



Mansfield State School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

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

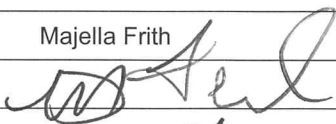
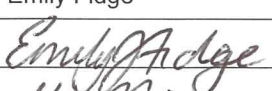
The Mansfield State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Contact Information

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|-------------------------|---|
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Endorsement

| | |
|--------------------------|---|
| Principal Name: | Majella Frith |
| Principal Signature: |  |
| Date: | 12 May 2021 |
| P/C President Name: | Emily Fidge |
| P/C President Signature: |  |
| Date: | 11 May 2021 |

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Principal's Foreword

Clever Skilled Creative

Mansfield State School is a Prep – Year 6 State Primary school, which prides itself on a strong history of academic, sporting, cultural, and community excellence. We have been proudly educating students in the Mansfield community since 1970.

Mansfield State School provides a rich learning environment that innovative and progressive and one that meets the high expectations of the school and wider community for optimal student learning while upholding the school motto of Loyalty and Truth.

Our vision at Mansfield is:

Curious, engaged learners

Creative, critical thinkers

Caring, active citizens

Mansfield State School relates the learning to the world through purposeful, innovative and explicit learning experiences. We empower students academically, physically, socially, emotionally and ethically to make responsible choices. We achieve this through our values of: Be Respectful, Be a Learner and Be Safe.

The school promotes student's success through a balanced pursuit of excellence in academic, cultural and sporting endeavours. We teach the Australian Curriculum including French and support all learners of the school to achieve their best through inclusive schooling practices including a High Capabilities Facilitator and Inclusion teachers.

Students and families of Mansfield State School bring a rich and diverse range of learning experiences to our school through shared understandings of the many different cultural backgrounds and 51 languages spoken across the school.

At Mansfield State School we have a strong and positive relationship with the Parents and Citizens Association, who work tirelessly with the school to inform strategic direction and provide additional funding for resources and high-quality facilities.

Mansfield state School staff are dedicated and passionate about the role they play in your child's life. Staff are committed to helping children achieve their potential. The high academic achievement of Mansfield State School can be attributed to the dedicated teachers who take great pride in creating rich and engaging educational programs that provide appropriate intellectual challenges and encourage all student grow and flourish.

Mansfield State School has three core values that underpin interactions between staff, students and community.

Mansfield State School values:

- Be Safe** We make safe choices in all areas of our school as well as in online environments to protect our self and others
- Be Respectful** We are respectful towards all others, ourselves, and the school environment
- Be a Learner** Learning is a privilege, and an opportunity to invest in our future

Our school believes that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Majella Frith

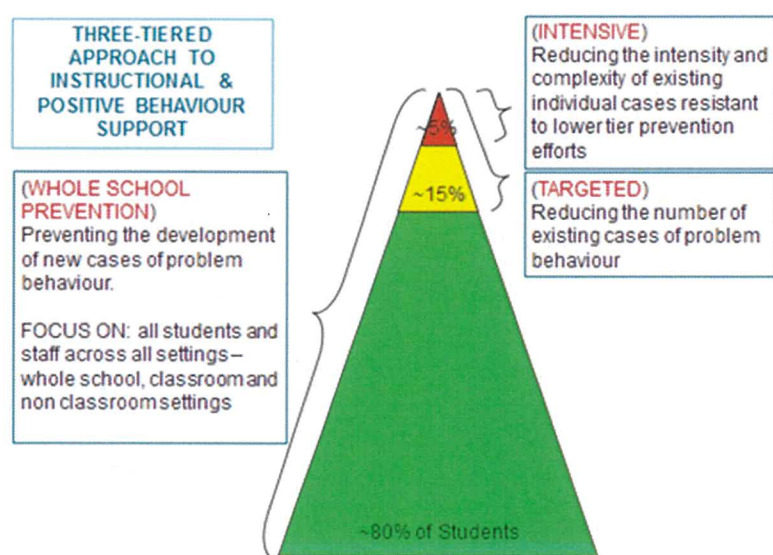
Principal

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

Mansfield State School believes in supporting the whole child and strives to create an environment to support students to become clever, skilled and creative students. We encourage any student or parent to make an appointment with the Principal or Deputy Principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support



Mansfield State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making.

Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

| Tier | Prevention Description |
|------|--|
| 1 | <p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and behavioural expectations. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them |
| 2 | <p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar</p> |

| | |
|---|---|
| | <p>needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of behavioural or social/emotional expectations. The types of interventions offered at this level will vary according to the needs of our student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data ever indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p> |
| 3 | <p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student’s use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p> |

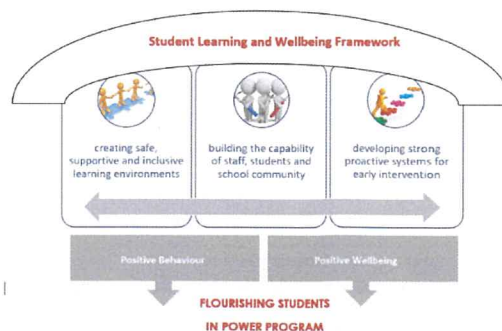
Student Wellbeing

Mansfield State School, in partnership with families, is committed to the development of children to become clever, skills and creative students who cultivate a strong work ethic.

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

POWER (Positivity-Opportunities- Wellness- Engagement- Respectful, safe learners) developed by Mansfield State School and informed by the Student Learning and Wellbeing Framework incorporates behaviour expectations, support for wellbeing and positive education into a philosophy which promotes a safe, supportive and healthy environment to immerse our students and promote learning.



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](#).

Mansfield State School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Mansfield State School works closely with parents/caregivers who provide the school with the necessary health advice to ensure students with specialised health needs and 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 in consultation with parent/caregivers and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Mansfield State School requires parent/caregiver 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/caregivers need to provide the school with a request to administer medication at school form signed by the prescribing health practitioner.

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

Mental health

Mansfield State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a student plan.

Suicide prevention

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

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

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

Suicide postvention

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

Where a suicide has occurred on school grounds or at a school event, Mansfield 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 Network

Mansfield State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. Students can approach any trusted school staff member at Mansfield 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 representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the year level Deputy Principal.

| Role | What they do |
|--------------------------|--|
| Principal | <ul style="list-style-type: none"> Leadership of Student Support Network to promote an inclusive, positive school culture. Provides support to students and their families to assist their engagement with education. Provides social and emotional support for students and their families. Nurtures a sense of belonging to the school. |
| Deputy Principal | <ul style="list-style-type: none"> Provides leadership to promote an inclusive, positive school culture. Nurtures a sense of belonging to the year level and school. Responsible for student welfare at each year level. POWER (positive behaviour) lead role. Monitors attendance, behaviour and academic data to identify areas of additional need. |
| Head of Inclusion | <ul style="list-style-type: none"> Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised needs. Monitors attendance, behaviour and academic data to identify areas of additional need. Monitors the social and emotional wellbeing of students. Provides support for staff and parents in order to enhance the educational experience for students. |
| Guidance Officer | <ul style="list-style-type: none"> Monitors and supports the social and emotional wellbeing of students. Provides a student support program within the school environment offering short term counselling with students on a one-on-one basis or in a group setting. Assists students with specific difficulties, acting as a mediator or providing information on other life skills. Liaises with parents, teachers, or other external health providers as needed as part of the counselling process. |
| Inclusion Teacher | <ul style="list-style-type: none"> Provides support for students, staff and parents in order to enhance the educational experience for students. Monitors attendance, behaviour and academic data to identify areas of additional need. Monitors and supports the social and emotional wellbeing of supported students. |
| Chaplain | <ul style="list-style-type: none"> Provides individual and group support to students to assist their engagement with education. Provides pastoral care and social and emotional support for students and their families. |
| Registered Nurse | <ul style="list-style-type: none"> Provides a student support program within the school environment offering short term counselling with students on a one-on-one basis or in a group setting. Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs. Liaises with parents, teachers, or other external health providers to support students with specialised health needs. |

Whole School Approach to Discipline

Positivity + Opportunities + Wellness + Engagement + Respectful, Safe Learners

Mansfield State School supports the whole child through a focus on academic, sporting and cultural excellence, balanced with a clear focus on positive behaviour and wellness support. The role of staff in creating a supportive and safe learning environment for students is paramount. In considering these values, regular consultation and communication with community allows for a supportive environment for students who clearly understand the power of home and school working together.

POWER @ Mansfield State School

At Mansfield State School we have adopted the acronym 'POWER' explaining the holistic approach to learning and behaviour undertaken. POWER has been established through the collaborative process brought about by the Positive Education and Behaviour Leading Learning Team. POWER is an approach to combining behaviour expectations, support for wellbeing and positive education into a *philosophy* which promotes a safe, supportive and healthy environment in which to immerse students. The acronym **POWER** encompasses: **P**ositivity-**O**pportunities-**W**ellness-**E**ngagement-**R**espectful, safe learners.

Elements of PBL (Positive Behaviour for Learning) underpin aspects of our behaviour approach, and enables students to develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community. PBL is a systematic and evidence-based plan for schools to:

- ✓ be a positive place to learn
- ✓ teach students how to behave at school
- ✓ tell students when they do the right thing
- ✓ help students when they make mistakes
- ✓ work together with parents.


Mansfield State School believes that student wellbeing and positive mental health is paramount to positive behaviour choices, and the foundation for strong academic outcomes.

School Values and Expectations

Mansfield State School values are represented through our school crest mascot, the eagle. Expectations related to these values are outlined more specifically in the school-wide behaviour expectations matrix.

Our school-wide values are:

Be Safe
Re Respectful
Be a Learner

| Mansfield State School School Values | | Curious, engaged learners Creative, critical thinkers Caring, active citizens |
|---|---|---|
| In all environments at all times, Mansfield State School students will | Be Safe Mansfield students make safe choices in all areas of our school, as well as in online environments, to protect our self and others. |  |
| | Be Respectful Mansfield students are respectful toward all others, respect our self and respect the school environment. | |
| | Be a Learner Mansfield students see learning as a privilege, and an opportunity to invest in their future. | |
| P O W E R | | |

Student Behaviour Expectations Matrix

The first step in facilitating standards of positive behaviour is communicating those standards. At Mansfield State school we emphasise the importance of directly teaching students the positive behaviour we want them to demonstrate at school. Mansfield State School expectations apply in every circumstance and setting in which students are learning and demonstrating our values – Be Safe, Be Respectful and Be a Learner.

Behaviour expectations have been developed for each school setting including the classroom, playground, between classes, toilet area, tuckshop, library, Green Zone, Stop, Drop and Go zones, assembly areas and in the online environment.

The Student Behaviour Expectations Matrix see Appendix 1, clarifies our school expectations and aims to ensure that all students and staff share a common language to discuss behaviour at Mansfield State School.

Mansfield State School's Approach to Explicitly Teaching Behaviours

At Mansfield State School, there is an expectation that the behaviour of the week is explicitly taught and the lesson timetabled in to each class weekly timetable. An essential component of POWER is the belief that positive learning behaviours need to be explicitly taught. Furthermore, we believe that acknowledging students for meeting our expectations is a crucial factor in reinforcing their use of positive and pro-social behaviours. We acknowledge that for some students, extra support will be required in both teaching and reinforcing such behaviour.

The following outlines the process that Mansfield State School uses to explicitly teach the positive behaviours we are looking for:

- A behaviour expectation focus is announced each week, which is referred to as the 'behaviour of the week' (BOTW). At the start of the year, the focus of these is around establishing systems, routines and transitions. Following on from these the focus will be guided by whole-school data.
- Teachers will explicitly teach the expectation (at least 15 mins timetabled in weekly).
- Teachers are encouraged to use their creativity to teach the BOTW in an interesting, hands on and challenging manner. Teachers understand that skills of the BOTW will need to be consistently reinforced.
- The BOTW are advertised in the school newsletter and Staff Memo weekly.
- The BOTW is to be displayed in the classroom and referred to regularly.
- BOTW are reviewed or retaught when required, in order to provide multiple opportunities for students to practise expected behaviours.

Reinforcing expected school behaviour

Positive reinforcement is about acknowledging students when they display positive behaviour. Everyone needs positive feedback in order to learn and keep using behaviours or skills. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

HOUSE TOKENS

- Children are to given "HOUSE TOKENS" for any display of general positive behaviours in the playground
- The child takes the "HOUSE TOKEN" to the House Token boxes in the office for assembly draws.
- Each assembly, there is a House Token drawn (from each house) where a student is acknowledged for demonstrating our school values.

STUDENT OF THE WEEK - Awarded each sector assembly

- This acknowledges that a student in a class has been identified as demonstrating school expectations.

POSITIVE POSTCARDS – On a term basis

- Positive Postcards serve the purpose of recognising positive student efforts and behaviour.
- Positive Postcards may be given to students for:
 - Ongoing positive classroom behaviour
 - Mentoring and support of other students
 - Positive interactions within the community
 - Resilient behaviours
 - Kind-hearted behaviours

Responding to unacceptable behaviour

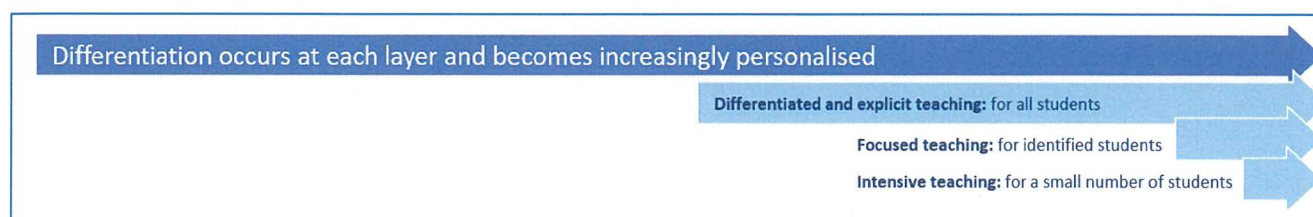
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. The behaviour incident response flowchart (Appendix 2) is designed to create a clear and consistent school-wide response to behaviour incidents. The first step in investigating any incident is to conference with the student/s involved utilising the Mansfield State School investigation guidelines (Appendix 3). This is used in conjunction with the majors and minors incidents (Appendix 4) to identify the correct course of management.

Differentiated and Explicit Teaching

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. In the multi-tiered system of support, 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.

Every classroom in our school uses the POWER Student Expectations Matrix as a basis for ongoing review of the school behaviour standards. The matrix, on display in every classroom and is used as the basis for teaching expectations throughout the year and revisited regularly to address any new or emerging issues. Teachers use this matrix to guide discussions and establish their own set of displayed classroom expectations that have clear links to the whole school student expectations.

Focused Teaching

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

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

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

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

Mansfield State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

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

Consideration of Individual Circumstances

Mansfield State School considers the individual circumstances of students when applying support and consequence by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable consequences for the infringement of the Student Code of Conduct
- recognising and taking into account information relevant to the students; age, disability, cultural background, socio-economic situation, mental health and wellbeing, emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statement that will be taken into consideration in the decision-making process
 - ensure that process maintains the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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 consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Legislative Delegations

Legislation

In this section of the Mansfield 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, such as deputy principals.

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

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

Disciplinary Consequences

It is important that teachers respond consistently to problem behaviours using fair, logical, and predictable consequences. The purpose of a consequence is to correct and teach; therefore, teachers aim to reteach the expected behaviour when a consequence is necessary. Consequences are selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour.

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

The majority of students are confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and expectation 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 challenges meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and expectation 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 for determination of a disciplinary consequence.

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

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. Mansfield State School uses Essential Skills to Classroom Management as a way of dealing and diffusing low-level concerns as they arise. 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
- 5:1 ratio of positive to negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Expectation reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection

- Change of voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Limit verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reminder of possible escalating consequences (e.g. removal from classroom)
- Detention (with consultation from line manager)

Focussed

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

- Targeted skills teaching in small group
- Individual, group or class rewards system
- Detention
- Behavioural contract
- Counselling and guidance support
- Managed playground form
- Participation in small group social skills group
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Inclusion Team for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Functional Behaviour Assessment
- Individual Student Behaviour Support Plan (IBSP) e.g. strategies to support change of behaviour of concern.

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

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

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

Arrangements

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

A record of the meeting is saved including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

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

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the

treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

Staff at Mansfield State School:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- are able to examine or otherwise deal with the temporarily removed student property (consent from the student or parent is required). 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;
- may search a student's property without the student's consent or the consent of the student's parents in emergency circumstances (e.g. to access an EpiPen for an anaphylactic emergency);
- may search the person of a student with consent from the student or parent (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 Mansfield State School

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

Students of Mansfield State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Mansfield State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

A critical component of digital literacy at Mansfield State School is the education of students about the responsible use of mobile phones, smart devices and other devices. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

All mobile phones are expected to be handed into the office at the start of the school day and collected by the student at the end of the day from the office.

The responsibilities for students using iPads, smart watches or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Mansfield State School

- to use iPad devices for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- only utilise iPads in lessons at teacher direction NOT before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Mansfield State School Student Code of Conduct. In addition, students and their parents should:

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

Special Circumstances Arrangement

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Preventing and responding to bullying

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

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Mansfield State School utilises POWER and the High 5 strategy to empower students to feel secure, problem solve, become active participants in their learning and achieve better physical, emotional, social and educational outcomes.

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.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care

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 Mansfield State School our staff work to respond in a timely manner to any matters raised of this nature in collaboration with students and parents.

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

Mansfield 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.



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or arrange an appointment with the Deputy Principal for that year level.

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

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

Mansfield 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](#).

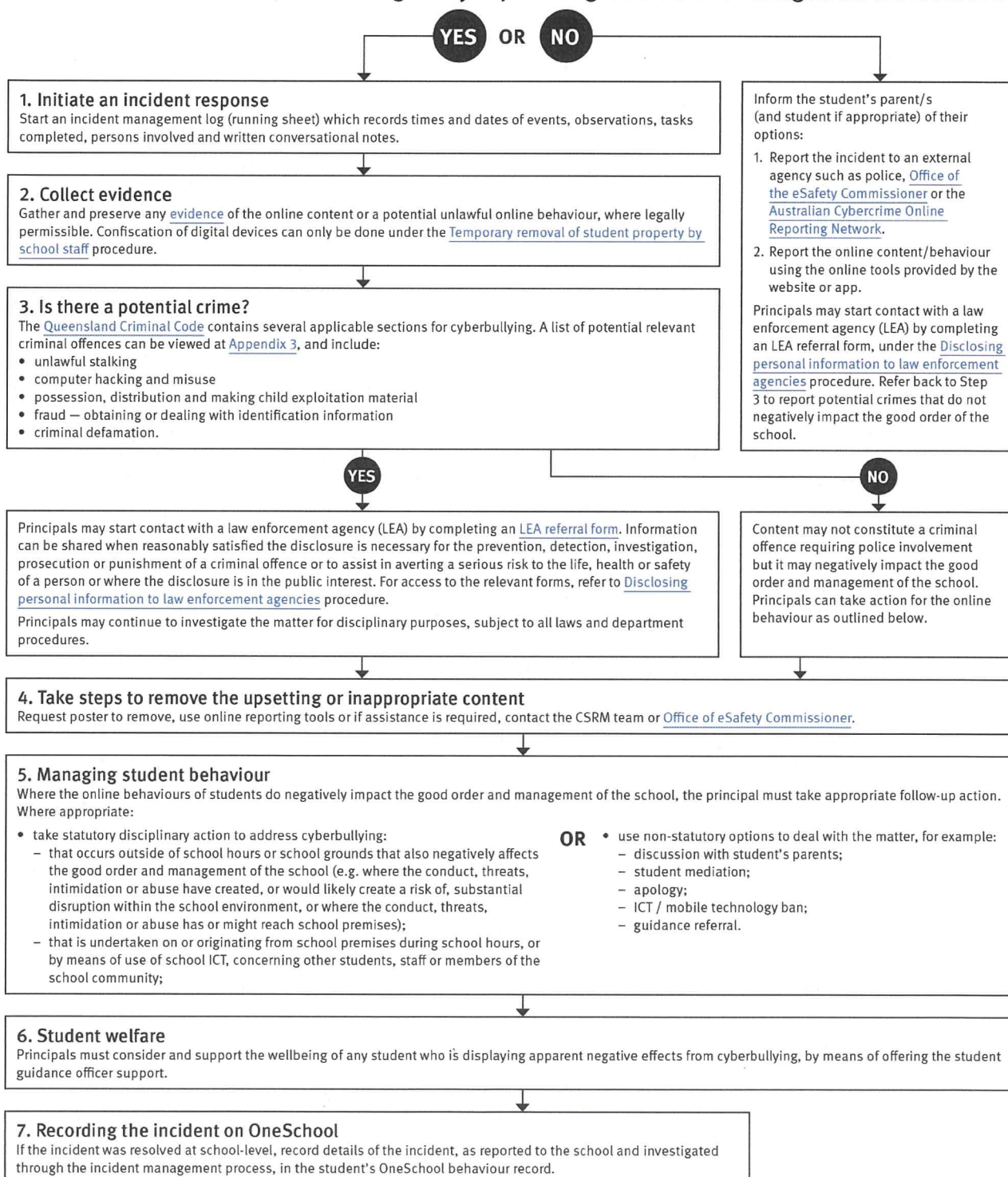
Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



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.

Student Intervention and Support Services

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

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

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

Mansfield State School – Anti-Bullying Contract

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

Mansfield State School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Mansfield State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fight between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student Name:

Student's signature:

Parent Name:

Parent's signature:

School representative name:

School representative signature:

Date

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 harm to individuals, groups or even whole communities.

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Mansfield State School need to respond to student behaviour that presents a risk of safety e.g. physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

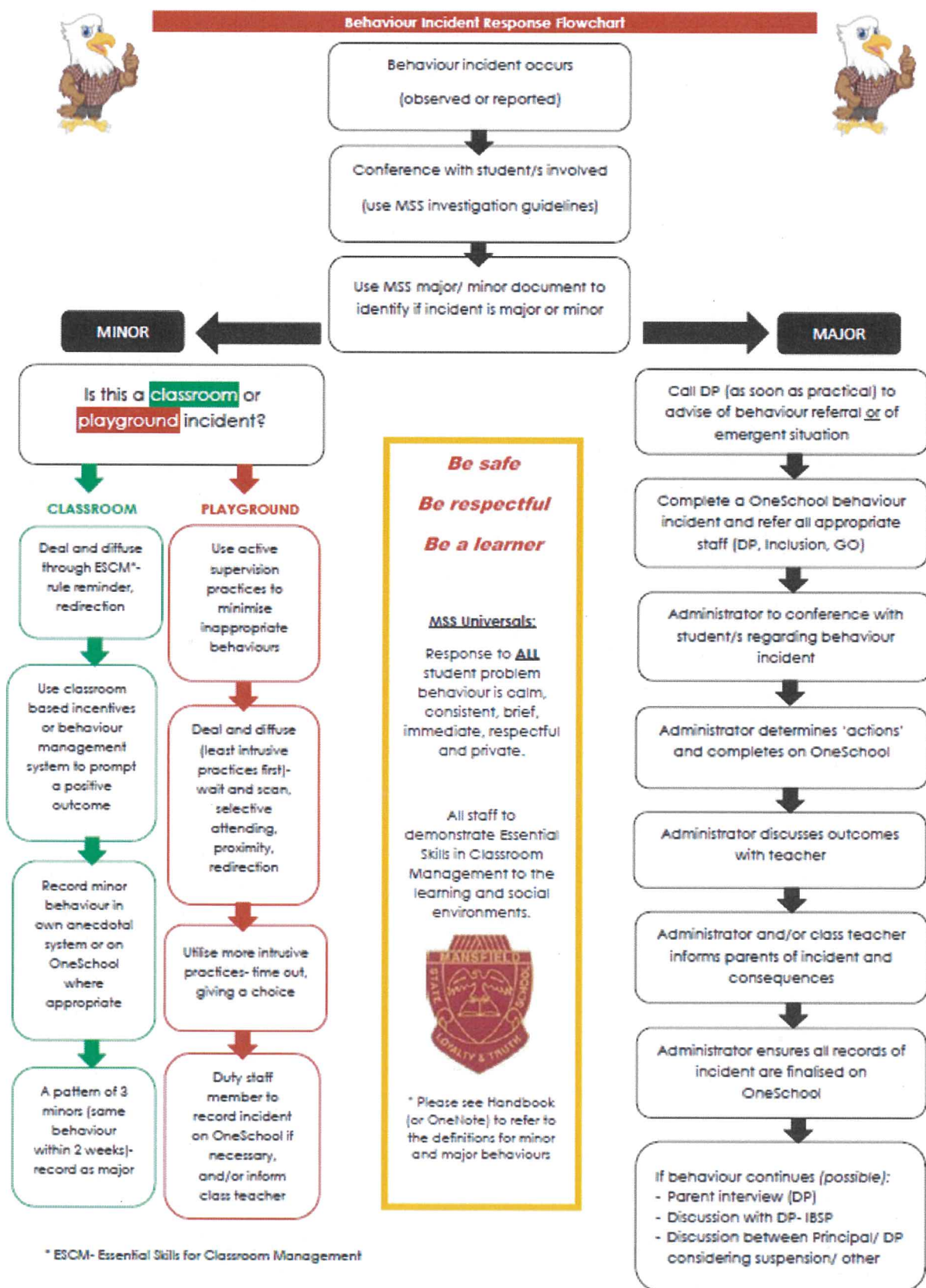
Appendix 1: Student Behaviour Expectations Matrix

| | BE SAFE | BE RESPECTFUL | BE A LEARNER |
|---|--|--|---|
| Uniform Code | <i>All Mansfield State School students are expected to follow the school code of dress in all settings</i> | | |
| Classroom (and all learning settings) | <ul style="list-style-type: none"> Students to enter classroom only with staff supervision Walk safely through the classroom Use furniture and equipment safely and correctly Keep your hands, feet and objects to yourself Make safe digital choices including using electrical safety when charging devices Walk around pool | <ul style="list-style-type: none"> Follow staff instructions Use active listening skills Use good manners at all times Care for others and their property Consider others' points of view Speak kindly and in an appropriate volume. Be respectful and inclusive of everyone's differences Care for school equipment and furniture | <ul style="list-style-type: none"> Be in class before the second bell Be prepared with all equipment Be an active participant Try your best at all times Ask for help when you need to Know your learning goals. Use technology as a learning tool |
| Outdoor/ Active areas | <ul style="list-style-type: none"> Keep your hands, feet and objects to yourself Wear hat when outdoors Walk on concrete surfaces. Use approved sports equipment in the green zone at play times only Play running games/activities on grassed areas Be aware of others when walking around – look where you are walking Walk bikes through grounds before and after school Remain off playgrounds before and after school | <ul style="list-style-type: none"> Follow staff instructions. Play fairly and inclusively Take care of borrowed equipment Speak positively to others Care for the environment Be considerate of learners when you are outdoors during learning times | <ul style="list-style-type: none"> Help others during games Problem solve respectfully Consider others' play ideas |
| Outdoor Transitions (moving between spaces through the school) | <ul style="list-style-type: none"> Listen and respond to the bell immediately (before school, after break times) Listen to and follow staff instructions at all times Carry belongings, such as swimming bag and iPad safely Walk quietly from one place to another Stay to the left of stairs/ paths | <ul style="list-style-type: none"> Move quietly and with purpose throughout the school Give way to adults, share pathways with others and wait your turn Greet visitors and adults as you pass Care for your own and others' property Respect the environment- walk on pathways and collect rubbish for the bin | <ul style="list-style-type: none"> Take the most direct route Move in an orderly manner Stay together as a group when required |
| Green Zone (Before school) | <ul style="list-style-type: none"> Arrive after 8:20am Sit down Stay within Green Zone boundaries Devices and sporting equipment to remain in bags When the music sounds, walk safely to class | <ul style="list-style-type: none"> Visit bathroom and get a drink before bell rings Follow staff instructions Sit quietly while talking to friends | <ul style="list-style-type: none"> Set good examples for peers- model appropriate behaviour Remind peers about what is expected Prep students remain with parent or older sibling until handed to care of school staff at a point of time |
| Toilets | <ul style="list-style-type: none"> Walk straight to the toilets and straight back with buddy One person per cubicle Wait quietly for your buddy and return to class together Keep the floor dry | <ul style="list-style-type: none"> Remain in your own cubicle and lock the door Wait patiently for your turn Leave the toilet area when finished Keep the toilet area clean and report when the toilet needs attention | <ul style="list-style-type: none"> Use the toilet during your break time Practice good hygiene- flush toilets, use soap to wash hands |

Student Behaviour Expectations Matrix continued

| | BE SAFE | BE RESPECTFUL | BE A LEARNER |
|---|---|---|--|
| Online/ iPad Environment | <ul style="list-style-type: none"> Devices to be used in learning settings only iPads only to be used with staff supervision Demonstrate personal safety when interacting online; i.e. not sharing private/personal information Report unsafe online behaviours to a teacher Use school approved apps only | <ul style="list-style-type: none"> Only access your own device Follow internet agreement terms Only comment in a positive or kind manner online Seek staff permission before taking photos on your iPad Sign in your mobile phone at school | <ul style="list-style-type: none"> Bring iPad every day with at least 80% charge Have all year level apps downloaded Apps to be organised in home and school folders Use school apps only, and as instructed by staff updated Use own login, username and passwords |
| Eating Areas | <ul style="list-style-type: none"> Sit down while eating (eat only your own food) Raise your hand to be released to play by the duty teacher once your area is tidy Ask staff to go the toilet and check back in once you have returned Line up and wait for play duty staff Keep walkways and doorways clear Keep sporting equipment still until in the playground | <ul style="list-style-type: none"> Stay in your year level eating area Use a quiet voice Remain seated until you're dismissed Keep your area clean and tidy Use your manners at all times ('please', 'thank you', 'excuse me', 'may I') Follow the duty staff's instructions | <ul style="list-style-type: none"> Eat healthy food first Practice sustainability by using the correct bin Pack lunch box and drink bottle away Move to undercover areas to finish food if still eating after the bell |
| Assembly | <ul style="list-style-type: none"> Walk in and out of the hall quietly Sit with your legs crossed and follow staff instructions If receiving an award on assembly, sit at the end of the row Keep hands and feet to yourself | <ul style="list-style-type: none"> Enter hall on time and sit silently throughout assembly Remove hats when entering hall Consider others' personal space when seated Listen to speakers Celebrate (clap) appropriately | <ul style="list-style-type: none"> Pay attention to important messages shared Acknowledge everyone's successes Stand quietly, with hands by your side during anthem |
| Stop, Drop, Go Zones and car parks | <ul style="list-style-type: none"> Always exit and enter car on the side nearest to footpath Look both ways before stepping into car zones Move straight to the Green Zone before school Walk cautiously, but directly to destination (school or car) Move straight to STOP, DROP and GO zone after school | <ul style="list-style-type: none"> Move to the collection point as quickly as possible Be alert and ready for collection- keep your belongings in bag Stay on the seating and pathways at stop, drop and go (away from gardens) Keep pathways clear Listen to staff instructions | <ul style="list-style-type: none"> Keep iPads in school bag Model safe and respectful behaviour for other students Wait patiently Return to the office if you have not been collected |
| Library | <ul style="list-style-type: none"> Walk in the library Stay in student zones only Care for books and resources Pack away all items when you have finished with them | <ul style="list-style-type: none"> Use quiet, inside voices Use name cards when searching for books Return books to the 'returns box' when due Use games and equipment respectfully and pack up when the bell rings | <ul style="list-style-type: none"> Be an active listener during lessons Bring appropriate library bag or folder for borrowing Return books on time |
| Tuckshop | <ul style="list-style-type: none"> Walk to the tuckshop when dismissed by duty teacher after eating time Line up in a single, quiet line Keep hands and feet to yourself Eat purchased items from the tuckshop in the undercover area | <ul style="list-style-type: none"> Always use your manners- say 'may I', 'please', 'thank you' and 'excuse me' Wait patiently for your turn Only line up if you are ordering or collecting food Place tuckshop orders in on time Only collect your class tuckshop box and only take items that belong to you | <ul style="list-style-type: none"> Think and plan ahead before ordering Visit the tuckshop with plenty of time before the first bell rings Finish all tuckshop food before returning to class |

Appendix 2: Behaviour Incident Response Flowchart



Appendix 3: Mansfield State School Conference Guidelines

Staff are required to conference with involved students and witnesses to determine the details of a behaviour incident.

At times, it may be appropriate for staff to debrief with a student. The debrief process is based on the principles of restorative practice.



Mansfield State School Conference Guidelines

When:

When did this incident happen?

Who:

Who was involved in the incident?

Who witnessed the incident but wasn't involved?

Who has been affected or hurt from the incident?

What:

Tell me what happened?

What did you see happen?

Where:

Where did the incident happen?

Debrief Guide

How:

How were you feeling during this incident?

How did you feel after the incident?

How do you think the other people would be feeling?

What:

What things need to happen to fix things up?

Next time, what could have been done differently?

Appendix 4: Majors and Minors

The Majors and Minors document is a tool designed for staff to clearly define and manage an incident in a fair and transparent manner.

Minor behaviour incidents are to be managed in the situation by a staff member or teacher.

- Possible consequences for a minor incident: community service, student moved to another area, time out/cool down, reflection (in consultation with Deputy Principal), parent contact.

Major behaviour incidents must be referred to the school leadership team.

- Possible consequences that may be enacted by school leadership for a major incident include: restorative justice, apology, restitution, lunch reflection time, parent contact/ meeting, check in - check out system, playground support plan, individual behaviour support plan, involvement of support staff, suspension, imposing a Behaviour Improvement Condition (BIC) and/or exclusion.

| Definition | Minor | Major |
|---|--|---|
| Bullying/ Harassment <ul style="list-style-type: none"> • Bullying is an ongoing, deliberate and targeted 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 be obvious (overt) or hidden (covert). • This can occur in person, in groups or online (at school, or if reported from outside of school). • Single incidents and conflict/fights between students, whether in person or online, are not defined as bullying. | <ul style="list-style-type: none"> • One-off socially inappropriate behaviour e.g. teasing, name calling, not liking someone. • Bystander to bullying behaviour. | <ul style="list-style-type: none"> • Repeated, intentional targeting of another person, either online/digitally, verbally, physically, intimidation, gesturally or through social exclusion. Persistent behaviour despite direction to cease bullying behaviour. |
| Disruptive <ul style="list-style-type: none"> • Behaviour causing an interruption to the program of instruction, others' right to learn or playground activity. | <ul style="list-style-type: none"> • Repeated low intensity but inappropriate disruption e.g. getting out of seat, calling out, general off task behaviour, noise making, back chatting and delayed compliance with instructions. | <ul style="list-style-type: none"> • Deliberate, persistent disruptive behaviour which takes away from the program on instructions or playground activities. Constant interrupting e.g. yelling, noise making, sustained out of seat behaviour, not responding to warnings or redirection. |
| Defiant/ threat(s) to Adults <ul style="list-style-type: none"> • Refusal to follow directions and comply with reasonable requests made by staff. Refusal to follow classroom and school expectations. • A statement (electronically, written, verbally and/or gesturally) directed at staff, intended to harm in some way. | <ul style="list-style-type: none"> • Low intensity, disrespectful, failure to follow instructions e.g. walking away from staff, arguing with staff, leaving class without permission but in view, not completing tasks. | <p>Defiant: Persistent refusal to follow instructions. Frequent disrespectful behaviour. Repeated interruption to learning e.g. persistent back chatting/arguing, socially inappropriate interactions, continual refusal to comply with reasonable request.</p> <p>Threats to Adults: A statement(s) which signals a genuine desire to cause harm to an adult (electronically, written, verbally and/or gesturally) e.g. verbal threats of harm to staff, online threat of harm posted on a digital platform.</p> |
| Dress Code <ul style="list-style-type: none"> • Not adhering to school dress code/uniform policy. | <ul style="list-style-type: none"> • Wearing non-regulation/inappropriate clothing or items to school. Not wearing a hat outside. Wearing inappropriate footwear e.g. open toe shoes. | <ul style="list-style-type: none"> • Persistently wearing non-regulation items that does not adhere to the uniform policy. • Wearing clothing with offensive language. |
| Misconduct involving object <ul style="list-style-type: none"> • Inappropriate use of an object to harm, injure or threaten others or damage property. | <ul style="list-style-type: none"> • Using an object or body in an unsafe manner which may cause unintentional harm e.g. part of a game (rough play). | <ul style="list-style-type: none"> • Deliberate, dangerous use of an object with the intention to cause harm to others or property. |

Appendix 4: Majors and Minors continued

| Definition | Minor | Major |
|---|--|---|
| IT Misconduct <ul style="list-style-type: none"> Inappropriate use of ICTs e.g. school iPads, student iPads, internet, email, IWB, cameras, mobile phones smart watches, computers. Actions which are in breach of the Mansfield BYO iPad Agreement. | <ul style="list-style-type: none"> Infrequent, low level misconduct using ICTS e.g. accessing the wrong app, carrying IT equipment in an inappropriate way, taking/using/sharing digital images of others, changing the settings or password of others' devices/accounts, inappropriate use of school internet for non-educational purposes, using iPads outside of class times without consent, possessing mobile phone during school hours. | <ul style="list-style-type: none"> Repeated and/or serious misuse of ICTS e.g. inappropriate use of internet by accessing unacceptable content, online behaviour that affects the wellbeing of others, misuse of images of others (including tagging others on digital platforms without consent), engaging with inappropriate apps (including social media and image sharing platforms) while on school site. |
| Lying / Cheating <ul style="list-style-type: none"> Behaving in a manner that is untruthful and/or deliberately misleading. Using dishonest methods to gain academic or sporting advantage. Student in possession of, having passed on, or has been responsible for removing a possession from another person or place. | <ul style="list-style-type: none"> Student engages in minor lying/cheating e.g. making a statement which the student knows to be untrue, talking during test conditions, denying responsibility for minor incident, taking an object of low value that does not belong to them (pencil/coin found on the ground). | <ul style="list-style-type: none"> Student engages in intentional major lying/cheating incident e.g. major dishonesty which impacts others. Plagiarism or cheating on learning tasks. Engaging in acts of stealing/major theft of an object of high value e.g. theft of a school iPad. |
| Non-compliant with routine <ul style="list-style-type: none"> Behaving in a way that does not comply with classroom and playground routines. Refusal to comply with a reasonable request or instruction. | <ul style="list-style-type: none"> Low intensity refusal (passive in nature and non-threatening) or delayed compliance to follow directions or engage in routines as directed by staff e.g. not lining up, refusing to work with other students. | <ul style="list-style-type: none"> Repeated/persistent refusal to follow instructions or engage in routines that interrupts teaching and learning. |
| Other Conduct Prejudicial to the Good Order and Management of the School <ul style="list-style-type: none"> Conduct that is not specifically stated in other categories that impacts on the teaching and learning and/or good management and order of the school as identified by the Principal. | | |
| Physical Misconduct <ul style="list-style-type: none"> Inappropriate and intentional physical actions causing injury or harm to others e.g. hitting, punching, kicking, hair pulling, scratching, exposure, 'dacking'. | <ul style="list-style-type: none"> Inappropriate physical contact causing unintentional minor physical harm e.g. pushing/shoving, age-appropriate rough play OR deliberate indecent exposure by self or others ('dacking'). | <ul style="list-style-type: none"> Intentional aggressive actions directed at others to cause harm e.g. fighting, kicking, punching, biting, spitting, retaliation, scratching, hair pulling. |
| Possess Prohibited Item(s) <ul style="list-style-type: none"> Student is in possession of an item that is of value, banned or dangerous. | <ul style="list-style-type: none"> Student possesses item that is of value and/or banned and which may not cause harm e.g. collectables, parent's jewellery, chewing gum, mobile phone. | <ul style="list-style-type: none"> Student possesses item that can cause damage to a person or property e.g. weapons, fuels, cigarettes, lighters, spray paints. |
| Property Misconduct <ul style="list-style-type: none"> Damaging equipment or other property (personal or school) through deliberate misuse. | <ul style="list-style-type: none"> Low intensity misuse of property without intent to damage e.g. littering, breaking pencils, tearing books, scribbling on desks. | <ul style="list-style-type: none"> Intentional misuse of equipment or property with the intent to cause damage e.g. graffiti/vandalism, carving desks, throwing objects, wilful property damage. |
| Refusal to Participate in Program of Instruction <ul style="list-style-type: none"> Active refusal to engage or participate in learning and/or activities. | <ul style="list-style-type: none"> Low intensity refusal to participate and engage with program of instruction e.g. Leaving classroom but within sight, verbal refusal, delayed compliance, reluctant to begin work when instructed. | <ul style="list-style-type: none"> Continued and persistent refusal to participate and engage with learning e.g. increased frequency and intensity of refusal behaviour, no attempt to engage in program of instruction and respond to instructions. |

Appendix 4: *Majors and Minors* continued

| | Definition | Minor | Major |
|--|--|--|--|
| Threats to Others | <ul style="list-style-type: none"> Student delivers a statement (electronically, written, verbally and/or gesturally) or orchestrates the delivery of a message that threatens a person's physical or emotional wellbeing. | <ul style="list-style-type: none"> A one-off, low intensity threatening comment e.g. 'I will tell on you if you don't play with me.' A one-off statement which suggests harm to another, which may impact on their wellbeing. | <ul style="list-style-type: none"> A statement(s) which signals a genuine desire to cause harm to another person e.g. threatening gestures towards others (gun gesture, slit throat gesture), verbal threat with intent to cause physical harm, online threat of harm posted on a digital platform. |
| Truant / Skip Class | <ul style="list-style-type: none"> Unexplained absences caused by deliberate actions to avoid being in a timetabled class/area and avoiding direct supervision of staff. | <ul style="list-style-type: none"> Infrequent lateness when returning from a break. Not being in designated area during break time. | <ul style="list-style-type: none"> Repeated lateness. Leaving class or school grounds without permission. |
| Verbal Misconduct | <ul style="list-style-type: none"> Unsuitable and inappropriate use of words (verbally, online, written, gesturally) directed at students and/or staff including swearing, calling names, use of inappropriate tone, unfriendly talk, continual criticism, statements intended to insult someone's physical appearance or other attributes (cognitive ability, race, culture, religion, gender, sexuality). | <ul style="list-style-type: none"> Low intensity, non-threatening messages or words (verbally, online, written, gesturally), not directed at others e.g. using words like idiot/stupid/shut up in general speech, use of low intensity swearing which is not directed at others, muttering under the breath comments, use of inappropriate tone | <ul style="list-style-type: none"> High intensity, threatening messages (verbally, online, written, gesturally) directed at staff, peers or community members. e.g. abusive language, swearing directed at others, offensive name calling, continual negative criticism, statements intended to insult someone's physical appearance or other attributes (cognitive ability, race, culture, religion, gender, sexuality). |
| Sexual Misconduct | <ul style="list-style-type: none"> Sexual misconduct is a broad term encompassing any unwelcome behaviour of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation. | <ul style="list-style-type: none"> Refer to Major * Exposure/ 'dacking' see Physical Misconduct | <ul style="list-style-type: none"> Deliberate, unwelcome sexualised behaviour that can be an individual incident or ongoing, and can occur through force, intimidation, coercion or manipulation. |
| Substance Misconduct involving Illicit Substance | <ul style="list-style-type: none"> The possession, distribution and/or use of illegal substances. | <ul style="list-style-type: none"> Refer to Major | <ul style="list-style-type: none"> Drug use and/or selling, buying holding/storing drugs, consuming alcohol at school, arriving to school under the influence of alcohol. |
| Substance Misconduct involving tobacco and other Legal Substances | <ul style="list-style-type: none"> The possession, distribution and/or use cigarettes, tobacco or other legally-obtained but dangerous products. | <ul style="list-style-type: none"> Refer to Major | <ul style="list-style-type: none"> Smoking, distribution or selling cigarettes, and/or over the counter drugs (Panadol). |
| Third Minor Referral | <ul style="list-style-type: none"> Student exhibits continued similar minor behaviours with no regard for consequences e.g. 3 similar minor behaviours within a short period of time (2 weeks). | <ul style="list-style-type: none"> Refer to Major | <ul style="list-style-type: none"> Repeated, similar minor behaviours within a short period of time (2 weeks). The third incident is recorded as a major behaviour. 3 minors = 1 major |

Other 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

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

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

As a complainant, it is your responsibility to:

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

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

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



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

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

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

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

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

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

3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).