic Island State School and becomes increasingly personalised, with focused teaching and intensive teaching, to respond to the learning needs of the students.



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.

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

Magnetic Island State School
"Achievement through Effort"
 Student Code of Conduct 2020-2023

Positive Culture for Learning
 Expected Behaviours

Be Respectful
 Be Responsible
 Be Safe

	Everywhere	Sustainable Choices	Classrooms	Library	Computer Lab	Chill Zone	Toilets	Eating Area	Before and After School	Peer Support	Outdoor Play Areas	Pool	Kitchen Garden	Bus/Terrace
BE RESPECTFUL	<ul style="list-style-type: none"> Spoken politely and kindly. Consider others and be aware of their emotions. Use encouraging language. Be mindful. Follow instructions. Play by the rules. Help each other. Care for equipment. 	<ul style="list-style-type: none"> Keep our school clean. Put litter into the right bin. Try to have a plastic free lunch box. 	<ul style="list-style-type: none"> Be an active learner. Request others' right to learn. Request our learning spaces. 	<ul style="list-style-type: none"> Be quiet and use a 'library' voice. Share the space. 	<ul style="list-style-type: none"> Use quiet voices. Take turns. 	<ul style="list-style-type: none"> Use quiet voices. Be aware of other people. 	<ul style="list-style-type: none"> Put used paper towels in bins. One person per toilet. Keep toilets clean (flush). Wash hands properly & privately. 	<ul style="list-style-type: none"> Only touch what is in your own lunchbox. Use an appropriate noise level. 	<ul style="list-style-type: none"> Be at the right place at the right time. 	<ul style="list-style-type: none"> Participate Take turns. Use good manners. Wait to be discussed by the leader. Give clear instructions. Speak kindly and give praise. 	<ul style="list-style-type: none"> Be considerate of others' games and activities. Encourage and include others. Respect equipment and facilities. 	<ul style="list-style-type: none"> Listen to your group leader. Take turns. Only pick what you know you can use or are asked to. Don't touch anything without checking. Care for equipment. Other help and advice to others. Use small voices. 	<ul style="list-style-type: none"> Follow instructions from the bus driver/ ferry crew. Use quiet voices. 	
BE RESPONSIBLE	<ul style="list-style-type: none"> Be at the right place at the right time. Some problems. Get staff support if required. Follow instructions. Wash the correct uniform and take pride in your self. Keep areas clean. 	<ul style="list-style-type: none"> Turn off the class room lights, fans and air-cons at break time. Ensure that windows and doors are closed when the air-con is on. Recycling and waste into correct bins. Re-use paper. Use materials sustainably. 	<ul style="list-style-type: none"> Participate fully in all activities. Be active and involved. Try your best Take pride in your work and achievements. Be engaged and prepared. Take care of property. Work to complete tasks on time. Stay focused. Look, Listen, Learn. 	<ul style="list-style-type: none"> Use a shelf marker. Be careful with the books. Put books away properly. Keep the library clean. 	<ul style="list-style-type: none"> Log off after using. Put supports on charge. Put away headphones, keyboards and mice. Use equipment appropriately. 	<ul style="list-style-type: none"> Enjoy quiet activities. 	<ul style="list-style-type: none"> Use the right opportunity and then wipe. Turn taps off fully. Use hand soap and soap thoroughly. 	<ul style="list-style-type: none"> Eat own food. Use bins provided. Save appropriate food scraps for the worms. Recycle drink containers. 	<ul style="list-style-type: none"> Arrive on time and be ready for learning. Sign books and quantity in the undercover area. Move quickly and quietly to where you should be. Make home arrangements at home. 	<ul style="list-style-type: none"> Participate Participate in all activities. Use Peer Support skills in all activities. Ask leaders for help if required. Be inclusive. 	<ul style="list-style-type: none"> Check you have your taps, towel and goggles. Get dressed quickly and quietly in the change rooms. Find a teacher on duty if needed. Be inclusive. 	<ul style="list-style-type: none"> Clean up after yourself. Put back equipment. Walk. Use the right bins (compost, recycling and waste). Only take what you can eat. 	<ul style="list-style-type: none"> Be prepared, have bus pass/ ferry ticket ready. Help younger children. Have your name checked off. Line up promptly. Look after your belongings. Get on ready on seats. 	
BE SAFE	<ul style="list-style-type: none"> Keep yourself safe. Keep hands, feet and objects to yourself. Move carefully and considerately. Be assertive. Be safe. 	<ul style="list-style-type: none"> Re-use, recycle and reuse - be the planet safe! Pick up rubbish in our school environment. 	<ul style="list-style-type: none"> Be safe with chairs. Walk. Use equipment safely. 	<ul style="list-style-type: none"> Line up quietly outside. 	<ul style="list-style-type: none"> Use quiet work practices. Save your work for your class folder. Use chairs safely. 	<ul style="list-style-type: none"> One student per benching. Sit on the benchings. Charge up equipment after use! 	<ul style="list-style-type: none"> Wash hands after using the toilet. Keep floor dry. Report hazards. Do not touch the hot faces on the way to the toilet. 	<ul style="list-style-type: none"> Eat own food. Place sandwiches away after lunch. Keep the area tidy. Clean up or report spills. Line up quietly at the end of lunch. 	<ul style="list-style-type: none"> Always move quickly and quietly to where a benching should be. 	<ul style="list-style-type: none"> Be in the right place at the right time. Speak kindly. 	<ul style="list-style-type: none"> Share space and be aware of others. Wear appropriate footwear. Use playground equipment safely. Wash equipment and near buildings. 	<ul style="list-style-type: none"> Stay on the side until instructed. Move sensibly and carefully around the pool. Be Safe! Use a visible and sunscreen in the pool. 	<ul style="list-style-type: none"> Wear gloves. Use equipment safely. Be aware of natural dangers. Wash hands after working in the garden. Only use a special equipment with an adult (hoe, weeder, secateurs, pruner etc) 	<ul style="list-style-type: none"> Walk to the line. Line up in single file. Wait for your turn. Keep your head, hands and feet inside the bus. Stay in your seat. Wear your seatbelt.

School Vision:

All students can succeed.

Mission:

Magnetic Island State School will be a positive and supportive school empowering students to be the best that they can be. Students, staff, parents, carers and community members will work together to foster an outstanding academic, creative and environmentally sustainable learning environment.



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 Magnetic Island State School to provide focused teaching. Focused teaching is aligned to the PCL 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.

Magnetic Island State School has a range of supports and staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations, including the school PCL Team, Wellbeing Team, Student Support Team and access to the Wellbeing teacher.

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 by staff, following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment, 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 case managed by the classroom teacher, Principal and the Student Support team. A team approach is adopted and all staff work collaboratively. The team:

- collaborates with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student; and
- works with parents and staff to achieve continuity and consistency.

In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and support staff and may include:

- more regular and intensive counselling with the school Guidance Officer;
- continued support by the Principal and student wellbeing teacher;
- modified timetable or alternate education program;
- additional Teacher Aide support; and
- recommendations to parents/caregivers to access outside agencies for support.

Legislative Delegations

Legislation

This section of the Student Code of Conduct includes 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.

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

Magnetic Island State School makes systematic efforts to prevent problem student behaviour by explicitly teaching and reinforcing expected behaviours on an ongoing basis. As part of our approach, Magnetic Island State School strives to teach students that they are responsible for how they behave at all times. Students learn that consequences are a direct result of their actions. All staff encourage students to make appropriate behaviour choices and help them accept that consequences are a certainty for their actions. Consequences are used to educate the student that his or her choice of behaviour is inappropriate. In applying consequences, the key action for the teacher is to use a restorative approach, to reflect with the student by discussing the right choices and the appropriate action for the time.

Our school seeks to ensure that responses to unacceptable behaviour are restorative, consistent and proportionate to the nature of the behaviour. OneSchool is used to record all minor and major problem behaviour.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens; and
- **Major** problem behaviour is referred directly to administration.

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; or
- do not require involvement of specialist support staff or administration.

Minor problem behaviours may result in the following consequences:

- restorative conversation;
- a minor consequence logically connected to the problem behaviour, such as removal from an activity or event for a specified period of time, temporary removal of property, individual meeting with the student, apology, reflection, restitution or time for work completion, private discussion with the student about expected behaviour;
- reflection time in another class; or
- a re-direction procedure.

The staff member may take the student aside and:

1. name the behaviour that student is displaying;
 2. ask the student to name the expected school behaviour;
 3. state and explain the expected school behaviour if necessary; and
 4. give positive acknowledgement for demonstrating expected school behaviour.
- Yellow (playground) or Blue (classroom) slips
 - recorded as a OneSchool incident report.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm;
- require the involvement of school administration; and
- may require restorative conversations.

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.

The school Principal works in consultation with the PCL team and the Student Support team to address persistent or ongoing serious problem behaviour. This may include a short or long term suspension (SDA).

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 Magnetic Island 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 Magnetic Island State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s or carer, 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. 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 or carers.

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-entry 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 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
- Walk with student to classroom

Reasonable adjustments

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

School Policies

Magnetic Island 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:

- The Use of Mobile Phones and Other Devices*
- Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)
- Temporary removal of student property
- Appropriate use of social media

The Use of Mobile Phones and Other Devices

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. This policy reflects the importance the school places on students displaying safe, respectful and responsible behaviours whenever they are using personal technology devices.

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.

While using technology facilities and devices supplied by the school, students will be required to act in line with the Magnetic Island State School Student Code of Conduct. Students are not encouraged to bring personal devices to school.

Students are expected to:

- use technology devices under the instruction and supervision of teachers
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Students and their parents/carers 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.

It is unacceptable for students to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- 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
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras in inappropriate places such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat

** Personal Technology Devices includes, but is not limited to, games devices, computers, tablets, cameras and/or voice recording devices, mobile telephones, any smart devices and devices of a similar nature.*

Procedures for Preventing and Responding to Incidents of Bullying (Including Cyberbullying)

Purpose

Magnetic Island State School strives to create positive, predictable environments for all students at all times of the day. The positive learning environment that we are creating is essential to:

- achieving a whole school Positive Culture for Learning;
- raising attendance and achievement;
- promoting equality and diversity; and
- ensuring the safety and wellbeing of all members of the school community.

Our whole school community understands that 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. Staff who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents' positive engagement in their child's education supports improved student self-concept, attendance and behaviour at school.

There is no place for bullying in Magnetic Island State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress. It is not considered to be bullying if people of equal power have a difference of opinion. Bullying behaviours impact on the person being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated.
Peer Support Foundation, 2006

The serious long term effects of bullying behaviours, such as the higher incidence of youth depression, anxiety and lower self-esteem reinforce the need to address the issue effectively within a broad school context.

Research suggests that students who experience bullying behaviours are more likely to speak to their friends about it, making a peer led approach important to aid in addressing the issues. Magnetic Island State School implements Peer Support Australia's anti-bullying program which focuses on a whole school approach, inclusive of school staff, students and parents. The program includes a range of strategies for all members of the school community to make a positive contribution to reducing the incidence of bullying behaviours.

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); and,

- 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.

Rationale

1. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. The Peer Support Program teaches students about the bullying triangle which includes: the person doing the bullying; the person being bullied; and the person looking on. It provides the strategy of 'turn, talk and tell' to empower all students to stand up against bullying behaviours.
2. The anti-bullying procedures at Magnetic Island State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. In addition to the whole school Peer Support Program, classroom teachers provide direct teaching about bullying and how to prevent and respond to it.

Prevention

1. "Schools with a supportive and inclusive school community, where students feel they belong and are appreciated, are less likely to have high levels of bullying behaviour. Having a positive school environment that the entire school community has helped build, will prevent bullying happening in the first place", Dr Rob Moodie, Victoria Health, 2002. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviours, including preventing the subset of bullying behaviours;
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school;
 - All students have been, or are being, taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school;
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

2. Magnetic Island State School uses behavioural data for decision-making. This data is entered into OneSchool and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Consequences

In accordance with Magnetic Island State School's Code of Conduct, the consequences for bullying are determined by the nature of the incident. In applying consequences, the key action for the teacher is to reflect with the student by discussing the right choices and the appropriate action for the time.

Cyberbullying

Cyberbullying is treated at Magnetic Island 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.

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 Magnetic Island State School may face in-school disciplinary action 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.

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Magnetic Island 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 withdrawal from breaks, celebrations or more severe punishments such as suspension or exclusion from school.

Bullying response flowchart for staff.



Social Media at Magnetic Island State School

The majority of young people use social media sites and apps on a daily basis for schoolwork, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Magnetic Island State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Magnetic Island State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

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. 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 that involves the school, hinders a child's learning and/or affects the school community at large, contact the school Principal.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Magnetic Island State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Magnetic Island State School expects its students to engage in positive online behaviours.

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 staff when temporarily removing student property.

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

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

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

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

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

Magnetic Island State School staff:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- do require consent from the student or parent 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;
- however, there may 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);
- do require consent from the student or parent 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 Magnetic Island State School:

- must 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 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;
- must collect temporarily removed student property as soon as possible after they have been notified by the Principal or school staff that the property is available for collection.

Students of Magnetic Island State School

- must not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the 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;
- must collect their property as soon as possible when advised by the Principal or school staff it is available for collection.

Restrictive Practices

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. However staff may 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 presented by the 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 aims to reduce further 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, road traffic safety). The aim in these situations is to bring the behaviour of the student under rapid and safe control. 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. 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.
2. 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.
3. 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.
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.

Magnetic Island State School has a restorative, relational approach to managing behaviour within our schools Positive Culture for Learning. We use every possible opportunity to educate our students about the consequences of actions on both self and others. 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 behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved;
- What happened;
- Where it happened;
- Why it happened; and
- What we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Restorative Practices

Following a critical incident, there is opportunity for reparation and restoration. This could take the form of a restorative chat, small group conference, classroom conference or a more formal community conference.

The Restorative Chat (informal conference).

Magnetic Island State School Restorative Chat

To the person responsible...

We're here to talk about...

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been affected by what you did? In what way?
- What do you need to do to make things right?
- How can we make sure this doesn't happen again?
- What can I do to help you?






Magnetic Island State School Restorative Chat

To the person harmed...

We're here to talk about..

- What did you think happened?
- What have you thought about it since?
- How has it affected you?
- What was the hardest thing for you?
- What's needed to make things right?
- How would you like me to follow up?



Conferencing is a process which brings together, in the wake of a serious incident of harm, the wrongdoer and those harmed along with their families and appropriate school personnel. The purpose is to explore the harm done to all those affected, decide what needs to be done to repair that harm and how to minimise the chance of it happening again.

The process for a conference may involve:

- Establishing the facts and deciding who should attend;
- Interviewing all participants to gather information and establish positive relationships;
- Arranging an appropriate time and place to meet;
- Developing a seating plan, preparing for likely dynamics; and
- Using a specific 'Conference Script'.

Restorative Practices in Schools
Margaret Thorsborne 2008

Restorative Practices recognises that when wrong doing occurs, relationships are damaged. For successful learning to occur, these relationships must be put right.

PCL (using the PBL Framework)

Creating a Positive Culture for Learning using the Positive Behaviour for Learning framework (PBL)

At Magnetic Island State School we use an evidence based, whole school framework to establish positive behaviours for learning.



PBL is not a program. It is an organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students. PBL ensures that all students have the social and emotional skills needed to succeed in school and beyond. PBL assists schools to teach students expected social behaviours and, when implemented with integrity, it is an effective strategy for preventing school-based behaviour problems including violence and bullying. Teaching and supporting social behavioural skills creates student behavioural health and contributes to improving the effectiveness of academic support systems.

PBL applies data-based decision making to improve student discipline, academic and social and emotional learning outcomes.

Not all students come to school with the necessary social and behavioural skills required for success in the school environment. If behavioural problems are conceptualised as behavioural errors, rather than signs of a psychopathological condition 'inside' the child, more opportunities exist for teachers to instil and support behaviours appropriate to the setting using standard instructional practices.

Just as for academic errors, social behavioural errors can rapidly become chronic and are typically more difficult to change if intervention is not timely. PBL was developed by teachers and is grounded in a research-validated, learning theory of behaviour. PBL empowers teachers to change student behaviour through explicitly teaching expected school behaviours.

Importantly, the PBL framework assists schools to identify, adopt and more effectively apply evidence-based practices which build and support positive environments for students' academic and social success.

Teachers at Magnetic Island State School explicitly teach all students expected school behaviours and acknowledge students for demonstrating them. It is a case of focusing on what we want to see rather than on what we do not want to see. This is a fundamental teaching principle. Reducing problem behaviour frees up more time for teacher instruction and student engagement in learning.

The goals of implementing PBL at Magnetic Island State School are: a decrease in reactive behaviour management; an increase in active prevention; an improved classroom and school climate for students, staff and visitors; maximum academic achievement and minimal disruption; and an improvement of support for students with complex emotional and behavioural difficulties.

Complaints Management

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.

A complainant has the right to have a support person throughout the process. **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.

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 the Queensland Government complaints webpage at www.complaints.services.qld.gov.au

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](#).