

MORAYFIELD STATE HIGH SCHOOL



Student Code of Conduct

2021-2024



Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Contact Person:	Catherine Pfingst (Principal)
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Endorsement

Principal Name:	Catherine Pfingst
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Principal Signature:	
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Date:	
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P/C President and-or School Council Chair Name:	
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P/C President and-or School Council Chair Signature:	
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Date:	
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Purpose

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

Learning occurs best in school climates that are positive, calm, disciplined and safe. It is becoming clear in the educational research literature that the most effective approaches come from a Positive Behaviour Learning (PBL) framework. Morayfield State High School is committed to a multi-tiered prevention-intervention model that provides a continuum of positive behaviour support strategies.

The Morayfield State High School Student Code of Conduct is designed to facilitate high standards of behaviour and ensure that learning and teaching are maximised as well as setting 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.

School Disciplinary Absences

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

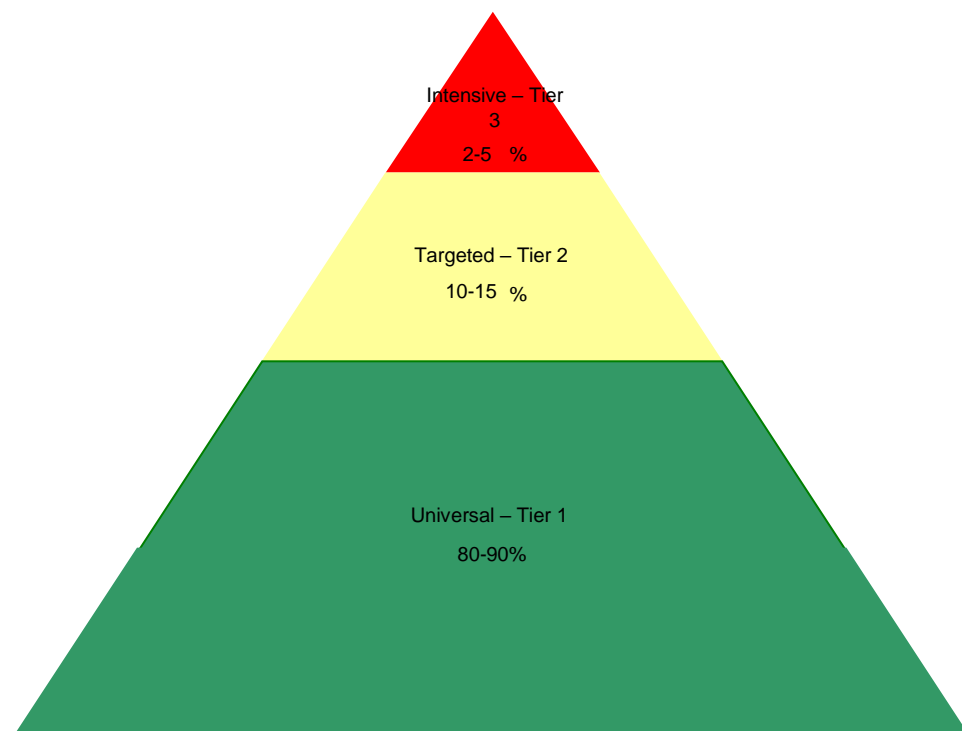
Learning and Behaviour Statement

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. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Morayfield State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Effective behaviour management strategies require the creation of a positive whole school culture, quality learning and teaching practices, relevant and engaging curriculum and a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices. They range from positive preventative action for all students, through to intensive intervention for specific individuals or groups.



See Appendix A for Tiered Prevention Strategies.

Consideration of Individual Circumstances

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your student.

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.

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

Morayfield State High School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students;
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state;
- Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time;
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
- Receive adjustments appropriate to their learning and/or impairment needs.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to a behaviour incident, please make an appointment with your Year Level Coordinator ; Behaviour Management Coordinator or the Year Level Deputy Principal to discuss the matter.

Student Wellbeing

Morayfield State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy:

At Morayfield State High School we 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](#) through our weekly classes locally known as **Connect**.

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 Morayfield State High School, we provide age-appropriate drug and alcohol education through compulsory Health and Physical Education Lessons that reinforce public health and safety messages; HIV, Hepatitis C and sexually transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

2022 Connect Overview

	Year 7 Who Am I?	Year 8 Where do I fit in?	Year 9 How can I succeed?	Year 10 Where do I want to go?	Year 11 How do I lead?	Year 12 What is my legacy?
AC -Personal & Social Capability Self-Awareness	<ul style="list-style-type: none"> • Recognise emotions – examine influences on and consequences of their emotional responses in learning, social and work-related contexts. • Recognise personal qualities and achievements – make a realistic assessment of their abilities and achievements and prioritise areas for improvement. 	<ul style="list-style-type: none"> • Understand themselves as learners – identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning. • Develop reflective practice – predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision-making strategies and feedback from peers and teachers. 	<ul style="list-style-type: none"> • Recognise emotions – reflect critically on their emotional responses to challenging situations in wide range of learning, social and work-related contexts. • Recognise personal qualities and achievements – assess their strengths and challenges and devise personally appropriate strategies to achieve future success. 	<ul style="list-style-type: none"> • Understand themselves as learners – evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required. 	<ul style="list-style-type: none"> • Develop reflective practice – reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit their personal and social capability. 	<ul style="list-style-type: none"> • Implement reflective practice – reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit their personal and social capability.
Self-Management	<ul style="list-style-type: none"> • Express emotions appropriately – forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. • Develop self-discipline and set goals – select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals. 	<ul style="list-style-type: none"> • Work independently and show initiative – critique their effectiveness in working independently by identifying enablers and barriers to achieve goals. • Become confident resilient and adaptable – assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence. 	<ul style="list-style-type: none"> • Express emotions appropriately – consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. • Develop self-discipline and set goals – critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts. 	<ul style="list-style-type: none"> • Work independently and show initiative – establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes. 	<ul style="list-style-type: none"> • Work independently, cooperatively and show initiative – establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes. • Become confident resilient and adaptable – evaluate, rethink and refine approaches to tasks or take account of unexpected or difficult situations and safety considerations. 	<ul style="list-style-type: none"> • Work independently, cooperatively and show initiative – establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes. • Become confident resilient and adaptable – evaluate, rethink and refine approaches to tasks or take account of unexpected or difficult situations and safety considerations.
Social Awareness	<ul style="list-style-type: none"> • Appreciate diverse perspectives – acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view. 	<ul style="list-style-type: none"> • Contribute to civil society – analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities. • Understand relationships – identify indicators of possible problems in relationships in a range of social and work-related situations. 	<ul style="list-style-type: none"> • Appreciate diverse perspectives – articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views. 	<ul style="list-style-type: none"> • Understand relationships – explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships. 	<ul style="list-style-type: none"> • Contribute to civil society – plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels. • Understand relationships – explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships. 	<ul style="list-style-type: none"> • Integrate relationships – explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships.
Social Management	<ul style="list-style-type: none"> • Communicate effectively – analyse enablers of and barriers to effective verbal, nonverbal and digital communication. • Work collaboratively – assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. 	<ul style="list-style-type: none"> • Make decisions – assess individual and group decision-making processes in challenging situations. • Negotiate and resolve conflict – assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations. • Develop leadership skills – plan school and community projects, applying effective problem-solving and team building strategies, and making the most of available resources to achieve goals. 	<ul style="list-style-type: none"> • Communicate effectively – formulate plans for effective communications (verbal, nonverbal, digital) to complete complex tasks. • Work collaboratively – critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks. 	<ul style="list-style-type: none"> • Make decisions – develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making. 	<ul style="list-style-type: none"> • Develop leadership skills – propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely. • Negotiate and resolve conflict – generate, apply and evaluate strategies such as active listening, meditation and negotiation to prevent and resolve interpersonal problems and conflicts. 	<ul style="list-style-type: none"> • Implement leadership skills – propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely. • Negotiate and resolve conflict – generate, apply and evaluate strategies such as active listening, meditation and negotiation to prevent and resolve interpersonal problems and conflicts.
Career Community Link Days/ Events	JET plans ANZAC Day	JET plans ANZAC Day	JET plans ANZAC Day	FSK, SET Plans ANZAC Day	FSK, Academic Performance Reviews ANZAC Day	Academic Performance Reviews ANZAC Day

Policy 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

Morayfield 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 involved, other students, school staff and the wider community. Morayfield State High School Guidance Officers work with students around their choices and recommend students where needed to external support agencies.

Specialised health needs

Morayfield State High 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 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

Morayfield 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 need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Morayfield State High 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

Morayfield State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. Students are encouraged to meet with one of the Guidance Officers for the facilitation and the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Morayfield State High School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Morayfield 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 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, Morayfield 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, Morayfield 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 Network	
Role	What they do
Chaplain	<ul style="list-style-type: none">• provides individual and group support to students in order to support their learning and wellbeing• provides support through one to one meetings• Attends and organises camps/activities.• Provides spiritual guidance.• Funded through Chaplaincy Funding and fundraising activities.
Community Education Counsellor	<ul style="list-style-type: none">• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Community Elder	<ul style="list-style-type: none">• provides support and advice for staff and students in order to enhance the educational experience for Indigenous and non-indigenous students
Indigenous Co-ordinator	<ul style="list-style-type: none">• Coordinates Literacy Intervention and support.• Student support and welfare.• Liaises with families and outside agencies.• Cultural awareness and enterprise• Accessing school and tertiary scholarships.• Facilitates the 'Closing the Gap' agenda
Guidance Officer	<ul style="list-style-type: none">• Provides comprehensive support for students and families around the three main areas : school, personal and vocational issues• Support mental health and wellbeing of students through: identification, referral, collaborative work with clinical care providers and family.• Provide counselling and guidance support to individuals and families for a range of personal and educational issues.• Provide specialist career planning and decision making advice including: subject selection, post school course selection (TAFE, universities and other training providers).

Head of Department Student Wellbeing	<ul style="list-style-type: none"> • Monitors student attendance data and arranges intervention for students in Year 7 to 12 • Provides a Connect program to support student links with self, school and community. • Liaises with outside agencies to provide support e.g. RAGE
School Based Health Nurse	<ul style="list-style-type: none"> • Supports students with information about health problems both physical and emotional particularly related to adolescence. • Assists with the delivery of health curriculum
School Based Police Officer	<ul style="list-style-type: none"> • Promotes positive relationships between the school community and police. • Develops crime prevention and problem orientated initiatives, engaging community and inter-agency partnerships. • Assists with the understanding of law/legal process and procedures, particularly in relation to young people. • Attends to police-related matters within the school community, where appropriate
Year Level Co-ordinators	<ul style="list-style-type: none"> • Responsible for establishing a positive relationship with each student conducive to supporting his/her engagement in school life to enhance academic, social and emotional growth and development. • Co-ordinate the Student Leadership program • Provide continuity of contact between the school, students and their families throughout their time at school • Provide support based around Connect, attendance and engagement to both students, staff and families
Youth Support Co-ordinator	<ul style="list-style-type: none"> • Provides both Individual and group support for students • Networks with staff and support agencies. • Provides specialised support and intervention programs

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

Students can approach any trusted school staff member at Morayfield 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 Services Centre.

Whole School Approach to Discipline

Morayfield 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 Morayfield State High School we believe discipline is about more than consequences. 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 Morayfield State High School Student Code of Conduct is an opportunity to explain the PBL framework to 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, Year Level Coordinator, Behaviour Management Coordinator or Year Level Deputy Principal.



PBL Expectations

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.

By clearly defining the responsibilities that all members of the Morayfield School Community are expected to uphold, and recognising the importance of meaningful relationships, we enhance learning and achievement for all students. Our goal is to provide positive support to promote high standards of achievement and behaviour.

Be Respectful

Be Responsible

Be Co-operative



MORAYFIELD STATE HIGH SCHOOL



STUDENT BEHAVIOUR EXPECTATIONS

Rule	All Settings	Classroom	Library	Assemblies	Canteen	Off Site Activities	Break Periods	Amenities (Toilets)	Transitions
BE RESPECTFUL	<ul style="list-style-type: none"> ✓ Correctly wear full school uniform ✓ Be mindful and considerate of others ✓ Hands off policy ✓ Remove headphones ✓ Be on time and on task at all times 	<ul style="list-style-type: none"> ✓ Remove hats ✓ Speak politely ✓ Be considerate of others ✓ Follow directions ✓ Listen when the teacher is teaching 	<ul style="list-style-type: none"> ✓ Ask library staff politely for assistance ✓ Share resources ✓ Work quietly 	<ul style="list-style-type: none"> ✓ Applaud appropriately ✓ Listen attentively ✓ Remove hats before entering ✓ Participate in singing the national anthem 	<ul style="list-style-type: none"> ✓ Use good manners ✓ Wait patiently and keep hands to yourself 	<ul style="list-style-type: none"> ✓ Represent the school with pride ✓ Respect community members and their property ✓ Use good manners 	<ul style="list-style-type: none"> ✓ Encourage fair play ✓ Be tolerant ✓ Use appropriate language ✓ Use school facilities in an appropriate manner 	<ul style="list-style-type: none"> ✓ Have one person per cubicle ✓ Respect others right to privacy 	<ul style="list-style-type: none"> ✓ Follow safe travel and transport procedures ✓ Respect school and public property ✓ Speak politely to everyone
BE RESPONSIBLE	<ul style="list-style-type: none"> ✓ Maintain a safe environment ✓ Use resources appropriately ✓ Look after people and property and report issues ✓ Be a positive role model for other students ✓ Have your student diary with you at all times 	<ul style="list-style-type: none"> ✓ Honour internet agreement ✓ Use resources appropriately ✓ Complete all assessment and homework on time ✓ Participate fully in all lessons 	<ul style="list-style-type: none"> ✓ Select resources quickly and return to allocated areas ✓ Return resources by due date ✓ Follow library procedures 	<ul style="list-style-type: none"> ✓ Correctly wear formal uniform ✓ Sit in designated areas ✓ Arrive on time 	<ul style="list-style-type: none"> ✓ Line up in an orderly fashion ✓ Leave bags at exit 	<ul style="list-style-type: none"> ✓ Return consent forms/money by required date ✓ Be sun safe - wear a hat and sunscreen ✓ Wear correct footwear ✓ Ensure you are well prepared for the activities 	<ul style="list-style-type: none"> ✓ Be safe in all areas ✓ Place all rubbish in the provided bins ✓ Follow out of bound rules ✓ Wear your hat when on ovals or courts ✓ Report unsafe behaviour 	<ul style="list-style-type: none"> ✓ Maintain a clean environment ✓ Observe hygienic practices ✓ After use, leave promptly ✓ Use amenities during breaks 	<ul style="list-style-type: none"> ✓ Once at school, stay at school ✓ Arrive on time ✓ Move to class on the bell ✓ Access lockers in an orderly manner
BE COOPERATIVE	<ul style="list-style-type: none"> ✓ Follow directions given ✓ Work in a cooperative manner with all students and staff ✓ Give your best effort at all times 	<ul style="list-style-type: none"> ✓ Put hand up to speak ✓ Leave classroom tidy ✓ Wait for teacher directions before entry and exit ✓ Turn off and put away all electronic devices 	<ul style="list-style-type: none"> ✓ Place bags and hats in racks prior to entry ✓ Follow entry and exit signs 	<ul style="list-style-type: none"> ✓ Leave bags, hats, sunglasses and electronic devices in classrooms prior to attending assembly ✓ Assist with pack up and set up when required 	<ul style="list-style-type: none"> ✓ Be ready with order and money ✓ Follow instructions of canteen and supervising staff 	<ul style="list-style-type: none"> ✓ Abide by conditions of venue/facility ✓ Be actively involved in the activity 	<ul style="list-style-type: none"> ✓ Assist peers to ensure school grounds are clean and tidy ✓ Follow directions given by all staff 	<ul style="list-style-type: none"> ✓ Report smoking and damage ✓ Use facilities appropriately 	<ul style="list-style-type: none"> ✓ Keep left and follow the arrows on pathways/walkways

Student Learning Expectations

What are you learning? Why?	How are you doing?	How do you know?	How can you improve?	Where do you go for help?
<ul style="list-style-type: none"> • I know what the Learning Intentions are for each lesson. • I know what skills I need to learn and demonstrate to complete the assessment item. 	<ul style="list-style-type: none"> • I know I am prepared for class each lesson. • I am an active participant in all class activities and discussions. • I know I am trying my best in all learning activities. 	<ul style="list-style-type: none"> • I know what success looks like • I can track my own progress by using success criteria. • I am able to demonstrate the required cognitions and learning activities. 	<ul style="list-style-type: none"> • I ask for and apply feedback from my teacher and peers to improve my work. • I will improve by being at school every day. • I will improve by being motivated and trying every day. 	<ul style="list-style-type: none"> • I can add to my learning by researching areas I don't know. • I know I can get help from my teachers. • I can get help with responding to questions by: <ul style="list-style-type: none"> ✓ Asking a friend ✓ Asking teacher for more information. ✓ 50/50 option ✓ Ask for more time ✓ The Wall ✓ One Note

Morayfield Community Agreement

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or year level Deputy Principal to discuss any matters relating to your student. All conversations with school staff must be polite and respectful – there is to be no swearing.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. Please do keep in mind that you may need to wait to receive a call back or to get an appointment for up to 48 hours due to staff needing to be in their classes teaching.
You are respectful in your conversations at home and online about school staff and the school in general	We will ensure positive behaviours are taught and role modelled for all students.
You only access designated areas in the school including the Student Services Centre and the Office. All other areas are for staff and student only unless directed.	We will give clear guidance about the process for parents about where to leave and collect students during times that are different to the set school hours.

Be Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your student and family.
You ensure your student attends school every day with the needed equipment, food and uniform. If your student is unwell, notify the school promptly of any absences and ensure all contact details remain upto date.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Be Co-operative

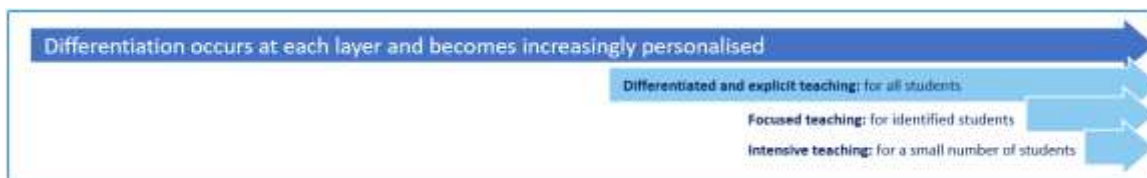
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You will support your student to meet the learning and behavioural expectations at school. You will attend scheduled meetings, read reports and attend Student Performance Meetings as requested as well as pay fees for resourcing	We are clear about our learning and behavioural expectations, and we will contact you to provide regular feedback about your student's progress.
You stay informed about school news and activities through the school newsletter, emails, texts, Facebook and Instagram pages and other materials sent home by school staff.	We will use the electronic processes including texts, emails and online social media platforms as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or year level Deputy Principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your student's learning, social and behavioural needs with school staff.	We will share relevant information with you about your student's learning, social and behavioural progress at school.

Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. 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. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

MORAYFIELD STATE HIGH SCHOOL

Respect • Responsibility • Cooperation

CLASSROOM EXPECTATIONS

Be Respectful	Be Responsible	Be Cooperative
<ul style="list-style-type: none">✓ Remove hats✓ Speak politely✓ Be considerate of others✓ Follow directions✓ Listen when the teacher is teaching	<ul style="list-style-type: none">✓ Honour internet agreement✓ Bring all required resources✓ Use resources appropriately✓ Complete all assessment and homework on time✓ Participate fully in all lessons	<ul style="list-style-type: none">✓ Put hand up to speak✓ Leave classroom tidy✓ Wait for teacher direction before entry and exit✓ Turn off and put away all electronic devices

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Morayfield 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.

Morayfield State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

RAGE is a 6 week strength based, solution focused program that is hands on, practical and also fun.

- The Many Faces of Anger
- The 4T's Anger Cycle
- Healthy Expressions of Anger
- Getting Through the Guilt of Anger
- Relaxation, Exercise and Diet
- Summary, Evaluation and awards

Managing the Bull is a 6-week course that builds resilience in bullied teens through games, activities and discussions.

- Recognise bullying
- Discover inner strengths
- Build self esteem
- Communicate effectively
- Deal with cyber-bullying
- Build support networks
- Use personal protection plans

Feeling Fantastic aims at helping adolescence understand their feelings and emotions such as anxiety and depression and learn how to express these emotions in healthy ways as opposed to internalising them.

- Understanding the feelings behind emotions
- Acknowledging that all emotions are normal
- Putting a name to the feelings behind the emotions
- Managing the thought patterns that can govern the feelings
- Expressing emotions in healthy ways
- Graduating with a transformed life

Shine (Girls) is a 6 week program for teenage girls to develop an understanding of their own personal worth, strength and purpose and to help realise the limitless potential within them. The program uses fun activities such as craft and make-up to strengthen their self esteem.

- I am valuable
- I am One-Of-A-Kind
- I am Lovable
- I have the power of choice
- My potential is limitless
- My life has purpose

For more information about these programs, please contact your Year Level Coordinator, Behaviour Management Coordinator or Year Level Deputy Principal.

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 a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

At Morayfield State High School, staff have designed a program to assist students with meeting school expectations. Time Out to Engage Mindfully (TOTEM- Flexi) is designed to enable students to achieve their potential by focusing on a variety of goals ranging from educational and behavioural to social and emotional.

Totem-Flexi allows students who are experiencing difficulties that prevent them from engaging in their learning, to remain with their peers and friendship groups, keep a regular school routine, have a strong sense of belonging, be part of the school community and continue their schooling with an uninterrupted curriculum.

Totem-Flexi allows students to achieve success in a smaller, more personal learning environment. Students attend Totem-Flexi on **individual timetables** to access aspects of learning that reflect their **personalised learning needs**, and remain in their 'mainstream' classes for other subjects and electives. program that allows students to achieve success in a smaller more personal learning environment with a maximum class size of twelve students.

Through MEARS (Morayfield Educational At Risk Students), students will be selected to participate in the program. This students may have:

- Lack of engagement in classes
- Issues with school refusal
- Major or consistent behaviour concerns;
- Other, as identified by MEARS panel.

Legislative Delegations

Legislation

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Morayfield 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, 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 focused 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 needed by the class teacher to refer the student to the Head of Department for support

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a 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, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Staff at Morayfield 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.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor with the following agreed understanding based on the Morayfield State High School Major vs Minor spreadsheet and One School reporting categories behaviour guidelines that have already been extensively negotiated with staff.

- Minor problem behaviour is handled by staff members at the time it happens;
- The majority of minor behaviours require application of the ESCM or corrective strategies employed by the teacher or require some intervention by Faculty HoD;
- Major problem behaviour is referred directly to the Faculty HoD or Student Management or Student Wellbeing HoD or Behaviour Management Coordinator
(As per the Managing Behaviour Incidents Flow Chart as above).

Minor behaviours are those that:

- Are minor breaches of the school rules and student code of conduct;
- Do not seriously harm others or cause you to suspect that the student may be harmed;
- Do not violate the rights of others in any significant way;
- Are not part of a pattern of problem behaviours;
- Do not require involvement of the school Student Services or Administration teams.

Example Minor Behaviours: (This is not an exhaustive list)

- Lack of equipment;
- Verbal disruption (eg talking, constant silly or annoying sounds);
- Incorrect uniform (see Uniform Policy on Morayfield State High School Website);
- Minor inappropriate language used in frustration (not directed at a person);
- Lateness;
- Chewing gum or eating in class;
- Phone, audio or other electronic equipment in class (see Mobile Device Policy - Appendix 10);
- Using a BYOx device for non-learning purposes while in the classroom;
- Riding bikes in the school grounds;
- Littering;
- Insolence – answering back and or disrespect;
- Being in out of bounds areas.

Minor problem behaviours are to be addressed by staff using classroom/student management strategies (including ESCM). This may result in the following consequences:

Minor consequence logically connected to the problem behaviour, such as removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion (co-ordinated and implemented by the staff member managing the student at the time of the behaviour);

Administrators respond to levels of inappropriate behaviour from students. Inappropriate behaviours resulting in the involvement of the Deputy Principals include:

- Misconduct – verbal or non-verbal, physical, property, and substance;
- Distribution of inappropriate messages or images, particularly where school staff or students are identified or Morayfield State High School is in some way implicated;
- Unacceptable behaviour in person, written or in electronic forms e.g. racism, sharing inappropriate material, reference to or use of weapons, vilification, insinuation or threat;
- Disruptive behaviour;
- Refusal to participate in the program of instruction;
- Absences;
- Conduct prejudicial to the good order and management of the school;
- Conduct prejudicial to the good reputation of the school;
- Cyber bullying.

See Appendix E for a list of possible consequences for minor and major behaviours.

Behaviour Outside of School

Students, while out in the community, typically on their way to or from school, or at any other time when in school uniform or otherwise identifiable as a Morayfield State High School student by their clothing, conduct or association, are to abide by the school behavioural expectations. Student behaviour that affects the reputation or good order and management of the school is addressed by this Responsible Behaviour Plan for Students. Reports of behaviours outside of school result in an immediate referral to, and involvement of, the Administration team. Major behaviours will be subject to the same potential consequences regardless of where they were conducted. Consequences could include detention, parent contact, loss of privilege, suspension, and recommendation to exclude.

Focused

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

- Functional Behaviour Assessment
- Success monitoring cards
- Individual student behaviour support strategies (e.g. IBSP)
- Targeted skills teaching in small group
- Token economy strategies
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Services Centre
- Stakeholder meeting with parents and external agencies

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 MEARS referral
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence and can be 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 Morayfield State High 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 Morayfield State High 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, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending 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-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be 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 (if required)
- Thank parents/carers and student for attending
- Walk student to Student Services Centre to sign in.

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

Morayfield 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 Morayfield 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 Morayfield 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 (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/carers of students at Morayfield State High School

- ensure your student does not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Morayfield 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 Morayfield 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 Morayfield 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.



Morayfield State High School

Personal Digital Device Policy

At Morayfield State High School personal digital devices are seen as a distraction to learning at school. Personal digital devices are to be switched off and out of sight during scheduled class time.

The policy has been enacted because:

- educational outcomes are increased when students are actively engaged in the learning and not distracted by personal digital devices.
- the use of personal digital device cameras/videos invade students' and staff members' right to privacy.
- inappropriate content cannot be blocked by the school on personal digital devices using cellular networks.

Personal devices include but are not limited to: Mobile phones, headphones/ air pods, gaming devices, iPods/ media players, smart watches, fitness trackers. Note: Smart watches/ Fitness trackers are to be disconnected from the student's mobile phone during class time.

Offence	Possible Consequence
First offence Device is seen or heard during class time	Warning
Second time Device is seen or heard during class time	Device is to be signed into the office. Device will be returned at the end of the day.
Refusal to relinquish	Possible 2-day external suspension
Repeat infringements (Forth offence in a term)	Possible 2-day external suspension

Outside of class time

- The recording of sounds or taking video footage or still images of people without their authorisation or knowledge is not permitted.
- One earphone only is to be used while listening to music due to safety concerns.
- The use of a personal digital device to bully or harass is not permitted. Refer to the Student Code of Conduct.

Exceptions

- The only students who may have their mobile phones switched on and visible are those with a Medical Plan and authorisation from the Principal or Year Level Deputy Principal.
- Headphones can be used for specific curriculum use with HOD approval.

Consequences for policy breach

- Please refer to the school website (www.morayfieldshs.eq.edu.au) for any information pertaining to the Student Code of Conduct for students.
- Invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth) of such material will result in disciplinary action according to the Responsible Behaviour Plan for Students; it also contravenes the Invasion of Privacy Act 1971.
- The sending of text messages or posting to websites of statements that contain defamation of character, obscene language and/or threats of violence may amount to bullying and/ or harassment or even stalking, and will be subject to disciplinary action according to the Student Code of Conduct and, potentially, police investigation.
- Repeated infringement of this policy will result in referral to a Deputy Principal for further action.

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 Morayfield State High 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

Morayfield State High 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 student'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.

Morayfield State High School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

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.



A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Morayfield State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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

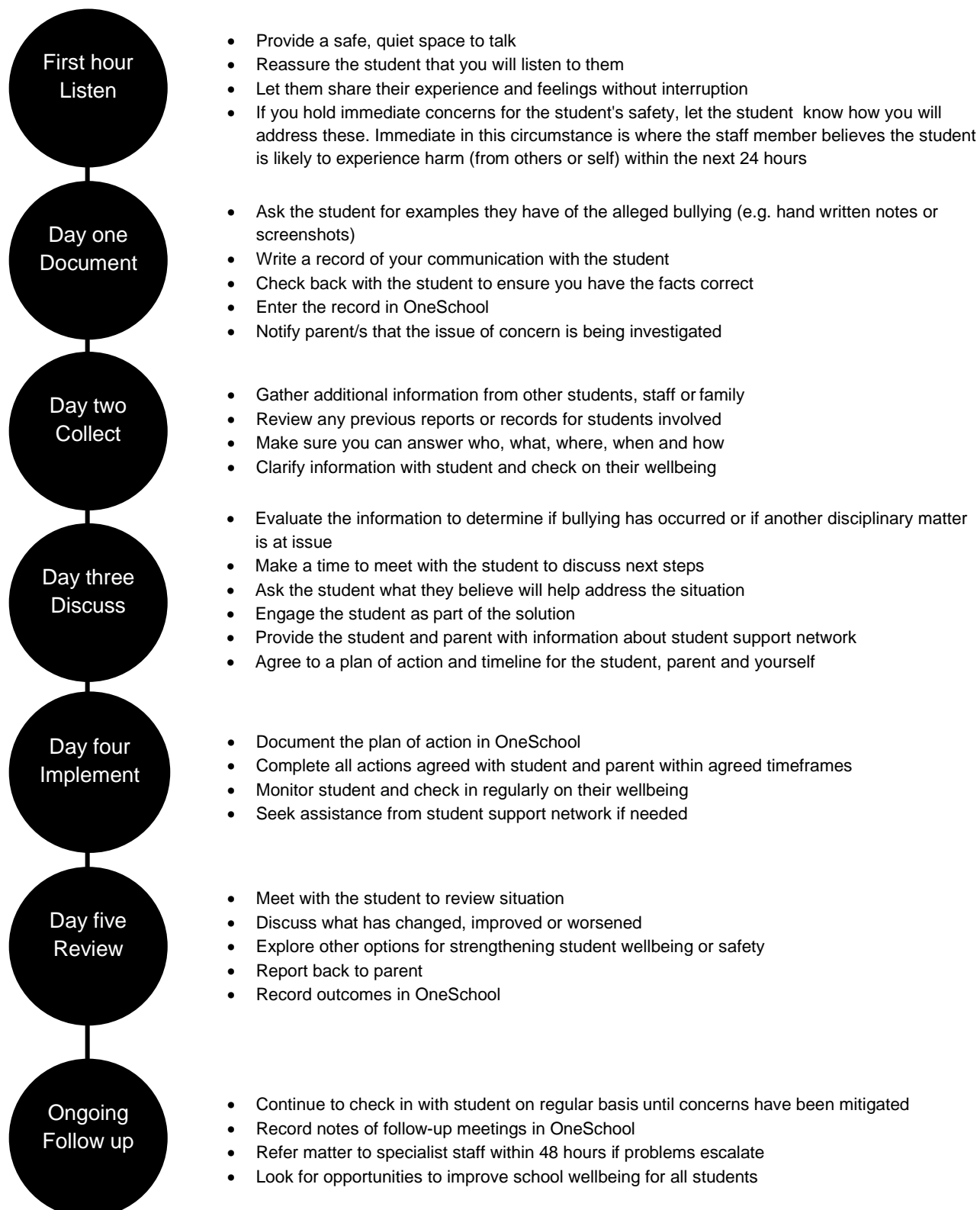
The following flowchart explains the actions Morayfield State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Morayfield State High School - Bullying response flowchart for teachers

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

Key contacts for students and parents/carers to report bullying:

Year 7 to Year 12 – Form teacher or Year Level Coordinator



Cyberbullying

Cyberbullying is treated at Morayfield 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 approach the year level Behaviour Management Coordinator.

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 Morayfield 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 your students year level Behaviour Management Coordinator.

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?

YES OR NO

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve any [evidence](#) of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies procedure](#). Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies procedure](#). Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or [Office of eSafety Commissioner](#).

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
 - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
 - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

- OR
- use non-statutory options to deal with the matter, for example:
 - discussion with student's parents;
 - student mediation;
 - apology;
 - ICT / mobile technology ban;
 - guidance referral.

6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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 student is a target or responsible for inappropriate online behaviour.

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

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

Student Intervention and Support Services

Morayfield 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 Morayfield 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.

Appropriate use of Social Media

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

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

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

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

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 student, be mindful of who might be in the background. You might be happy to share your student'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 student'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 Morayfield State High 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 staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. In the event of an emergency or critical incident it is expected that staff will notify the Principal or a Deputy Principal as soon as it is safe or practicable to do so. This is essential to ensure that a broader school-wide response following the Critical Incident Plan can be enacted if required.

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

BASIC DEFUSING STRATEGIES	ACTIONS
<i>Avoid escalating the problem behaviour</i>	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.
<i>Maintain calmness, respect and detachment</i>	Model the behaviour you want students to adopt, stay calm and controlled, use a firm, measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
<i>Approach the student in a nonthreatening manner</i>	Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise inflammatory body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge co-operation, withdraw if the situation escalates.
<i>Follow through</i>	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.
<i>Debrief</i>	Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Restraints: (Individual Plan)

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, plans will:

- be approved by the principal with a copy provided to the principal's supervisor;
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours;
- not use physical restraint processes in isolation;
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable;
- identify strategies to reduce and eliminate the need for physical restraint. Prevention strategies could include:
 - restoring safety in other practicable ways such as removing harmful objects;
 - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff;
 - use of movement limiting and / or protective devices at times of high risk.

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, staff will:

- be provided with physical restraint training and professional development that is documented;
- complete the required documentation following a physical restraint;
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm;
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

Physical Intervention and Restraints – Immediate or Emergency Response

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

- physically assaulting another student or staff member;
- posing an immediate danger to him/herself or to others.

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

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical;
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised;
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
 - the behaviour that preceded the use of physical restraint;
 - the type and duration of restraint used;
 - staff members and other witnesses present during the period of the restraint;
 - student's physical condition before and after the period of physical restraint;
 - planned future action to prevent further incidents of the behaviour.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;

- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless severe;
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result;
- take into account the age, stature, disability, understanding and gender of the student.

Debriefing

Following each instance involving the use of physical intervention:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed;
- a debriefing meeting with the relevant staff members to be held;
- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy.

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at:

<http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-IncidentRecording,-Notification-and-Management.aspx> online.

Related Procedures and Guidelines

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

- Cancellation of enrolment
- 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 Student Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

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

Conclusion

Morayfield State High 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 student'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 student's teacher or the year level deputy principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

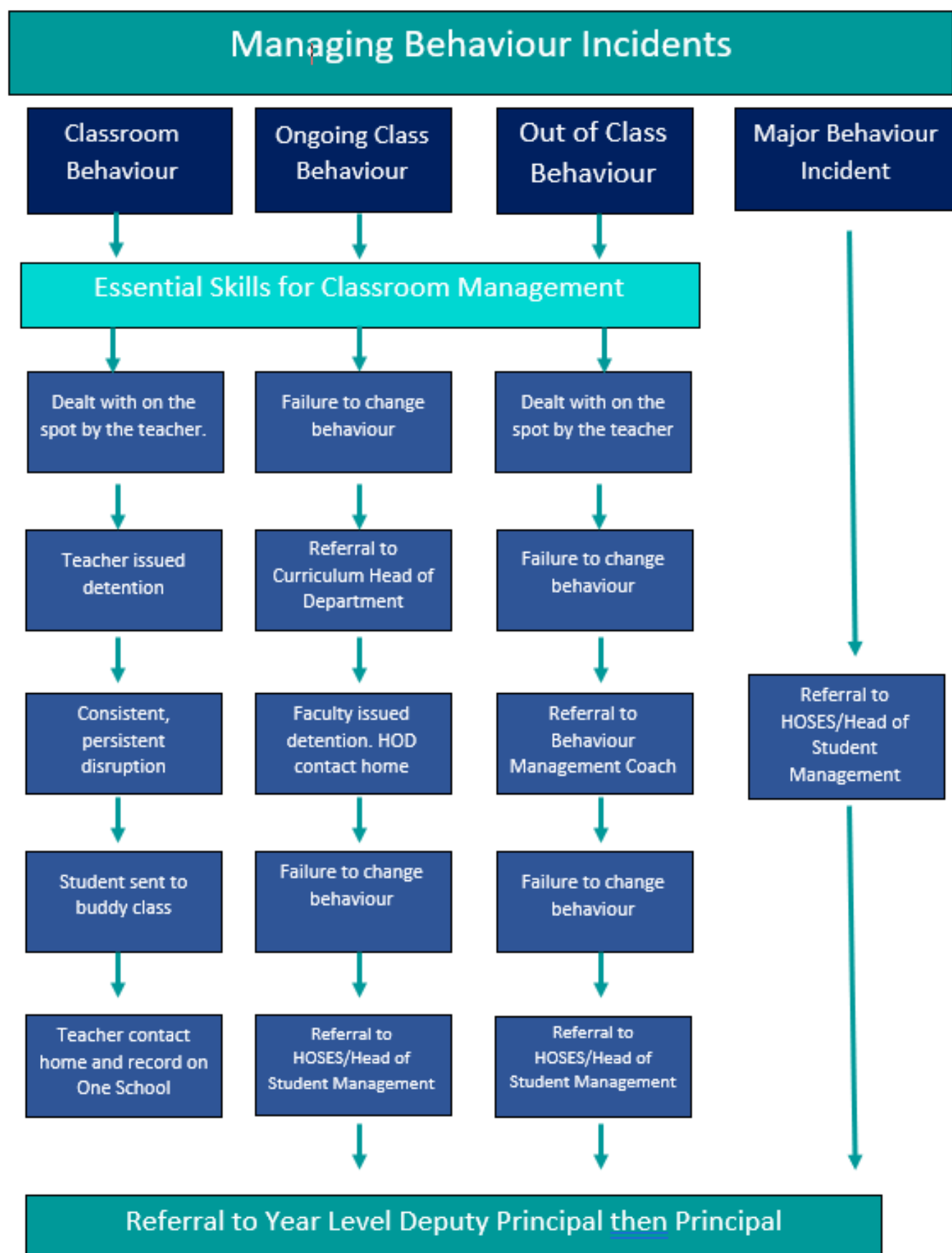
- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined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

Appendix A : Tiered Supports PBL

Tier	Prevention Description		
1	<p>Positive behaviour at Morayfield State High School is achieved through communicating and explicitly teaching our standards to all students.</p> <p>Communicating behavioural expectations is an essential component of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour.</p> <p>A set of behavioural expectations in specific settings has been developed for each of our three school values: <i>Respect, Responsibility</i> and <i>Co-operation</i>. The matrix outlines our desired behaviours and expectations in all school settings.</p> <table border="1" data-bbox="188 408 2143 1469"> <tr> <td data-bbox="188 408 1205 1469"> <p>Morayfield State High School implements the following proactive and preventative processes and strategies to support student behaviour:</p> <ul style="list-style-type: none"> • Explicit teaching of the CONNECT program and explicit Positive Behaviour Lessons which outline the school rules and what they mean, look like and sound like in specific settings; • Design of engaging and relevant curriculum programs; • High quality pedagogical practices informed by the Morayfield State High School Pedagogical framework; • Implementation of the Essential Skills for Classroom Management and Classroom Profiling; • A structured recognition program to acknowledge and reinforce positive behaviour; • Communication and consultation with the immediate and broader school community to gain rich and authentic feedback that ensures continuous improvement through social media, surveys, newsletters, school website, email, information evenings, flyers, letters, and direct conversation; <p>Clearly defined policies and practices that are published for the whole school community and are consistently applied.</p> <p>Merit points are awarded by teachers, or other school staff members, who witness the students displaying positive behaviours in all school settings. Each action is only worth one merit point and students are encouraged to collect as many merit points as possible throughout the school year.</p> <ul style="list-style-type: none"> • Low level and infrequent problem behaviour is re-directed by staff using the ESCM (Essential Skills for Classroom Management) through the reinforcement of expected school behaviour. </td><td data-bbox="1205 408 2143 1469"> <p>Reinforcing expectations</p> <ul style="list-style-type: none"> • Explicit teaching in Years 7 – 12; • Visual signage across the school; • Verbal – common language; • Weekly rule focus on Assemblies, staff briefing, and newsletter; • Modelling – student leaders and staff model the desired behaviours; • A comprehensive student recognition program based on identifying students demonstrating the expected behaviours in classrooms and playground settings through the awarding of merit points (see below) • A staff recognition program aligned to the positive recognition of expected student behaviours through issuing merit points and sending postcards home as well as collegial recognition and nomination (see below); • Parents and community are encouraged to reinforce common positive behaviours in the home and broader community through regular communications; • Induction of new students and staff in the Morayfield State High School Student code of Conduct; • Individual support profiles including IBSPs, DIPs, Personal Learning Plans, Safety Plans and ICPs will be developed for students with medium/high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings as required. </td></tr> </table>	<p>Morayfield State High School implements the following proactive and preventative processes and strategies to support student behaviour:</p> <ul style="list-style-type: none"> • Explicit teaching of the CONNECT program and explicit Positive Behaviour Lessons which outline the school rules and what they mean, look like and sound like in specific settings; • Design of engaging and relevant curriculum programs; • High quality pedagogical practices informed by the Morayfield State High School Pedagogical framework; • Implementation of the Essential Skills for Classroom Management and Classroom Profiling; • A structured recognition program to acknowledge and reinforce positive behaviour; • Communication and consultation with the immediate and broader school community to gain rich and authentic feedback that ensures continuous improvement through social media, surveys, newsletters, school website, email, information evenings, flyers, letters, and direct conversation; <p>Clearly defined policies and practices that are published for the whole school community and are consistently applied.</p> <p>Merit points are awarded by teachers, or other school staff members, who witness the students displaying positive behaviours in all school settings. 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2	<p>Targeted instruction and behaviour support for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p>		
	<table border="1"> <tr> <td data-bbox="188 231 1375 1385"> <p>Through the gathering of data, students who require additional behaviour support are identified. Students requiring targeted behaviour support are identified by:</p> <ul style="list-style-type: none"> • Classroom observations; • Analysis of student profiles; • Attendance data; • Academic reporting; • Student progress reports; • Student disciplinary absence data; • Referral to/from student services; • Regular analysis of OneSchool behaviour data which includes details of students who have engaged with the buddy class and or Student Services Centre process (see Appendices). <p>To support students who are identified as requiring targeted intervention, we:</p> <ul style="list-style-type: none"> • Conduct intervention meetings with parents / carers; • Develop (IBSP) Individual Behaviour Support Plans and (FBA) Functional Behaviour Analysis; • Modify the educational program to cater for the individual student's needs; • Access student services personnel including: <ul style="list-style-type: none"> ○ HoD Student Management, ○ HoD Student Wellbeing, ○ Behaviour Management Coaches, ○ Year Level Coordinators ○ HoD Junior and Senior Secondary, ○ Guidance Officers, ○ Youth Support Officers, ○ School-Based Police Officer, ○ Chaplain, ○ Indigenous Support Coordinator and Indigenous Support Teacher Aides ○ Community Education Counsellor ○ Internal and External Support Programs </td><td data-bbox="1375 231 2134 1385"> <p>Responding to unacceptable behaviour</p> <p>While students are accessing further support, responses to unacceptable behaviour may include:</p> <ul style="list-style-type: none"> • Teacher intervention strategies (application of ESCM and differentiated learning activities); • Buddy class; • Contact with parents / carers; • Entry of incident details into OneSchool; • HoD intervention; • Detentions (lunch, before or after school); • Student daily monitoring cards; • Class resets to establish consistent classroom behaviours; • Completion of targeted support booklets; • Internal Retrieval (3 day withdrawal program facilitated by our Student Services Centre); • Student disciplinary absence (suspension up to 20 days) • Community service during or outside of school hours; • Discipline Improvement Plan (DIP); • Administration assigned via Student Services Centre for the possible inclusion in an alternative program; • Withdrawal of privileges – removal of capacity to attend excursions, school functions or represent the school; • Facilitated mediation and restorative meetings with staff, students and members of the community as required to mend harm. </td></tr> </table>	<p>Through the gathering of data, students who require additional behaviour support are identified. 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3	<p>Individualised services for <u>few students</u> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>For a variety of reasons, 2 – 5 % of students may not respond to universal or targeted support and may need more intensive support to assist them to continue their learning.</p>		
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Consequences issued as per the Student Code of Conduct and Possible Consequences table. (Appendix C)

Appendix C

DETENTION POLICY

Rationale

Detention is given to students as a disciplinary option to address inappropriate student behaviour.

Detention can be applied:

- During school hours, or
- Outside school hours on a school day.

Detentions During School Hours

- The executive leadership team, leadership team and teachers have been authorised by the Principal to implement detentions during school hours.
- Detentions during school hours occur during a lunch break. Students are required to report to the teacher implementing the detention for a maximum of 20 minutes duration at any one time. Provision must be made for food and toilet breaks during the remaining lunch time.
- During the detention, students will be fully supervised and will be required to complete tasks set by the teacher.
- Failure to complete set tasks may result in additional consequences.

Detentions Outside School Hours

- The executive leadership team and leadership team have been authorised by the Principal to implement detentions outside school hours.
- Detentions outside school hours occur before or after school on a week day for a maximum of 30 minutes duration or as negotiated with a parent/carer.
- During the detention, students will be fully supervised and will be required to complete tasks set by the teacher.
- Failure to complete set tasks may result in additional consequences.

Protocols for Detentions Outside School Hours

- If detention is to be undertaken outside of school hours, the following procedures will apply:
- Staff seek authorisation from the Principal.
- Staff complete a risk assessment and risk management plan (if needed).
- Staff notify parents/carers of the proposed detention at least 24 hours before the detention is scheduled to occur.

Appendix D: Buddy Process

The Buddy System is a critical component of classroom level learning engagement support at Morayfield State High School. It is only to be used as a last resort when the classroom teacher has exhausted a comprehensive range of strategies at the teacher's disposal. The buddy process is designed to allow teachers to remove a student who is **persistently disrupting the learning of the class**. It involves students being removed from their classroom and placed in a Buddy classroom until the completion of the lesson. At the end of the lesson, or at another negotiated time prior to the next lesson for that subject, the student must discuss their inappropriate behaviour with the staff member who will implement a restorative approach to determine a plan to move forward and ensure greater success in the classroom. Staff will make contact home with parents to discuss concerns prior to referring behaviour.

It is an expectation that teachers implement clear classroom expectations and use the negotiated **Behaviour Scripts** to inform their responses to student behaviour. Teachers when sending a student to Buddy Class will send them with a completed Buddy Class slip that reminds the student where to go, informs the Buddy Class teacher of the work the student is expected to complete and the time to send the student back for a restorative discussion. Teachers are also required to provide a **Buddy Support Timetable** to their Curriculum HoDs at the beginning of each semester.

Teachers must use a range of strategies (ESCM) in an attempt to modify inappropriate classroom behaviours ie non-verbal cues, selective attending, redirections, pause in talk, give choice/warning, etc.

Repeated buddying incidents results in progressing through the **Buddy Intervention Sequence** (see Appendix 12) consequently receiving an 'extended buddy' (a HoD controlled buddy) and eventually further consequences determined by the Deputy Principal (eg before/after school detentions, suspension). Teachers will track the progress of students through the Buddy Intervention Sequence on One School.

Curriculum HoDs provide support to teachers of students who are not responding to strategies implemented at the classroom level. HoDs are responsible for facilitating departmental behaviour management strategies e.g. monitoring the teacher use of 'extended buddy', after school and lunchtime detentions, further parental contact and seeking assistance from the Student Services HoD, Regional Behaviour Support Officer and if necessary a Deputy Principal.

This buddy system is supported by:

- Teachers implementation of ESCM's;
- A school wide commitment to Classroom Profiling (and associated Professional Development);
- Student Tracking process enacted by HODS to support teachers and students in classes with developing strategies to encourage productive relationships
- Regular data analysis by BMC's, HoD Student Management and Year level DP to identify students who require targeted or intensive behaviour support;
- Implementation of a Student Services Centre with a focus on intensive and targeted student behaviour support.

Appendix E: Possible Consequences for Minor and Major Behaviours

MINOR BEHAVIOURS and possible consequences

TEACHER MANAGED

These include low level behaviours which do not seriously impact on student learning or well-being. The behaviours do not violate the rights of others in a serious way and are not part of a pattern of problem behaviours. The behaviours do not require the involvement of specialist or support staff or the administration.

HOD MANAGED

These include persistent low level and escalating classroom behaviours and persistent breaches of school rules. These behaviours may require the involvement or referral to specialist support staff or administration.

Teacher Managed	HOD Managed	Possible Consequences
<ul style="list-style-type: none"> Disobedience of teacher direction Disobedience of school expectations across all settings Refusal to participate in classroom learning Lateness to class Non-compliance with Personal Digital Device Policy Not bringing materials to class Failing to attend detention Incomplete classwork or homework or not completing assessment Not completing course requirements Non-compliance with School Dress Code Policy Swearing and obscene language - not directed at staff Minor physical contact with students without intent to cause harm Truancy from class Misuse of equipment - low-risk Interfering with the property of other students or staff Low level destruction of classroom resources or property Littering in classroom or school grounds Graffiti, inclusive of drawing on self and/or graffiti on body Bringing banned items to school - low-risk Infrequent low level teasing or name calling or other behaviours not deemed bullying or harassment 	<ul style="list-style-type: none"> Persistent classroom disruption and disobedience Student sent to Buddy Class 3 times – repeated behaviour Persistent incomplete classwork or homework or assessment Not completing curriculum course requirements Breach of Academic Integrity Policy Failing to attend curriculum related detentions as directed by teaching staff Non-compliance with Anti-Bullying Policy in classroom Failure to comply with consequences of truancy set by teacher 	<ul style="list-style-type: none"> Buddy Teacher Referral process Extended buddy Making up time for lateness to and truancy from class Isolation within classroom via a seating plan Classroom behaviour contracts with support from BMC Detention - during lunch or before or after school Teachers or HODs set timelines for work completion if classwork and/or assessment not completed Uniform referral given as per School Dress Code Policy Mobile phone referral as per the Personal Digital Device Policy Teachers supervise the completion of work HOD supervise completion of work Parent/carer contact and/or meeting Verbal and/or written apology Restitution as appropriate Referral to and involvement of support personnel Withdrawal from class or activity Interview with HOD Mediation with support from BMC Banned items confiscated Involvement of support personnel HOD case management Bullying and Harassment intervention as per school policy and referral to BMC OneSchool entries with referral to HOD and/or Administration

TABLE OF MAJOR BEHAVIOURS AND POSSIBLE CONSEQUENCES

	Administration Managed	Possible Consequences
Classroom	Buddy Teacher Referral Process - multiple referrals in a term including extended buddy	<ul style="list-style-type: none"> Students who have had multiple buddies in a term and have completed an extended buddy, may expect to be suspended.
	Not completing course requirements in more than one curriculum area	<ul style="list-style-type: none"> Parent/carer will be contacted Invitations to school events may be withdrawn At risk meeting may be held Enrolment may be cancelled
	Breach of Academic Integrity Policy	<ul style="list-style-type: none"> Section of student's work that is proven to be a result of academic dishonesty will not be marked Student may be suspended Refer to school's Assessment Policy for further consequences
Use of Electronic Devices	Non-compliance with the school's 'Personal Digital Device' Policy	<ul style="list-style-type: none"> Students who misuse electronic devices may expect to have the device confiscated The device will be held at the school office until the end of the school day when the student may collect it. Please refer to the school's 'Personal Digital Device' Policy for further consequences
	Major breach of technology policy Inappropriate email use, e.g. offensive language Visits to inappropriate internet sites or downloading of inappropriate material, e.g. pornography Attempts to gain unauthorised access to any part of the network systems, e.g. via hacking, 'spyware' or other 'backdoor' methods OR the use of the teacher or network manager logins OR copying and/or misuse of school data OR damaging the network	<ul style="list-style-type: none"> Student may be removed from internet access, have limitations placed on network access, have take-home privileges revoked, be required to provide restitution or pay for repairs, removed from the subject, placed on detention and/or be suspended. Parent/Carer will be notified Student may expect to be suspended. Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be excluded from Morayfield State High School
Environment and Property	Graffiti and/or vandalism	<ul style="list-style-type: none"> Parent/Carer will be notified and student may be asked to repair or rectify damage in own time and at own or parent's/carer's expense Student may undertake school community service or detention or withdrawal from the grounds on lunch breaks for a period of time Student may be suspended or excluded from the school Major damage may result in referral to the police and/or School Based Police Officer

Environment and Property	Theft or Interfering with the property of others	<ul style="list-style-type: none"> • If the matter is deemed to be high level, the parent/carer will be notified • Student may be required to restore the property or make restitution to the owner • Student may undertake a detention or withdrawal for a period determined by a member of the Administration • Student may face suspension or exclusion • Police and/or School Based Police Officer may be contacted if necessary
	Wilful and/or significant destruction of property	<ul style="list-style-type: none"> • Parent/Carer will be notified • Student may repair/rectify damage in own time and at own or parent's/carer's expense • Student may undertake school community service or detention/withdrawal for a period of time • Student may be suspended or excluded from the school • Major damage may result in referral to the police and/or School Based Police Officer
Compliance	Refusing to cooperate and/or showing disrespect Wilful disobedience Refusal to participate in program of study	<ul style="list-style-type: none"> • Continued failure to comply with reasonable requests or instructions from staff may result in a detention, suspension, cancellation of enrolment or exclusion
Safety	Unsafe behaviour	<ul style="list-style-type: none"> • Student may be required to make the situation safe • Ongoing or major incidents of unsafe behaviour may result in detention, suspension or exclusion
	Possessing or using weapons	<ul style="list-style-type: none"> • Items that are considered unsafe will be confiscated and must be collected by parent or caregiver. Item may be confiscated by the police • Student may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others or has the potential to do so
	Actions significantly endangering the safety, and/or wellbeing of members of the school community or creating a significant health risk	<ul style="list-style-type: none"> • Student may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others or has the potential to do so
Attendance	Absenteeism	<ul style="list-style-type: none"> • Parents/carers of all students will be notified daily by SMS of unexplained absences • Home visits may occur • 'Every Day Counts' guidelines will be actioned for compulsory aged students who are not attending • Cancellation of enrolment may occur for post compulsory age students
	Persistent truancy	<ul style="list-style-type: none"> • Student may expect before or afterschool detentions or be placed in Internal Retrieval • Continued truancy will be treated as 'a failure to participate in the program of instruction' and a student may be suspended
	Leaving the school grounds without permission or a pass	<ul style="list-style-type: none"> • Student may expect before or afterschool detentions or be placed in Internal Retrieval • Persistent offences may be treated as wilful disobedience and student may be suspended

Treatment of Others	Direct verbal abuse of staff	<ul style="list-style-type: none"> • Student may expect to be suspended
	Bullying/harassment of others	<ul style="list-style-type: none"> • Student will be made aware of school's Anti-Bullying Policy • Mediation, detention, reparations may be expected by perpetrators • Student may be withdrawn from classes or breaks for a specified number of days • Parent/carer may be notified • Suspension or exclusion from school may occur • Possible referral to police and/or School Based Police Officer
	Aggressive or intimidating behaviour	
	Fighting/physical assault	<ul style="list-style-type: none"> • Student may expect to be suspended or excluded from school • Possible referral to police and/or School Based Police Officer
School Community	Inappropriately using images or publishing images using the school name or identifying features without permission	<ul style="list-style-type: none"> • Student will be directed to remove the material from public view or the internet • Parent/carer will be notified • Student may expect to be suspended or excluded • Possible referral to police and/or School Based Police Officer
	Publishing inappropriate or abusive material about staff in any public or school domain	
	Contacting media outlets without the authorisation of the Principal	<ul style="list-style-type: none"> • Students who contact or supply information to media outlet (or facilitate this) and this results in harm to students/staff or negative publicity for the school may expect to be excluded
Personal Conduct	Persistent swearing and use of offensive language	<ul style="list-style-type: none"> • Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it • Student may be directed to move away, do community service or detention • Student may be suspended
	Non-compliance with School Dress Code Policy	<ul style="list-style-type: none"> • Students will receive consequences as per the Uniform Policy and may expect lunch, before or after school detentions or suspension.
	Smoking cigarettes/vapourisers in/around the school grounds Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Morayfield State High School.	<ul style="list-style-type: none"> • A student caught smoking/vaping may expect to be suspended for 3 days • Repeat offenders may expect to be suspended for a longer period

Personal Conduct	<p>Supply of illegal drugs* and/or possession of illegal drugs*, in and around school grounds, whilst on a school activity, whilst in a school uniform or whilst being easily identifiable as a Morayfield State High School student</p> <p>*Drugs may include prescription drugs, alcohol, inhalants, illicit, or prohibited substances and substances purported to be a drug</p>	<ul style="list-style-type: none"> • Parent/carer will be informed as soon as practicable • Students can expect to be taken to the office where a bag search may occur • Students supplying or possessing drugs or any substance they purport to be a drug may expect to be excluded • Police and/or School Based Police Officer may be involved as appropriate • Students who are in the company of those involved in a drug-related incident may expect similar consequences • The school will implement drug intervention measures for students involved in drug related incidences for students at school, during school activities or while in school uniform <p>Morayfield State High School does not tolerate drug supply or drug possession</p>
	<p>Use of illegal drugs* in/around school grounds, whilst on a school activity, whilst in a school uniform or whilst easily identifiable as a Morayfield State High School student.</p> <p>*Drugs may include prescription drugs, alcohol, inhalants, illicit, or prohibited substances and substances purported to be a drug</p>	<p>For a student suspected of using a drug or being under the influence of a drug while at school, the following will occur:</p> <ul style="list-style-type: none"> • Student will be escorted to the office • Parent/carer will be notified as soon as practicable • The student will be taken home by parent/carer or will be kept at school (separated from the rest of the student body) until parent/carer arrives • Where necessary, medical attention will be sought • An investigation will be conducted • Police and/or School Based Police Officer may be involved as appropriate <p>Students who are under the influence of drugs at school or have used drugs at school may expect to be excluded</p> <p>Students who are in the company of those involved in a drug-related incident may expect similar consequences</p> <p>The school will implement drug intervention measures for students involved in drug related incidences for students at school, during school activities or while in school uniform</p> <p>Morayfield State High School does not tolerate drug supply or drug possession</p>
	Any sexually explicit act	<ul style="list-style-type: none"> • Student will be offered counselling about socially acceptable behaviour and intervention sought as appropriate • Parent/carer will be informed • Student may be suspended or excluded
	Possession of banned items including but not limited to aerosol cans, laser lights, water bombs, fire crackers	<ul style="list-style-type: none"> • Item will be confiscated • Student may be given detention or suspension depending upon severity of incident • School Based Police Officer may be involved as appropriate