



Mount Morgan State High School

Student Code of Conduct 2020-2023

Every student succeeding

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


Queensland Department of
Education State School's
Strategy 2020-2024

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Endorsement

Principal Name: Dan Petersen

Principal Signature: 

Date: 8/12/2020

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Purpose

Mount Morgan State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents/carers and visitors.

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

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

Whole School Approach to Discipline

Mount Morgan State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Mount Morgan State High School 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.

The development of the Mount Morgan State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

Positive Behaviour for Learning

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Positive Behaviour for Learning (PBL) expectations in place for students.

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Mount Morgan State High School.

	ALL AREAS	LEARNING AREAS	OUTSIDE OF SCHOOL	PLAYGROUND/ TUCKSHOP	ADMIN/ STUDENT SERVICES	TOILETS
BE RESPECTFUL	<ul style="list-style-type: none"> Follow staff directions. Wait quietly outside buildings or classrooms. Respect the personal space, belongings and privacy of others. Represent school with pride. Acknowledge the values, opinions and attitudes of different groups within society. Demonstrate effective verbal, nonverbal and digital communication. Negotiate and resolve conflict. 	<ul style="list-style-type: none"> Remove hats and place in bags before entering the classroom. Respect the opinions and contributions of others. Knock and wait for permission before entering a classroom or staffroom. 	<ul style="list-style-type: none"> Follow 'All Areas' procedures. 	<ul style="list-style-type: none"> Follow tuck-shop procedures. Form one line in an orderly manner when approaching the tuck-shop. 	<ul style="list-style-type: none"> Sit quietly and follow staff instructions 	<ul style="list-style-type: none"> Respect the privacy of others. Leave toilet block in an appropriate state.
BE RESPONSIBLE	<ul style="list-style-type: none"> Mobile phones and electronic devices to be left at home or handed into the office (as per Electronic Policy). Put rubbish in bins. Once you have arrived at school stay inside the grounds. Food or drink to be consumed during transition and lunch times. Wear the correct school uniform. If out of uniform, go to the Office to get a loaned uniform. Develop self-discipline and set goals. 	<ul style="list-style-type: none"> Complete set tasks to the best of your ability. Put all school equipment away in the proper area and correct position. Treat all school and personal equipment with care. 	<ul style="list-style-type: none"> Arrive on time with all required resources (according to your excursion letter). Be aware of your actions outside of school time when in your school uniform. 	<ul style="list-style-type: none"> Leave your area free of litter. Return all borrowed school equipment to its designated area. Go to class promptly before the second bell times. Only buy food 15 minutes before school or at lunchtimes. Keep 30 cm between yourself and others. 	<ul style="list-style-type: none"> Follow sign in/out procedures. Return permission forms and make payments by due dates. Advise Student Services when making an appointment or using facilities. 	<ul style="list-style-type: none"> Follow school toilet procedures. Use toilets for intended purpose.
BE SAFE	<ul style="list-style-type: none"> Stay inbounds. Be safe at all times. Walk safely within the school grounds. Understand all emergency and safety procedures. Report any safety hazards or damaged property. Use chairs and tables appropriately. 	<ul style="list-style-type: none"> Line-up and keep hands and feet to yourself before entering the classroom. Ask permission to leave seat or classroom. 	<ul style="list-style-type: none"> Follow road rules and make safe choices. Follow all supervisor/s instructions. Look after yourself, your peers and the community. 	<ul style="list-style-type: none"> Act and play safely. Rostered students only in the tuck-shop. 	<ul style="list-style-type: none"> Walk safely within the administration/ student services building. 	<ul style="list-style-type: none"> Follow hygienic practices. Report any issues or unsafe behaviour.
BE A LEARNER	<ul style="list-style-type: none"> Participate in a program of instruction. Arrive to school /class/ activities on time. Have appropriate equipment ready. Ask questions where appropriate. 	<ul style="list-style-type: none"> Take responsibility for your own learning. Follow up on any activities you need to complete after the activity/event. Work Independently and collaboratively and show initiative in all tasks. Assess individual and group decision making processes in challenging situations 	<ul style="list-style-type: none"> Listen carefully and participate in set activities or tasks. Complete all necessary homework and assessment tasks. 	<ul style="list-style-type: none"> Use lunchtime effectively by having something to eat, talking to friends, playing sport or visiting the library. Completing or following up any outstanding work/homework. 	<ul style="list-style-type: none"> Collect and hand-in relevant forms/document for learning and extra- curricular activities. 	<ul style="list-style-type: none"> To maximise learning, go to the toilet during lunch time or transition.

All Areas behaviour expectations apply in all settings

Student Wellbeing and Support Network

Student Wellbeing

Mount Morgan State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents/carers 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. As part of the whole school's curriculum at Mount Morgan State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR training is provided to all Year 12 students.

Policy and expectations

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

Drug education and intervention

Mount Morgan State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

Mount Morgan State High School requires parent consent and medical authorisation to administer

any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the School can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents/carers need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental health

Mount Morgan State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Mount Morgan State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, or other student support team members.

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

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

Suicide postvention

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

Where a suicide has occurred on school grounds or at a school event, Mount Morgan State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Team

Mount Morgan State High School has a comprehensive Student Support Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Mount Morgan State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Team.

Parents/carers who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal on 4912 5555.

Role	What they do
Community Education Counsellor	Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. Provides support and advice for students, staff and parents/carers in order to enhance the educational experience for Indigenous and non-Indigenous students.
Chaplain	Provides support and advice for students, staff and families in a faith or no-faith based capacity.
Deputy Principal	Leadership of Student Support Team to promote an inclusive, positive school culture. Assistant role for implementation of Positive Behaviour for Learning (PBL). Monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	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/carers, teachers, or other external health providers as needed as part of the counselling process.
School-Based Youth Health Nurse	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. Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs. Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Special Education Teacher	Provides support and advice for students with disabilities and verifications including those students on ICP's and QCIA.
Year Level Coordinators	Responsible for student welfare at each year level. Provides continuity of contact for students and their families through the phases of schooling. Ensures students feel safe and comfortable and want to come to school. Nurtures a sense of belonging to the year level and school.
Youth Support Coordinator	Provides individual and, at times, group support to students to assist their engagement with education and training <ul style="list-style-type: none"> • Support students to overcome barriers to education such as: attendance at school • drug and alcohol support needs • QCE/learning support • suspension/exclusion/referral for behaviour support relationships/social skills • conflict with family/peers/teachers • social/emotional/physical wellbeing.

It is also important for students and parents/carers 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. For more information about these services and their roles, please contact the school Office.

Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, 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.

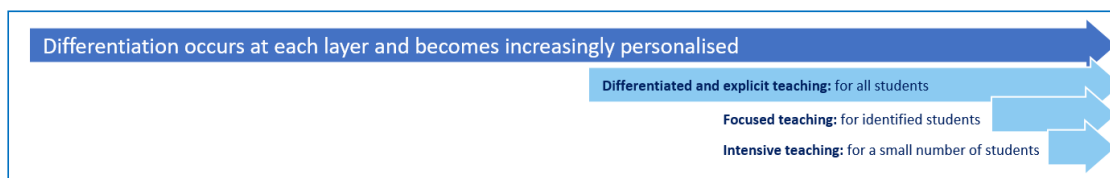
Differentiated and Explicit Teaching

Mount Morgan State High School 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.

Decisions regarding 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 and assist them to achieve the expected learning goals.

Every classroom in our school displays the PBL Expectations Matrix. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom.

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



Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

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

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

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

Students that require support with behaviour will be identified and referred to the Student Support Team. Mount Morgan State High School has a range of Student Support Team staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Functional Behaviour Assessment.
- Peer Skills.
- BOOYAH.
- Deadly Choices.
- Respectful Relationships Program
- Love Bites.

For more information about these programs and their timing, please contact the school.

Intensive Teaching

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

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

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

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

Disciplinary Consequences

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

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

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.

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

These three layers map directly to the PBL framework. For example, Tier 1 is differentiated and explicit teaching (Universal Interventions) for all students, Tier 2 is focused teaching (Targeted Group Interventions) for identified students and Tier 3 is intensive teaching (Individual Interventions) for a small number of students. Each layer provides progressively more personalised supports for students.

3 Tiers of PBL

Academic Systems

Intensive Individual Interventions

- Individual Students
- Assessment-based
- High resource and intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive,
- Differentiated

Behavioural Systems

Intensive, Individual Interventions

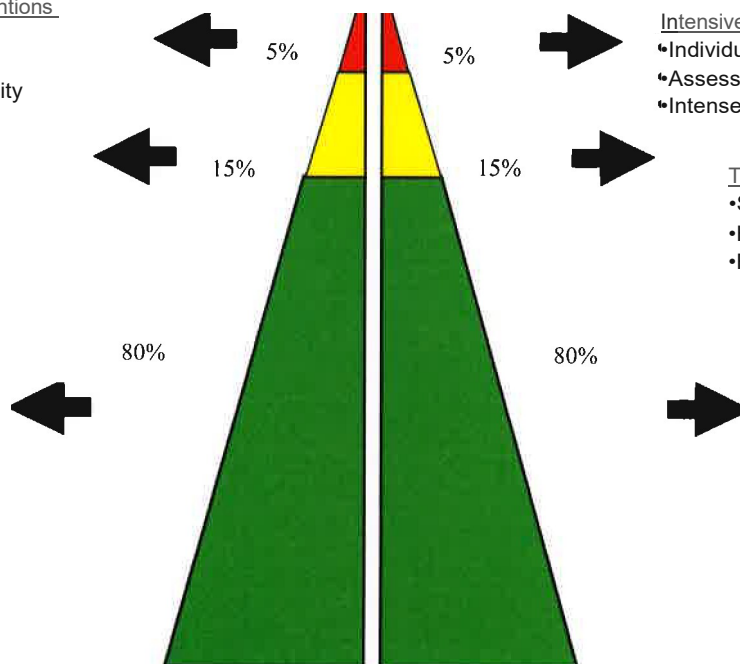
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive,
- Differentiated



Differentiated

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

This approach is based on behaviour strategies including Essential Skills for Classroom Management (**ESCM**).

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

Class teachers provide 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 (e.g. standing close to student/s)
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of students
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives (e.g. Gotchas)
- Reminders of incentives or class goals
- Redirection (e.g. Asking a student to return to their work)
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for students 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 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.

Focused

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour.

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
- Detention
- Behavioural contract
- Behaviour Monitoring booklets
- Counselling and guidance support
- Self-monitoring plan
- Partner Teacher Class Referral
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents/carers and external agencies

A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team for determination of a disciplinary follow up.

Students whose behaviour does not improve after accessing targeted support, or whose previous behaviour indicates a more specialised intervention, are provided with intensive behaviour support.

Intensive

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

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

Mount Morgan State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours 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.

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 Mount Morgan State High School, the use of any SDA is considered a very serious decision. It is only used by the Principal when other options have been exhausted and that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents/carers 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 Mount Morgan State High School may be required 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 school. It is not a time to review the student's behaviour or the decision to suspend. 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/carers 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 as a preventative and proactive measure.

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as the Guidance Officer or Community Education Counsellor, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Cancellation of Enrolment

A student's enrolment can be cancelled if their behaviour demonstrates a refusal to participate in the educational program of the school, and they are a post compulsory school age student. A student is no longer of compulsory school age once they turn 16 years of age or complete Year 10, whichever comes first. The Principal's discretion to cancel an enrolment is supported by section 316 of the Education (General Provisions) Act 2006 states that:

“The enrolment at a State school of a student who is more than compulsory school age may be cancelled under this provision on the ground that the student's behaviour amounts to a refusal to participate in the educational program provided at the school.”

Examples of refusal to participate in the educational program could include (but are not limited to) unauthorised absenteeism and insufficient application to studies to ensure satisfactory progress.

Legislative Delegations

Legislation

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

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

School Policies

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff 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 Mount Morgan State High School and will be removed if found in a student's possession:

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

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

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

State school staff at Mount Morgan State High 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;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents/carers (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents/carers should be called to make such a determination.

Parents/carers of students at Mount Morgan State High School:

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

Students of Mount Morgan State High School:

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

Personal Technology

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight at all times.

Temporary Removal of Student Property

Students who fail to comply with this policy will be required to hand their phone or device into Student Services. By the third occasion of each term we would ask that a parent/caregiver collect the item. A fourth breach may result in a school disciplinary absence.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Mount Morgan State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension, or recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

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

Personal Technology Devices includes, but is not limited to, game devices (such as portable gaming devices), laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPads, iPods® and earphones, smart watches, tablets and devices of a similar nature.

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.
- Be mindful that 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.

Student Dress Code

The Parents and Citizens Association of Mount Morgan State High School supports a quality student dress code because it believes it enables the provision of a safe and supportive teaching and learning environment by:

- Enabling rapid identification of students and non-students at school
- Developing mutual respect among students through minimising visible evidence of economic or social differences
- Eliminating distraction of competition in dress and fashion at school
- Fostering a sense of belonging and demonstrating pride in the school
- Promoting safety for students

The neat, tidy and appropriate wearing of a school uniform is a sign of pride in oneself, and in our school. Students should strive to wear the full school uniform neatly at all times. Students at Mount Morgan State High School are expected to wear the correct uniform at all times and especially when attending or representing their school, travelling to and from school and engaging in school activities out of school hours. The student dress code reflects community standards and is consistent with occupational health and safety and anti-discrimination legislation and the Sun Safety Strategy. Students will be given the opportunity to adhere to the school dress code, prior to parent contact.

The approved dress code at Mount Morgan State High School is:

- Mount Morgan SHS polo shirt
- Black shorts/Black dress pants/Black track pants Mount Morgan SHS maroon jumper/Maroon jumper
- Year 12 students are the only students permitted to wear their school-approved customised clothing (e.g. Shirts, jumpers, jackets)
- Enclosed shoes
- A hat
- Hair below the shoulders to be tied up
- Ear piercings to be limited to 1 per ear - must be studs. Clear studs required for all other piercings
- A necklace is permitted for faith-based reasons only
- A watch.

Student leaders may borrow a formal school uniform for the formal school events. Students are responsible for the cleaning and maintenance of these items. Items include: a formal dress shirt, long black pants, tie, and a blazer.

Procedures for students who arrive at school out of uniform

Students who are not in uniform are to bring a note of explanation each day which is signed

- by parents or caregivers. Alternatively you can contact the school office.
- The note is to be handed in at Student Services office before the commencement of school (8.30am - 8.50am). It is the student's responsibility to present at Student Services and not wait for staff to speak to them throughout the day.
- Students who sign in late and are out of uniform must present their explanatory note to Student Services upon arrival at school
- If available, students will be offered items of uniform clothing from the school's uniform bank. Student will be required to change into the supplied uniform to comply with the uniform policy. Students who refuse to change into the supplied uniform will be seen as non-compliant and will be followed up by the Administration team.
- Repeated incidents of non-compliance with the uniform policy may result in consequences taken against the student.
- At any time during the day, students who are out of uniform should be able to present a uniform docket. If a student is unable to present a slip due to failure to follow the procedure, the teacher will contact the Administration Team. Any students who are out of uniform will be directed to the Office and offered items from the school's uniform bank. These items need to be returned to the Office at the end of the day for cleaning by school staff.

Staff at MMSHS monitor student dress code and may contact parents/carers to discuss concerns and to develop a plan to ensure the correct school uniform is worn at all times.

Persistent refusal to comply with the school's dress code and out-of-uniform processes may result in the student being issued with consequences according to the school's managing behaviour policy.

The Principal reserves the right to determine acceptable appearance. Should parents or caregivers seek exemption due to religious or medical grounds, they are to make an appointment to discuss with the Principal.

Staff at MMSHS wish to work with students, families and carers to eliminate the issuing of consequences regarding dress code infringements and we encourage families/carers to contact the school in advance to discuss any concerns or issues regarding the school dress code. The Principal may give special consideration and exemption of consequences to students whose families/carers has contacted the school in advance and negotiated a plan and date to correct any dress code infringements.

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 Mount Morgan State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Preventing and responding to bullying

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/carers to report bullying:

Year 7 to Year 9 - Jess Rutherford, Head of Junior

School Year 10 to Year 12 - Kim Snell, Head of Senior

School Deputy Principal – Damien Kelso, 07 4912 5555

Principal - Dan Petersen, 07 4912 5555

First hour
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one
Document

- 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 the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two
Collect

- 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

Day three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five
Review

- 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 in OneSchool

Ongoing
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should contact the Head of Department. 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 Mount Morgan State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

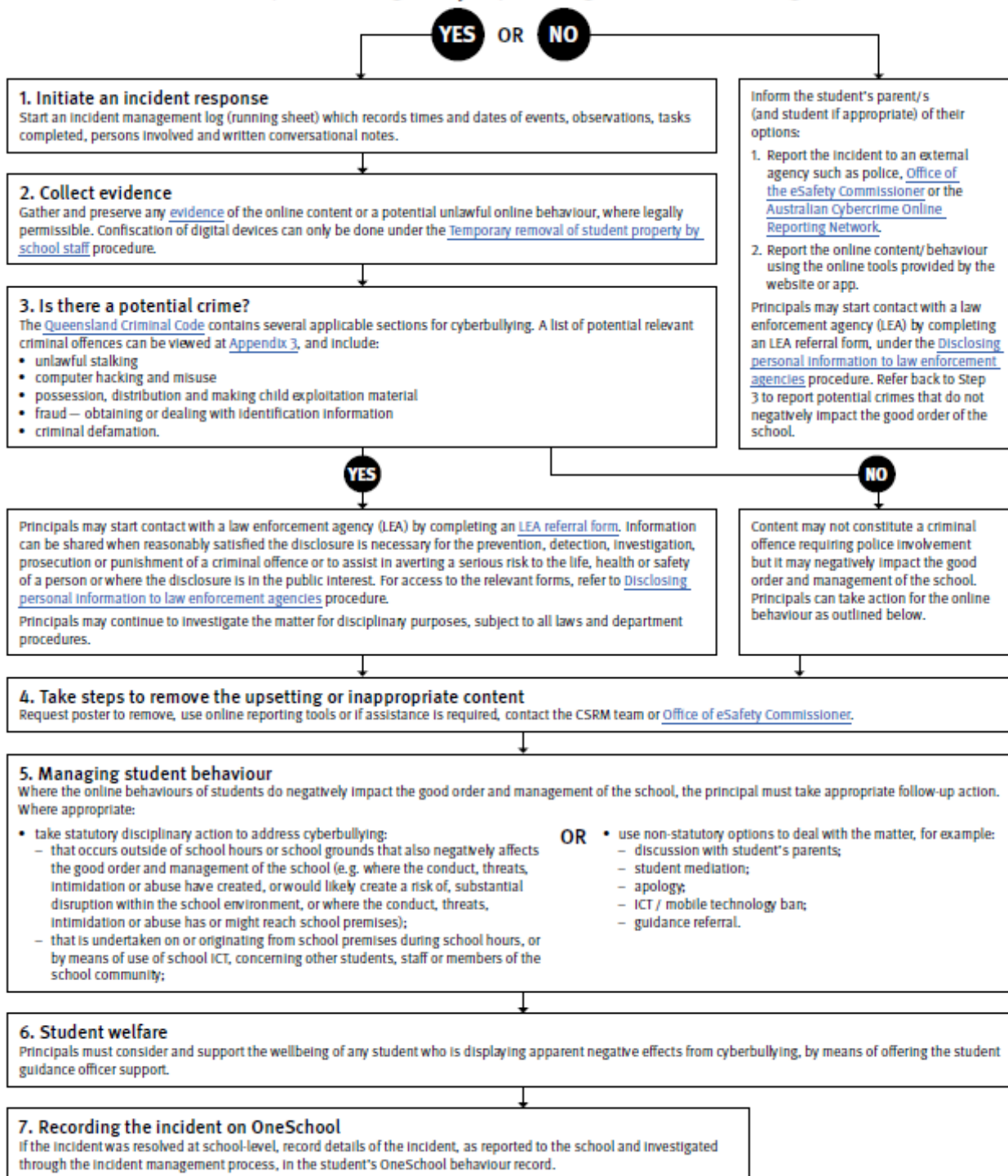
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Cybersafety and Reputation Management (CRM)

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

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

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

Student Intervention and Support Services

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

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

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

Assessment Policy

Purpose

Mount Morgan State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by inspiring growth, positive well-being and quality outcomes for all.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Mount Morgan State High School to ensure academic integrity in relation to the submission of work, the development of assessment and completion of all assessment items (including examinations). It is written in accordance with the Queensland Curriculum and Assessment Authority (QCAA) policies on Academic Integrity and Access Arrangements and Reasonable Adjustments (AARA) contained in the QCE and QCIA Handbook v1.2.

Principles

Mount Morgan State High School expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

Assessment can include any examination, assignment, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus.

Assessment should be:

- aligned with curriculum and pedagogy;
- accessible and equitable for all students;
- evidence-based, using established standards matrixes and instrument specific marking guides (ISMGs – including adapted ISMGs) to make defensible and comparable judgements about student learning and achievement;
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made; and
- informative about where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Students who have reasonable grounds may apply for an AARA to support their completion and submission of assessment. Refer to page 6 for more information.

Student responsibilities

It is the responsibility of the student to:

- submit both draft and assessment items on or before the due date
- arrive on time on the due day for examinations
- show academic integrity
- authenticate work
- contact the teacher or Head of Department as early as possible for concerns regarding due dates
- contact HOD to submit AARA form – Year 11-12 to Senior School HOD
- collect and submit all relevant documentation if an AARA is required

Parent/Guardian responsibilities

It is the responsibility of the parent/guardian to:

- support and encourage their children to complete and submit all drafts and assessment by the due date

- contact the school with any concerns over their child's ability to attend and/or engage in assessment expectations
- inform the appropriate school staff of any difficulties relating to the completion of assessment item and provide documentary evidence where necessary
- ensure that the organising of a family holiday or other events (eg. concerts) does not impact on the student's ability to submit assessment on time

Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current syllabus
- provide students with access to an assessment outline
- apply correct QCAA processes around due dates, drafting, managing response length and authenticating student responses
- ensure authenticity of student responses through strategies such as unique responses, monitoring of task completion in class, plagiarism detection software, collection of drafts, declarations of authenticity and interviews with students after final submission
- set up an e-Learning environment in The Learning Place for Year 11 and 12 students to submit assessment via SafeAssign
- ensure that all assessment tasks are fair, valid and reliable
- teach the process required to complete assignments – where appropriate provide modelling, scaffolding and annotated exemplar responses
- provide students with timely assessment feedback and guidance related to future improvement – for drafts provide feedback at least one week prior to final due date
- mark assessment and return results and feedback within two (2) weeks of submission date
- maintain accurate records of student achievement
- store student responses at school and at a location accessible to the relevant HOD
- meet school and external timelines for assessment and reporting
- participate in internal quality assurance processes such as moderation, calibration and cross-marking
- inform students and parents of academic progress, including concerns around attendance, effort, behaviour and non-submission of assessment that may adversely impact on a student's outcome
- inform relevant HOD of concerns about progress towards completion of assessment for follow up
- report incidences of suspected academic misconduct to the relevant curriculum HOD
- document support and improvement strategies that have been discussed with students and parents
- be available for student/parent/teacher conferencing at designated parent-teacher interviews

Head of Department responsibilities

It is the responsibility of the curriculum HOD to:

- monitor the assessment program for each subject
- follow up teacher concerns about student progress towards assessment completion. Students who, despite HOD intervention, continue to refuse to work on assessment pieces are to be referred to administration
- coordinate Moderation of assessment judgements for each subject as per Moderation Policy

Assignments / Practical Demonstrations / Performances / Products – Years 7 - 12

Drafts

1. To support students in completing assignments, practical demonstrations, performances and products, an assessment task will contain important checkpoints and/or a draft due date. A checkpoint is an important stage of the assessment process requiring students to produce evidence towards completion of an assessment task. This includes vocational education and training (VET)

assessment. A full draft is a preliminary version of a student's response to a task. A draft can be used to provide focused feedback on a response and to authenticate student work. Drafts may be used as evidence of student achievement in the case of illness or misadventure or non-submission for other reasons.

2. The draft is to be uploaded to the "SafeAssign" by 3.05pm for students in Year 11 and 12. For all other students a full draft is to be submitted to the teacher or HOD.
3. Students who do not submit the required evidence at checkpoints or a full draft will be required to work on the assessment during lunch. Teachers will notify parents/carers as soon as practical if a student fails to meet assessment deadlines. This will be recorded in One School.
4. Feedback on a draft is:
 - provided on a maximum of one draft for each student in Year 11 and 12
 - provided in a written or spoken format either to an individual or to the whole class
 - delivered in a consistent manner and format for all students
 - a consultative process that indicates aspects of the response to be improved or further developed but not a marking process
 - provided within one week of a submission of a draft
5. Feedback on a draft must not:
 - compromise the authenticity of a student response
 - introduce new ideas, language or research to improve the quality and integrity of the student work
 - edit or correct spelling, grammar, punctuation and calculations
 - allocate a mark

Final copy

1. All assignments must be submitted on or before the due date unless an AARA has been granted.
2. Assignments must be handed to the teacher, HOD (Head of Department) or general office by 3.05pm on the due date.
3. Assignments must be the work of the student. Assignments must be uploaded to the plagiarism detection software "SafeAssign" by 3.05pm on the due date for students in Year 11 and 12.
4. Where an assignment is not submitted on the due date, rough drafts or other evidence (eg work completed in class on the assessment task), available on the due date will be marked. Only work submitted on or before the due date will be marked.
5. The practice of allocating a lower result, mark or penalty for late submission is not valid.
6. Technology failure does occur, however, this reason for non-submission of assessment is not valid. Students must back their work up in more than one location, eg on H Drive (school based network), USB or home computer. Hand written work is acceptable in most subjects.
7. Students who are absent on the due date of an assignment without extenuating circumstances must either email their assignment to their teacher or deliver the assignment to the school office on the due date by 3.05pm.
8. If a Year 11 or 12 student is unable to email or submit their assignment on the due date, the student must apply for an AARA for illness or misadventure and submit the completed assignment and documentation as negotiated with the relevant teacher or Head of Department.

Planned absences during assignment due date

If students know of an absence in advance (for example participation in representative sport), they are required hand in the assignment to their teacher prior to the due date.

Managing response length – Year 11 and 12

All assessment instruments indicate the required length of a response as a word count or the duration of time or page count required.

At Mount Morgan State High school, teachers will encourage students to respond to assessment instruments within the required length and will provide students with the knowledge and skills to do so. Should a student exceed the required response length, the teacher will mark only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length. They may also allow a student to redact a response to meet the required length before a judgement is made on the evidence.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	Word length	Page count
Inclusions	<ul style="list-style-type: none">• all words in the text of the response• title, headings and subheadings• tables, figures, maps and diagrams containing information other than raw or processed data• quotations• footnotes and endnotes (unless used for bibliographical purposes)	<ul style="list-style-type: none">• all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none">• title pages• contents pages• abstract• raw or processed data in tables, figures and diagrams• bibliography• reference list• appendixes*• page numbers• in-text citations	<ul style="list-style-type: none">• title pages• contents pages• abstract• bibliography• reference list• appendixes*

* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Examinations – Years 7 - 12

Students are required to complete all internal examinations at the scheduled time. Senior students who are involved in external courses or school-based apprenticeships or traineeships need to make alternative arrangements for the external course and attend the exam as scheduled.

Students who do not provide sufficient information on a test to meet the standard for a 'Very Limited Achievement' or "E" will not be rated for that criteria or objective. For students in Years 11 and 12, this may mean that they do not meet the requirements of the course to be awarded QCE credits.

Senior students studying General subjects will also be required to complete an external exam at the end of Year 12. The QCAA will communicate the rules for sitting external exams including processes for illness and misadventure situations and these will be distributed to the relevant students. The examinations will be supervised by both school and community representatives.

Electronic devices, including smart watches, mobile phones and tablets will not be permitted in an examination room for internal or external exams.

Absence on the day of an Internal Examination

The following processes must be followed by students and parents/carers when a student is absent from an examination:

Step 1 - Telephone the Student Absence Line on 49215555 to advise of non-attendance and seek medical documentation.

Step 2 - On the student's return to school, present:

- A note from parents for Years 7 to 10 (detailing the reason the assessment was not submitted)
- A medical certificate for Year 11 and an AARA application form to the HOD – Senior Schooling
- A medical report for Year 12 and an AARA application form to the HOD – Senior Schooling.

Step 3 - Complete the examination at the time determined by the teacher or HOD. Where possible this should be the first day back at school.

Failure to follow these procedures (or if the student is unable to provide sufficient evidence for the absence) will result in the student being not rated for the assessment task.

The taking of family holidays does not constitute a valid reason for being absent from an examination. Likewise, absence from an examination due to attendance at a leisure or recreational event (such as a music concert) does not constitute a valid reason for the rescheduling of an examination.

Impact of non-submission of assessment in Years 11 and 12

Unit 1 and 2

The school will report to the QCAA results for students who complete Units 1 and 2 for all Applied, Applied (Essential) and General subjects as Satisfactory (S) or Unsatisfactory (U). Where appropriate, the school will also report a Not Rated (NR). Evidence used to determine each student's result is:

- Authenticated as the student's own work
- Completed on or before the due date
- Drawn from responses to the assessment designed for reporting to the QCAA.

Students who do not submit responses to the complete assessment program (designed for reporting to the QCAA) cannot be awarded Satisfactory or Unsatisfactory and must be awarded Not Rated.

Unit 3 and 4

Applied subjects – Teachers make a judgement on the exit folio containing *all four (4) instruments* in the school's assessment program using syllabus standards. An E cannot be awarded when there is no evidence for that standard.

Applied (Essential) subjects – Teachers make an on-balance judgment using evidence in the student's exit folio consisting of *all three internal and one common internal assessment task*, matched to the reporting standards. An E cannot be awarded when there is no evidence for that standard.

General subjects – Teachers make judgements about the evidence in *all three internal assessment tasks* using the Instrument Specific Marking Guides (ISMG) to indicate the alignment of work to the performance level descriptors. A mark of zero cannot be allocated if there is no evidence.

Where a student does not submit a final response to an assessment instrument on or before the due date (other than exams), a result should be awarded using evidence collected on or before the due date eg draft. If there is no evidence, the student will be awarded a Not Rated for the instrument and will receive no QCE credit for the entire year.

Evidence could include rough drafts, work completed in class on the assessment task, rehearsals of spoken tasks, checklists and anecdotal notes on practical performance.

Managing academic misconduct

Mount Morgan State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. All key stakeholders have responsibilities in ensuring that the Assessment Policy is followed to ensure the academic integrity of assessment items completed. This policy contains whole-school procedures to support this endeavour.

Mount Morgan SHS is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • Uses unauthorised equipment or materials (including mobilephone, smart watch or tablet) • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>For authorship issues When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p> <p>For instances of academic misconduct during examinations Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2).</p> <p>Where appropriate, the school's behaviour management policy will be implemented.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment. 	
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student. 	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Access arrangement and reasonable adjustments (AARA)

Mount Morgan SHS is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.

The four broad application categories for AARA eligibility determined by QCAA are cognitive, physical, sensory and social/emotional. Students may also apply for an AARA on the grounds of illness or misadventure.

Access Arrangements

- are available to a student with evidence of a need that is not necessarily covered by the definition of disability, e.g. a temporary injury or needs resulting in inclusive educational strategies
- enable a student to access assessment and demonstrate their knowledge
- do not change assessment conditions.

Reasonable Adjustments

- are available to a student with evidence of a need and who has impairment or medical condition. Without reasonable adjustments, the disability results in a substantial disadvantage for the student when compared to students without impairment
- allow for assessment conditions to be changed due to the barriers that may be experienced by the student with impairment. The integrity of the assessment instrument is not changed
- may be unique and tailored specifically for a student's needs

Ineligibility for an AARA

As per the QCAA QCE and QCIA Policy and Procedures Handbook 2019 v1.2 (section 6.3.2), students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an exam timetable and instructions)
- matters of the student's or parent's/guardian's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Applying for an AARA – Disability, impairment or condition

Unit 1 and 2 (Year 11) – disability, impairment or condition (School approved) The school will make decisions about AARAs for Units 1 and 2 for eligible students. The AARA implemented for Unit 1 and 2 should align to those that are available in Unit 3 and 4. Provision of an AARA in Unit 1 and 2 does not guarantee that students will be provided the same AARA for Unit 3 and 4.

Unit 3 and 4 (Year 12) – disability, impairment or condition (QCAA Approved)

Students completing Units 3 and 4 in Year 12 will need to have all AARA applications approved by the Principal. These applications will be recorded in the QCAA Portal. Please note that final approval for some AARA applications in Units 3 and 4 will be completed by the QCAA. AARA applications in Units 3 and 4 must have the required documentation in order to be processed. There are currency requirements that need to be met for the supporting documentation.

Medical reports and school statements are a mandatory requirement to process any AARA applications for long term disabilities for Units 3 and 4 in senior schooling. Medical reports must be completed by a relevant medical practitioner who is a general practitioner (GP), medical specialist or psychologist and who is not related to the student or employed by the school. For a student with a verified disability as part of the Education Adjustment Program (EAP), the formal notification of EAP may substitute a medical report. Student statements are optional. (Refer to the QCE and QCIA Policy and Procedures Handbook 2019 v1.2 – Section 6.4.5)

All AARA applications will be electronically saved on the student's OneSchool profile. All hard copies of AARA applications will be stored by the HOD – Senior Schooling.

Applying for an AARA - Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply for any AARA applications for illness or misadventure:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

Year 11 – illness and misadventure – School-approved AARA

Students in Years 11 will need to have their AARA application approved by the Head of Department – Senior Schooling. AARAs on the grounds of illness and misadventure for examinations, assignment work, practical projects and performances need to be submitted and approved as early as possible after the temporary illness or unexpected event using an AARA application form (Appendix B).

Medical claims - A medical certificate from an independent health professional that includes the following information is required:

- Illness, condition or event
- Date of diagnosis, onset or occurrence – must cover the date of the assessment for which the application is made

Non-medical claims – Written evidence from a relevant and independent professional or other independent third party eg social worker, member of the clergy, police officer, solicitor or funeral director.

Year 12 (Unit 3 and 4) – illness and adventure - Principal-reported AARA

Students in Year 12 will need to have their AARA application approved by the Head of Department – Senior Schooling. This decision is to be reported to the QCAA via the QCAA Portal as a "Principal-reported AARA". AARAs on the grounds of illness and misadventure for assignment work, practical projects and performances need to be submitted and approved as early as possible. AARAs for on the grounds of illness and misadventure for examinations need to be submitted and approved as soon as possible after the temporary illness or unexpected event.

Medical claims - A medical report from an independent health professional that includes the following information is required:

- Illness, condition or event
- Date of diagnosis, onset or occurrence – must cover the date of the assessment for which the application is made
- Symptoms, treatment or course of action related to the condition or event
- Explanation of the probable effect of the illness or condition on the students participation in the assessment

Non-medical claims – Written evidence from a relevant and independent professional or other independent third party eg social worker, member of the clergy, police officer, solicitor or funeral director.

- Explanation of the probable effect of the event on the student’s participation in the assessment

Timelines and documentations for AARA applications in Units 3 and 4 of Year 12

Refer to the QCE and QCIA Policy and Procedures Handbook 2019 v1.2 for requirements.

Restrictive Practices

Mount Morgan State High School staff may 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) which may include initiating school lockdown procedures. The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language. Instruct onlookers to move away from the area.
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. If safe to do so, 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 behavior, 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.

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.