



# Mango Hill State School Student Code of Conduct

2021-2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2019-2023

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## Endorsement

Principal

Name: Ms Tracy Egan

Principal Signature:



Date:

28/11/2022

P&C President Name:

Mrs Amy Swalwell

P&C President

Signature:



Date:

28/11/2022

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## Purpose of this Code

Mango Hill State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. The Mango Hill State 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, and all students and staff are able to experience success and enjoy a safe learning environment.

## Principal's Foreword

Mango Hill State School opened in January 2012 to service the growing Mango Hill community.

We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Our five core values are:

- Excellence – celebrating success in academic, sporting and cultural pursuits
- Respect – treating self and others with kindness, tolerance, care and compassion
- Innovation – finding clever, creative ways of working
- Teamwork – developing partnerships, co-operation and collaboration for success
- Commitment – striving to achieve through persistence and determination

These values are used to guide decision-making for the school and are explicitly taught to children. The 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.

Mango Hill State 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.

As Principal, I am deeply committed to the development and achievement of high standards in academic and social learning. I thank the students, teachers, parents and other members of the community for their work in bringing this Mango Hill State School Student Code of Conduct together. 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.

## Consultation

In 2020, Mango Hill State School undertook a consultation process to develop this Code of Conduct. We consulted with our staff during a number of meetings across Term 3 of 2020. All staff had the opportunity to join a working party to focus on a particular area of the proposed Student Code of Conduct. The draft Student Code of Conduct was prepared with a range of contributors including teachers, specialised support staff and teacher aides. The draft Student Code of Conduct was further presented to teaching staff at a whole school staff meeting and at two other meetings in Term 4 with all school staff invited to attend. Additionally, the 2020 Behaviour Universals Team were invited to consult at a separate meetings of that team in both Term 3 and 4 of 2020.

In Term 4 of 2020, we offered two opportunities for parent consultation via a parent and community forum for interested parents and community members. We also consulted with the student leaders of 2020 on behalf of the student body. All comments at all consultation opportunities were carefully considered.

The draft of the Student Code of Conduct was finalised, with the final version of the Student Code of Conduct completed in November 2020. It was presented to and discussed at School Council meeting of 9 November 2020. The School Council voted to endorse the Mango Hill State School Student Code of Conduct for implementation from the commencement of the 2021 school year. It was further presented at the P&C Association for endorsement on 9 November 2020. The P&C endorsed the Mango Hill State School Code of Conduct for implementation from the commencement of the 2021 school year.

Our communication strategy developed to support the implementation of the Mango Hill State School Student Code of Conduct, includes parent information evenings, enrolment meetings, school website, school Facebook page, and school newsletter.

The Mango Hill State School Student Code of Conduct is available on our school website. Any families who require assistance to access a copy of the Mango Hill State School Student Code of Conduct, including translation to a suitable language, are invited to contact our office.

### **Review Statement**

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

# Behaviour Statement

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

At Mango Hill State School we believe that an inclusive, safe and supportive environment protects the rights of all community members including:

- Students' right to learn
- Teachers' right to teach, and
- Everyone's right to be safe.

We further believe that teaching our behaviour and social expectations is part of building an inclusive school community, and we understand that just like other areas of learning some students will require additional support and interventions to achieve expectations.

All areas of Mango Hill State School are learning and teaching environments. In these environments we strive to foster and promote behaviours including good citizenship that are fair and non-violent and encompass such qualities as respect, kindness, self-regulation and teamwork. We respect the importance of each student's individual intellectual, social, emotional and physical development whilst maintaining that individual rights and responsibilities must contribute to a safe and positive community spirit.

The five core values that underpin our school community are:

- Respect – treating self and others with kindness, tolerance care and compassion
- Excellence – celebrating success in academic sporting and cultural pursuits
- Innovation – finding creative ways of learning, growing and working
- Teamwork – developing partnerships, cooperation and collaboration for success
- Commitment – striving to achieve through persistence and determination.

## Three levels of support

Mango Hill State School uses three levels of support as the foundation for our approach to behaviour. Mango Hill State School staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Description
1	<p><b>All students</b> (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 universal behaviour expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements may be made.</li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of universal behaviour 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"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>• interventions require little time of classroom teachers and are sustainable</li> <li>• variations within each intervention are limited</li> <li>• interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).</li> </ul> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 practice is indicated.</p>
3	<p>Individualised services for <b>few students</b> (up to 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 and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student's use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul> <p>Tier 3 supports exist along a continuum. If the school data indicates that more than up to 5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is indicated.</p>



## Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences 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 relevant Deputy Principal to discuss the matter. If you still believe your concerns have not been heard, you are welcome to make an appointment with our Principal.

## Student Wellbeing and Support Network

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.

Educators, parents, and children and young people themselves all have a role to play as part of a whole school approach to supporting the wellbeing and mental health of all Queensland state school students.

### 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.

Our school provides:

Care Class to all students weekly. Care Class is learning time for our students about our behaviour and social expectations, our values and student wellbeing. We teach students the Mango Hill way for behaviour and social protocols, and we include an ongoing focus on Student Wellbeing. Examples of learning include: Say No to Bullying (Reporting), Using Your Strengths, Mindfulness, Growth Mindset, Resilience, Regulating Our Feelings, and Being Ready to Learn.

Additionally, we provide age-appropriate protective behaviours lessons through Bravehearts (Ditto Show) in Prep and Year 1, our Health units from P-6 and targeted self-regulation lessons as indicated. Mango Hill State School also marks events such as R U OK? Day and Queensland Mental Health Week with whole of school events or events targeted at appropriate grade levels.

Mango Hill runs a number of structured and supported play options for students at lunchtimes. Students can be supported with a 'play plan' where student input is given to a timetabled plan for play time. Each class offers circle time opportunities where students develop positive relationships, build listening skills and are provided with opportunities to problem solve in a safe and inclusive environment.

### **Reset Space and Turnaround Room**

As part of our behaviour processes, self-regulation and self-correction opportunities are incorporated in each classroom. Each class has a designated 'Reset Space' designed for students to self-refer or for teachers to support initial self-regulation and self-correction by referring the student. This is a positive strategy encouraged and supported by teaching staff as necessary. In cases where student behaviour is disruptive to the learning of others, teachers may refer students to the Turnaround Room. This is an arranged and known class where the student attends for a short period of time in order to allow the student a longer reset and to minimise disruption to the learning of other students.

### **The SOLE Zone**

Mango Hill State School employs two teachers dedicated to supporting student behaviour. Our Student Engagement Teachers are based in the SOLE Zone. Our Student Engagement Teachers support student behaviour in a variety of ways. One way is through working with identified students in the SOLE Zone to co-regulate student behaviour and teach those identified students positive skills for self-regulation.

### **Specialised Health Needs and Medications**

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

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

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

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

### **Mental Health**

Mango Hill State School works closely with students and families to implement early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. Our Guidance Officer will work with families and support engagement with external mental health professionals. Guidance Officer support may include facilitating the development, implementation and periodic review of a Student Plan.

### **Suicide Prevention**

Mango Hill State School staff who notice suicide warning signs in a student understand that they must seek help immediately from the Guidance Officer or other appropriate staff. When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid.

Mango Hill State School staff follow suicide intervention and prevention advice by assessing risk and as required 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.

Mango Hill State School staff follow the Suicide Risk Continuum developed for staff to guide them.

### **Suicide Postvention**

In the case of a death by suicide of a student that has not occurred on school grounds, Mango Hill State School would enact 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 death by suicide occurred on school grounds or at a school event, Mango Hill State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## **Student Support**

Mango Hill State School employs specialised staff to work with students, their families and teachers, to help the social, emotional and physical wellbeing of every student. All of our staff are dedicated to ensuring our school is an inclusive, nurturing environment. Students can approach any trusted school staff member at Mango Hill State 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 staff member.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> <li>• supports students within the school environment offering counselling with students on a one-on-one basis or in a group or class setting</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• provides educational counselling and assessment</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Student Welfare Officer	<ul style="list-style-type: none"> <li>• provides group and individual support to students to assist their engagement with education</li> <li>• support students and their families to overcome barriers to education such as attendance at school, relationships/social skills, conflict with peers, social/emotional wellbeing.</li> </ul>
Student Engagement Teachers	<ul style="list-style-type: none"> <li>• Provide emergent support to staff and students</li> <li>• Support identified students accessing the SOLE Zone</li> <li>• Collaboratively produce Individual Behaviour Support Plans and Play Plans</li> <li>• Lead small groups of students to work on emotional regulation and behaviour</li> <li>• Model for teachers and students in classrooms</li> <li>• Follow up on specific behaviour incidences</li> </ul>

It is also important for students and parents to understand there are regional and statewide support services available to the school and the school may consult these staff where indicated. These include Principal Advisor Student Protection, Regional Guidance Officer (Student Engagement and Wellbeing), Regional Autism Coach, Principal Education Officer (Inclusion), Advisory Visiting Teachers and Senior Guidance Officers.

# Whole School Approach to Discipline

Mango Hill State School uses the Positive Behaviour for Learning (PBL) framework and philosophy 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 Mango Hill State School we believe discipline must reflect 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 this Student Code of Conduct presented an opportunity to explain the PBL framework to parents and students, and reaffirm their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

## Behaviour Expectations

Our staff are committed to every student succeeding and believe that all members of our school community, including students, staff and all visitors, should “Stick to the Cares” – Care for Self, Care for Learning, Care for Others, Care for our School Environment. Further, all members of our community including students, staff and all visitors, should seek to demonstrate our five values – Excellence, Commitment, Teamwork, Respect, Innovation.

### Students

Below are examples of what these positive behaviour 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 them.

#### Care for Self

- Attend school regularly and arrive on time wearing the correct school uniform
- Ask permission to leave a classroom
- Be in the right place at the right time
- Walk if you are carrying your iPad
- Stay safe in eLearning environments

### Care for Learning

- Be Ready to Learn
- Have your learning resources ready and organised
- Participate in your learning and follow staff directions
- Care for the learning of others
- Adopt a Growth Mindset and try your best

### Care for Others

- Be kind
- Use gentle hands and kind voices
- Show understanding to others
- Respect the rights of others
- Talk through any differences of opinion

### Care for our School Environment

- Look after school property
- Clean up after yourself
- Protect our gardens
- Use bathroom facilities in a hygienic way
- Only be on school grounds during the appropriate hours

Our current Four Cares Matrix of Expected Behaviours is contained in Appendix 1.

### Parents and Staff

The table below explains the positive behaviour expectations for parents and our broader school community and the standards we commit to as staff.

<b>What we expect to see from you</b>	<b>What you can expect to see from us</b>
You support your child to meet the learning and behavioural expectations at school.  You support the authority and discipline of the school.	We are clear about our learning and behavioural expectations. We strive to develop each student to their potential, by teaching effectively and setting high standards in both learning and behaviour. We model positive behaviour for students.
You support your child to meet the school homework policy and the school uniform policy.	We communicate clearly about the school homework policy and school uniform policy.
You treat all staff and visiting adults respectfully.	We treat students, parents and community members respectfully.
You follow the school's policy regarding access to school grounds including before school, during school, after school and non-school days.	We are warm and welcoming at all reasonable times.

You make an appointment if you wish to speak with a teacher or other staff member to discuss your child.	We respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable time with you.
You recognise people are diverse, and you will be non-judgemental, fair and equitable to others in the school community.	We welcome and value a diverse school community with recognition of social, cultural and historical events.
You leave and collect your child from the designated areas at school at the designated times.	We give clear guidance about designated areas for parents to leave and collect students.
You send your child to school every day that they are well. If your child is unwell, you keep your child at home that day. You promptly inform us of student absence and the reason therefore. If your child becomes unwell during the day, you will collect your child if contacted by school staff.	We advise you if your child becomes unwell during the day and needs to be collected by you.
You let us know if there are any issues that affect your child's ability to learn or their wellbeing.	We contact you if we are concerned about your child including child's school work, behaviour, attendance or punctuality.
You approach a staff member with any concerns or complaints and you take a problem-solving approach to complaints and discuss any concerns with us.	We manage concerns or complaints in an open, fair and transparent manner. We take a problem-solving approach.
You strive to be aware of when others need help, and ask if they need your assistance.	We check in with you about your child's needs or family support you may require.
You are respectful in your conversations at home regarding our school including school staff or students. You use social media in a positive manner, respecting school, student, staff and community privacy.	We are respectful in our conversations regarding our school community. We use social media in a positive manner, respecting student and family privacy.
You attend open evenings and parent forums where suitable.	We inform parents and carers regularly about student progress and offer opportunities for consultation with parents on significant issues affecting students.
You stay informed about school news and events.	We offer opportunities for parents to become involved in the school community, and publish a newsletter for parents.

You respect the obligation of staff to maintain student and family privacy.

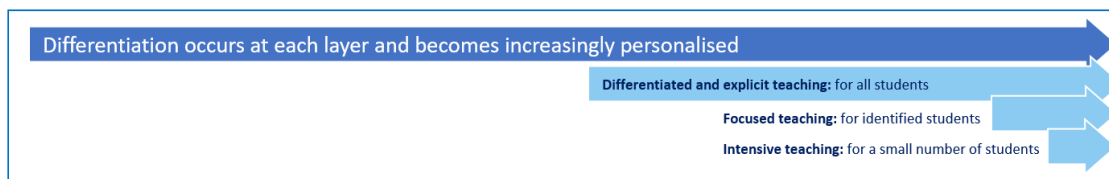
We maintain confidentiality of student and family information. We are transparent with parents about our record keeping policy.

## Differentiated and Explicit Teaching

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

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

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



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

Our Four Cares Matrix of Expected Behaviours (Appendix 1), is the basis for developing our behaviour standards. The class teacher works with all students to explain exactly what each of our school's Four Cares and related expectations look, sound and feel like in their classroom. Our school's behaviour and social expectations, and values, are further taught and investigated in Care Class lessons which take place weekly across the school.

## 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 our Student Engagement Teachers, work collaboratively with class teachers to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored to identify those students who:

- no longer require the additional support,
- require ongoing focussed 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.

# Legislative Delegations

## Legislation

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

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

## Delegations

Under the Education (General Provisions) Act 2006, state school Principals are responsible for “controlling and regulating student discipline in the school”. Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school.

A copy of the Instrument of Authorisation (Chapter 12, Part 3 of Education (General Provisions) Act 2006) from the Principal to the persons who are from time to time the holders of the position of Deputy Principal at this school is included in Appendix 2.

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 Mango Hill State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

For a small number of students, approximately up to 5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour.

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

### Differentiated

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

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

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

## Focused

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

- Online Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Reflection (detention)
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy using SOLE zone
- Teacher coaching and debriefing
- Referral to Student Support Team for team based problem solving
- Stakeholder meeting with parents and external agencies
- Student observations
- Change of learning environment

## Intensive

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

- Functional Behaviour Assessment based individual behaviour support plan
- Complex case management (known locally as Complex case support) and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

## 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 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 Mango Hill 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 may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to revisit the decision to suspend. The aim of the re-entry meeting is for school staff and parents to set the student up for future success by reaffirming the school and student relationship, restating the school behaviour expectation and problem solving alternative positive behaviours, and for school staff and parents to strengthen home-school communication.

Whilst 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. If offered, parents are encouraged to attend to set their child up for future success and to strengthen home-school communication.

### Arrangements

The invitation to attend the re-entry meeting will be communicated in writing in a suspension letter, delivered via email. Re-entry meetings are short, taking less than 10 minutes, and kept



small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contacts tab, including any notes or discussions occurring during the meeting.

### **Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student.

## School Policies

Mango Hill State School applies Education Queensland discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

### **Temporary removal of student property**

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

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 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 and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives)
- 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.

\*\* 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 (including staff at our school):

- do not require the student's consent to search school property such as lockers, desks, iPads 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 Mango Hill State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to this 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 school staff that the property is available for collection.

### Students of Mango Hill State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to this 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 school staff it is available for collection.

## **Use of mobile phones and other devices by students**

### **iPads (device)**

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

In consultation with the broader school community, Mango Hill State School has determined that explicit teaching of responsible use of iPads (device) is a critical component of digital literacy. The knowledge and confidence to navigate and use technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. We also believe that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

### **Responsibilities**

The responsibilities for students using iPads (device) at school or during school activities, are set out in the ePal agreement and in the school's supporting documents from time to time.

### **Mobile phones and smart watches**

Mango Hill State School understands that some parents are desirous of their child having access to a mobile phone or smart watch for safety purposes as they travel to and from school.

**Mobile Phones:** Students who travel to school with a mobile phone must immediately switch their mobile phone off and proceed to the office when they arrive at school to check in their mobile phone in for the day. Mobile phones must not be kept in school bags, desks or on their person. In the afternoon when the student has been released for the day, the student must immediately proceed to the office to collect their mobile phone. Students may switch their phone on once they leave the school grounds, or in the event that they need to contact their parent for safety purposes.

Whilst in the school grounds, and before or after check in or pick up of their mobile phone, students must at all times have their phone switched off (unless as set out above). Outside of the school grounds, students must follow the direction of staff members regarding their mobile phones.

**Smart watches:** Once at school, any function of a smart watch other than telling time must be switched off. Students must not be connected to any 4G network or messaging Apps whilst on the school grounds.

If students misuse devices at school, parents will be contacted to reinforce the school and department's expectations regarding devices with their child.

Please see [Advice for state schools on acceptable use of ICT facilities and devices](#).



## Preventing and responding to bullying

Mango Hill State School complies with Education Queensland policies which reference 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 students 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.

At Mango Hill State School we have five core values that underpin our school:

- Respect - treating self and others with kindness, tolerance, care and compassion
- Excellence - celebrating success in academic, sporting and cultural pursuits
- Innovation - finding clever, creative ways of learning and working
- Teamwork - developing partnerships, cooperation and collaboration for success
- Commitment - striving to achieve through persistence and determination

Our school community has identified the Four Cares to encompass our high standards of responsible behaviour:

- Care for Self
- Care for Others
- Care for Learning
- Care for our School Environment

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

Mango Hill State School includes Bullying NO WAY! Day in its calendar every year. This National Day of Action against Bullying and Violence (NDA) is an important day to mark Australian school communities standing together against bullying and violence.

Mango Hill State School supports all students to act as helpful and reasonable bystanders if they feel safe to do so. Bully bystanders can have a powerful effect as they can either encourage or inhibit bullying behaviour. There are three main types of bystander: followers (assistants) – do not initiate, but take an active role in the bullying behaviour, supporters (reinforcers) – support the bullying behaviour overtly or covertly, and bullying defenders who dislike the bullying the behaviour and try to help the target by intervening, getting teacher support or providing direct support to the target.

This is in alignment with our Care for Others which is taught and reinforced through Care classes, Circle time, celebration days such as RUOK? Day and Bullying No Way! Day, and consistently modelled each day in classrooms.

Students enrolled at Mango Hill State School may face in-school disciplinary action, such as Reflection (detention) where a leadership team member works with the student to reflect on their actions and design a restorative response, 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 which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate behaviour of enrolled students that is directed towards other community members or students from other school sites.

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 consequences 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 relevant Deputy Principal to discuss the matter. If you still believe your concerns have not been heard, you are welcome to make an appointment with our Principal.

A Bullying No Way! placemat was developed to summarise the Mango Hill State School approach to incidences of bullying, including bullying which may have occurred online or outside of the school setting. This is contained in Appendix 3.

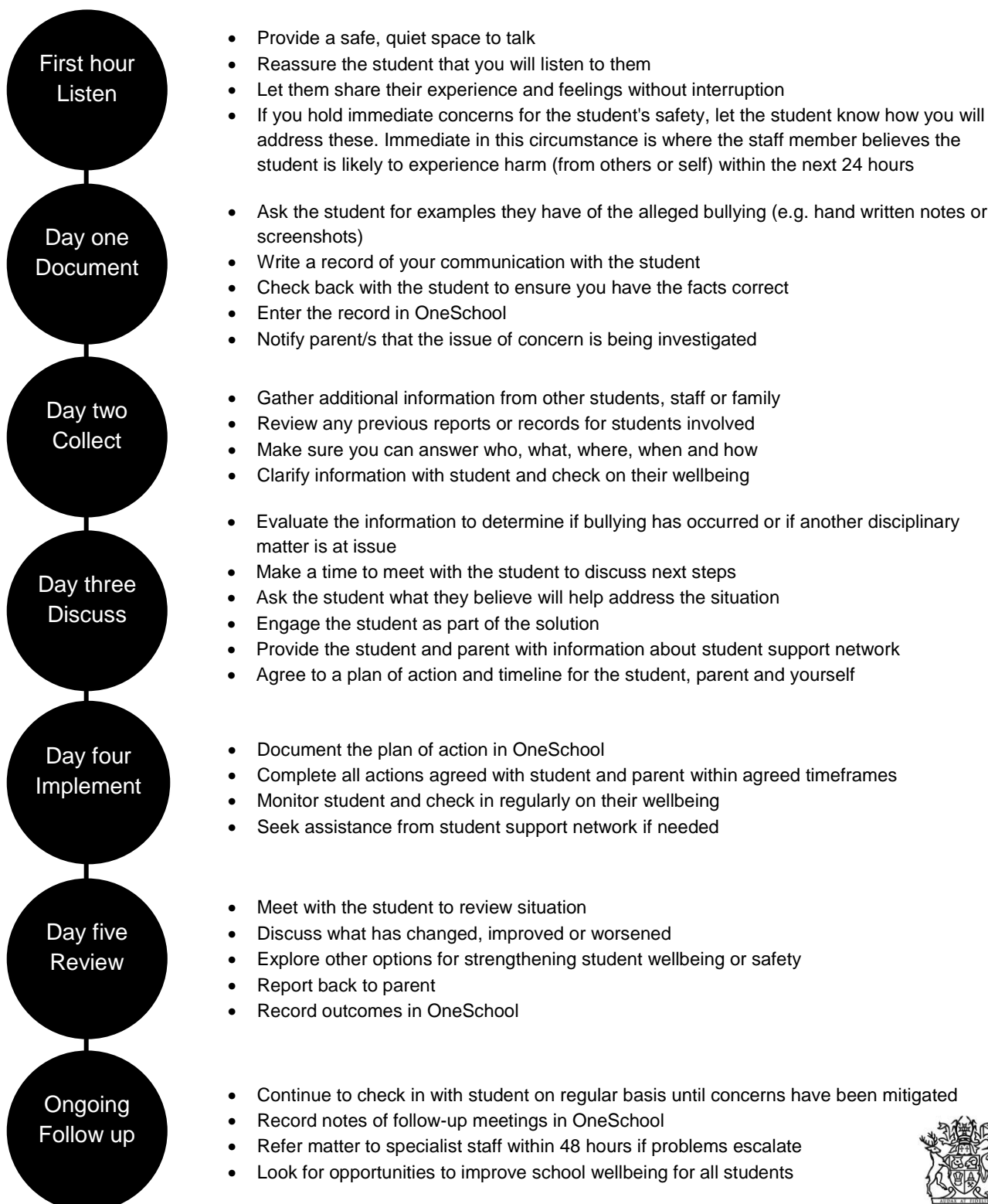
## Mango Hill State School - Bullying response flowchart for teachers

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:

**All Students** – Class teacher as first point of contact where possible. Break time incidences report directly to duty teacher as first point of contact.

**Relevant Year Level Deputy Principal**



## Cyberbullying

At Mango Hill State School, Cyberbullying is treated 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 regular class teacher.

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

Students enrolled at Mango Hill State School may face in-school disciplinary action, such as Reflection (detention) where a leadership team member works with the student to reflect on their actions and design a restorative response, 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.

All parents and students are expected to sign the Mango Hill State School ePal agreement. Students are required to be Cybersafe and Cybersmart and demonstrate Care for Self, Care for Others and Care for Learning when using devices.

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 of your child's year level.

# Mango Hill State 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](#).

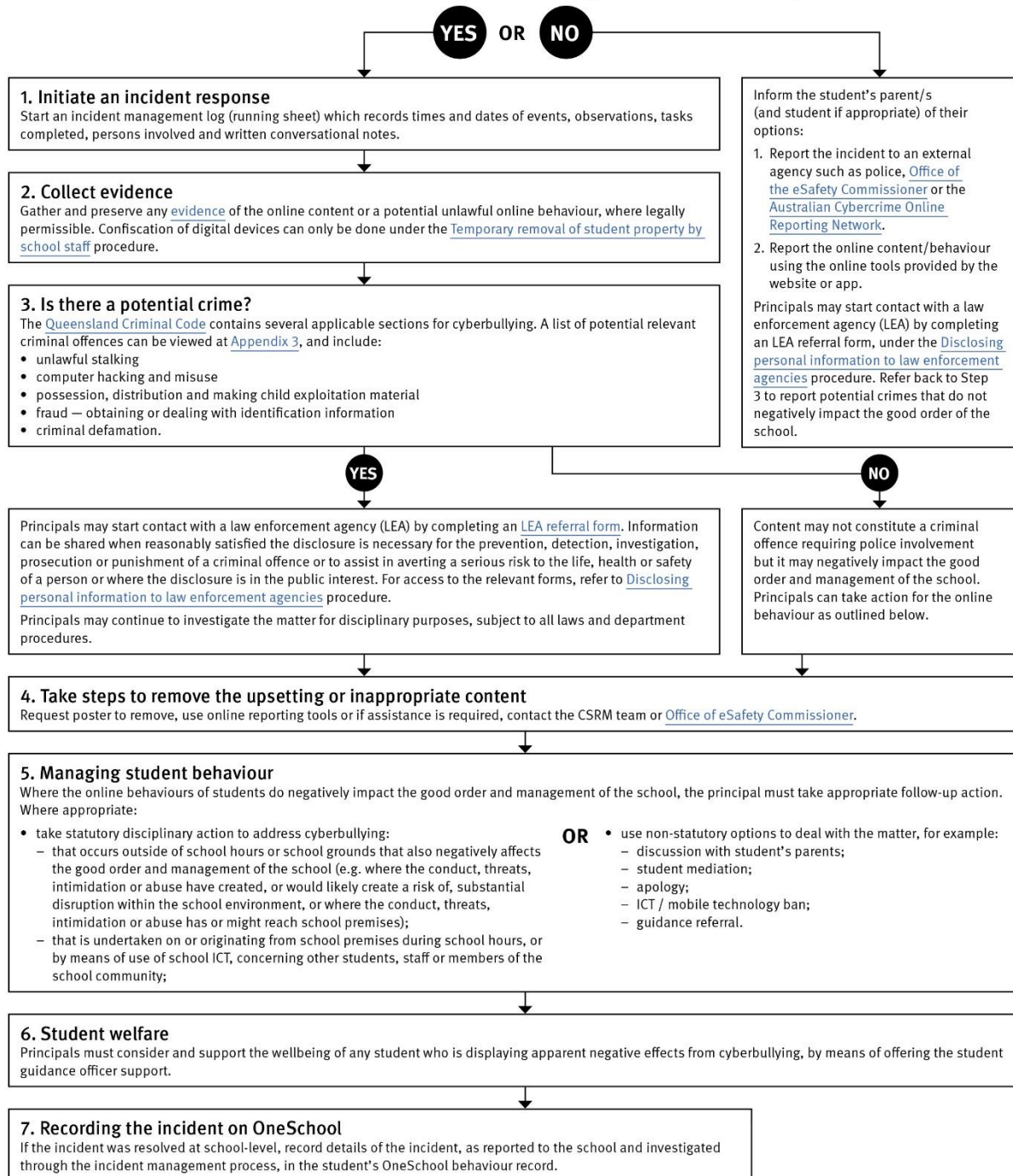
### Explicit images

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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Cybersafety and Reputation Management (CRM)

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

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist Principals in incident management.

## Bullying and Cyberbullying: Student Intervention and Support Services

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

All staff at Mango Hill 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 have been subject or witness to bullying may access a range of school staff to support them including their sector Deputy Principal or Guidance Officer. Students are, however, encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school.

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 disciplinary actions such as suspension or exclusion from school.

## Appropriate use of social media

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

It is 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. If as a parent you have a concern or issue relating to Mango Hill State School, the most appropriate and helpful course of action is to make an appointment with school staff to discuss and resolve it.
- 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 of Education. 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 Mango Hill State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. When staff use restrictive practices they will do so in accordance with the [Restrictive practices procedure](#) of Education Queensland.

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

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

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

# Resources

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

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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


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

2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [Regional Office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority  
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://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](#).

# Appendix 1 – Four Cares Matrix of Expected Behaviours

FOUR CARES MATRIX OF EXPECTED BEHAVIOURS				
	CARE FOR SELF	CARE FOR OTHERS	CARE FOR LEARNING	CARE FOR SCHOOL ENVIRONMENT
<b>ALL SETTINGS</b>	<ul style="list-style-type: none"> <li>• Develop resilience</li> <li>• Be honest</li> <li>• Always stay in the school grounds unless with a teacher.</li> <li>• Use hygiene practices</li> <li>• Be a problem solver</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and feet to yourself</li> <li>• Use appropriate language and speak kindly to all community members</li> <li>• Racist words and actions are not acceptable</li> <li>• Use manners and show respect</li> <li>• Follow directions from all staff</li> <li>• Embrace diversity</li> <li>• Solve disagreements using the High 5</li> <li>• Biting and spitting are not acceptable</li> <li>• Co-operate with others and use teamwork</li> <li>• Be the "I" in kind</li> </ul>	<ul style="list-style-type: none"> <li>• Be in the right place at the right time</li> <li>• Follow the ePal agreement at all times</li> <li>• Try your best with all tasks and show commitment towards your learning goals</li> <li>• Try new games and activities</li> <li>• Let your teacher know if you need help</li> </ul>	<ul style="list-style-type: none"> <li>• Keep school prohibited items at home</li> <li>• Care for all property – yours, others and the school's</li> <li>• Wear correct school uniform including all black shoes and white socks</li> <li>• Report problems to a staff member</li> </ul> 
<b>LEARNING ENVIRONMENTS</b>	<ul style="list-style-type: none"> <li>• Walk quietly in the room</li> <li>• Ask permission to leave the classroom</li> <li>• Only enter a classroom or building when a teacher or other staff member is present</li> <li>• Sit on chairs safely</li> </ul>	<ul style="list-style-type: none"> <li>• Speak at appropriate times only</li> <li>• Encourage and support others</li> <li>• Listen to others without interrupting</li> <li>• Use a quiet voice</li> <li>• Treat all staff members respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared for learning and have all of your equipment organized</li> <li>• Participate in learning</li> <li>• Complete assigned tasks and follow class routines</li> <li>• Ask for help respectfully when needed</li> <li>• Take pride in your achievements and efforts</li> <li>• Use devices, computers and internet appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Look after school property and use it appropriately.</li> <li>• Clean up after yourself.</li> <li>• Be a responsible team member.</li> <li>• Return items you borrow in good order.</li> </ul>
<b>EATING TIME</b>	<ul style="list-style-type: none"> <li>• Eat enough healthy foods for Brain Break and Lunch</li> <li>• Sit when eating</li> <li>• Be on time (quick to the table)</li> </ul>	<ul style="list-style-type: none"> <li>• Chew with your mouth closed</li> <li>• Only eat your own food and only buy food for yourself</li> <li>• Only speak with an empty mouth</li> </ul>	<ul style="list-style-type: none"> <li>• Make healthy food choices to help your brain and body</li> </ul>	<ul style="list-style-type: none"> <li>• Put litter in the bin</li> </ul>
<b>PLAY TIMES</b>	<ul style="list-style-type: none"> <li>• Play safely.</li> <li>• Wear a hat, sun safe clothes and shoes at all times.</li> <li>• Play in your designated playground areas and stay within them at all play times.</li> <li>• Report injuries to the teacher on duty.</li> <li>• Aim for self-regulation.</li> <li>• Sit in your designated area to eat.</li> </ul>	<ul style="list-style-type: none"> <li>• Play kindly</li> <li>• Respect other students and all staff members</li> <li>• Include others in play.</li> <li>• Invite students from the Buddy Bench to join you</li> <li>• Use the High Five and I statements for any problem-solving</li> <li>• Play school approved games</li> <li>• Using play equipment safely</li> <li>• Be fair</li> <li>• Walk on concrete areas</li> </ul>	<ul style="list-style-type: none"> <li>• Think of different ways to solve problems</li> <li>• Stop play when the bell rings and pack up equipment</li> <li>• Listen and do as the teacher on duty tells you</li> </ul>	<ul style="list-style-type: none"> <li>• Look after school play equipment and pack it up when asked</li> <li>• Walk on pathways when moving around the school</li> <li>• Stay out of gardens and leave all parts of plants on the plants/trees</li> <li>• Treat insects, birds and other animals kindly</li> <li>• Put all rubbish in bins</li> <li>• Report any property damage</li> <li>• Sticks, stones, sand and bark stay on the ground</li> </ul>


<b>TOILETS</b>	<ul style="list-style-type: none"> <li>• Use the correct toilets</li> <li>• Wash your hands after using the toilet</li> <li>• One person per cubicle</li> <li>• Close the door when in the toilet</li> </ul>	<ul style="list-style-type: none"> <li>• Wait outside for your partner</li> <li>• Respect other people's personal space</li> <li>• Use a quiet voice</li> <li>• Play away from the toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Use the toilet as required before school and during lunch breaks.</li> </ul>	<ul style="list-style-type: none"> <li>• Be water wise</li> <li>• Leave the area clean</li> <li>• Put paper in the bin</li> <li>• Use soap and towels sensibly</li> <li>• Flush toilet after use</li> </ul>
<b>CANTEEN</b>	<ul style="list-style-type: none"> <li>• Line up in your designated line</li> <li>• Wait your turn</li> <li>• Buy and eat your own food</li> <li>• Follow the ordering procedure</li> <li>• After your purchase is complete, return to your designated area to eat.</li> </ul>	<ul style="list-style-type: none"> <li>• Line up safely</li> <li>• Use the High Five and I statements for any problem-solving</li> <li>• Speak with the Canteen staff respectfully and follow all directions</li> <li>• If you are playing near the Canteen, consider Canteen staff</li> </ul>	<ul style="list-style-type: none"> <li>• Make healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Put all rubbish in the bin</li> </ul>
<b>TRANSITION TIMES</b>	<ul style="list-style-type: none"> <li>• Sit down in lining up area after breaks</li> <li>• Hold equipment responsibly</li> <li>• Use stairs responsibly</li> <li>• Walk between areas</li> </ul>	<ul style="list-style-type: none"> <li>• When moving, walk quietly and responsibly and follow all teacher directions</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure you arrive at class on time</li> <li>• Stop play on the first bell. Then visit toilet facilities, followed by line up</li> <li>• Keep iPad or other device in protective case while you carry it</li> </ul>	<ul style="list-style-type: none"> <li>• Use the pathways</li> <li>• Return all equipment to sheds and classrooms</li> <li>• Use elevator with staff permission or supervision only</li> </ul>
<b>BEFORE/ AFTER SCHOOL</b>	<ul style="list-style-type: none"> <li>• Wear a helmet if riding a bike or scooter</li> <li>• Follow road rules</li> <li>• Wait quietly until 8:00/8:15am bell; after 8:15am bell, Senior Students play safely</li> <li>• No iPads before or after school</li> <li>• Move to your classroom when your second bell sounds</li> <li>• Stay in your designated waiting area before and after school</li> <li>• Junior students waiting for an older sibling after school, stay in your designated waiting area</li> <li>• Travel directly to and from school</li> <li>• Once you enter the school grounds in the morning, move directly to your waiting area and at all times stay in the school grounds</li> <li>• Stay off play equipment before and after school.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions from all school staff</li> <li>• Walk your bike or scooter on designated paths in the school grounds</li> <li>• Walk safely when entering or exiting the school grounds</li> <li>• When waiting at the front of the school after school, be seated at all times</li> <li>• Switch off any function of a Smart watch other than telling time when on school grounds.</li> <li>• Switch off and hand in mobile phones or other electronic devices to the office immediately upon arrival at school</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time to be prepared</li> <li>• Take home things you need (homework, lunch box, notes)</li> <li>• If you bike or scooter to school, promptly place and secure your bike or scooter in the bike cage and then proceed to your designated waiting area</li> </ul>	<ul style="list-style-type: none"> <li>• Use the pathways</li> <li>• Leave the port racks tidy</li> <li>• Respect the gardens</li> </ul>
<b>OUT OF SCHOOL</b>	<ul style="list-style-type: none"> <li>• Travel safely to and from school</li> <li>• Stay with your school group (ie. Sports, excursions)</li> <li>• Be organized and bring required items (ie. water bottle for sport)</li> </ul>	<ul style="list-style-type: none"> <li>• Abide by all road rules</li> <li>• Follow the bus 'code of conduct'</li> <li>• Listen to and follow directions of Crossing Supervisors, instructors and all school staff</li> <li>• Demonstrate sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Complete homework as negotiated.</li> </ul>	<ul style="list-style-type: none"> <li>• Wear full school uniform including hat to and from school.</li> <li>• Present a good image and maintain the reputation of the school by demonstrating our values in the community.</li> <li>•</li> </ul>

**MANGO HILL STATE SCHOOL VALUES (The Ways of Working)**  
We value excellence, teamwork, innovation, commitment and respect.





# Appendix 2 - Instrument of Authorisation - Suspension



Department of Education  
Mango Hill State School

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**Instrument of Authorisation**

**Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')**

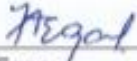
I, Tracy Egan, Principal of Mango Hill State School **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

  
Tracy Egan  
Mango Hill State School  
QUEENSLAND DEPARTMENT OF EDUCATION

DATE 27/1/2020

*Growing, Learning, Achieving Together*



Department of Education

Mango Hill State School

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### Instrument of Authorisation

#### Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* (‘EGPA’)

I, Tracy Egan, Principal of Mango Hill State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

Tracy Egan  
Mango Hill State School

DATE

27/1/2020

QUEENSLAND DEPARTMENT OF EDUCATION

*Growing, Learning, Achieving Together*



# Appendix 3 - Bullying No Way! Placemat



There is no place for bullying at Mango Hill State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. This goes against our expectations around supporting all students.

## Definition of Bullying for Australian Schools

*Bullying is an 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*

*Bullying can happen 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).*

*Bullying of any form or for any reason can have 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.*

## Bullying behaviours that will not be tolerated at Mango Hill State School include:

### VERBAL

- name-calling
- taunting / mocking
- making offensive comments

### PHYSICAL

- kicking
- hitting
- pushing
- taking belongings



### CYBER

- inappropriate messaging
- sending offensive or degrading images by phone or internet
- producing offensive graffiti

### SOCIAL AND EMOTIONAL

- gossiping
- excluding people from groups
- spreading hurtful and untruthful rumours

Mango Hill State School's Student Code of Conduct documents research-validated Positive Behaviour Learning processes.

## Who is responsible?

Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, care givers and members of the wider school community.

### All members of the school community have the responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's *Student Code of Conduct*
- work collaboratively with the school to resolve incident of bullying when they occur

In addition:

### school staff have the responsibility to:

- promote a positive school culture where bullying is not tolerated and cannot flourish
- know how to respond to reports of bullying in a timely manner according to the school's anti-bullying plan

### teachers have the responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the school community



### students have the responsibility to:

- report incidents of bullying according to our *Student Code of Conduct*
- behave as reasonable bystanders
- behave as responsible digital citizens

### parents and care-givers have the responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour
- be aware of the *Student Code of Conduct* and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the *Student Code of Conduct*
- report incidents of school-related bullying behaviour to the school