



Murrumba State Secondary College

Student Code of Conduct 2021-2024

Every student succeeding

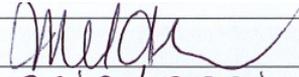
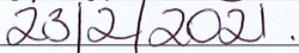
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Mr Paul Pengelly
Principal Signature:	
Date:	1/12/2020
P/C President and- School Council Chair Name:	Mrs Lisa Hooton / Mrs Karen Meldrum
P/C President and- School Council Chair Signature:	 
Date:	09/02/2021 

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Purpose

Murrumba State Secondary College is committed to providing a safe, respectful and disciplined learning environment for students, staff, parents* and visitors, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong development and wellbeing.

This plan articulates how our College Values influence the way we behave and learn and shape our rights and responsibilities as a College community. It also articulates how we facilitate standards of positive behaviour and focus on natural justice principles when determining consequences for unacceptable behaviours. Murrumba State Secondary College is committed to providing a supportive College environment where all members feel safe and valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and College organisation; where College practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

Our Student Code of Conduct therefore sets out to:

- Promote a supportive environment so all members of the community can work together in creating a caring, productive and safe environment for learning and teaching
- Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.
- Value and develop staff expertise
- Maximize the educational and social opportunities and outcomes for all students.

Families are asked to familiarise themselves with this document and agree to its conditions as a term of enrolment at Murrumba State Secondary College.

(*Where the term 'parent' is used in this document, it is inclusive of carers or other caregivers who have responsibility for the child.)

Consultation

The consultation process used to inform the development of the Murrumba State Secondary College Student Code of Conduct occurred in three phases.

In the first phase, a series of internal meetings were held with staff between August and November 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous College behaviour plan, and areas for further development. From these discussions, staff collaboratively developed a Draft Student Code of Conduct.

In the second phase, the Draft was distributed for comment to all members of the school community. A Working Party was convened inclusive of staff and student representatives and met on 4 and 11 November 2020 to discuss the Draft. Staff considered all feedback provided and incorporated suggested changes into the Draft Student Code of Conduct.

The third phase of consultation occurred with the completed version sent to the P&C Association and School Council meetings in November 2020 for endorsement. Both the P&C Association and School Council unanimously endorsed the Murrumba State Secondary College Student Code of Conduct for implementation in 2021.

Review Statement

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

Data Overview

Throughout the development of this Student Code of Conduct, school staff reviewed relevant school data including School Opinion Surveys, School Disciplinary Absences and behaviour data. Staff continue to undertake ongoing data reviews to reflect on and amend practice.

To view the School's current data sets, please visit our website or view our Annual Report.

Learning and Behaviour Statement

Murrumba State Secondary College is committed to provisions that ensure all our students have a right to and receive a quality education. Our College Values will be the beacon that guide our students and instil the essence of what makes us unique. Every teacher, every student and every visitor to Murrumba State Secondary College will be expected to adopt these values and be proud to champion them. Our **College Values** underpin our approach to supporting students throughout their years of secondary education at the College.

- **Respect** – showing respect and dignity for self, for others, our school our community, our world
- **Pride** – striving for excellence and celebrating our successes
- **Resilience** – facing adversity, refocusing and persevering
- **Community** – forming strong relationships as active citizens in a global community
- **Quality Learning** – inspiring our passion for life-long learning

At Murrumba State Secondary College, we promote academic excellence, leadership and striving for personal bests as the platform upon which to become responsible and proactive citizens. Our plan has been designed to deliver the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour. Our commitment to retaining students and having clear and high learning expectations mirrors the priorities identified in the Department of Education's strategic plans and the broader goals identified by government. Our plan respects the rights and responsibilities of all members of our College community and works to ensure consistency and fairness for all.

Student behaviour is an educational issue rather than just a management issue. Classroom management skills and strategies are important and should be part of the total curriculum (formal and informal) and College organisation. Parents play a primary role in supporting and nurturing their children and we strive to gain parental input and involvement at Murrumba State Secondary College.

Students learn best when they:

- are treated with understanding, respect and politeness
- feel safe
- feel challenged and engaged with the tasks they are completing
- feel pride in their achievements
- can work in a supportive classroom environment
- are emotionally and physically well
- feel a sense of belonging in the College community and have opportunities to express
- their opinions and stay informed
- share and adhere to our College Values

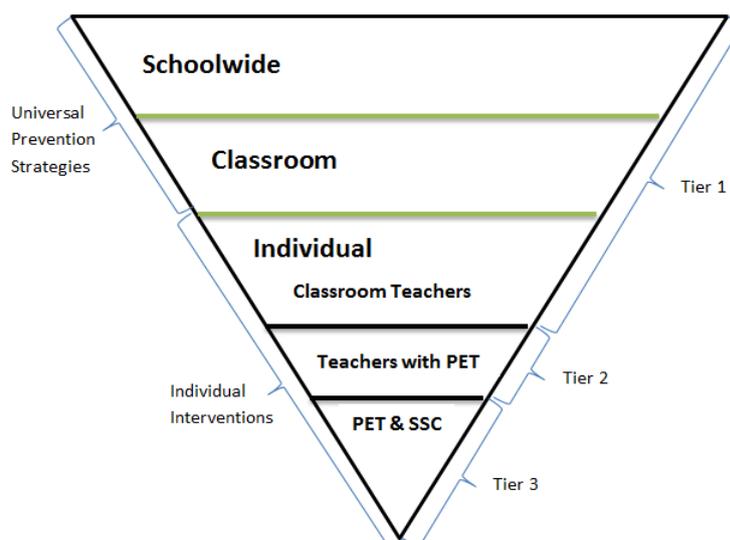
Students' Rights and Responsibilities (Attachment 2) along with our Vision and Values are instilled in students via a number of strategies including:

- "Access" Pastoral Care lessons.
- Reinforcement on Whole of College, Senior and Junior Assemblies and Year Level Assemblies, during active supervision by staff within classroom and extra-curricular activities.
- Individual counselling and mentoring.

Multi-Tiered Systems of Support

Murrumba State Secondary College 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.

In our model of student behaviour support at Murrumba SSC, universal prevention strategies move to the top to represent the broadest level of student support for the broadest group of students. The core purpose behind inverting the triangle is to emphasise the importance of dedicating the most time and energy on universal levels of support that are provided to all students.



Tier	Prevention Description
1	<p>All students in the College receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and our behaviour 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 asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of our behaviour expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> 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).
3	<p>Individualised services for few students 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 (the function of their behaviour) 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.

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.

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [Student Learning and Wellbeing Framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Student Services Team

At Murrumba SSC we are committed to providing a supportive environment in which all individuals feel safe and valued. There is an extensive network of people and organisations that interact with our students on a daily basis to ensure needs and concerns are supported. Student Services is the nucleus of the student support network, providing a common point of access for support and counselling services.

The Student Services Team is led by the Leader of Learning – Student Services and consists of College Guidance Officers, College Chaplain, School Based Youth Health Nurse and other key stake holders. Using a collaborative approach to pastoral care, this team accesses an extensive network of external support agencies to supplement quality in College care and provide a “wrap around” service to our students and families. This team provides a spectrum of support ranging from whole of College and year level initiatives (guest speakers, ACCESS programs) through to year level programs, small group focussed programs and individualised and intensive one on one counselling and intervention.

Role	What they do
Leader of Learning – Student Services	<ul style="list-style-type: none"> • Coordinates school-based support services along with external agencies to provide quality “wrap-around” care for students and families • Leads and implements Key Pastoral Care Initiatives and Student Wellbeing programs to provide education and support to all students beyond regular curriculum learning. • Coordinates educational support and access for students with Complex Medical/ Health needs.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Deans of Students	<ul style="list-style-type: none"> • provide pastoral care to each of the year levels • monitor attendance and provide contact and support for families who are experiencing difficulties
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • monitors the social and emotional wellbeing of Defence students • enhances awareness and appreciation of the unique Defence lifestyle in schools and communities • provides support to children during times of parental absence.
School Chaplain	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

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

There are inherent rights and responsibilities that come with being a student at Murrumba State Secondary College. Responsibilities are what we should do without being told. Some of these things we do for others and some of these we should do for ourselves. A right is that to which we are entitled for as long as we accept our responsibilities.

Our emphasis on values provides the impetus for these to be translated into desirable behaviours for members of our community. The Rights and Responsibilities tabled in Attachment 2 describe those behaviours.

Responsible behaviour begins with the individual and we at Murrumba State Secondary College promote an environment which encourages responsible choices by students according to the values and vision that we have determined.

Consideration of Individual Circumstances

At Murrumba SSC, our values; *Respect, Pride, Resilience, Community and Quality Learning* are the cornerstone around which discussion about responsible behaviour takes place. These values underpin our behaviour support and ensure that we treat each case on an individual basis.

In practice, this is evidenced by our emphasis on:

- proactive strategies and keeping students engaged in mainstream schooling wherever possible
- using a broad and flexible range of interventions, with a focus on responsible decision-making
- using a multi-disciplinary approach so that students' chances of success are maximised
- taking students' individual circumstances and other relevant factors into account
- engaging parents/carers in the learning and support structure
- linking with relevant external agencies and specialists

Staff at Murrumba State Secondary College consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

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

Teachers at Murrumba State Secondary College 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 (the way we teach) differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. Each layer provides progressively more personalised supports for students.

At Murrumba State Secondary College, we implement a range of practices in Tier 1:

Facilitating the development of acceptable standards of behaviour, including:

- Explicit teaching of rules, behavioural expectations and values
- Induction of new staff and students
- School wide positive engagement processes for managing behavioural concerns
- Implementation of programs to address bullying and inappropriate online behaviour
- Providing opportunities for parents to be involved with activities that promote and reinforce acceptable behaviour.
- Promotion of the three pillars of leadership (cultural, academic and sporting) through organised whole College events.

Quality classroom differentiation and highly effective teaching

- Establishing effective classroom management systems that encourage acceptable behaviour based upon common expected practice College-wide that includes: The New Art and Science of Teaching, Essential Skills in Classroom Management, Positive Engagement, professional development emphasis and quality assurance processes.

A balanced, relevant and engaging curriculum

- Alignment with best practice in Junior Secondary and Senior Secondary, trans-disciplinary learning with embedded technology

Supportive and collaboratively developed programs and procedures

- Governance Committee structure, P&C, Parent Consultation Committees, Student Representative Council, Technology infrastructure, Student Leadership, College Council

A range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices

- Student Services Team, Unacceptable Behaviours and Possible Consequences (Attachment 3)

Murrumba SSC implements the following proactive and preventative processes and strategies to support student behaviour:

- Class Dashboard developed for students with educationally significant differences, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- College focus on quality classroom differentiation and highly effective teaching
- College staff implementing strategies in classrooms that develop positive relationships:
 - Conducting planned student discussions
 - Offering additional academic assistance
 - Facilitating goal setting conversations
 - Systematic data collection
 - Increasing positive interactions
- Recognition for positive behaviours in a variety of forums including communication with parents
- Strong pastoral care focus through Pride Groups, House System, Whole of College, Peer Mentors Year Level and Connect forums
- Explicit teaching/implementation of strategies from programs such as *Bullying – No Way*, *Mind Matters* and *Rock and Water*
- Development of specific policies to address bullying (refer to Preventing and Responding to Bullying policy below)
- During enrolment process, Responsible Behaviour Plan discussed and endorsed
- Positive programs that support growth and development – co-curricular program, assemblies, camps, etc.
- Student Services Team (see above).

Focused Teaching

Some students 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.

A range of data and processes are used to identify “at risk” students for targeted support, including performance data; behaviour data; attendance data; and referrals.

Our approach emphasises:

- Prevention, learning, understanding and developing solutions
- Engaging appropriate personnel in a team approach to foster supportive relationships
- Engaging parents as partners in developing and implementing support plans
- Liaising with appropriate external agencies/personnel when relevant

The focus for targeted behaviour support is to keep students connected with school so that they feel they are part of the school community; an important factor in developing resilience.

Murrumba SSC implements a range of proactive and preventative processes and strategies to support student behaviour at Tier 2, which may include:

- Connections Program – a simple but powerful carry-card system
- Check & Connect – packaged intervention for identified students who require additional teacher support to reach desired behavioural outcomes
- Mentoring
- Individual Positive Behaviour Support Plans
- Structured lunch

Intensive Teaching

A minority of students may 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.

A small number of students who continue to display behaviours that are deemed complex and challenging may benefit from the development of individualised, function-based behaviour assessment and support plans and multi-agency collaboration 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.

At Murrumba State Secondary College, our underlying principles and practices include:

- Creating Individual Behaviour Support Plans with teachers to support students.
- Conducting a full Functional Behaviour Assessment (FBA)
- Treating each case on an individual basis, with the goal of re-engaging students and maintaining their sense of well-being remaining foremost.
- Informing students and parents of key support interventions or processes.
- Focusing on learning in a team-based approach, teaching collaboratively thus maximising chances of success.
- Consulting relevant College-based and EQ personnel and external agencies.
- Conducting teacher meetings to review and monitor progress of individual cases.
- Focusing on the Art and Science of Teaching to ensure teacher practice is consistent when supporting students.
- Focusing on maintaining students as part of the mainstream College community. (Refer to Attachment 1: Lines of Referral.)

Legislative Delegations

Legislation

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Murrumba State Secondary College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. We want our students to learn and remember positive behaviours. Therefore our approach and the application of consequences, in the first instance, is an educational process. We believe that positive actions are generally the most effective form of education.

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

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

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

Our Unacceptable Behaviour and Possible Consequences table (Attachment 3) outlines the behaviours that are unacceptable at Murrumba State Secondary College and the possible consequences that could be applied.

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This includes Essential Skills for Classroom Management which includes:

- 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 (not student)
- 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?")
- Provide opportunities for 'brain breaks within the classroom
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Positive reinforcement strategies such as postcards home
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- 'Check in, Check Out' strategy
- Teacher coaching and debriefing
- Referral to Student Services Team for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Services Team 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
- School disciplinary absence

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

School Policies

Murrumba State Secondary College 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 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 Murrumba State Secondary College 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

State school staff at Murrumba State Secondary College:

- 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;
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- may, in emergency circumstances, 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);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Murrumba State Secondary College

- 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 Murrumba State Secondary College 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 Murrumba State Secondary College

- 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 Murrumba State Secondary College 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. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Murrumba State Secondary College has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. 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.

Murrumba SSC encourages the use of BYOD devices as integral to learning programs at the College. During breaks, students are encouraged to engage in socialisation rather than immerse in screen time.

If students require urgent access to a phone, they should report to the College Administration building to utilise a College land line.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Murrumba State Secondary College to:

- bring mobile phones and other electronic devices to the College, however these must be turned off prior to entering the College campus each day.
- Phones must be out of sight in the classroom and outside of the class as the student is waiting to enter.
- Permission must be sought before any recording or photographing takes place.
- Access mobile phones to complete financial transactions under supervision whilst at the College where this facility is available, only when in the immediate designated area, and the phone must be stored away prior to exiting.
- be courteous, considerate and respectful of others when using a mobile device
- ensure their device (eg. laptop) is adequately charged in preparation for all lesson activities
- charge BYOD devices prior to the commencement of the school day and at break times using the facilities provided in iServices
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Murrumba State Secondary College to:

- use mobile phones or any device utilising a SIM card on the College campus until students are released at the end of the school day
- hotspot from mobile phones whilst on the College campus
- have SIM cards in a BYOD device when on the College campus
- use devices with built-in cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- invade someone's privacy by taking photographs or videos, or 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 (including those with Bluetooth functionality) to cheat during exams or assessments
- take or use mobile devices in exams or during class assessment unless expressly permitted by school staff.

All BYOD devices including mobile phones are brought to the College at their owner's risk. No liability will be accepted by the College in the event of loss, theft or damage to any device.

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 Murrumba State Secondary College 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.

Preventing and responding to bullying

Murrumba State Secondary College uses the [Student Learning and Wellbeing Framework](#) promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

All schools and colleges in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur (Queensland Schools Alliance Against Violence, 2010).

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);

- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Murrumba State Secondary College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The flowchart below explains the actions Murrumba State Secondary College 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.

Cyberbullying

Cyberbullying is treated at Murrumba State Secondary College 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 their Dean of Students.

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 Murrumba State Secondary College 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.

Student Intervention and Support Services

Murrumba State Secondary College 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 Services Team 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 Murrumba State Secondary College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

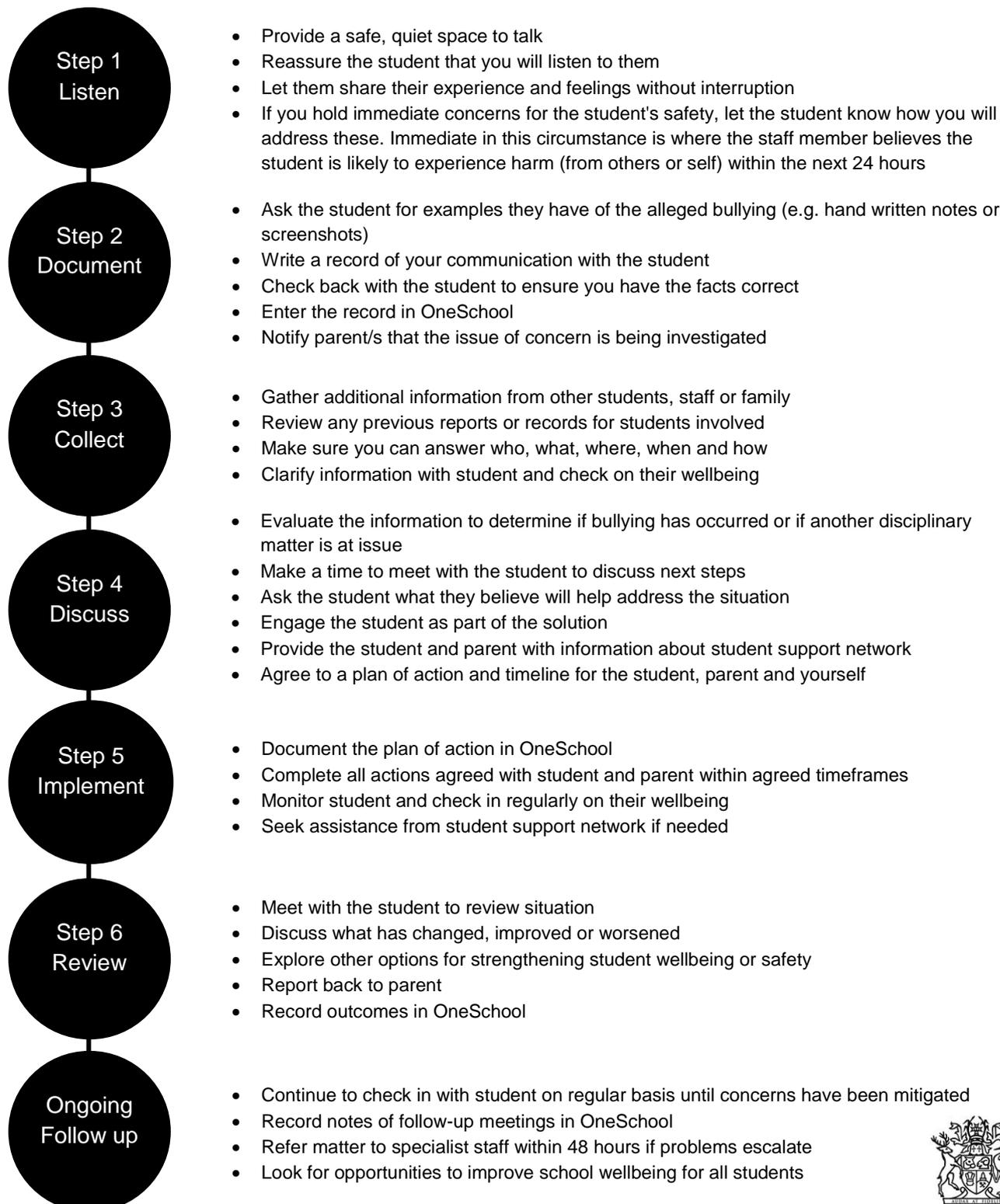
Murrumba SSC – Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Initial Report – Class Teacher or Dean of Students

Ongoing concerns – Deputy Principal



Appropriate use of social media

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

It'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.

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Cyberbullying and Social Media 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](#).

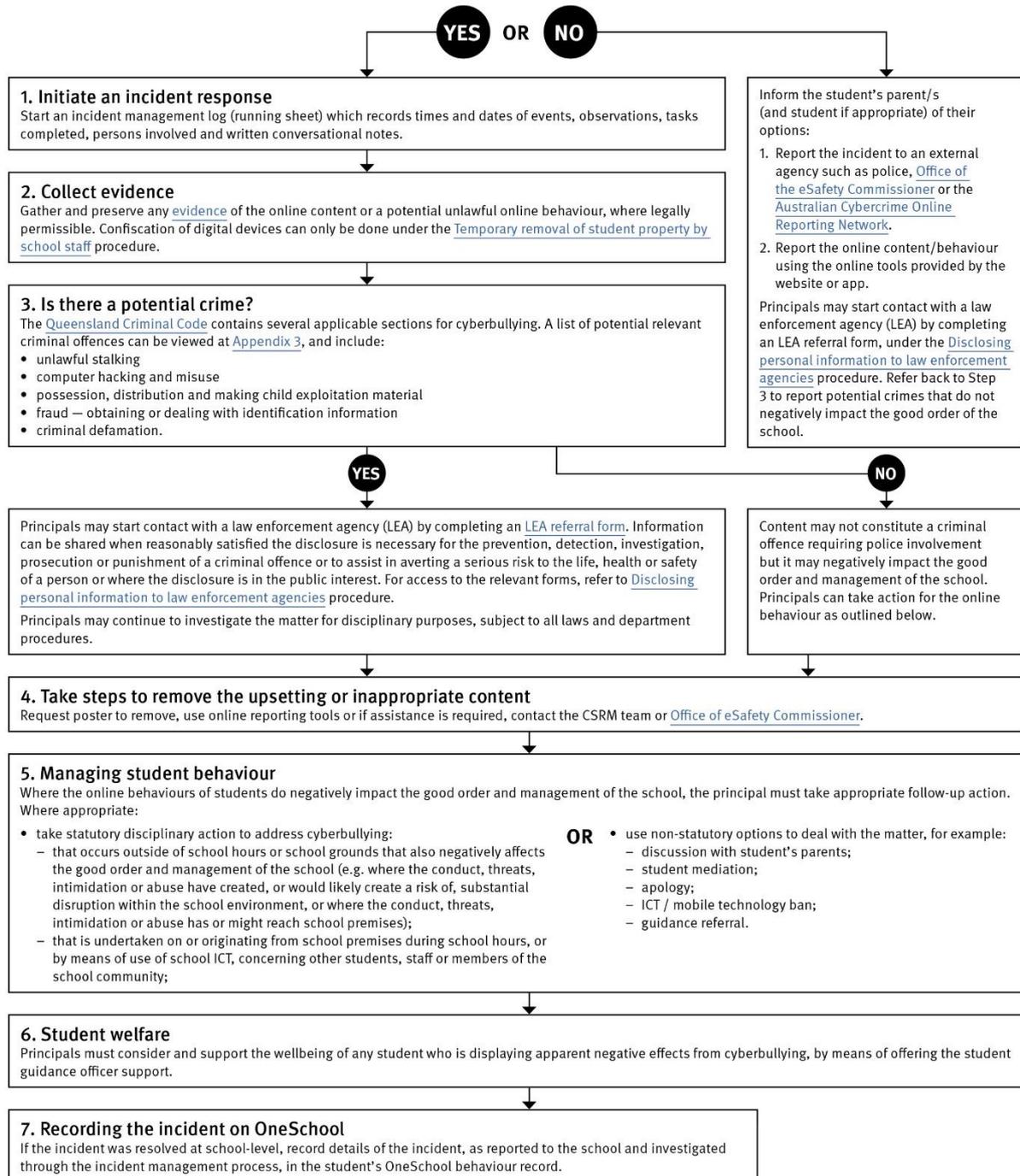
Explicit images

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?



Restrictive Practices

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

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

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

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

1. Regard to the human rights of those students
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 to punish or discipline the student; it is a crisis management period only.

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Beyond Blue](#)
- [Be You](#)
- [Black Dog Institute](#)
- [Bullying. No Way!](#)
- [Children's Health Queensland](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [National Framework for Values Education in Australian Schools](#)
- [National Safe Schools Framework](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Raising Children Network](#)
- [Reach Out](#)
- [Student Wellbeing Hub](#)
- [This Way Up \(Australia\)](#)

Attachments

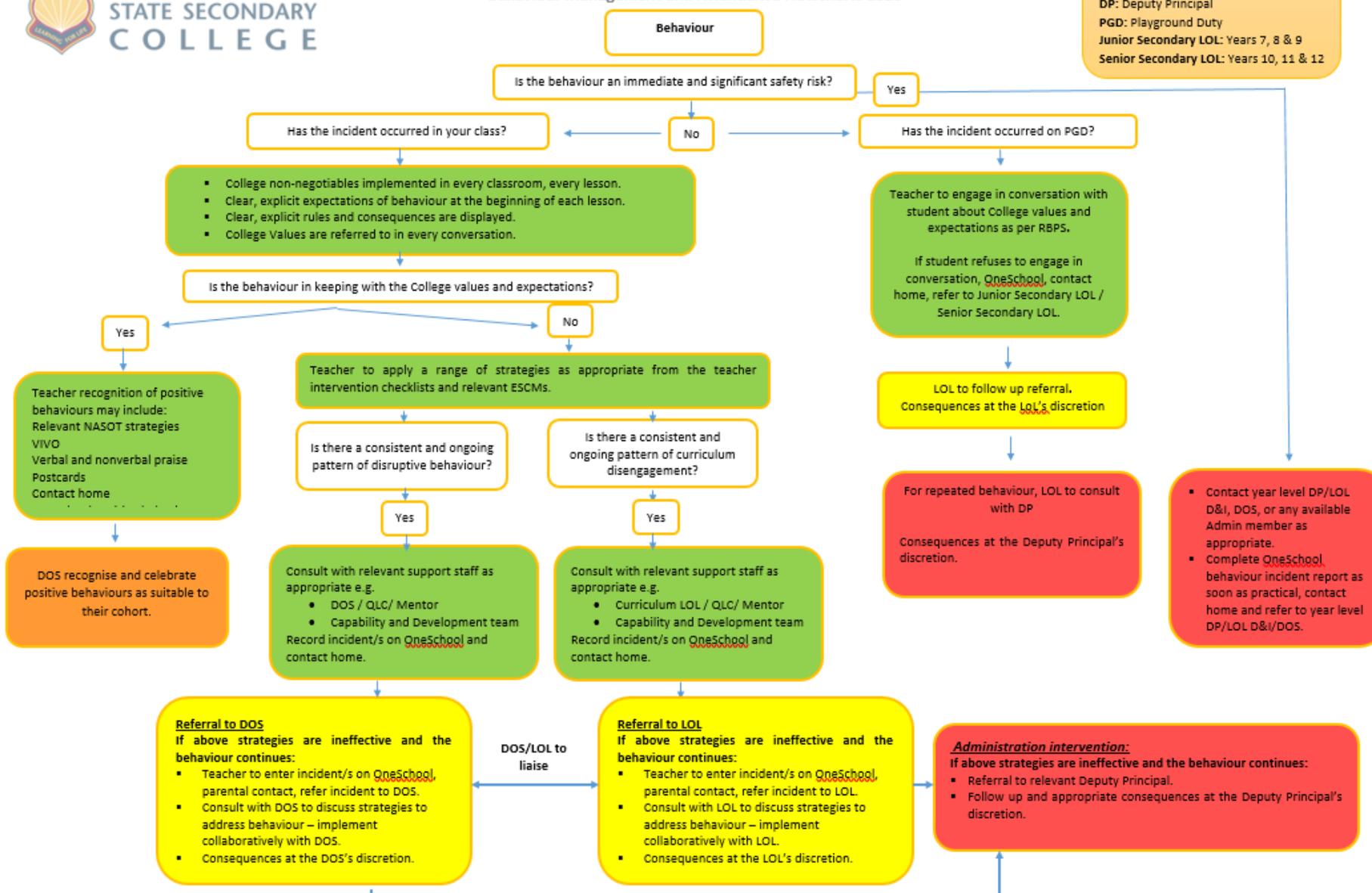
- Attachment 1 Lines of Referral
- Attachment 2 Students' Rights and Responsibilities
- Attachment 3 Unacceptable Behaviours and Possible Consequences

Attachment 1: Lines of Referral



Murrumba State Secondary College Behaviour Management and Attendance Flowcharts 2020

Key Terms
 LOL: Leader of Learning
 DOS: Dean of Students
 DP: Deputy Principal
 PGD: Playground Duty
 Junior Secondary LOL: Years 7, 8 & 9
 Senior Secondary LOL: Years 10, 11 & 12



Attachment 2: Students' Rights and Responsibilities

Responsibilities	Rights
1. I have the responsibility to treat others with understanding (e.g. not to laugh at others, tease or try to hurt their feelings.)	I have the right to be happy and to be treated with understanding.
2. I have the responsibility to treat others politely and with respect irrespective of their race, ethnic background, gender, socio-economic status, ability or disability. I have the responsibility to respect the authority of all staff – teaching and non-teaching.	I have the right to be treated with respect and politeness.
3. I have the responsibility to make the college safe by not threatening, bullying, harassing or hurting anyone in anyway.	I have the right to be safe.
4. I have the responsibility to get maximum value from my classes by: <ul style="list-style-type: none"> • keeping up to date with required work. • behaving so as not to interfere with other students' right to learn • being punctual, attending college regularly and taking part in activities that will be of benefit to me consolidating my learning through revision, daily review and homework. 	I have the right to obtain maximum benefit from all learning experiences.
5. I have the responsibility to support and acknowledge the achievement of others.	I have the right to be proud of my achievements.
6. I have the responsibility to respect other people's property by not stealing, damaging or interfering with it.	I have the right to expect my property to be safe.
7. I have the responsibility to report any defects in furniture and building. I accept that staff may be more aware of dangers than I am and I will heed their advice.	I have the right to work and relax in a safe environment.
8. I have the responsibility to protect my health and not smoke cigarettes, take drugs or alcoholic drinks or encourage other students to do so.	I have the right not to be pressured into health damaging habits.
9. I have the responsibility to express my opinions in a non-aggressive manner and at an appropriate time.	I have the right to express my opinions in an appropriate manner and at the appropriate time.
10. I have the responsibility to ensure I hear the daily notices.	I have the right to be kept fully informed about all college activities.
11. I have the responsibility to care for the College environment, to keep it clean and free from litter.	I have the right to have a pleasant clean and well maintained college and grounds.
12. I have the responsibility to behave and dress in a way that will display pride in my appearance, respect for myself and my college.	I have the right to be proud of my college's appearance and reputation.
13. I have the responsibility to behave in a way that contributes to an effective learning environment.	I have the right to expect effective teaching and appropriate management of students.
Conclusion	
I have the responsibility to protect my rights and the rights of others at all times.	I have the right to expect that all these rights will be mine so long as I am carrying out my full responsibilities.

Attachment 3: Unacceptable Behaviours and Possible Consequences

The following behaviour examples are unacceptable at Murrumba State Secondary College. The consequences and behaviour have been determined with a focus on natural justice principles. The table following is not intended to cover every conceivable indiscretion, but rather to provide clear indication of the type of consequence which is considered appropriate in particular situations. Irrespective of the table below, **every case will have the particular circumstances considered** before a decision is reached regarding consequences. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination.

Consequences can be applied as a result of behaviours exhibited by students while away on a College activity, in College uniform, or whilst easily identified as a Murrumba State Secondary College student.

Category of Behaviour	MINOR		MAJOR
	TEACHER MANAGED	LEADER OF LEARNING / DEAN OF STUDENTS MANAGED	DEPUTY PRINCIPAL OR PRINCIPAL MANAGED
Definition	<ul style="list-style-type: none"> • Low level behaviours • Minor breaches of school rules • Do not seriously harm others or cause you to suspect that the student may be harmed • Do not violate the rights of others in any other serious way • Are not part of a pattern of inappropriate behaviours 	<ul style="list-style-type: none"> • Persistent low level behaviours • Persistent breaches of school rules • May require involvement of specialist/ support staff/ Leaders of Learning / Deans of Students 	<ul style="list-style-type: none"> • Continued pattern of unresolved minor problem behaviours • Significantly violates the rights of others • Puts others / self at risk of harm • Requires the involvement of specialist/ support staff/ Administration (Deputy Principal or Principal)
Disruption; defiance; threat/s; refusal to participate a program of instruction.	<ul style="list-style-type: none"> • Classroom disruption and disobedience • Incomplete classwork/ homework • Incomplete assessment (in line with Assessment Policy) • Failure to bring learning materials to class • Failure to follow instruction 	<ul style="list-style-type: none"> • Persistent classroom disruption and disobedience • Persistent incomplete classwork / homework • Failure to submit assessment (in line with Assessment Policy) • Persistent incidences of not bringing materials to class • Persistent and/or repeated failure to follow instruction 	<ul style="list-style-type: none"> • Major classroom disruption and disobedience • Consistent pattern of refusing to respect the learning of others (e.g. major disruption) • Persistent failure to submit assessment across multiple subjects (in line with Assessment Policy) • Continued refusal to participate or follow reasonable teacher and/or LoL/DoS requests
Non-compliant with routine; dress code; truancy; lying/cheating	<ul style="list-style-type: none"> • Lateness to class • Truancy from class • Breaches of Student Dress Code • Disobedience of teacher directions • Failing to attend detention • Being out of bounds • Eating/drinking in classrooms or foyers 	<ul style="list-style-type: none"> • Persistent lateness to class • Persistent truancy across multiple subjects • Repeated breaches of Student Dress Code • Persistent disobedience of teacher directions • Cheating / plagiarism / assessment infringement 	<ul style="list-style-type: none"> • Persistent and/or repeated truancy • Persistent breaches of Student Dress Code • Leaving school grounds without permission • Persistent failure to comply with the requirements of the area of study currently undertaken • Having a phone or other electronic device in exam conditions

	<ul style="list-style-type: none"> Running on concrete or around buildings, stairwells Playing in toilets during break times Failure to follow health and safety procedures 	<ul style="list-style-type: none"> Class truancy / leaving class without permission Repeatedly being out of bounds Refusal to comply with school policies and/or procedures 	<ul style="list-style-type: none"> Continual refusal to comply with school policies and/or procedures
Physical or verbal misconduct	<ul style="list-style-type: none"> Inappropriate language (not directed at staff or students) Minor inappropriate physical contact with students without potential to cause harm Unsafe behaviours 	<ul style="list-style-type: none"> Continued use of obscene language (not directed at staff or students) Rough physical play 	<ul style="list-style-type: none"> Obscene and/or abusive language directed towards staff or students Physical misconduct with potential to cause harm, including physical assault of staff / students or any violent assault Discriminatory language / behaviour Inappropriate intimacy or sexual acts
Bullying/ harassment; threats	<ul style="list-style-type: none"> Isolated or infrequent low level inappropriate behaviours with potential to cause harm 	<ul style="list-style-type: none"> Minor harassment / bullying / cyber bullying Minor intimidation of staff or students 	<ul style="list-style-type: none"> Major harassment / bullying / cyber bullying Major intimidation of staff or students Intentional use of racial and/or discriminatory language against staff and/or student Direct verbal, written or online abuse or defamation of staff Sexual harassment/misconduct
Misconduct involving an object, IT or property	<ul style="list-style-type: none"> Inappropriate use of BYOD electronic device or school resources Misuse of equipment (low-risk) Interfering with the property of other students or staff Low level destruction of classroom resources or property Littering Graffiti on self, own or others property 	<ul style="list-style-type: none"> Persistent inappropriate use of BYOD electronic device or school resources Non-compliance with mobile phone policy Misuse of the internet / social networks including uploading of unauthorised digital content on the internet Persistent misuse of equipment (low-risk) including tampering with classroom and/or school safety equipment Unauthorised access of computer systems including hacking, password stealing and loading unauthorised software Persistent interfering with the property of other students or staff Persistent littering 	<ul style="list-style-type: none"> Use of electronic device for harassment / filming or photographing without permission / infringe privacy / breach school systems Possession of pornography Abuse of teachers on a website or via social media Misuse of equipment (high-risk) including safety equipment Theft / stealing Vandalism/graffiti Deliberate damage of school property
Possessing prohibited items	<ul style="list-style-type: none"> Bringing banned items to school (low risk) 	<ul style="list-style-type: none"> Persistently bringing banned items to school (low risk) 	<ul style="list-style-type: none"> Bringing of banned items to school (high risk) Bringing of any item that can be considered a weapon (includes replica items)
Substance misconduct (tobacco or other legal			<ul style="list-style-type: none"> Possessing / selling / distributing illicit drugs or other medications or substances Possession of implements for the use of illicit drugs Smoking / possession of tobacco-related products

substance; illicit substance)			<ul style="list-style-type: none"> • Consumption / possession of alcohol • Presenting under the influence of drugs or alcohol
Other conduct prejudicial to the good order and management of the school			<ul style="list-style-type: none"> • Inappropriate conduct while travelling to or from school • Continual refusal to comply with school policies and/or procedures • Bringing the school, staff or other students into disrepute in the school or community, including serious or continued inappropriate use of personal technology devices or social networking sites • Disadvantaging the wellbeing of self and others including unsafe behaviours • Attendance at the school or school events, or at any State School or school activity while suspended • Charged with a serious offence (s282 of the EGPA)

Possible Consequences	MINOR		MAJOR
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	<ul style="list-style-type: none"> • Reminder of classroom expectations • Restorative conversations with students • In-class separation or timeout under supervision • Removal from classroom for one-on-one resolution • Apology and/or restitution • Buddy class/withdrawal arrangements • Student contract/agreement • Referral to Student Services Team • Assign student to accompany teacher on playground duty • Lunchtime detention (max 20 mins) • Detention for work completion • Parent contact (prior to referral) • Persistent minor behaviours, despite support and intervention, referral to Leader of Learning / Dean 	<ul style="list-style-type: none"> • Ongoing monitoring • Restorative conference as required between co-ordinator, aggrieved party and student • Peer mediation • Referral to Student Services Team • Lunchtime or after hours detention • Restitution • Withdrawal from classes to complete learning in an alternative classroom • Ongoing buddy class/withdrawal arrangements • Community service • Removal from network access • Parent contact • Persistent minor behaviours, despite support and intervention, referral to Deputy Principal 	<ul style="list-style-type: none"> • Persistent and wilful refusal to comply with College rules or processes • Student interview • Student contract/agreement • Parent contact or interview • Lunchtime or after hours detention • Referral to Student Services Team • Referral for assessment and specialist support • Referral to outside agency • Referral to alternative education program • Restorative conference • Student/parent interview on return from suspension; return from suspension Improvement Plan • Behaviour monitoring • Community Service Interventions • Withdrawal from school representation in extracurricular activities • Individual Behaviour Support Plan • Police notification (if illegal behaviour) • Suspension or exclusion