



Queensland
Government

Mount Gravatt State School

Student Code of Conduct

2025-2027

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

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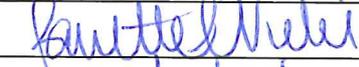
at <https://ppr.qed.qld.gov.au/pp/student-discipline-procedure> to ensure you have the most current version of this document.

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P/C President Signature:	
Date:	20/11/24

REVIEW STATEMENT

The *Mount Gravatt State School* Student Code of Conduct 2025-2027 will undergo annual minor updates to reflect changing circumstances, data and staff. A full review is conducted every four years in-line with the scheduled review process for the *School Planning, Reviewing and Reporting Cycle*.

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PURPOSE

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

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

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

PRINCIPAL'S FOREWARD

The *Mount Gravatt State School Student Code of Conduct* is underpinned by the ethos that every student is encouraged and supported to reach their maximum potential. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

"Nothing but the BEST".

We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic programs.

At *Mount Gravatt State School*, we believe that:

- Catering for each student's individual needs and abilities contributes to positive student behaviour;
- Students actively participating in their learning contributes to positive student behaviour;
- Strong, positive relationships between students, staff, parents/carers and the wider community contribute to positive student behaviour;
- Inclusive and innovative teaching and learning strategies contribute to positive classroom behaviour.

Our school community has identified the following school expectations to teach and promote our high standards:

- Be Responsible
- Be Respectful
- Be Safe



The success of high expectations at *Mount Gravatt State School* is underpinned by:

- Building a relationship of trust and mutual respect with children;
- Having a challenging and engaging curriculum which is relevant to the needs and interests of all children;
- Having clear behavioural expectations;
- Focusing on and reinforcing positive behaviours;
- Involving children in the development of behavioural expectations;
- Ensuring consistency and persistence across the whole school community;
- Skilling children to enable them to behave appropriately;
- Ensuring all members of the community provide appropriate models of behaviour; and
- Lessons are explicitly taught and focus rules are implemented as a result of class, cohort and whole school data and revised as necessary.

Our Student Code of Conduct provides an overview of the school's policies regarding behaviour for students. We have high expectations of all our students and they are explicitly taught the expected

behaviours. The Student Code of Conduct details the consequences that may apply when students breach the expected standards of behaviour, including use of suspension or exclusion.

Thank you to the students, staff, parents and other members of the community for their work in bringing this *Mount Gravatt State School Student Code of Conduct* together. It provides a clear explanation of what is expected from students and how we will support them to meet those expectations.

DATA OVERVIEW

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perception of students, parents and staff about school climate, attendance and other disciplinary absences.

The parent, student and staff satisfaction data is drawn from the *School Opinion Survey*. The *School Opinion Survey* is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and areas of focus.

Opinions on the school, student learning and student wellbeing are sought from all families and a sample of students from each school.

Opinions on the school as a workplace are sought from all staff and the Principal. There are additional questions for teaching staff about their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

Highlights report for (0198) Mount Gravatt State School, 2024



63

Parents and Caregivers
(31.5%) participated.

Most positive items	Agreement
This school treats students equally, regardless of gender.	98.0
Staff at this school are approachable.	96.6
This school celebrates student achievements.	96.4

Least positive items	Agreement
This school asks for my input.	75.0
My child's learning needs are being met at this school.	76.8
This school keeps me well informed.	78.0



72

Students
(88.9%) participated.

Most positive items	Agreement
My teachers expect me to do my best.	100.0
My school looks for ways to improve.	97.2
My school celebrates student achievements.	97.1

Least positive items	Agreement
I can talk to my teachers about my concerns.	75.0
I feel accepted by other students at my school.	75.4
Student behaviour is well managed at my school.	76.1



22

Staff
(55.3%) participated.

Most positive items	Agreement
I use the Australian Curriculum (F-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.	100.0
I enjoy working at this school.	100.0
I modify my teaching practice after reviewing student assessment data.	100.0

Least positive items	Agreement
I am confident that poor performance will be appropriately addressed in this school.	75.0
This school appropriately supports staff following an occupational violence/aggressive incident.	81.8
Recruitment and promotion decisions in this school are fair.	83.3

Parent/Caregiver school report, 2024

(0198) Mount Gravatt State School

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:

Fairness / Clarity of rules

The expectations and rules are clear at this school.

Teachers at this school treat students fairly.

Student behaviour is well managed at this school.

Safety

My child feels safe at this school.

Teachers at this school are interested in my child's wellbeing.

Partnerships

This school works with me to support my child's learning.

I can talk to my child's teachers about my concerns.

This school keeps me well informed.

Staff at this school are responsive to my enquiries.

Staff at this school are approachable.

This school asks for my input.

This school takes parents' opinions seriously.

	Your school							Agreement
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	
The expectations and rules are clear at this school.	62	3.2	3.2	6.5	11.3	35.5	40.3	 87.1
Teachers at this school treat students fairly.	61	0.0	4.9	3.3	9.8	44.3	37.7	 91.8
Student behaviour is well managed at this school.	58	3.4	3.4	3.4	19.0	39.7	31.0	 89.7
Safety								
My child feels safe at this school.	61	1.6	1.6	4.9	8.2	34.4	49.2	 91.8
Teachers at this school are interested in my child's wellbeing.	63	3.2	3.2	3.2	4.8	42.9	42.9	 90.5
Partnerships								
This school works with me to support my child's learning.	58	6.9	5.2	8.6	13.8	25.9	39.7	 79.3
I can talk to my child's teachers about my concerns.	58	3.4	3.4	0.0	12.1	34.5	46.6	 93.1
This school keeps me well informed.	59	6.8	6.8	8.5	15.3	23.7	39.0	 78.0
Staff at this school are responsive to my enquiries.	57	3.5	3.5	3.5	12.3	29.8	47.4	 89.5
Staff at this school are approachable.	58	0.0	0.0	3.4	13.8	29.3	53.4	 96.6
This school asks for my input.	56	7.1	8.9	8.9	28.6	17.9	28.6	 75.0
This school takes parents' opinions seriously.	48	6.3	4.2	6.3	20.8	18.8	43.8	 83.3

Student school report, 2024

(0198) Mount Gravatt State School

Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Fairness / Clarity of rules

The expectations and rules are clear at my school.

Teachers at my school treat students fairly.

Student behaviour is well managed at my school.

Safety

I feel safe at my school.

I feel safe undertaking online activities using my school's internet.

My teachers are interested in my wellbeing.

Partnerships

My school encourages me to participate in school activities.

My school takes students' opinions seriously.

I can get help with my schoolwork at home.

	Your school							Agreement
	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	
The expectations and rules are clear at my school.	72	0.0	0.0	4.2	11.1	45.8	38.9	95.8
Teachers at my school treat students fairly.	71	1.4	4.2	11.3	33.8	29.6	19.7	83.1
Student behaviour is well managed at my school.	71	5.6	5.6	12.7	22.5	38.0	15.5	76.1
I feel safe at my school.	72	1.4	5.6	8.3	13.9	30.6	40.3	84.7
I feel safe undertaking online activities using my school's internet.	69	1.4	0.0	1.4	4.3	36.2	56.5	97.1
My teachers are interested in my wellbeing.	71	1.4	4.2	7.0	19.7	42.3	25.4	87.3
My school encourages me to participate in school activities.	70	0.0	2.9	0.0	8.6	37.1	51.4	97.1
My school takes students' opinions seriously.	71	0.0	5.6	16.9	21.1	31.0	25.4	77.5
I can get help with my schoolwork at home.	70	2.9	7.1	7.1	10.0	25.7	47.1	82.9

Staff school report (all staff items), 2024

(0198) Mount Gravatt State School

Your school

Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:

	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Agreement
Fairness / Clarity of rules								
The expectations and rules are clear at this school.	22	0.0	0.0	13.6	4.5	22.7	59.1	86.4
Students are treated fairly at this school.	22	0.0	4.5	0.0	13.6	22.7	59.1	95.5
Student behaviour is well managed at this school.	22	0.0	0.0	9.1	13.6	31.8	45.5	90.9
Students with disability are well supported at this school.	22	0.0	0.0	9.1	18.2	22.7	50.0	90.9
Safety								
I am aware of health, safety and wellbeing procedures at this school.	22	0.0	0.0	0.0	4.5	40.9	54.5	100.0
There is adequate focus on workplace safety at my workplace.	22	0.0	0.0	0.0	9.1	22.7	68.2	100.0
I feel this school is a safe place in which to work.	22	0.0	0.0	0.0	13.6	18.2	68.2	100.0
Partnerships								
This school takes staff opinions seriously.	22	0.0	0.0	4.5	9.1	36.4	50.0	95.5
This school encourages parents/carers to be active partners in educating their child.	22	0.0	0.0	4.5	22.7	22.7	50.0	95.5
School culture								
This school fosters respectful relationships among all students.	22	0.0	0.0	4.5	4.5	31.8	59.1	95.5
This school looks for ways to improve.	22	0.0	0.0	0.0	13.6	22.7	63.6	100.0
I enjoy working at this school.	22	0.0	0.0	0.0	9.1	18.2	72.7	100.0
This school promotes gender equality.	22	0.0	0.0	0.0	9.1	31.8	59.1	100.0
If I raised a concern, I feel confident that it would be taken seriously.	21	0.0	0.0	4.8	9.5	28.6	57.1	95.2
This is a good school.	22	0.0	0.0	0.0	13.6	22.7	63.6	100.0
Teaching and learning								
Students are encouraged to do their best at this school.	22	0.0	0.0	4.5	13.6	18.2	63.6	95.5

LEARNING AND BEHAVIOUR STATEMENT

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

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At *Mount Gravatt State School* we emphasise the importance of explicitly teaching the behaviours we want students to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

These expectations are communicated to students via:

- The *Mount Gravatt State School* Enrolment Agreement which sets out the responsibilities of the student, parents or carers and school staff;
- The Technology Student Participation Agreement;
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on school expectations;
- During active supervision by staff during classroom and non-classroom activities;
- Discussions at school assemblies.

Mount Gravatt State School implements the following proactive and preventative processes and strategies to support student behaviour through:

- Communication through the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- School Wellbeing and Action Team (SWAT) providing information to staff and parents, and support to others in sharing successful practices;
- Individual behaviour support plans developed for students with high behavioural needs, enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Student Wellbeing and Action Team (SWAT)

We aim to support our students to develop skills that will allow them to be healthy, confident and resilient individuals.

Learning and wellbeing are inextricably linked and students learn best when their wellbeing is optimised. 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. This is done 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 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 (CARF). Schools acknowledge the positive impact that meaningful relationships between staff and students can have on students' academic and social outcomes.

Policy and expectations

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

Specialised health needs

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

This means that appropriate health plans are developed and followed for students with specialised health needs, that relevant 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 Gravatt State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students during school hours..

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to Administer Medication at School form signed by the prescribing health practitioner. *Mount Gravatt State School* maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

We focus on building an understanding of healthy minds and bodies working in partnership with parents.

Student Support Team

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.

The following staff make up the Student Support Team at *Mount Gravatt State School*:

Role	Responsibility
Head of Student Support	<ul style="list-style-type: none"> • oversees support of students at <i>Mount Gravatt State School</i>; • manages the Student Support staff, including visiting DoE therapists; • liaises with parents, teachers, and external health providers as required; • leads and embeds inclusive practices in daily school life; • leads and embeds the legislation and policies that impact on schooling, especially in relation to students with disability.
Guidance Officer	<ul style="list-style-type: none"> • may be accessed when a case is escalated through a referral to SWAT. • liaises with parents, teachers, or other external health providers as required.
School Registered Nurse	<ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs; • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Student Wellbeing Officer	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education; • supports students to overcome barriers to education such as: <ul style="list-style-type: none"> ○ attendance at school; ○ relationships/social skills; ○ social / emotional / physical wellbeing; ○ conflict with family / peers / teachers.
Speech Language Pathologist	<ul style="list-style-type: none"> • supports inclusive education for all students • identifies the speech language communication demands of the curriculum • designs, supports, implements and reviews reasonable adjustments to support student access to, and participation in education • actively engages in school decision-making processes

	<ul style="list-style-type: none"> • builds school capability to identify and support students with speech language communication difficulties • works in partnership with school teams, parents and students
School Chaplain	<ul style="list-style-type: none"> • provides social, emotional and pastoral support for students, families and school staff.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school team. 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 speak with the Principal.

WHOLE SCHOOL APPROACH TO DISCIPLINE

Mount Gravatt State School uses a whole-school approach outlining expectations in all classrooms and programs offered through the school, including sporting activities and excursions.

At *Mount Gravatt State School* we believe discipline 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 behaviour expectations clear, for providing supportive instruction about how to meet these expectations, and strive to use behavioural incidents as opportunities to re-teach.

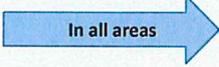
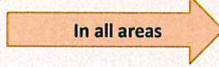
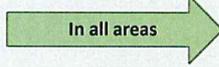
Our school community has identified the following school expectations to teach and promote our high standards:

- Be Responsible
- Be Respectful
- Be Safe



At *Mount Gravatt State School* all staff follow school policies in providing a safe, respectful and responsible learning environment. Consistency of practice is an important facet of the implementation of this policy.

Behaviour Expectations – For Explicit Teaching

Mount Gravatt State School Expectations						
	In the classroom	At the toilets / change rooms	Lining up / moving about the school	In the playground	Using technology	In the community (including excursions / going to and from school)
Be Respectful	<ul style="list-style-type: none"> Be an active listener Raise your hand to speak Allow others to learn Enter and exit the room quietly and calmly Knock before entering a room 	<ul style="list-style-type: none"> Give others privacy Be private 	<ul style="list-style-type: none"> Walk calmly and quietly When in a class group, walk quietly in lines Keep verandahs and hallways clear 	<ul style="list-style-type: none"> Care for the environment, plants and animals Put rubbish in bins 	<ul style="list-style-type: none"> Only use approved online sites and educational games Use manners and kindness online 	<ul style="list-style-type: none"> Treat all people with kindness Use good manners Follow community and venue rules
				<ul style="list-style-type: none"> Be kind to yourself and others Be polite – use your manners <ul style="list-style-type: none"> Be patient – take turns Be considerate of the rights and feelings of others <ul style="list-style-type: none"> Follow teachers' instructions Respect other's personal bubble 		
Be Responsible	<ul style="list-style-type: none"> Take an active role in classroom activities Be organised: have your learning toolkit ready Be tidy Be honest Ask permission to leave the room 	<ul style="list-style-type: none"> Use toilets during breaks, where possible Use toilets correctly; no running, shouting or playing Keep toilets clean No food in toilets 	<ul style="list-style-type: none"> Stay away from out-of-bounds areas Eat in the eating areas; sitting down to eat Put litter in bins Leave areas clean and tidy 	<ul style="list-style-type: none"> Play fairly Share equipment Fix problems without aggression Return equipment to the appropriate place 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content Check with a teacher before printing Use equipment correctly Hand devices to the office 	<ul style="list-style-type: none"> Represent Mount Gravatt SS in a positive manner Wear the correct school uniform Walk bikes/scooters wren in the school grounds Leave the school promptly after 3pm
				<ul style="list-style-type: none"> Be in the right place at the right time Follow instructions right away Make appropriate choices independently Accept responsibility for your own actions <ul style="list-style-type: none"> Clean up after yourself Use all equipment correctly Look after school and personal property 		
Be Safe	<ul style="list-style-type: none"> Keep the classroom tidy Walk when in the classroom 	<ul style="list-style-type: none"> Wash hands after using the toilet and before eating food Walk Go to the toilet block with a buddy Follow class toilet procedures 	<ul style="list-style-type: none"> Always walk in the buildings area Sit on seats (not on steps, bag racks or railings) Don't jump over seats / benches Wear shoes and socks 	<ul style="list-style-type: none"> Play safely Be sun-safe; wear a hat Wear shoes and socks Stay in the school grounds Stay in appropriate areas Use equipment for its intended purpose 	<ul style="list-style-type: none"> Keep any usernames and passwords private Keep private information off online sites 	<ul style="list-style-type: none"> Use traffic lights or crossings to cross roads Follow road rules Walk bikes and scooters around the school grounds Wear a bike helmet
				<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Use and store equipment and belongings appropriately Immediately report any problems to a teacher 		

One of the above expectations will be explicitly focussed on each term. The expectation and associated examples will be discussed on assembly fortnightly and also discussed in class. Staff will also apply any of the expectations they feel necessary to support identified behaviours.

The development of the *Mount Gravatt State School Student Code of Conduct* is an opportunity to gain parental support to implement a consistent approach to teaching behaviour. The language and expectations 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 are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At *Mount Gravatt State School* we emphasise the importance of explicitly teaching the behaviours we want students to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to encourage positive behaviour and provides a framework for responding to unacceptable behaviour.

Consideration of Individual Circumstances

Staff at *Mount Gravatt State School* consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when:

- establishing 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.

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

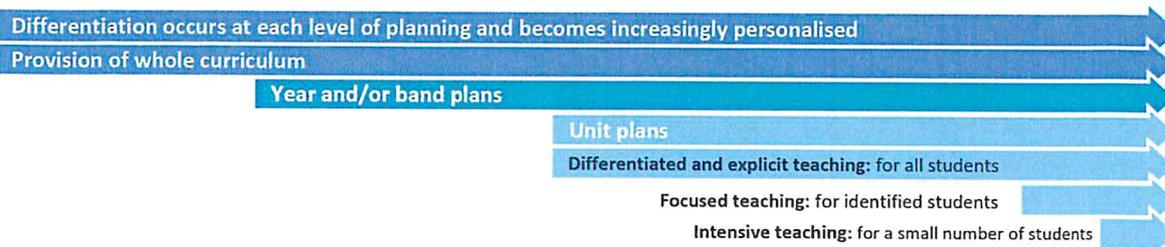
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with your child's teacher or the principal to discuss the matter.

Differentiated and Explicit Teaching

Mount Gravatt State 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.

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

There are three main layers to differentiation, as illustrated in the diagram below. Each layer provides progressively more personalised supports for students. This model is also used for academic and pedagogical differentiation.



Focussed Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at *Mount Gravatt State School* to provide focused teaching.

Intensive Teaching

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

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

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

DISCIPLINARY CONSEQUENCES

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

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

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

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

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

Differentiated

The class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. These 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 cues;
- Tactical ignoring of inappropriate behaviour (not student);
- Revised seating plan and relocation of student/s;
- Individual positive reinforcement for appropriate behaviour;
- Classwide incentives;
- Reminders of incentives or class goals;
- Redirection;
- Low voice and tone for individual instructions;
- 'Take-up' time for student/s to process instruction/s;
- Reduce verbal language;
- Break down tasks into smaller chunks;
- Provide positive choice of task order (e.g. "Which one do you want to start with?");
- Prompt student to take a break or time away in class;
- Model 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);
- Responsibility room;
- Buddy class.

Focussed

The class teacher may be 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 social skills teaching in small group;
- Buzz in, Buzz out;
- Responsibility Room;
- Behavioural contract;
- Counselling and guidance support;
- Self-monitoring plan;
- Individualised incentives;
- Teacher coaching and debriefing;

- Referral to SWAT team based problem solving;
- Stakeholder meeting with parents and external agencies .

Intensive

The School leadership team work in consultation with SWAT 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.

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Gravatt State School* will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend as the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

A record of the meeting is saved 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 focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Reasonable adjustments

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

SCHOOL POLICIES

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

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

Temporary Removal of Student Property

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains);
- imitation guns or weapons;
- potentially dangerous items (e.g. blades, rope);
- drugs** (including tobacco);
- vapes;
- 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.

** 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 Gravatt State School:

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

Parents of students at Mount Gravatt State School:

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

Students of Mount Gravatt State School:

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

Use of Mobile Phones and Other Devices by Students

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

In consultation with the broader school community, *Mount Gravatt State School* has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

- All students (except for those with recorded exemptions) at *Mount Gravatt State School* are to hand their mobile phone into the Office every morning on arrival to school and collect it every afternoon once school has finished.
- Students at *Mount Gravatt State School* are to disable notifications on wearable devices during school hours;
- Students at *Mount Gravatt State School* who require access to their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons are to contact the Principal to apply for a formal exemption;
- At no point, can students at *Mount Gravatt State School* use their mobile phone or wearable device while on school grounds or at school activities.
- When handed into the Office, the mobile phone will be placed in a secure location.

It is **unacceptable** for students at *Mount Gravatt State School* to:

- use a mobile phone or other devices in an unlawful manner;
- use a mobile phone in technology-free designated spaces or times;

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

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

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

- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and Responding to Bullying

Mount Gravatt State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Peer Mediators

Mount Gravatt State School has a group of Peer Mediators, with representatives from Year 6 who work together as co-mediators to interact positively with younger students and help them to resolve issues in the playground.

Peer mediators meet weekly with a staff member to discuss issues and concerns in the playground. Peer mediators are supported and guided in how they navigate these playground issues.

Peer Mediator Responsibilities

- Interact with ALL students by moving around the play area
- Act as role models and leaders by consistently practising the school rules
- Guide conversations between peers in conflict
- Listen well to other students and encourage solutions
- Organise structured games such as skipping, obstacle courses, blowing bubbles, etc.
- Manage equipment quickly and return to class
- Help and follow the instructions/suggestions of duty staff
- Report unmanageable incidents to duty staff
- Attend Peer Mediation meetings



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing; feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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 Gravatt State 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 Gravatt State School* teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

***Mount Gravatt State School* - Bullying response flowchart for teachers**

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

<p>First Hour</p> <p>Listen</p>	<ul style="list-style-type: none"> • 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
<p>Day 1</p> <p>Document</p>	<ul style="list-style-type: none"> • 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
<p>Day 2</p> <p>Collect</p>	<ul style="list-style-type: none"> • 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
<p>Day 3</p> <p>Discuss</p>	<ul style="list-style-type: none"> • 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
<p>Day 4</p> <p>Implement</p>	<ul style="list-style-type: none"> • 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
<p>Day 5</p> <p>Review</p>	<ul style="list-style-type: none"> • 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
<p>Ongoing</p> <p>Follow up</p>	<ul style="list-style-type: none"> • 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 Gravatt State School* with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their child's class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying.

Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at *Mount Gravatt State School* may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school.

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.

Cybersafety and Reputation Management (CRM)

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the SWAT 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 Gravatt State School* 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Mount Gravatt State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

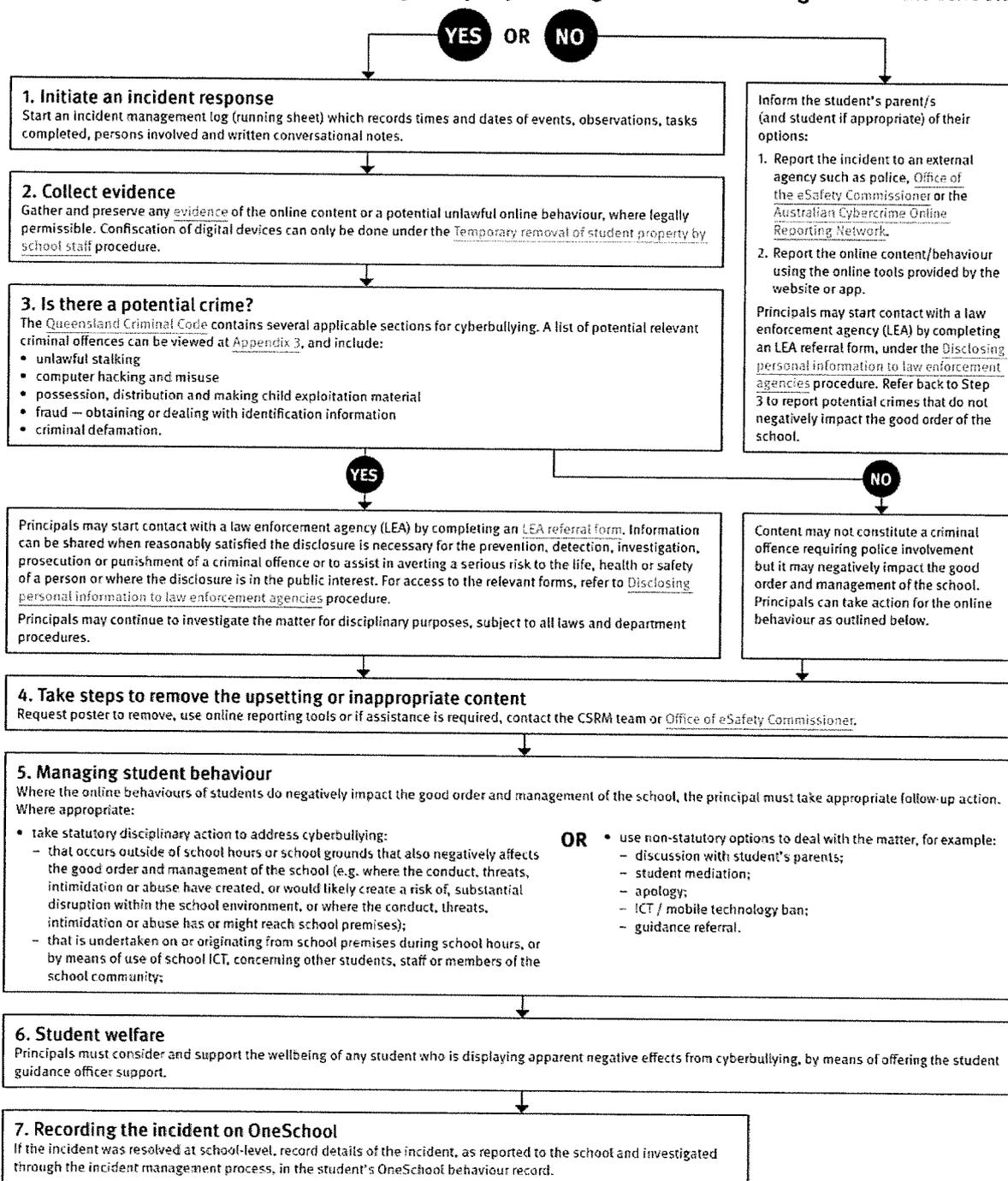
Explicit images

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

Report

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

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



APPROPRIATE USE OF SOCIAL MEDIA

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

RESTRICTIVE PRACTICES

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

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

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

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

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

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

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

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

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

CRITICAL INCIDENTS

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

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

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

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

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

RELATED PROCEDURES AND GUIDELINES

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

RESOURCES

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

LEGISLATIVE DELEGATIONS

Following, are links to legislation which influences the form and content of Queensland state school discipline procedures.

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

DELEGATIONS

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

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

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

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

CONCLUSION

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing, over the phone or through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

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

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

3. External review: contact a review authority.

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

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

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