Mango Hill State Secondary College

Student Code of Conduct 2020

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
## Contact Information

<table>
<thead>
<tr>
<th><strong>Postal address:</strong></th>
<th>PO Box 1624 Mango Hill QLD 4509</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phone:</strong></td>
<td>(07) 3817 7555</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:admin@mangohillssc.eq.edu.au">admin@mangohillssc.eq.edu.au</a></td>
</tr>
<tr>
<td><strong>School website address:</strong></td>
<td><a href="https://mangohillssc.eq.edu.au">https://mangohillssc.eq.edu.au</a></td>
</tr>
<tr>
<td><strong>Contact Person:</strong></td>
<td>Michael Rogers (Principal)</td>
</tr>
</tbody>
</table>

## Endorsement

<table>
<thead>
<tr>
<th>Principal Name:</th>
<th>Michael Rogers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Signature:</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Date:</td>
<td>3 December 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P/C President and/or School Council Chair Name:</th>
<th>Trent Farrell</th>
</tr>
</thead>
<tbody>
<tr>
<td>P/C President and/or School Council Chair Signature:</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Date:</td>
<td>3 December 2019</td>
</tr>
<tr>
<td>Contents</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>4</td>
</tr>
<tr>
<td>Principal’s Foreword</td>
<td>5</td>
</tr>
<tr>
<td>P&amp;C Statement of Support</td>
<td>6</td>
</tr>
<tr>
<td>School Captains’ Statement</td>
<td>7</td>
</tr>
<tr>
<td>Consultation</td>
<td>8</td>
</tr>
<tr>
<td>Data Overview</td>
<td>9</td>
</tr>
<tr>
<td>School Opinion Survey</td>
<td>9</td>
</tr>
<tr>
<td>School Disciplinary Absences (SDA)</td>
<td>9</td>
</tr>
<tr>
<td>Learning and Behaviour Statement</td>
<td>10</td>
</tr>
<tr>
<td>Multi-Tiered Systems of Support</td>
<td>10</td>
</tr>
<tr>
<td>Consideration of Individual Circumstances</td>
<td>12</td>
</tr>
<tr>
<td>Student Wellbeing</td>
<td>12</td>
</tr>
<tr>
<td>Student Support Network</td>
<td>14</td>
</tr>
<tr>
<td>Whole School Approach to Discipline</td>
<td>16</td>
</tr>
<tr>
<td>PBL Expectations</td>
<td>16</td>
</tr>
<tr>
<td>Differentiated and Explicit Teaching</td>
<td>17</td>
</tr>
<tr>
<td>Focussed Teaching</td>
<td>18</td>
</tr>
<tr>
<td>Intensive Teaching</td>
<td>19</td>
</tr>
<tr>
<td>Legislative Delegations</td>
<td>20</td>
</tr>
<tr>
<td>Legislation</td>
<td>20</td>
</tr>
<tr>
<td>Delegations</td>
<td>20</td>
</tr>
<tr>
<td>Disciplinary Consequences</td>
<td>21</td>
</tr>
<tr>
<td>Minor and Major Behaviours</td>
<td>23</td>
</tr>
<tr>
<td>Referral Process</td>
<td>25</td>
</tr>
<tr>
<td>School Disciplinary Absences</td>
<td>26</td>
</tr>
<tr>
<td>School Policies</td>
<td>28</td>
</tr>
<tr>
<td>Temporary removal of student property</td>
<td>28</td>
</tr>
<tr>
<td>Use of mobile phones and other devices by students</td>
<td>30</td>
</tr>
<tr>
<td>Preventing and responding to bullying</td>
<td>31</td>
</tr>
<tr>
<td>Appropriate use of social media</td>
<td>37</td>
</tr>
<tr>
<td>Restrictive Practices</td>
<td>39</td>
</tr>
<tr>
<td>Critical Incidents</td>
<td>40</td>
</tr>
<tr>
<td>Related Procedures and Guidelines</td>
<td>41</td>
</tr>
<tr>
<td>Resources</td>
<td>41</td>
</tr>
<tr>
<td>Conclusion</td>
<td>42</td>
</tr>
</tbody>
</table>
Mango Hill State Secondary College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Mango Hill State Secondary College Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our college is prioritised, where all students are able to experience success and staff enjoy a safe workplace.
Mango Hill State Secondary College is a future-focused learning community, committed to advancing the individual potential of each child in an innovative, supportive and collaborative learning environment.

The college is located in the fast-growing area of Mango Hill in the Moreton Bay region. Scheduled to open for students in Years 7 & 8 in 2020, the college will grow by one year-level each year for the next five years and will eventually cater for up to 1800 students across Years 7 – 12.

The brand new facilities will provide rich learning environments for students across all learning areas, with specialist facilities for the Arts, STEM, Applied Technology, Business and ICT, and Health & Physical Education incorporated into the 5-year Master Plan.

Our goal is to instil in all young people a curiosity and love for learning, and to foster the individual talents of each student to allow them to reach their full potential.

The core values of Mango Hill State Secondary College are the foundation of our purpose, ‘Creating a community of Respectful, Engaged, Aspiring Learners. By focusing on these values, we are supporting REAL Learning for Tomorrow.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be global citizens. Our college staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Mango Hill State Secondary College staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the college’s local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps college staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Students, teachers, parents and other members of the community have contributed to the Mango Hill State Secondary College Student Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations. As 2020 is the foundation year for our college, we will continue to work with our community to further develop the Student Code of Conduct throughout our first 12 months. Our community’s interest and views shared through the process of developing this document will continue to be invaluable.
P&C Statement of Support

As president of the Mango Hill State Secondary College P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Michael Rogers and his team has ensured that parents have opportunities to contribute and provide feedback the expectations of the college. This has been an important aspect in the development of the Mango Hill State Secondary College Student Code of Conduct for the foundation year, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations. Further consultation in 2020 will facilitate the production of a 2021-2024 Student Code of conduct.

We encourage all parents to familiarise themselves with the Mango Hill State Secondary College Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Mango Hill State Secondary College knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 33 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Mango Hill State Secondary College Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Mango Hill State Secondary College P&C Association. It is with your support that we can work collaboratively with college staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.
Mango Hill State Secondary College is a new school opening with Year 7 and 8 in 2020. The foundation year will provide opportunity to work collaboratively with students, parents, staff and other members of the community regarding student leadership structures.

Mango Hill State Secondary College is committed to working with the community throughout 2020 to develop a student leadership model that supports students to engage in consultation regarding the views of young people, and the range of issues affecting their lives at school. Opportunities for student representatives to engage with the administration team and the Mango Hill State Secondary College P&C Association on the Student Code of Conduct will be integral in the continued review of the policy.

The revised Mango Hill State Secondary College Student Code of Conduct for 2021 – 2024 will include a summary of the role of student leaders in the consultation processes enacted throughout the foundation year of the college. The established student leadership model will ensure that students of Mango Hill State Secondary College continue to have opportunity to work with student representatives, to ensure high standards of behaviour from all in the college community, where all staff and students enjoy a safe environment where learning and teaching is prioritised.
Consultation

The consultation process used to inform the development of the Mango Hill State Secondary College Student Code of Conduct 2020-2024, will involve a staged approach.

In the first stage, the Mango Hill State Secondary College Student Code of Conduct 2020 was developed to support the foundation year of implementation, with the view for development of the Mango Hill State Secondary College Student Code of Conduct 2021-2024 throughout our first year of implementation. Consultation for the 2020 policy involved the administration team and foundation staff, and Mango Hill State Secondary College P&C Association, and was informed by a range of data sets regarding foundation students including attendance and engagement, school disciplinary absences (SDA) and School Opinion Survey data for local feeder schools. This data, in line with a review of behaviour policy and procedure that supports a safe and supportive learning environment, allowed for the identification of strengths and success from previous learnings, and the development of the 2020 policy.

In the second phase, we will engage students, parents, staff and the wider community in a review throughout our foundation year. This may include a survey to all foundation students, parents and staff on college culture and climate throughout Semester 1.

A resulting draft Student Code of Conduct 2021-2024 will be prepared and distributed for consultation within the school community during Semester 2, 2020. The Mango Hill State Secondary College P&C Association will be integral in reviewing and endorsing the Mango Hill State Secondary College Student Code of Conduct 2021-2024.

A communication strategy has been developed to support the implementation of the Mango Hill State Secondary College Student Code of Conduct 2020, and subsequent 2021-2024 policy. This will include parent information evenings, promotion through the college website, newsletter, social media platform and email communication. Any families who require assistance to access a copy of the Mango Hill State Secondary College Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Mango Hill State Secondary College Student Code of Conduct will undergo updates for the development of a 2021-2024 policy. This is cognisant of the need to continue to consult with students, parents, staff and the community throughout our foundation year. From 2021, annual minor updates to reflect changing circumstances, data and staff may occur. A fulsome review is conducted every four years in line with the scheduled review process for the College Planning, Reviewing and Reporting cycle, with this scheduled to occur through 2024.
Data Overview

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

As the college is in its foundation year in 2020, this data set is currently unavailable. The college is committed to engaging with data sets that will be made available to us in 2020, to inform reflection and refinement of the Mango Hill State Secondary College Student Code of Conduct 2021-2024.

The data sets that will inform the 2021-2024 policy will include parent, student and staff satisfaction data drawn from the School Opinion Survey conducted in 2020. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve. Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school. Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for
- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page.

School Opinion Survey

The Mango Hill State Secondary College Student Code of Conduct 2021-2024 will include data from the 2020 School Opinion Survey, including:
- Parent opinion survey
- Student opinion survey
- Staff opinion survey

School Disciplinary Absences (SDA)

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 will be included in the 2021-2024 revised policy, to show the count of incidents for students recommended for each type of school disciplinary absence reported at the school for the foundation year of 2020.

<table>
<thead>
<tr>
<th>MANGO HILL STATE SECONDARY COLLEGE SCHOOL DISCIPLINARY ABSENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Short Suspensions – 1 to 10 days</td>
</tr>
<tr>
<td>Long Suspensions – 11 to 20 days</td>
</tr>
<tr>
<td>Charge related Suspensions</td>
</tr>
<tr>
<td>Exclusions</td>
</tr>
</tbody>
</table>

**Learning and Behaviour Statement**

Everyone brings their own sets 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 sets 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 Mango Hill State Secondary College.

**Multi-Tiered Systems of Support**

Mango Hill State Secondary College uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, a strong foundation of universal, research based approaches increases in intensity and individualisation to the identified needs of individual students.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Prevention Description</th>
</tr>
</thead>
</table>
| 1    | **All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:  
  • teaching behaviours in the setting they will be used  
  • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account  
  • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them  
  • engaging with students and their families for their perspectives on college climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. |
| 2    | Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a |
range of college-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students or individuals with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of the student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

Mango Hill State Secondary College is committed to reviewing college data regarding behaviour. College data should indicate no more than 10-15% of students require targeted services provided in Tier 2.

3 Individualised services for few students (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.

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 include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student’s use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

Mango Hill State Secondary College is committed to reviewing college data regarding behaviour. College data should indicate no more than 2-5% of students require targeted services provided in Tier 3.
Consideration of Individual Circumstances

Staff at Mango Hill State Secondary College 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 child. You can be assured that college staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing

Mango Hill State Secondary College offers a range of programs and services to support the wellbeing of students in our college. We encourage parents and students to speak with their child’s teacher or make an appointment to meet with the administration team or support staff if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students’ academic and social outcomes. As part of the whole school’s curriculum at Mango Hill State Secondary College, we provide age-appropriate drug and...
alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

**Policy and expectations**

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

**Drug education and intervention**

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

**Specialised health needs**

Mango Hill State Secondary College 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**

Mango Hill State Secondary College 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 college 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.

Mango Hill State Secondary College maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

**Mental health**

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

**Suicide prevention**

Mango Hill State Secondary College school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior 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, Mango Hill State Secondary College 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, Mango Hill State Secondary College 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, Mango Hill State Secondary College 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

Mango Hill State Secondary College is committed to ensuring a comprehensive Student Support Network to support 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 Mango Hill State Secondary College 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 college.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal or Deputy Principal, on the college phone number.

<table>
<thead>
<tr>
<th>Role</th>
<th>What they do</th>
</tr>
</thead>
</table>
| Guidance Officer                          | • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting
• assists students with specific difficulties, acting as a mediator or providing information on other life skills
• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.                              |
| Head of Department Inclusion and Engagement | • coordinate transition to secondary for students moving from Year 6 to Year 7
• lead role for implementation of Positive Behaviour for Learning (PBL)
• monitors student attendance data, arranges intervention for students in Years 7 and 8.
• Liaises with all stakeholders to support students who require additional support for learning and wellbeing
• Coordinates with parents/carers, students, staff and external providers to support students with disability, cultural and linguistically diverse students, and Aboriginal and Torres Strait Islander students |
| State Schools Clinical Nurse              | • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs
• provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.                      |
Throughout 2020, additional supports will be investigated for inclusion in our support model as the college continues to grow. These may include, but are not limited to:

| School-Based Youth Health Nurse | • provides individual health consultations with assessment, support, health information and referral options related to:  
| | o healthy eating and exercise  
| | o relationships  
| | o personal and family problems  
| | o feeling sad, worried and angry  
| | o sexual health  
| | • smoking, alcohol and other drugs.  
| Year Level Coordinators | • supports student welfare for a given year level  
| | • provides continuity of contact for students and their families  
| | • ensures students feel safe and comfortable and want to come to school  
| | • nurtures a sense of belonging within the year level and college.  
| Youth Support Coordinator | • provides individual and, at times, group support to students to assist their engagement with education and training  
| | • support students to overcome barriers to education such as  
| | o attendance at school  
| | o drug and alcohol support needs  
| | o QCE/learning support  
| | o suspension/exclusion/referral for behaviour support  
| | o relationships/social skills  
| | o conflict with family/peers/teachers  
| | • social/emotional/physical wellbeing.  
| School Chaplain | • promote student wellbeing, particularly through the provision of pastoral care.  
| | • encourage reflection about the spiritual dimensions of life.  
| | • have an educative role in the areas of beliefs, values, morals, ethics and religion.  
| | • work as part of the school support team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations.  

**Future Student Support Networks**

As Mango Hill State Secondary College is in its foundation year in 2020, we are committed to continue to develop student support networks responsive to the needs of our students and community. These networks will continue to grow as we grow, and be included in yearly updates as appropriate.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal or Deputy Principal.
Whole School Approach to Discipline

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal or 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 expectations of the college that ensure a safe, supportive and disciplined environment.

In our foundation year, these expectations are underpinned by the following rights:

• the rights of all students to learn
• the rights of teachers to teach
• the rights of all to be safe

All members of the community are expected to:
• conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
• Students are expected to:
• participate actively in the college’s education program
• take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

Parents are expected to:
- show an active interest in their child’s schooling and progress
- cooperate with the college to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with college staff regarding their child’s learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child.

The college will:
- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents
- promote the skills of responsible self-management
- communicate high expectations for individual achievement and behaviour
- ensure consistency and fairness in implementing the college Student Code of Conduct
- review and monitor the effectiveness of the college practices and their impact on student learning
- support college staff to ensure compliance with the college Student Code of Conduct, and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Throughout our foundation year, Mango Hill State Secondary College is committed to developing a shared understanding of the expectation that underpin the Mango Hill State Secondary College Student Code of Conduct, and how they align to our vision of creating a community of Respectful, Engaged, Aspiring Learners.

**Differentiated and Explicit Teaching**

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

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

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

Throughout our foundation year, Mango Hill State Secondary College will work with students, parents and the community to develop a Matrix of Expectations that aligns with our college values of Respectful, Engaged, Aspiring Learners. This Matrix will outline what each value looks like, sounds like and feels like across a range of settings, including in the classroom, in the playground, and in the community.

The collaborative development of this matrix throughout our foundation year will ensure that staff and student agency drives our decision making regarding behaviour. The developed matrix will be visible and used as the basis of teaching expectations throughout the year, and revisited regularly to address any new or emerging issues.

**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 Mango Hill State Secondary College to provide focused teaching. Focused teaching is aligned to the principles of a safe and supportive school environment outlined in the PBL Expectations section, and student progress is monitored by the classroom teacher/s to identify those who:

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

Mango Hill State Secondary College 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. The college will engage evidence-informed programs to address specific skill development for some students.

For more information about these programs, please speak with the principal or 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 an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.
Legislative Delegations

Legislation

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

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

Delegations

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

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

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

- Education (General Provisions) Act 2006 Director-General’s delegations
- Education (General Provisions) Act 2006 Minister’s delegations
- Education (General Provisions) Act 2006 Director-General’s authorisations
- Education (General Provisions) Regulation 2006 Minister’s delegations
- Education (General Provisions) Regulation 2017 Director-General’s delegations
The disciplinary consequences model used at Mango Hill State Secondary College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

For a small number of students, 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**

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Reminders of incentives or class goals
- Redirection
- Give ‘take-up’ time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Provide demonstration of expected behaviour
- Restorative discussion with student about expected behaviour
- Offer choice and follow through
- Detention (break time)

**Focussed**

Class teacher is supported by other college-based staff to address in-class problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention (before school, lunch time, and/or after school)
- Behavioural / engagement contract
- Monitoring cards (attendance, behavioural, social/emotional)
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

**Intensive**

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

The following tables and diagram provide a summary of how minor and major behaviours are defined and managed at Mango Hill State Secondary College.
<table>
<thead>
<tr>
<th>BEHAVIOUR TYPE</th>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER MANAGED</strong></td>
<td><strong>HOD MANAGED</strong></td>
<td><strong>ADMINISTRATION MANAGED</strong></td>
</tr>
</tbody>
</table>
| Definition | • Low-level behaviours  
• Minor breaches of college rules  
• Do not seriously harm others  
• Do not violate the rights of others in any other serious way  
• Are not part of a pattern of problem behaviours  
• Do not require involvements of specialist/support staff/administration | • Persistent low level behaviours  
• Persistent minor breaches of college rules  
• Requires involvement of specialist/support staff/HOD | • Continued pattern of unresolved minor problem behaviours  
• Significantly violates the rights of others  
• Put others / self at risk of harm  
• May require involvement of specialist / support staff / administration |
| Dealt with by | • Teachers | • Curriculum Heads of Department  
• Head of Department Inclusion and Engagement  
• Head of Department Learning Innovation  
• Support Staff | • Administration  
- Deputy Principal  
- Principal |
| Possible consequences | • Isolation within classroom  
• Classroom behaviour contracts  
• Teacher Monitoring Process  
• Buddy class referral  
• Detention (during lunch or before/after-school)  
• Parent / guardian contact  
• Parent / guardian meeting  
• Verbal / written apology  
• Restitution  
• Involvement of support personnel  
• Withdrawal from class / activity  
• OneSchool entries with referral to curriculum HOD  
• Negotiated return to class | • Parent / guardian contact  
• HOD interview  
• HOD Monitoring Process  
• Re-entry to class program  
• Detention (during lunch or before/after-school)  
• Loss of lunch privileges (e.g. lunch programs)  
• Alternative program  
• Case-management  
• Bullying / harassment intervention  
• Counselling (internal / external agencies)  
• Mediation  
• Verbal / written apology  
• Restitution  
• OneSchool entries with referral to Administration | • Parent / guardian notified  
• Administration interview  
• Classroom / playground withdrawal  
• Loss of privileges (e.g. lunch programs)  
• Suspension  
• Referral to external support agencies  
• Alternative education program  
• Counselling (internal / external agencies)  
• Police notified (serious and/or illegal offences)  
• Administration Monitoring Process  
• Bullying / harassment intervention  
• Individual support provisions  
• Discipline improvement plan (DIP)  
• Restorative justice  
• Mediation  
• Verbal / written apology  
• Risk of Cancellation (ROC)  
• Proposal / recommendation to exclude  
• Exclusion / Cancellation of Enrolment |
<table>
<thead>
<tr>
<th>CATEGORY OF BEHAVIOUR</th>
<th>TEACHER MANAGED</th>
<th>MINOR</th>
<th>HOD MANAGED</th>
<th>MAJOR</th>
<th>ADMINISTRATION MANAGED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruptive, Defiance/threat/s to adults. Third minor referral. Refusal to participate in a program of instruction.</td>
<td>Classroom disruption and disobedience Incomplete classwork / homework / assessment Refusal to participate or follow reasonable teacher request</td>
<td>Persistent classroom disruption and disobedience Persistent incomplete classwork / homework / assessment Persistent and/or repeated refusal to participate or follow reasonable teacher requests</td>
<td>Major classroom disruption and disobedience Persistent refusal to respect the learning of others (e.g. major disruption) Continued refusal to participate or follow reasonable teacher and/or HOD requests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-compliant with routine. Dress code. Late to class. Truant / skip class. Lying/cheating.</td>
<td>Lateness to class Non-compliance with uniform policy Not bringing materials to class Disobedience of teacher directions Failing to attend detention Being out of bounds (general) Running on concrete or around buildings, stairwells Playing in toilets during break times</td>
<td>Persistent lateness to class Repeated non-compliance with dress code policy Persistent incidences of not bringing materials to class Persistent disobedience of teacher directions Cheating / plagiarism / assessment infringement Class truancy / leaving class without permission Being out of bounds (unsafe) Persistently out of bounds</td>
<td>Persistent and/or full-day truancy Persistent non-compliance with dress code policy Leaving school grounds without permission Continual refusal to comply with College policies and/or procedures Persistent failure to comply with the requirements of the area of study currently undertaken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Misconduct. Verbal Misconduct. Bullying/Harassment. Threat/s to others.</td>
<td>Obscene language (not directed at staff or students) Minor physical contact with students without intent to cause harm</td>
<td>Continued use of obscene language (not directed at staff or students)</td>
<td>Obscene and/or abusive language directed towards staff or students Physical misconduct with intent to cause harm, including physical assault of staff / students (pushing, shoving, slapping, punching, dacking etc.) Discriminatory language / behaviour Inappropriate intimacy or sexual acts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Misconduct. Misconduct involving object. Property misconduct.</td>
<td>Inappropriate use of electronic device Misuse of equipment (low-risk) Interfering with the property of other students or staff Low level destruction of classroom resources or property Littering Graffiti, inclusive of drawing on self / graffiti on body</td>
<td>Persistent inappropriate use of electronic device Misuses of the internet / social networks Persistent misuse of equipment (low-risk) including tampering with classroom and/or school safety equipment Persistent interfering with the property of other students or staff Persistent littering</td>
<td>Use of electronic device for harassment / filming without permission / infringe privacy / breach school systems Misuse of equipment (high-risk) including safety equipment Theft Vandalism Deliberate damage of school property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possess prohibited items. Prohibited items.</td>
<td>Bringing banned items to school (low-risk)</td>
<td>Persistently bringing banned items to school (low-risk)</td>
<td>Bringing of banned items to school (high-risk) Bringing of any item that can be considered a weapon (includes replica items)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substance Misconduct involving tobacco and other legal substances. Substance misconduct involving illicit substance.</td>
<td></td>
<td></td>
<td>Possessing / selling / distributing illicit drugs / other medications Smoking / possession of tobacco-related products Consumption / possession of alcohol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of the school. Other.</td>
<td></td>
<td></td>
<td>Inappropriate conduct while travelling to or from school Continual refusal to comply with College policies and/or procedures Bringing the college, staff or other students into disrepute in the school or community, including serious or continued inappropriate use of personal technology devices or social networking sites which impacts on the good order and management of the college. Disadvantaging the wellbeing of self and others including unsafe behaviours Attendance at the college or college events, or at any State School or school activity while suspended.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERRAL PROCESS FOR MINOR AND MAJOR BEHAVIOURS

MINOR BEHAVIOURS
TEACHING SETTINGS
(TEACHER MANAGED)
- ESCMs are used to prevent and minimise behaviours
  - Follow through of teacher consequences e.g. detention, parental contact, OneSchool entry, teacher directed monitoring process
  1. Minor behaviours persist/require exit from class:
     - Buddy Class Referral (e.g. warning, rule reminder, review of expectations, time out/ seating change)
     - Restorative conversation for re-entry, OneSchool entry, parental contact
  2. Second incident of Buddy Class Referral:
     - Teacher directed monitoring process, OneSchool entry, parental contact
  3. Repeated Buddy Class Referral during teacher monitoring (direct referral to HOD via OneSchool)
   - Persistent behaviour during teacher monitoring (direct referral to HOD via OneSchool)

MINOR BEHAVIOURS
NON-TEACHING SETTINGS
(TEACHER MANAGED)
- Follow through of teacher consequences e.g. warning, give choice, shadow teacher on duty, time out, community service, parental contact
- OneSchool record
- Referral to Administration if unresolved via OneSchool

MINOR BEHAVIOURS UNRESOLVED
(CURRICULUM HEAD OF DEPARTMENT MANAGED)
- HOD initiated monitoring process and additional supports (staff and students)
  - OneSchool entry, parental contact
  - Possible referral to HOD Inclusion & Engagement and/or HOD Learning Innovation
- Referral to Administration if unresolved

PERSISTENT MINOR BEHAVIOURS UNRESOLVED
(DEPUTY PRINCIPAL MANAGED)
- DP initiated monitoring process and additional supports (staff and students)
  - OneSchool entry, parental contact
  IF BEHAVIOUR PERSISTS
  - Implementation of consequences for major behaviours
  - Withdrawal from class/breaks
  - Administration issued detention (during and/or before/after school)
  - Initiation of additional support provisions

MAJOR BEHAVIOURS ALL SETTINGS
(ADMINISTRATION MANAGED)
- Direct referral to Administration (Year Level DP)
- Immediate withdrawal from class/playground
- OneSchool record and parental contact
- Further consequences as appropriate for a major behaviour
- Suspension, proposal/recommendation for exclusion/cancellation of enrolment (Principal Directed)
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 Mango Hill State Secondary College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student’s behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 college and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the college 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 Mango Hill State Secondary College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student’s behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for college staff to set the student up for future success and strengthen home-school communication.

It is highly recommended that parents/carers attend a re-entry meetings to support students in their return following a suspension. Re-entry meetings support the student to successfully re-re-engage in school following suspension.

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing. Re-entry meetings are kept small with only the Principal, Deputy Principal or their delegate attending with the student and their parent/s/carer/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 may include points of discussions outlined below. Where additional items are raised for discussion that are not suitable to the re-entry process, a separate arrangement will be made to meet with the parent/s/carer/s at a later date and time. The re-entry meeting is narrowly focussed on making the student and their family feel welcomed back into the college community.
Points of discussion include:

- Welcome back to the college
- Check in on student wellbeing
- Discuss supports for the student that assist in re-engagement with schooling following suspension
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up if required

**Reasonable adjustments**

In planning the re-entry meeting, college 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, may also offer important advice to ensure a successful outcome to the re-entry meeting.
Mango Hill State Secondary College has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

### Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or college 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 college.

The Principal or college 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 Mango Hill State Secondary College and will be removed if found in a student’s possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the college, and the use of them will be supervised by
college staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the college 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 Mango Hill State Secondary College:
- do not require the student’s consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student’s bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student’s parents should be called to make such a determination.

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

Students of Mango Hill State Secondary College:
- do not bring property onto college grounds or other settings used by the college (e.g. camp, sporting venues) that:
  - is prohibited according to the Mango Hill State Secondary College Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or college staff it is available for collection.
Use of mobile phones and other devices by students

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

In consultation with the broader school community, Mango Hill State Secondary College has determined that personal electronic devices/associated equipment (including headphones, ear buds, speakers) are brought to school at the owners’ risk. The college will not accept liability in the event of loss/theft/damage of any device. If a student has chosen to bring a personal technology device/associated equipment to the College, they must only operate them in accordance with the following:

- All devices must be switched off and out of sight while on College premises before and after school, during breaks, transitions and lesson times unless under the direction of college staff
- If students require urgent access to a phone, they should use a college phone at the Administration Building;
- Students must display courtesy, consideration and respect for others whenever they are using any personal technology device/associated equipment
- Devices with built-in cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets;
- Students must not take photographs or images of teachers, ancillary staff, other students or visitors to the college without their consent and knowledge
- Students must not make/send harassing or threatening calls/messages
- All digital devices including mobile phones are brought to the college at their owner’s risk. No liability will be accepted by the college in the event of loss, theft or damage to any device
- Secure storage for mobile phones and other digital devices is available at the college Administration only. Students are responsible for the secure storage of their device(s) if not stored at the college Administration Building
- Please refer to individual teachers for acceptable use of any digital devices on college excursions, camps and extra-curricular activities
- Students wishing to use devices in special circumstances should negotiate arrangements with relevant staff.

At all times students, while using ICT facilities and devices supplied by the college, will be required to act in line with the requirements of the Mango Hill State Secondary College Student Code of Conduct, and the Acceptable Use of ICT Facilities and Devices Policy. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the college) 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**

Mango Hill State Secondary College 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 college community. Parents who are positively engaged with their child’s education leads to improved student self-esteem, attendance, and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health, and economic benefits to the Australian community.

During the foundation year, Mango Hill State Secondary College will develop a Student Leadership Forum, with diverse representatives from each year level meeting regularly with the college 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 will be 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 Mango Hill State Secondary College 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.

While the student leadership model is being developed throughout 2020, Mango Hill State Secondary College will implement strategies to facilitate student engagement in promoting strategies to improve student wellbeing, safety and learning outcomes.

**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 Mango Hill State Secondary College 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 Mango Hill State Secondary College staff 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.
Mango Hill State Secondary College - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Deputy Principal for the year level
Head of Department Inclusion and Engagement

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

2. **Document**
   - Ask the Engage the student as part of the solution
   - Provide the student and parent with information about student support network
   - student for examples they have of the alleged bullying (e.g. handwritten notes or screenshots)
   - Write a record of your communication with the student
   - Check back with the student to ensure you have the facts correct

3. **Collect**
   - Gather additional information from other students, staff or family
   - Review any previous reports or records for students involved
   - Make sure you can answer who, what, where, when and how
   - Clarify information with student and check on their wellbeing

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

5. **Implement**
   - Document the plan of action in OneSchool (as a contact)
   - Complete all actions agreed with student and parent within agreed timeframes
   - Monitor student and check in regularly on their wellbeing
   - Seek assistance from student support network if needed

6. **Review**
   - Meet with the student to review situation
   - Discuss what has changed, improved or worsened
   - Explore other options for strengthening student wellbeing or safety
   - Report back to parent
   - Record outcomes in OneSchool

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

From Initial Report to Review should be no more than five school days
Cyberbullying

Cyberbullying is treated at Mango Hill State Secondary College with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 who wish to make a report about cyberbullying should approach a staff member or make a report via the Administration Building. Parents wishing to make a report should contact the relevant year level Deputy Principal for their child.

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 Mango Hill State Secondary College may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

How to manage online incidents that impact your school

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

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

**Report**
Refer to the Online incident management guidelines for more details. If assistance is required, contact the Cyber Safety and Reputation Management (CSR) team on 1034 5935 or Cyber Safety, Reputation Management@purd.qld.gov.au.

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

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 any unlawful online behaviour, where legally permissible. Copying digital devices can only be done under the Temporary removal of student property by 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 A and include:
   - unlawful sighting
   - computer hacking and release
   - publication, distribution and making child exploitation material
   - fraud and or dealing with identification information
   - criminal defamation.

   **YES**
   Principals may start contact with a law enforcement agency (LEA) by completing an EA referral form. Information can be shared when reasonably satisfied that 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 the Electronic 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 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 powers to remove, use online reporting tools or if assistance is required, contact the CSR team or Office of Safety Commission.

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 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 non-statutory options to deal with the matter, for example:
     - discussion with student’s parents;
     - student mediation;
     - bespoke ICT guidelines.

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 raised 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 child is a target or responsible for inappropriate online behaviour.

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

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

Student Intervention and Support Services

Mango Hill State Secondary College recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student 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 Mango Hill State Secondary College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students’ concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from classes, breaks, social events or celebrations or more severe punishments such as suspension or exclusion from school.
The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

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

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

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

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the college 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.

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

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

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

What about other people’s privacy?

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

What if I encounter problem content?

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.
School staff at Mango Hill State Secondary College need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student’s behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

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

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

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

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

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
Related Procedures and Guidelines

These are related procedures or guidelines which college 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 Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students’ mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (college 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 Children Network](#)
- [Student Wellbeing Hub](#)
Conclusion

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner.

When making a complaint, parents have a responsibility to:
- provide complete and factual information in a timely manner
- deliver your complaint in a nonthreatening manner
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

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. If your complaint relates to suspected official misconduct or criminal activity, then you should direct your complaint directly to the Crime and Corruption Commission or the Queensland Police Service.

The following four-step procedure assists parents and college staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the class teacher
   The best place to raise any concerns is at the point where the problem or issue arises. If your complaint is with your child's teacher or an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible through the school administration to resolve the problem at this level.

   The teacher will make a record of the complaint and report your meeting and any outcomes to the college principal. Where the teacher has been approached but the issue remains unresolved, make an appointment with the school principal to discuss the issue further.

2. **Early resolution**: discuss your complaint with the principal
   If your complaint is related to the school more generally, you should raise your complaint directly with the principal. The principal will make a record of your complaint and work with you to resolve the issue.

   Complaints to the principal may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

3. **Internal review**: contact the local Regional Office
   If you have discussed the issue with the principal and still feel that your complaint has not been addressed, you have the right to contact the local Regional Office to conduct a review.
Complaints may be lodged by telephone or in writing. Complaints should be specific in detail, and outline the steps taken to date to resolve the issue.

When you contact the regional office you will be advised that your name and the nature of your issue will be reported back to the principal of your school. Staff at the Regional Office will attempt to resolve the issue.

4. **External review**: contact a review authority. If you feel that your issue has not been resolved through these formal processes, the [Queensland Ombudsman](#) provides an avenue for an independent, external review of the department’s decision.

   The Ombudsman may be contacted at:
   Office of the Ombudsman
   GPO Box 3314
   Brisbane QLD 4001
   Phone (07) 3005 7000