



Musgrave Hill State School

Student Code of Conduct

2021 - 2024

Strive to Excel

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

*Queensland Department of Education
State Schools Strategy 2019-2023*

Excellence Respect Responsibility Compassion

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Endorsement

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Principal Signature:

Date: 27.01.2021

P/C President and/or
School Council Chair
Name: Melissa Holland P & C President
David Bird School Council Chair

P/C President and/or
School Council Chair
Signature:



Date: 27.01.2021

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Purpose

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

The Musgrave Hill State School Student Code of Conduct is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective and students can participate positively within our school community.

Musgrave Hill State School understands it has a whole school responsibility towards the development of children. To achieve this, we are committed to a high standard of behaviour and learning, including shared values, standards and most importantly, relationships aligned to the School Code of Behaviour. Safety, respect and consistency, are essential to the fundamental goal of excellence, in teaching and high quality learning.

To ensure that learning and teaching at Musgrave Hill State School is prioritised, where all students are provided the opportunity to experience success and additionally, all staff enjoy a safe workplace.

Whole School Approach to Discipline

At Musgrave Hill State School, we implement a multi-faceted approach to our schoolwide positive behaviour process.

- William Glasser's "Choice Theory"
- The Zones of Regulation
- Little Highway Heroes and Highway Heroes (Best Program 4 Kids).

Each facet facilitates the other, allowing Musgrave Hill State School to create and maintain a positive and productive learning and teaching environment. All school community members have clear and consistent expectations and understand of their role in the educational process.

Choice Theory-:

Choice Theory is driven by the premise that a student owns their own behaviour. Individuals are empowered to take responsibility for their choices (eg. *You have chosen...*). Therefore, negative behaviours are reduced in frequency and intensity, relationships strengthen and satisfaction and engagement in school life increases. The student learns to accept responsibility for his/her own actions.

Zones of Regulation-:

Self-regulation is a necessary foundation skill for positive and engaged learners. The Zones of Regulation are a systematic, cognitive behavioural approach used to teach self-regulation, by categorising all the different ways we feel, and the states of alertness and emotions we experience, into four concrete coloured zones. The Zones of Regulation framework provides students with strategies to independently recognise, identify and control their emotions and impulses, manage their sensory needs and improve their ability to solve problems.

The Zones can be compared to traffic light colours. When given a green light or in the green zone, students are "ready to learn". When a student is in the yellow zone, they need to apply personalised strategies to move into the green learning zone. Personalised strategies can be referred to as a toolkit to aid self-regulatory behaviour. This will help prevent students moving into the red zone. When a student is in the un-regulated red zone, interventions such as choice theory and reflection time options, are offered by an adult. The blue zone can be compared to the "rest area" signs where one goes to rest or re-energise. All of the zones are natural to experience, but the framework focuses on teaching students how to recognise 'their Zones' based on the schooling environment and its demands.

Best Program 4 Kids-:

International research tells us that the inclusion of direct and explicit teaching of social and emotional wellbeing in schools is highly correlated with positive outcomes in all areas of life.

KidsMatter Australia says, "*These are essential life skills that support wellbeing and positive mental health. Social and emotional skills promote children's ability to cope with difficulties and help to prevent mental health problems. Children who have developed social and emotional skills find it easier to manage themselves, relate to others, resolve conflict, and feel positive about themselves and the world around them.*"

Implementation of *Little Highway Heroes* and *Highway Heroes* help to build an organisationally sustainable culture of wellbeing. The practical application of the principles of Positive Psychology in the Musgrave Hill State School setting, assists with many aspects of governance – administrative, staff, students and caregivers.

Management of difficult and recurring behaviours is assisted by the implementation of a whole of-school program, in which the principles of relationship building using a strengths-based approach, is evident. Adoption of a whole school 'language' and 'culture' of wellbeing is cited at the research and anecdotal level, as being the greatest facilitator of behavioural change.



Musgrave Hill State School Matrix of Behaviour Expectations

Our staff are committed to delivering high quality education for every student, with the belief that all adults and students in the school should follow our four key values of respect, responsibility, compassion and excellence (in all that they do).

	Be Respectful	Be Responsible	Be Compassionate
All settings	<ul style="list-style-type: none"> • Follow teacher/staff instructions the first time • Encourage and support others • Respect personal space and property of others • Be polite and well-mannered at all times • Care for equipment and facilities (school, your own and others) • Respect the values and opinions of others • Use appropriate language • Address staff by their correct title • Use your words to solve problems in a calm way • Wear the school uniform with pride 	<ul style="list-style-type: none"> • Wear full school uniform • Tell the truth/be honest • Make appropriate choices • Take turns and share • Follow the dress code • No chewing gum, bikes, scooters or skateboards on school grounds • Attend school everyday • Be a responsible upstander • Be in the right place at the right time • Hand mobile phones in to the office • Walk on concrete 	<ul style="list-style-type: none"> • Keep hands, feet and inappropriate comments to yourself • Consider others' feelings • Be a good role model • Use equipment correctly and safely • Only bring appropriate and acceptable items to school • Treat others the way you would like to be treated • Be helpful to others
Classroom	<ul style="list-style-type: none"> • Listen while others are speaking • Respect others' rights to learn • Clean up after yourself • Raise your hand to speak • One speaker at a time • Work using appropriate noise levels • Be an active listener • Hats off inside buildings • Take pride in your work • Remain seated until dismissed • Only enter/leave the classroom, with permission • Respect the opinions of others • Follow class routines 	<ul style="list-style-type: none"> • Use time wisely • Be on time, everytime • Bring all necessary equipment • Complete assignments and all set tasks, on time • Keep the classroom clean • Line up quietly and quickly • Only leave your seat at appropriate times • Accept your place in line • Ask for help, if needed • Always do your best • Maintain a positive attitude • Try new things/challenges • Sit correctly on chairs • Adopt a growth mindset 	<ul style="list-style-type: none"> • Walk in the classroom • Consider others' feelings • Move and use equipment with care • Enter and exit the room in an orderly fashion • Be aware of the space and the people around you • Be supportive of your classmates • Speak positively; and encourage your classmates at all times • Accept our differences

Playground	<ul style="list-style-type: none"> Put rubbish in the bin Care for our trees, gardens and plants by leaving them alone Eat and drink in appropriate areas Use playground equipment as intended Play in correct areas Avoid physical contact games 	<ul style="list-style-type: none"> Stop play when bell sounds, use the toilet, get a drink and move to line up in your allocated area Stay in assigned eating areas until dismissed Be in line by the appropriate time Play appropriate games Stay in assigned areas Tell the truth/be honest Report accidents, injuries to a staff member immediately Report playground incidents to the teacher on duty Wear your hat 	<ul style="list-style-type: none"> Wait for the teacher on duty. Play sensible games Take turns on equipment Invite others to join in Be cooperative, inclusive and patient Play games fairly and by the rules Be helpful Student - Leadership Roles <ul style="list-style-type: none"> Peacebuilder Buddy Bench
Toilets	<ul style="list-style-type: none"> Flush after use Use rubbish bins Keep water in the sink Use supplies properly Use toilets for their intended purpose only 	<ul style="list-style-type: none"> Use toilets as needed Go flush, wash, dry and bye Put only toilet paper down the toilet Return straight to class after using the toilet 	<ul style="list-style-type: none"> Be mindful and considerate of the privacy of others Report any problems
Assembly	<ul style="list-style-type: none"> Sing the National Anthem with pride Applaud appropriately Listen attentively to the speaker Show 'SHELL' when required 	<ul style="list-style-type: none"> Sit in allocated area with class Enter and exit assembly area sensibly and safely Walk in an orderly fashion and in two lines 	<ul style="list-style-type: none"> Be an active listener Participate sensibly
Transitions and Excursions	<ul style="list-style-type: none"> Be considerate of community members Be on time Line up promptly and quietly Accept the decision of the person in charge When walking, keep with the rest of the group/class Listen respectfully and follow instructions 	<ul style="list-style-type: none"> Listen carefully and follow instructions Place all rubbish in the bin Clean up after yourself when you are leaving an area Take responsibility for your own behaviour Wear the school uniform Get on and off transport safely Keep your belongings safe 	<ul style="list-style-type: none"> Wait your turn Be aware of the people around you Follow any rules of the place that you are visiting Stay with staff members or assigned leader Care for yourself and others Take care of your property

Excellence underpins all that we do.

Communication Expectations:-

At Musgrave Hill State School, we are committed to providing a safe, inclusive and supportive environment which promotes open communication, respect, fairness and positive relationships between all stakeholders (School Community).

Effective communication between the school, parents/carers, students and the community, is the foundation for developing and maintaining partnerships. To have a significant impact on student outcomes, communication needs to be focused on student learning and wellbeing. Communication must also be a genuine exchange of information and ideas between the student, the school, the home and the community.

- Appointments with teachers can be made via email or through the office. A response email will be generated within two schools days. If the matter is urgent please contact the office on 5644 5555.
- Using social media platforms to vent concerns or make judgements about the school, staff, students or other community members is not appropriate and is not in line with our positive communication expectations.

A reminder that the following process should be followed if you have any concerns you wish to discuss.

- Make an appointment with the class teacher to discuss your concern. It is best to email the teacher and arrange a time that suits both the teacher and yourself (the parent).
- If you have further concerns (after having raised them with the teacher), you are welcome to make an appointment to see the Deputy Principal who manages this sector of the school.
- It is inappropriate and intolerable for a parent/carer to approach another student to try and resolve a situation or condemn a behaviour choice.

Consideration of Individual Circumstances

To align with the School Behaviour Code when applying consequences, the circumstances of the individual, the actions of the student and the needs and rights of the school community members are considered at all times.

Musgrave Hill State School works equitably to consider the individual circumstances of students, recognising that the way we teach, the support we provide and our responses, will differ from student to student. When applying support and consequences we:

- promote an environment which is responsive to the diverse needs of students
- establish procedures for applying fair, equitable and non-physical consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent
- recognise and take into account a student's age, gender, disability, cultural background, socioeconomic situation and emotional state
- recognise the rights of all students to:
 - express opinions in an appropriate manner and at an appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs

These are all matters that the teachers and Principal of Musgrave Hill State School consider with each individual student, for both the instruction of behaviour and the response to a behaviour.

Formulation of Individual Behaviour Support Plans are incorporated to assist students with recurring behavioural issues. A dedicated team is established to discuss strategies which may be utilised as part of the Individual Behaviour Support Plan. Examples of strategies include:

- Individual support contracts
- Individual consequence plans
- Individual lunchtime plans
- Peer support
- Conflict resolution/self-esteem programs
- GO and Chaplain intervention programs
- Deadly Choices
- Structured lunchtime clubs
- Life skill programs
- Outside agency support programs
- Rock and Water program

Our staff are also obliged by law to respect and protect the privacy of individual students. Therefore, while we understand that other students, staff and parents may be interested to know of the behavioural consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. You can be assured that school staff take all matters very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

Differentiated and Explicit Teaching

Musgrave Hill State School provides a multifaceted approach to respond to the learning needs of all our students. At Musgrave Hill State School, we implement school wide positive behaviour processes through explicit instruction and modelling, along with multiple opportunities for students to put into practice the skills and strategies they have learnt.

- o Choice Theory - emphasises the importance of choice in regards to appropriate behaviours; directly teaching students the positive behaviours we want them to demonstrate at school.
- o Zones of Regulation - provides strategies for students to become more aware and capable of independently controlling their emotions and impulses. They become a self regulator of their own behaviour.
- o Best Program 4 Kids - a whole school approach to support the social and emotional well-being of students through direct and explicit teaching.
- o Teach Like a Champion - provides teachers with strategies to support and enhance positive classroom management

We have adopted an expectation matrix based on our school values, that outlines the code of behaviour we require of our students for classroom and non-classroom settings. These expectations are taught explicitly in class and acknowledged across all school settings and subject areas, on a weekly basis. Our behaviour reward system is known locally as "The Smooth and Bumpy Road" and recognises a student's ability to meet expectations. These expectations are supported by the Zones of Regulation and Best Program 4 Kids. These expectations ensure that each program provides progressive, age appropriate phases of behaviour development, while personalising support for each individual student.

Our behaviour processes use data generated by OneSchool referrals to inform systems and practices that will result in improved outcomes for student learning. Use of positive reinforcement strategies at Musgrave Hill State School is widely evident throughout the school and forms an important part of our school's culture. Our positive reinforcement is regular, frequent, given immediately and clearly related to specific responsible behaviours, valued by the whole school community.

Teachers at Musgrave Hill 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 indicate the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students and assist them to achieve and demonstrate, the expected learning outcomes.

There are three main layers to differentiation, as illustrated in the figure below. This model demonstrates academic and pedagogical differentiation.



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 support for students.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations for 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.

Our Head of Well-Being, Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Musgrave Hill State School to provide focused teaching and individualised positive behaviour support plans. Focused teaching is aligned with our Expectation Matrix, and student progress is monitored by the classroom teacher/s, PLC (Personalised Learning Committee) and the Head of Well-Being to identify those who:

- no longer require the additional support

- require ongoing focused teaching
- require intensive teaching

Musgrave Hill State School has a range of Student Support Networks in place, to help arrange and deliver focused teaching to students who need more support to meet expectations. Students who are not responsive to pro-active and repeated attempts to gain compliance, are referred to our Planning Room and Behaviour Support staff. The PLC operates across the school ensuring all 'at risk' students are identified and engaged in targeted support programs, tailored to their specific needs. The identification, referral and support process encompasses all areas of student needs (Attendance, Behaviour, Learning difficulties, EAL/D, Indigenous Support, Gifted and Talented and Social & Emotional Well-being). In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Individualised Positive Behaviour Support Plans
- Rock and Water
- Chaplain
- Guidance Officer
- Mentoring Programs
- Best Program 4 Kids
- Zones of Regulation
- Function-based Assessment.

For more information about these programs, please speak with the Head of Wellbeing, Katie Halsall.

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/s, and following consultation with the student's family.

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

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

Legislative Delegations

In this section of the Musgrave Hill State School Student Code of Conduct, are links to legislation which influences and informs the overall student discipline procedure:

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

Disciplinary Consequences

Musgrave Hill State School makes systematic efforts to prevent inappropriate student behaviour by proactively teaching and reinforcing expected behaviours and school values on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All minor and major problem behaviour **is** recorded anecdotally using the OneSchool database.

Major and Minor Behaviours

Categories include:		
<ul style="list-style-type: none"> • Bullying/harassment • Dress code • Non-compliance with routine • Refusal to participate in program of instruction • Threat/s to others • Substance misconduct involving illicit substances • Truant/skipping class 	<ul style="list-style-type: none"> • Substance misconduct involving tobacco and other legal or illegal substances • Disruptive behavior/actions • Other conduct prejudicial to the good order and management of the school • IT misconduct • Property misconduct 	<ul style="list-style-type: none"> • Misconduct involving an object • Physical misconduct • Verbal misconduct • Possession of prohibited items • Leaving the school premises • Defiance • Threats to others • Lying/cheating • Continual Planning Room referrals

Behaviours are identified and described as either Low, Minor or Major behaviours.

Low Level

- Low severity and frequency
- Does not require administration involvement - may be documented in classroom
- No more than a minor disruption to the learning environment
- Respond to teacher direction; learning is resumed immediately
- Distractions or disruptions not chronic
- Follow the Bumpy Road Behaviour Process

Minor

- Managed by the class teacher
- Chronic low level disruptions
- May require more than one re-direction

Major

- Cause a major disruption to the learning environment
- Managed by referral to appropriate support staff
- Pose a danger to themselves/others
- Is illegal
- Chronic minor behaviours that have not been resolved

Key reference documents:

- Matrix of Expectations (Appendix 1)
- Non Negotiable Class Routines (Appendix 2)
- Smooth and Bumpy Road Behaviour Process (Appendix 3)
- Minor/Major Behaviour Consequences (Appendix 4)
- Essential Skills Classroom Management (Appendix 5)

Depending on the type and severity of the behaviour, a range of consequences may be applied. The following list is not exhaustive and the final decision is at the discretion of the Principal or a delegate.

Low Level

- Use Essential Skills (ESCM)
- Restorative Justice

Minor (follow the Bumpy Road Behaviour Process)

- Use Essential Skills
- Withdrawal to Buddy Room
- Time Out in Planning Room
- Withdrawal from play- Lunch time Planning Room
- Communication with a parent/guardian

Major

- Referral to administration
- Referral to PLC
- Parent/Guardian contact
- Lunch time Planning Room
- Time Out in Planning Room or Office
- Suspension
- Monitoring processes - Individual Behaviour Support Plans
- Referral to external agencies - e.g. Coral House

Multiple suspensions or major breaches of the school expectations may result in a student being suspended with a recommendation to exclude.

Responding to Unacceptable Behaviour

Students come to school to learn. Musgrave Hill State School embed processes to support a consistent and transparent approach to management of unacceptable behaviours (Minor/Major Behaviour Consequences – Appendix 4). The Essential Skills for Classroom Management inform best practice for managing low level unacceptable behaviours across the school (Appendix 5).

When responding to problem behaviours, staff members ensure that students understand the relationship of the inappropriate chosen behaviour compared to the expected school behaviour. At Musgrave Hill State School, staff members are authorised to issue consequences for inappropriate behaviour. The staff are provided with appropriate professional development, guidance and/or training. We work to ensure consistent responses to inappropriate behaviour across the school.

Students receive support and strategies through our proactive programs on how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behavior; or consequences are applied for problem behaviour.

The Classroom Behaviour Process

- All teachers are to have the School Values clearly displayed in their classrooms.
- A Behaviour Road Map (**Smooth or Bumpy Road - Appendix 3**) assists students to clearly and consistently identify the steps of appropriate and inappropriate behaviour choices. A student can be on the smooth road and the bumpy road at the same time.
- At the end of each day, matter where they are on the road, they return to the start. **Every day is a fresh start- every day is a new beginning.**
- Upon entering the classroom at the start of the day and after every break, students have an emotional check-in. they place their names accordingly on the Zones of Regulation chart. Time is provided for students to access their Zone tool kits and strategies if required, thus allowing more positive learning to commence more quickly.
- Chill out cards are issued to students who require time to calm down and get their emotions and thoughts under control. A negotiated area is used.
- Teach Like a Champion strategies are embedded into our practices, as an additional tool in supporting appropriate behaviour choices within the classroom.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (by teacher)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model whole class appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Planning Room

Focussed

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

- Functional Behaviour Assessment
- Individual student support strategies (e.g. Student support plan)
- Targeted skills teaching in small group
- Time-out (Planning Room) or Reflection time
- Behavioural plan
- Counselling and guidance support
- Self-monitoring plan
- Check in/Check out strategy
- Teacher coaching and debriefing
- Referral to PLC for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team, work in consultation with PLC 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 and 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 Musgrave Hill State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when all 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 delegate, and a decision is 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 Musgrave Hill 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, as the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements-

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

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

Structure-

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

Possible agenda:

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

Reasonable adjustments-

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

School Policies

Musgrave Hill State School has customised school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. All stakeholders must ensure to familiarise themselves 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, as well as to maintain and foster mutual respect between all 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 school staff will consider:

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

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

The following items are explicitly prohibited at Musgrave Hill 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
- Hand made objects that can be consider a weapon
- 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 (including chisels, screw drivers etc) of any type are permitted at school. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** The administration of medication to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary. Schools require medical authorisation to administer any medication to students (including over-the-counter medication such as paracetamol or alternative medicine).

Responsibilities

State school staff at Musgrave Hill State School:

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

Parents of students at Musgrave Hill State School:

- must ensure their children do not bring property onto schools grounds or other settings (e.g. camp, sporting venues) used by the school that:
 - is prohibited according to the Musgrave Hill 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;
- must collect temporarily removed student property as soon as possible, after they have been notified by the Principal or school staff that the property is available for collection.

Students of Musgrave Hill State School:

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

Use of mobile phones and other devices by students

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

Mobile Phones/ Smart Watches/ Moochies

Students who bring mobile phones or wear Smart Watches/ Moochies to school must hand the device in to the Administration Office each morning, on arriving at school. Devices will be securely stored for the day. Students collect their devices at the end of the day or when collected early by a parent.

Students are not permitted to make or receive phones calls, or send text messages during the school day.

Use of Personal or School Technology Devices

Musgrave Hill State School utilises a computer network system throughout the entire school campus. All classrooms as well as the library, have a number of computers and access to iPads that enable students to participate in curriculum-related work, including access to the Internet and email. Students have access to a variety of online and iPad/computer apps, programs and resources.

The Internet can provide students with valuable learning experiences. Since the Internet allows users access to information on computers around the world, the school cannot control what is on the Internet, and the information accessed may occasionally be illegal, dangerous or offensive. While teachers will always exercise their duty of care, and information is filtered through the Department of Education and Training's managed Internet Services, protection against exposure or harmful information should depend fundamentally upon responsible use by the student/s.

Acceptable Uses

- The computer network system at Musgrave Hill State School has been set up in order to allow computer, iPad and Internet access for educational purposes. This includes classroom activities, research activities, teacher and peer review of assigned work and the exchange of project-related ideas, opinions, and questions via email, intranet, the Learning Place and other related sites.
- Students will have access to computers, iPads and the Internet in classrooms, the library and specialist learning areas. Student access may be timetabled and at the discretion of their teachers and administrators.
- Student use of computers, iPads and the Internet depends upon parent/guardian permission in the form of a signed copy of the Acceptable Use Agreement Policy. Parents/guardians may revoke approval at any time.
- Material created and/or stored on the system is not guaranteed to be private. Network administrators may review the system from time to time to ensure that the network and digital devices are being used properly. For this reason, students should expect that computer and iPad files, emails, material placed on personal web pages, as well as other work that is created on the school network, may be viewed by a third party.
- Users will have their own individual logins and must keep all passwords private. Class accounts and/or passwords may not be shared outside the area where they are used.

Unacceptable Uses

- The download, copy, or storage of any music, video, software, shareware, or freeware without prior permission from the network administrator.
- The downloading, distribution or publishing of offensive messages or pictures.
- Use of obscene, vulgar, inflammatory, racist, discriminatory or derogatory language
- Use of devices before, after or during the lunch periods, unless permission has been granted.
- The causing of intentional damage, defacement or removal of any computer hardware, iPads, software or peripherals.
- The interference with or alteration of any system, display or program files or settings on network computers or iPads.
- Use of the network for any activity, or to transmit any material, that violates Australian or local laws. This includes, but is not limited to, illegal activities such as threatening the safety of another person or violating copyright laws.
- The engagement in Cyberbullying, personal attacks, harassment to another person, or the posting of private information about another person.
- The use of built-in cameras in places where a normal camera would be considered inappropriate, such as in change rooms or toilets
- The logging in to another's account or the attempt to access or interfere with another user's files. "Hacking" or otherwise trying to gain access to another person's or organisation's computer system is prohibited.
- The insertion of passwords in any area of the network-either on the student's personal files or on any other software or hardware installed on the school's computers and iPads.
- The access of websites, newsgroups, or chatrooms that contain material that is illegal, dangerous or offensive. If a user accidentally accesses this type of information, he or she should immediately and quietly notify a teacher, librarian, and/or network administrator.
- The engagement in "spamming" (sending an email to more than 10 people at the same time) or participation in chain letters. Multiple school or classroom mail-outs may be an exception.

Safety Guidelines for Students

- Never give out your last name, address, phone number or any other personal details without teacher or parent/guardian permission.
- Never agree to meet, in person anyone you have met online, unless you first have the approval of a parent or guardian.
- Notify an adult immediately if you receive a message that may be inappropriate or if you encounter any material that violates this Acceptable Use Policy.
- Your parents should instruct you if there is additional material that they think would be inappropriate for you to access on your personal device. Musgrave Hill State School expects you to follow your parent's wishes in this matter.

Consequences of Unacceptable Use

In the event of wilful unacceptable use of the Musgrave Hill State School network and Internet, one or more of the following steps may be taken, as per the eLearning Code of Behaviour:

- Official warning.
- Suspension of computer, iPad and/or Internet privileges.
- Banning from computer, iPad and/or Internet resources.
- Appropriate consequences in accordance with the Musgrave Hill State School Student Code of Conduct. (eg. Planning Room, suspension or exclusion)
- Referral to the appropriate authorities, if necessary.

Preventing and responding to bullying

Musgrave Hill State School utilises “Best Program 4 Kids” to promote positive relationships and the wellbeing of all student.

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

Musgrave Hill State School has a **Student Council Leadership Forum**, with diverse representatives from Year 3 to 6 who meet regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. A priority for the Student Council Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence and bullying.

Bullying

The agreed national definition for Australian schools describes bullying as:-

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

Behaviours that do not constitute bullying include:-

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. Our staff will work to quickly respond to any matters of this nature, in collaboration with students and parents.

The following flowchart explains the actions Musgrave Hill State School teachers will take when they receive a report about student bullying. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of the immediate risk to the student/s.

Key contacts for students and parents to report bullying:

1. Class Teacher
2. Head of Well-Being
3. Deputy Principal in charge of that specific year level
4. Principal

Bullying response flowchart for teachers

Please note these steps may be adjusted depending on the unique circumstances and risk associated with each situation. This depends on the professional judgment of the staff involved.

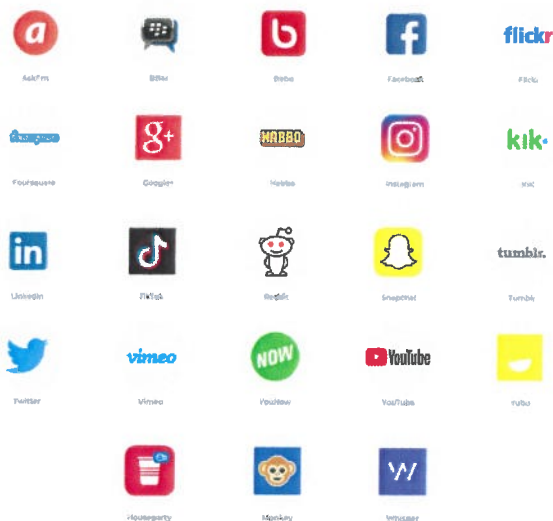
- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them and all concerns will be addressed
- Outline that all parties will be spoken to and heard from
- Let the student/s share their experience and feelings without interruption, notes will be taken
- If you hold immediate concerns for the student's safety, let the student know how you will address these - such circumstances relate to when the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have all the facts correct
- Enter record on OneSchool
- Notify parent/s that the issue of concern is being investigated
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is the issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about the school's student support network
- Agree to a plan of action and timeline for the student, parent and yourself
- Document the plan of action on OneSchool
- Complete all actions agreed with student and parent within a reasonable timeframe
- Monitor the student wellbeing by regular check ins
- Seek assistance from student support network if needed
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes on OneSchool
- Continue to check in with student on a regular basis until concerns have been mitigated
- Record notes of follow-up meetings on OneSchool
- Refer matter to applicable staff
- Look for opportunities to improve school wellbeing for all students

Appropriate use of Social Media

Cyberbullying

Any Cyberbullying that occurs within the school environment is treated at Musgrave Hill State School with the same level of seriousness as in-person bullying. It is important to note that all social networking platforms have legal age restriction limits. Age restrictions on social media are in place to assist in keeping our children safe, we ask that as parents you support the school by adhering to these restrictions to help reduce the chance of cyberbullying **from** occurring.

13 year olds and upwards



Most websites, social media services, apps and games offer ways to report and support any student experiencing cyberbullying. If the service fails to remove it, The Australian Government has formed the Office of the Children's eSafety Commissioner to respond to cyber bullying complaints that are in breach of the "Enhancing Online Safety for Children Act 2015. This Act enables children suffering from serious cyber bullying to contact the Office of the Children's Safety Commissioner to have content removed, if social media companies do not remove the offending content after it has been reported. The office also provides a range of resources to support families and schools. You can visit the following website www.esafety.gov.au for more information.

Students enrolled at Musgrave Hill State School may face in-school disciplinary action, such as Planning Room sessions or the removal of privileges, or even 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.

It is vital that we are positive role models for our children in this digital world, so 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. 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).

At Musgrave Hill State School we pro-actively support our students by providing information sessions on managing social media, on why age restrictions are in place, on online safety and by creating a positive digital footprint as part of our commitment to cybersafety education.

Student Intervention and Support Services

Musgrave Hill State School recognises the need to provide support to all students involved in incidents of bullying, including cyberbullying. Students who have been subject to or witness bullying have access to internal support staff (Head of Wellbeing, GO and Chaplain). Students can also approach any staff member (regardless of their role in school) to share their concerns. All staff at Musgrave Hill State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented, to support the implementation of strategies to assist the student.

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

How to manage online incidents that impact your school

Student protection

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

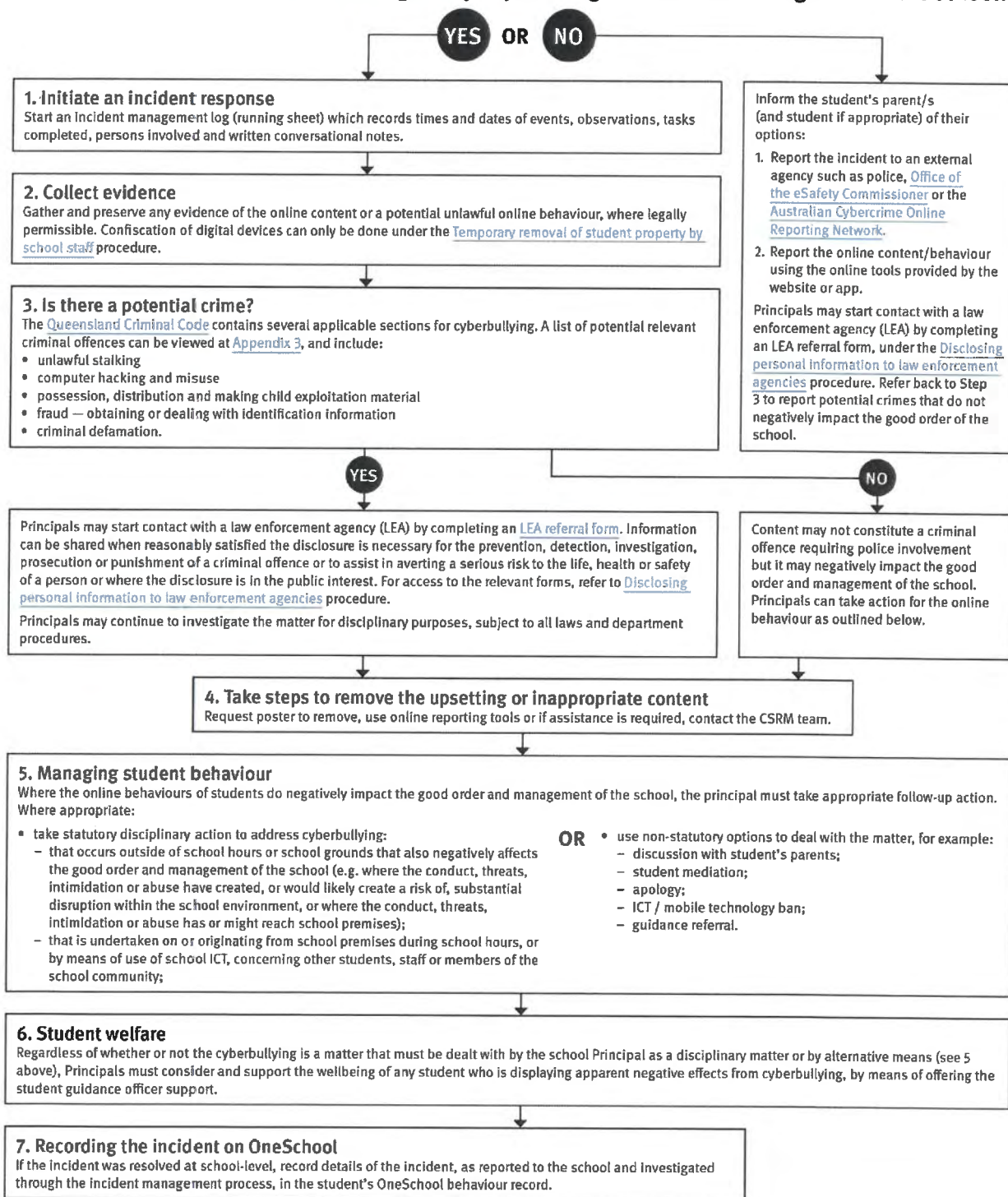
Explicit images

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

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the 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?



Restrictive Practices

School staff at Musgrave Hill State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rare 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 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. Regards 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 will restrictive practices be planned, as 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 occur when 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, such as in an emergency. It will be used for the shortest possible time 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 involves 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

Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency guarantees that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic Defusing Strategies

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.

Maintain calmness, respect and detachment

Model the behaviour and values 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.

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.

Follow through

If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and redirect 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.

Debrief

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.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Musgrave Hill State School's duty of care to protect students and staff from foreseeable risks of injury, is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and this strategy is used to prevent injury.

APPENDIX ONE MUSGRAVE HILL STATE SCHOOL- MATRIX OF EXPECTATIONS

	Be Respectful	Be Responsible	Be Compassionate
All settings	<ul style="list-style-type: none"> • Follow teacher/staff instructions the first time • Encourage and support others • Respect personal space and property of others • Be polite and well-mannered at all times • Care for equipment and facilities (school, your own and others) • Respect the values and opinions of others • Use appropriate language • Address staff by their correct title • Use your words to solve problems in a calm way • Wear the school uniform with pride 	<ul style="list-style-type: none"> • Wear full school uniform • Tell the truth/be honest • Make appropriate choices • Take turns and share • Follow the dress code • No chewing gum, bikes, scooters or skateboards on school grounds • Attend school everyday • Be a responsible upstander • Be in the right place at the right time • Hand mobile phones in to office • Walk on concrete 	<ul style="list-style-type: none"> • Keep hands, feet and inappropriate comments to yourself • Consider others' feelings • Be a good role model • Use equipment correctly and safely • Only bring appropriate and acceptable items to school • Treat others the way you would like to be treated • Be helpful to others
Classroom	<ul style="list-style-type: none"> • Listen while others are speaking • Respect others' rights to learn • Clean up after yourself • Raise your hand to speak • One speaker at a time • Work using appropriate noise levels • Be an active listener • Hats off inside buildings • Take pride in your work • Remain seated until dismissed • Only enter/leave the classroom, with permission • Respect the opinions of others • Follow class routines 	<ul style="list-style-type: none"> • Use time wisely • Be on time, everytime • Bring all necessary equipment • Complete assignments and all set tasks, on time • Keep the classroom clean • Line up quietly and quickly • Only leave your seat at appropriate times • Accept your place in line • Ask for help, if needed • Always do your best • Maintain a positive attitude • Try new things/challenges • Sit correctly on chairs • Adopt a growth mindset 	<ul style="list-style-type: none"> • Walk in the classroom • Consider others' feelings • Move and use equipment with care • Enter and exit the room in an orderly fashion • Be aware of the space and the people around you • Be supportive of your classmates • Speak positively; and encourage your class mates at all times • Accept our differences

Playground	<ul style="list-style-type: none"> Put rubbish in the bin Care for our trees, gardens and plants by leaving them alone Eat and drink in appropriate areas Use playground equipment as intended Play in correct areas Avoid physical contact games 	<ul style="list-style-type: none"> Stop play when bell sounds; to-by-teacher, use the toilet, get a drink and move to line up in your allocated area Stay in assigned eating areas until dismissed Be in line by the appropriate time Play appropriate games Stay in assigned areas Tell the truth/be honest Report accidents, injuries to a staff member immediately Report playground incidents to the teacher on duty Wear your hat 	<ul style="list-style-type: none"> Wait for the teacher on duty. Play sensible games Take turns on equipment Invite others to join in Be cooperative, inclusive and patient Play games fairly and by the rules Be helpful Student - Leadership Roles Peacebuilder Buddy Bench
Toilets	<ul style="list-style-type: none"> Flush after use Use rubbish bins Keep water in the sink Use supplies properly Use toilets for their intended purpose only 	<ul style="list-style-type: none"> Use toilets as needed Go flush, wash, dry and bye Put only toilet paper down the toilet Return straight to class after using the toilet 	<ul style="list-style-type: none"> Be mindful and considerate of the privacy of others Report any problems
Assembly	<ul style="list-style-type: none"> Sing the National Anthem with pride Applaud appropriately Listen attentively to the speaker Show 'SHELL' when required 	<ul style="list-style-type: none"> Sit in allocated area with class Enter and exit assembly area sensibly and safely Walk in an orderly fashion and in two lines 	<ul style="list-style-type: none"> Be an active listener Participate sensibly
Transitions and Excursions	<ul style="list-style-type: none"> Be considerate of community members Be on time Line up promptly and quietly Accept the decision of the person in charge When walking, keep with the rest of the group/class Listen respectfully and follow instructions 	<ul style="list-style-type: none"> Listen carefully and follow instructions Place all rubbish in the bin Clean up after yourself when you are leaving an area Take responsibility for your own behaviour Wear the school uniform Get on and off transport safely Keep your belongings safe 	<ul style="list-style-type: none"> Wait your turn Be aware of the people around you Follow any rules of the place that you are visiting Stay with staff members or assigned leader Care for yourself and others Take care of your property

APPENDIX TWO

MUSGRAVE HILL STATE SCHOOL

NON-NEGOTIABLES

STUDENT	TEACHER
Upon arrival Students are to go immediately to their designated Meet and Greet Area. Students are to be at school at 8.40am and ready for formal learning by 8.50am. Students to be in class on time after each break.	Teachers to be at Meet and Greet areas by 8.40am, when the first bell is sounded. Teachers are to be in class on time, after each break.
Students line up in 2 lines and wait for the teacher to invite them into the class after breaks. Threshold (morning greeting) conducted before entering and upon departing at the end of the school day.	Teachers greet students outside the classroom after breaks in a positive manner and establish a clear designated area for lining up. Threshold (morning greeting) conducted before entering and upon departing at the end of the school day.
Students have a designated area for their bags and all bags are placed neatly and safely.	Teachers ensure students' bags are placed neatly and safely in the designated area.
Students are to walk in two quiet lines throughout the school.	Teachers to ensure that students walk throughout the school in two quiet lines. Teacher situated in middle or back of line.
<i>In Class</i>	
Students sit in their designated seat / carpet area, to commence introductory activity.	Teachers have a seating plan or routine and are prepared for the day.
Students are aware and understand the WALT and WILF for each lesson.	Teachers refer to WALT and WILF which is visible in the room and ensure understanding and check in, is a part of the lesson.
Students raise their hand to gain teacher's attention.	Teachers reinforce the 'hands up' routine with the students
Students are reminded of the expectations and rules.	Teachers reinforce the expectations and rules consistently.
Students respond to teacher's signal to gain their attention.	Teachers have a standard signal which means that students are to stop their activity and pay attention to the teacher.
<i>Leaving the classrooms</i>	
Students pack up their materials and check for rubbish.	Teachers provide clear instructions to students and check for rubbish.
Students remain in their seats/carpet area and wait quietly to be dismissed.	Teachers dismiss students as they are following the routine and bell has rung.
<i>Lunch times</i>	
Students sit in class lines during eating times. Ensure all rubbish is placed in the bins.	Teachers ensure duty area is clear of any rubbish.
Students remain seated and wait quietly to be dismissed.	Teachers dismiss students as they are following the routine and bell has rung.
Students comply with all school rules when playing.	Teachers ensure all rules are followed during the play time period and be on time to each duty.
<i>Daily Routines for teachers</i>	
Teachers to check the team board each and every morning.	
Pigeon holes to be checked and cleared each day.	
Emails to be read and cleared twice daily.	

APPENDIX THREE

Musgrave Hill Behaviour Process

Smooth or Bumpy Road

- All teachers are to have the School Values and Class Rules clearly displayed in their classrooms.
- A behaviour Road Map (Smooth or Bumpy) is to be used to help students clearly and consistently identify the steps of appropriate and inappropriate behaviour choices.
- Teachers will have different methods of rewarding the smooth road but the language of Pitstops 1 to 4 will be consistent P to 6.
- At the end of every day, the students move back to the start of the road no matter where they are. **Every day is a fresh start- Every day is a new beginning.**
- A student can be on the smooth road and the bumpy road at the same time.
- Chill out cards are to be used when a student just needs a little time to calm down and get their emotions and thoughts under control. This can occur in either a quiet place in the classroom or in an allocated Buddy Classroom or negotiated area in the office. This should be no longer than 10mins and a record of the occurrence times is necessary, to track patterns of behaviour.

Process:

- The function of the Bumpy Road Classroom Sign System is to empower students to make positive choices; and give students a neutral environment to reflect.
- Teachers need to follow the Classroom Sign System flow chart.
- It is important that parents / caregivers are notified each time their child receives a Sign Four. All Sign Fours are to be recorded on One School.
- If a student receives multiple sign 4s in a term (4) the teacher is to organise a meeting with the parents and notify administration so that Deputy Principal or Principal can attend.

**Before step one is used, teachers should have used as many of the Essential – Skills as possible.
Refusal to comply with the instruction = move to the next SIGN**

SIGN 1: Rule Reminder and Re-direction

- Use the School Rules displayed in the classroom as a tool to assist in the re-direction of inappropriate behaviour choices. Remind students what the School Rules look like, feel like and sound like.
- You can also use the questions on the flow chart to assist.

SIGN 2: Time-Out Student Reflection

- Each classroom is to have an allocated desk situated away from others, so the student can reflect on their behaviour choices more appropriately.

SIGN 3: Buddy Classroom

- Class Teacher contacts the Buddy Class Teacher to inform them a student has chosen a sign 3.
- Student must have set work allocated by class teacher to complete in the Buddy Class.
- If student refuses to comply with either going to Buddy Class or refuses to comply within the Buddy Classroom, the student is given an immediate Sign 4 and send to Planning Room with Referral and allocated set work.
- Student returns to class with completed work.
- Referral to be entered on One School.

SIGN 4 Planning Room Referral- (During Class)

Immediate removal to the Planning Room. Student will remain in Planning Room for a set period of time depending on year level. Teacher to inform parent and One-School.

SIGN 4 Lunch Time Reflection (During Class)

If behaviour continues upon return to classroom, student is referred to the Lunch Time Reflection-Planning Room and must bring their Planning Room Referral. Student can be referred immediately to the administration office for serious (major) behaviours.

**Class behaviour choices are separate to the choices a student makes during the lunch break.
Teachers must ensure class and lunch time remain detached from one another.**

THE SIGN FLOWCHART

Utilise the 10 essential skills before going through the following steps.

Refusal to comply with the instruction

SIGN 1

Rule Reminder & re-direction

Remind students of what the school rules look like, feel like & sound like.

“What are you doing?”

“What should you be doing?”

“What are you going to do now?”

SIGN 2

Time-out. Student reflection
(10 min max)

SIGN 3

Buddy Classroom (30-40 min max)

- Teacher notifies Buddy Class that student has been referred.
- Student completes any set work by the classroom teacher.
- If student refuses to comply with either going to Buddy Class or within the Buddy Classroom, student is to be sent straight to the Planning Room.
- Student returns to class with completed work.

SIGN 4 - CLASSROOM

Referred to the Planning Room immediately.

RETURN TO CLASSROOM

Student completes set work in the Planning Room & returns to class.

SIGN 4 - LUNCHTIME

If behaviour continues, student chooses a lunchtime sign 4 = 2nd break detention.

APPENDIX FOUR MINOR/MAJOR BEHAVIOUR CONSEQUENCES

Operational Definition: Examples of these behaviours include, but are not limited to:	
Low Level	Minor
PROCESS	Major
<p>Response Required</p> <ul style="list-style-type: none"> • Low severity and frequency. • Does not require admin involvement – may be documented in classroom. • No more than a minor disruption to the learning environment. • Responds to teacher direction and learning is resumed immediately. • Is not continuing – occurs less than 3x per week. 	<ul style="list-style-type: none"> • Is a major disruption to the learning environment. • Managed by referral to appropriate staff. • Pose a danger to themselves/others. • Is illegal. • Continuing minor behaviours that have not been resolved after contact with parents/carers.
<p>Possible Consequences/Support Measures</p> <ul style="list-style-type: none"> • Use Essential Skills for Classroom Management. • Restorative Justice. 	<ul style="list-style-type: none"> • Referral to appropriate support staff. • PLC Referral. • One School Report including referral for action. • Parent/carer contact required. • Planning Room, Withdrawal, Modified Program, Suspension, • Proposal for Exclusion.
Operational Definition: Examples of these behaviours include, but are not limited to:	
Low Level	Minor
One-School Behaviour	Major
<p>Category</p> <p>Bullying/Harassment Continuous emotional, physical, verbal &/or cyber abuse</p> <p>Defiant/threats to adults Aggressive /passive-aggressive actions directed at school staff and/or volunteers and visitors</p> <p>Non-compliant with routine Not following school routines, teacher expectations/rules</p>	<ul style="list-style-type: none"> • Ongoing harassment. • Systematic, targeted, ongoing abuse- actions, words or texts. • Persistent refusal to follow instructions; and challenges adult authority. • Physical threats to an adult; physical intimidation, verbal intimidation. • Adult feels threatened/unsafe. • Repeated and continual failure to follow teacher instructions or school rules.
<ul style="list-style-type: none"> • Isolated or one off minor incidents. 	<ul style="list-style-type: none"> • Student delivers disrespectful message (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes. • Failure to follow adult instructions. • Threats are made to an adult.
<ul style="list-style-type: none"> • Slow to respond to instructions, or needing to have the instruction repeated. 	<ul style="list-style-type: none"> • Failure to follow basic teacher instructions or school rules.

Operational Definition: Examples of these behaviours include, but are not limited to:		
One-School Behaviour Category	Low Level	Minor
Disruptive Engaging in disruptive behaviour which stops the learning/teaching process.	<ul style="list-style-type: none"> Students may be participating and doing/ completing their work while still disrupting others by calling out, making noises etc. 	<ul style="list-style-type: none"> Low intensity inappropriate disruptions that takes away from the learning environment, but does not result in physical harm to self or others. Misuse of materials or equipment to gain peer or adult attention. Deliberate verbal or non-verbal noises intended to distract. Unauthorised movement around the classroom.
	<ul style="list-style-type: none"> Sliding down stair railings, sitting on top of bag racks, climbing trees, standing or jumping off stairs, benches, tables or fences. 	<ul style="list-style-type: none"> Stealing low value items such as stationery, food and other personal belongings. Inappropriate use of equipment that does not cause harm to people or damage equipment/property.
Misconduct involving object Using an object inappropriately other than for its intended purpose.		
Other conduct prejudicial to the good order and management of school Inappropriate conduct which defames reputation of the school/staff.		
Physical misconduct <ul style="list-style-type: none"> Intentional actions involving serious physical contact where injury may occur. Willfully using force or violence. 	<ul style="list-style-type: none"> "Mucking around" where the other person is not harmed or annoyed e.g. flicking or nudging. Play fighting that does not escalate. Running on non-grassed areas. 	<ul style="list-style-type: none"> Behaviour that causes damage to the school's reputation or that prevents students and teachers from doing their work. High level disruption on the school grounds and/or in the community. (in school uniform). Rudeness to members of the community. Defamatory posts on social media.
Verbal misconduct	<ul style="list-style-type: none"> Comments to self or a quick reactionary comment. Calling out in class. 	<ul style="list-style-type: none"> Deliberate contact by a student with another student that does not cause significant harm - may involve pushing, shoving and tripping. Poking, prodding another student in an attempt to annoy that student.
		<ul style="list-style-type: none"> Punching, hitting and kicking. Contact with another student that causes harm. Deliberate contact with a teacher in a threatening or harmful way. Verbally inviting another person to participate in a fight. Engaging in a behaviour which provokes a student to anger and causes a possible physical response. Swearing /abusive or otherwise offensive language directed at the teacher. Deliberately directing offensive and aggressive language at a member of staff or another student.
		<ul style="list-style-type: none"> Persistent behaviour causing interruption to learning in a class or activity causing complete disruption to teaching and learning. Intentional, persistent, deliberate distraction of other students or staff. Deliberate intent to impede delivery of lesson content. Deliberate/active attention seeking behaviour. Deliberate, repeated, unauthorised movement in/around the classroom. Deliberate verbal/physical provocation of another student or adult. Deliberate inappropriate use of equipment that causes harm to another student or damages equipment.

Operational Definition: Examples of these behaviours include, but are not limited to:		
One-School Behaviour Category	Low Level	Minor
Property misconduct <ul style="list-style-type: none"> • Theft or willful destruction of school, other students', teachers' or public property. • Inappropriate use of mobile phone or other electronic device. 	<ul style="list-style-type: none"> • Accidental damage of school property such as running through gardens or marking school furniture. • Inadvertently taking another student's property. • Having mobile phone during school time. 	<ul style="list-style-type: none"> • Unauthorised use of other students' property without intending to keep it. • Low level graffiti that can be easily removed.
Possess prohibited items Possess, sell, or carry a weapon or any item capable of causing harm.	<ul style="list-style-type: none"> • Inappropriate logo/advertising on personal property. 	<ul style="list-style-type: none"> • Student has any minor prohibited item.
Refusal to participate in program of instruction Not following teachers' instructions regarding completion of class work	<ul style="list-style-type: none"> • Tasks not attempted or completed with care. • Tasks attempted but not completed. • Attendance in class without required materials. 	<ul style="list-style-type: none"> • Failure to complete set class work or submit assessment items. Passive resistance to attempt task. • Active resistance to attempt tasks, assessment items. • Persistent/repeated attendance in class without required materials or nonparticipation.
Substance misconduct involving tobacco and other legal substances	<ul style="list-style-type: none"> • Inappropriate logo/advertising on personal property. 	<ul style="list-style-type: none"> • Student has any major prohibited item. - alcohol - drugs/ drug paraphernalia - cigarettes + lighters - knife/shanghai/gun/other weapons - pornographic material - stolen property
Substance misconduct involving illicit substance	<ul style="list-style-type: none"> • Inappropriate logo/advertising on personal property. 	<ul style="list-style-type: none"> • Persistent, deliberate lack of equipment/materials. • Repeated failure to complete set class work or submit assessment items. • Verbal reaction/comment or refusal when directed to task. • Persistent refusal to attend and engage in educational program at school. • Possession of, and/or use of cigarettes, lighters. • Possession of alcohol, drinking or being under the influence of alcohol or other legal substances at school or during a school event. • Taking another student's medication. • Possession of and/or use of substances or implements that are deemed illegal.

Operational Definition: Examples of these behaviours include, but are not limited to:		
Category	Low Level	Minor
Lying/Cheating Making false statements/ misrepresenting one's behaviour or completed work.	<ul style="list-style-type: none"> Forging signatures on school documents. Lying or making false accusations about incidents. 	<ul style="list-style-type: none"> Lying or making false accusations about others to avoid personal involvement or getting others into trouble. Plagiarism. Deliberately copying the work of another student. Referral to notes/sources of information during exams.
IT misconduct <ul style="list-style-type: none"> Using computers or other devices for non-school based activities. Breaching internet user agreement. 	<ul style="list-style-type: none"> Off task internet use, turning off or pulling out computer cables, printing offensive words or images. Using other people's login to access inappropriate sites, inappropriate websites e.g. Facebook, image searches etc. Misuse of email. 	<ul style="list-style-type: none"> Persistent minor behaviour, attempts to cause permanent, serious damage to equipment. Accessing pornographic or inappropriate material. Bullying students via social media during school time. (It is illegal for children under 12 to have social media accounts).
Truancy/skipping class	<ul style="list-style-type: none"> Student not advising a staff member that they are leaving the classroom or supervised area. 	<ul style="list-style-type: none"> Being out of school grounds without permission. Repeated ongoing patterns of absenteeism.
Late Being late for class without authorisation.	<ul style="list-style-type: none"> Not in class – respond to redirection to go to class. Less than 10 minutes late to class. 	<ul style="list-style-type: none"> Student is late to any class or school activity without a note or acceptable valid reason.
Dress code Not following school dress code.	<ul style="list-style-type: none"> Student brings a note for being out of uniform. 	<ul style="list-style-type: none"> Persistent lateness to class. The clothing worn to school is inappropriate or offensive. Continued refusal to comply with the Dress Code Policy.

APPENDIX FIVE

Essential Skills for Classroom Management

<p><u>Skill 1: Establishing Expectations</u></p> <p>To clearly articulate and demonstrate the boundaries of pro-social behaviour. It is important to have clear boundaries for social behaviour so that everyone is clear about what is, and is not, regarded as responsible and safe in a particular context.</p>	<p><u>Skill 2: Instruction Giving (To give a clear direction about what to do)</u></p> <ul style="list-style-type: none"> • Clear, short instructions help students understand what you expect them to do. • Instructions help students organise what they are required to do. • Instructions cue to students that they need to be actively engaged with the curriculum.
<p><u>Skill 3: Waiting and Scanning</u></p> <p>Wait and look at your students for 5–10 seconds after you give an instruction.</p>	<p><u>Skill 4: Cueing with parallel acknowledgment</u></p> <p>To acknowledge students' on-task behaviour with the intention of prompting others to follow suit.</p>
<p><u>Skill 5: Body language encouraging</u></p> <p>To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task.</p>	<p><u>Skill 6: Descriptive encouraging</u></p> <p>To encourage students to become more aware of their competency by describing exactly what you see or hear from them that you want them to repeat more frequently.</p>
<p><u>Skill 7: Selective attending</u></p> <p>To intentionally give minimal attention to safe off-task or inappropriate behaviour.</p>	<p><u>Skill 8: Redirecting to the learning</u></p> <p>To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning.</p>
<p><u>Skill 9: Giving a choice</u></p> <p>To respectfully confront the student who is disrupting others, with the available choices and their logical consequences.</p>	<p><u>Skill 10: Following through</u></p> <p>Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment or is extended, off-task behaviour.</p>