



Mango Hill State Secondary College

Student Code of Conduct 2021-2024

Every student succeeding

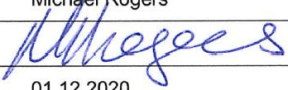
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

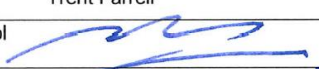
Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Michael Rogers
Principal Signature:	
Date:	01.12.2020

P/C President and-or School Council Chair Name:	Trent Farrell
P/C President and-or School Council Chair Signature:	
Date:	01.12.2020

Revised Version January 2022.

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Purpose

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 college to promote a productive and effective whole school approach to discipline.

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

Principal's Foreword

Mango Hill State Secondary College is a future-focussed 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 and opened to students in Years 7 & 8 in 2020. From 2020 to 2024, the college will grow by one year-level each year and will eventually cater for up to 1900 students across Years 7 – 12. The brand new facilities 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 for the world of tomorrow**. 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 we grow as a college, we will continue to work with our community to further develop the Student Code of Conduct. Our community's interests 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 MHSSC Student Code of Conduct 2021 - 2024. The inclusive, transparent consultation process led by Mr Michael Rogers and his team has ensured that parents have opportunities to contribute and provide feedback regarding 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 2021-2024, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the college to meet the set expectations.

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

Bullying and cyberbullying is a community-wide issue in which we all have a role to play in combating. 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 messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying and cyberbullying, and the flowchart on page 26 provides an excellent starting point to understand how to approach the college 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, educated and appropriately supported to meet their individual social and learning needs.

Whole School Approach to Discipline

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.

MTSS is a college-wide approach, used in all classrooms and programs offered through the college, including sporting activities and excursions. Mango Hill State Secondary College is committed to developing a shared understanding of the expectations 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 for the world of tomorrow**.

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. Our expectations at the college include:

All members of the community will:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
- adhere to the college values - Respectful, Engaged, Aspiring, Learners; at all times

All students will:

- participate actively in the college's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the college community and the college environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority.

Parents and Carers will:

- show an active interest in their child's schooling and progress
- cooperate with the college to achieve the best outcomes for their child
- support college 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 practices
- initiate and maintain constructive communication and relationships with students and parents

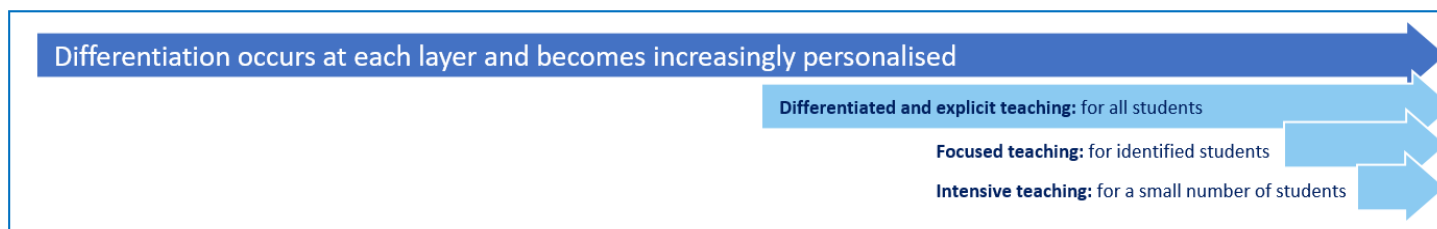
- promote the skills of responsible self-management
- communicate high expectations for individual achievement and behaviour
- ensure consistency and fairness in implementing the college Student Code of Conduct
- review and monitor the effectiveness of the college practices and their impact on student 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.

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 applies to differentiation processes that relate to behaviour, as well as academic and pedagogical differentiation.



These three layers map directly to principles of MTSS. Under this 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.

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 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, 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 college that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

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, and 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 or Deputy 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. 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. 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.

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 college staff member 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.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> provide a comprehensive student support program within the college environment offering counselling with students on a one-on-one basis or in a group setting assist students with specific difficulties, acting as a mediator or providing information on other life skills liaise with parents, teachers, or other external health providers as needed, as part of the counselling process.
Head of Department Inclusion and Engagement	<ul style="list-style-type: none"> coordinate transition to secondary for students moving from Year 6 to Year 7 lead role for implementation of MTSS at the college as part of the college Behaviour Team Liaise with all stakeholders to support students who require additional support for learning and wellbeing Work with with parents/carers, students, staff and external providers to support diverse learners including students with a disability.
State Schools Clinical Nurse	<ul style="list-style-type: none"> Work with college staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs provide assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
School Based Youth Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.
Year Level Coordinators	<ul style="list-style-type: none"> supports student welfare for a given year level provide continuity of contact for students and their families work with students, parents and carers to ensure students feel safe and comfortable and want to come to school monitor student attendance and engagement and provide supports where needed nurture a sense of belonging within the year level and college.

Future Student Support Networks

As a growing learning community, 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.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the college network of support. 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.

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 college. These decision-making responsibilities cannot be delegated to other staff in the college, such as Deputy Principals.

At Mango Hill State Secondary College, the Principal authorises the Deputy Principal at the college to advise a student on behalf of the Principal, of the decision made by the Principal, to suspend a student. The Deputy Principal who advises the student of a decision to suspend, acts in the Principals name.

Disciplinary Consequences

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 Head of Department, Year Level Coordinator or college administration team for determination of appropriate 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 continual basis. The determination of the need will be made by the Principal or Deputy 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.

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.

- Teachers provide differentiated responses to low-level or minor problem behaviour
- Heads of Department or Year Level Coordinators support teachers to provide focussed interventions for persistent or unresolved low-level or minor problem behaviours
- The college administration team in consultation with the Student Support Network, provide ongoing and intensive supports for persistent, major or serious problem behaviours

Consequences and supports are logically tied to the problem behaviour. The following tables and diagram provide information about the college's approach to managing problem behaviour, including who manages minor and major behaviours, and the referral process for teaching and non-teaching settings. This information also provides guidance to support consistency in the administration of consequences by college staff.

BEHAVIOUR TYPE	MINOR		MAJOR
	TEACHER MANAGED	HOD/YLC MANAGED	ADMINISTRATION MANAGED
Definition	<ul style="list-style-type: none"> • Low-level behaviours • Minor breaches of college rules • Do not seriously harm others • Do not violate the rights of others in any serious way • Are not part of a pattern of problem behaviour • Do not require involvements of specialist/support staff/administration 	<ul style="list-style-type: none"> • Persistent low level behaviours • Persistent minor breaches of college rules • May require involvement of specialist/support staff 	<ul style="list-style-type: none"> • Continued pattern of unresolved minor problem behaviours • Significantly violates the rights of others • Puts others / self at risk of harm • May require involvement of specialist / support staff / administration
Dealt with by	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Heads of Department • Year Level Coordinators • Student Support Team 	<ul style="list-style-type: none"> • Administration <ul style="list-style-type: none"> - Deputy Principal - Principal
Possible consequences and strategies	<ul style="list-style-type: none"> • Revised seating plan/relocation of students in the classroom • Temporary removal of student property (confiscation) • Withdrawal from class / activity including Buddy class referral • Detention (during break / before / after school) • Classroom behaviour contracts / teacher implemented monitoring processes • Parent / guardian contact • Parent / guardian meeting • Negotiated return to class • Restorative conversations • Involvement of support personnel • OneSchool entries with referral to curriculum HOD / YLC 	<ul style="list-style-type: none"> • Parent / guardian contact • HOD/YLC/Support Staff interview • Monitoring Process • Re-entry to class program • Temporary removal of student property (confiscation) • Detention (during lunch or before/after-school) • Loss of lunch privileges (e.g. supported lunch programs) • Alternative program • Case-management • Functional behaviour assessment • Individual student behaviour support strategies • Targeted skills teaching in small groups • Check in/Check out strategy • Bullying / harassment intervention • Referral to Student Support Team / external supports • Mediation • Restorative conversation • OneSchool entries with referral to Administration 	<ul style="list-style-type: none"> • Parent / guardian contact • Administration interview • Classroom / playground withdrawal • Loss of privileges (e.g. lunch programs, extracurricular activities) • Temporary removal of student property (confiscation) • Administration Monitoring Process • Complex case management and review • Bullying / harassment intervention • Restorative justice • Mediation • Individual support provisions / strategies • Stakeholder meeting with parents and/or external agencies • Discipline improvement plan (DIP) • Referral to external support agencies • Counselling (internal / external agencies) • Alternative education program • Suspension (short, long term, charge related) • Police notified (serious and/or illegal offences) • Risk of Cancellation (ROC) • Proposal / recommendation to exclude • Exclusion / Cancellation of Enrolment

CATEGORY OF BEHAVIOUR	MINOR			MAJOR
	TEACHER MANAGED (TEACHING AND NON-TEACHING SETTINGS)	HOD MANAGED (TEACHING SETTINGS)	YLC MANAGED (NON-TEACHING SETTINGS)	ADMINISTRATION MANAGED
Disruptive. Refusal to participate in a program of instruction. Third minor referral.	Classroom disruption and disobedience Incomplete classwork / homework / assessment Refusal to engage in the program of instruction e.g. class activity	Persistent classroom disruption and disobedience Persistent incomplete classwork / homework / assessment Persistent refusal to engage with the program of instruction Third minor referral following teacher intervention	Persistent disobedience in a non-teaching setting Third minor referral following teacher intervention	Major classroom disruption and disobedience Persistent refusal to respect the learning of others (e.g. major disruption) Persistent/ongoing refusal to engage with a program of instruction following HOD intervention
Defiance/threat/s to adults.	Refusal to follow reasonable staff request/s	Persistent and/or repeated refusal to follow reasonable staff request/s Minor intimidation of staff	Persistent and/or repeated refusal to follow reasonable staff request/s	Continued refusal to follow reasonable staff request/s following HOD Intervention Major Verbal and/or physical threats directed towards / about staff Obscene and/or abusive gestures / media / other directed towards staff / in response to staff instructions / direct towards students
Dress code.	Non-compliance with college dress code including associated workplace health and safety requirements	Persistent non-compliance with dress code policy related to curriculum and/or workplace health and safety requirements	Persistent non-compliance with college dress code policy	Persistent non-compliance with college dress code policy following HOD/YLC intervention
Late Truant / skip class.	Lateness to class Leaving class without permission	Persistent lateness to class Subject truancy	Persistent lateness to school Repeated class truancy Full Day truancy	Persistent lateness to class following HOD intervention Persistent and/or repeated full-day truancy Leaving school grounds without permission
Lying/cheating.	Classwork/homework related cheating / plagiarism Dishonesty impacting the good order and management of the classroom	Assessment related cheating / plagiarism Persistent dishonesty impacting the good order and management of the classroom	NA	Serious cheating / plagiarism / assessment infringement impacting the good order and management of the college Major dishonesty impacting the good order and management of the college Persistent dishonesty following HOD intervention
Non-compliant with routine.	Non-compliance with classroom setting routines and procedures Failing to attend detention Being out of bounds (low-risk) Failure to comply with Mobile Phone policy	Persistent non-compliance with classroom setting routines and procedures Repeated failure to attend detention Refusal to attend buddy class Persistently out of bounds (low risk)	Persistently non-compliant with non-classroom setting procedures and routines Persistently out of bounds (low risk) Persistent failure to comply with Mobile Phone Policy (all settings)	Continual refusal to comply with College policies and/or procedures Persistent failure to attend detention following HOD / YLC Intervention Persistent incidents of out of bounds following HOD/ YLC intervention Serious incident of out of bounds impacting the wellbeing of self or others Persistent failure to comply with Mobile Phone Policy following YLC Intervention
Verbal Misconduct.	Obscene /inappropriate language (not directed at staff or students)	Continued use of obscene / inappropriate language (not directed at staff or students)	Continued use of obscene / inappropriate language (not directed at staff or students)	Obscene and/or abusive language directed towards staff / in response to staff instructions Obscene and/or abusive language directed towards students Discriminatory language / behaviour directed towards staff or students
Physical Misconduct.	Minor physical contact with students (without intent to cause harm)	Persistent minor physical contact with students (without intent to cause harm)	Minor physical contact with students (without intent to cause harm) Intentional and/or persistent minor physical contact (not resulting in harm) Persistently engaging in unsupervised contact sport (e.g. tackle)	Physical misconduct causing harm, and/or with intent to cause harm, including physical assault of staff / students (pushing, shoving, slapping, punching, kicking, dacking etc.) Inappropriate intimacy or sexual acts Physical misconduct directed towards or impacting staff, without intent to cause harm
Bullying/Harassment. Threat/s to others.	Infrequent low-level teasing / name calling / gestures / other behaviours not deemed bullying / harassment	Frequent low-level teasing / name calling / gestures / other behaviours not deemed bullying / harassment	Minor harassment / bullying (teaching and non-teaching settings) including those involving the misuse of social networks and/or messaging	Major harassment / bullying including those that involve misuse of social networks and/or messaging Major intimidation/ threats of violence towards staff or students Obscene and/or abusive language / gestures / media / other directed towards students Intentional use of racial and/or discriminatory language against staff and/or student Sexual harassment
Misconduct involving object. Property misconduct.	Misuse of equipment (low-risk) Interfering with the property of others (low-risk) Low level destruction of classroom resources or property Littering Graffiti, inclusive of drawing on self / graffiti on body	Persistent misuse of equipment including tampering with classroom and/or safety equipment (low-risk) Persistent interfering with the property of other students or staff (low-risk) Persistent littering Persistent graffiti of college property	Low-level and/or persistent misuse of equipment including tampering with college property and/or school safety equipment (low-risk) Persistent interfering with the property of others (low-risk) Persistent littering Persistent graffiti of college property/ self / graffiti on body	Misuse of equipment (high-risk) including safety equipment Theft of school or other's property (high risk) Deliberate vandalism/ damage of school or other/s property (high-risk)
IT Misconduct.	Inappropriate use of an electronic device and/or accessories (low risk)	Persistent inappropriate use of an electronic device / internet / accessories (low risk) Refusal to hand in device	Persistent inappropriate use of an electronic device (low risk)	Use of electronic device for harassment / filming without permission / infringe privacy / breach school systems Serious inappropriate use of an electronic device / accessories / refusal to hand in device following intervention Persistent inappropriate use of an electronic device following HOD / YLC intervention
Possess prohibited items. Prohibited Items.	Bringing banned items to school (low-risk)	Persistently bringing banned items to school (low-risk)	Persistently bringing banned items to school (low-risk)	Bringing of/possession of/ distribution of/selling of banned items to school (high-risk) Bringing of/possession of/ distribution of/selling of any item that can be considered a weapon (includes replica items)
Substance Misconduct involving tobacco and other legal substances. Substance misconduct involving illicit substance.				Bringing / possessing / selling / distributing / purchasing / using / consumption of illicit drugs / pharmaceuticals / tobacco products / vaping products / alcohol / other serious and or illegal substances / products
Other conduct prejudicial to the good order and management of the school. Other.				Inappropriate conduct while travelling to or from school Continual refusal to comply with College policies and/or procedures impacting the good order and management of the college 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. Other conduct prejudicial to the good order and management of the college.

REAL Learners for Tomorrow

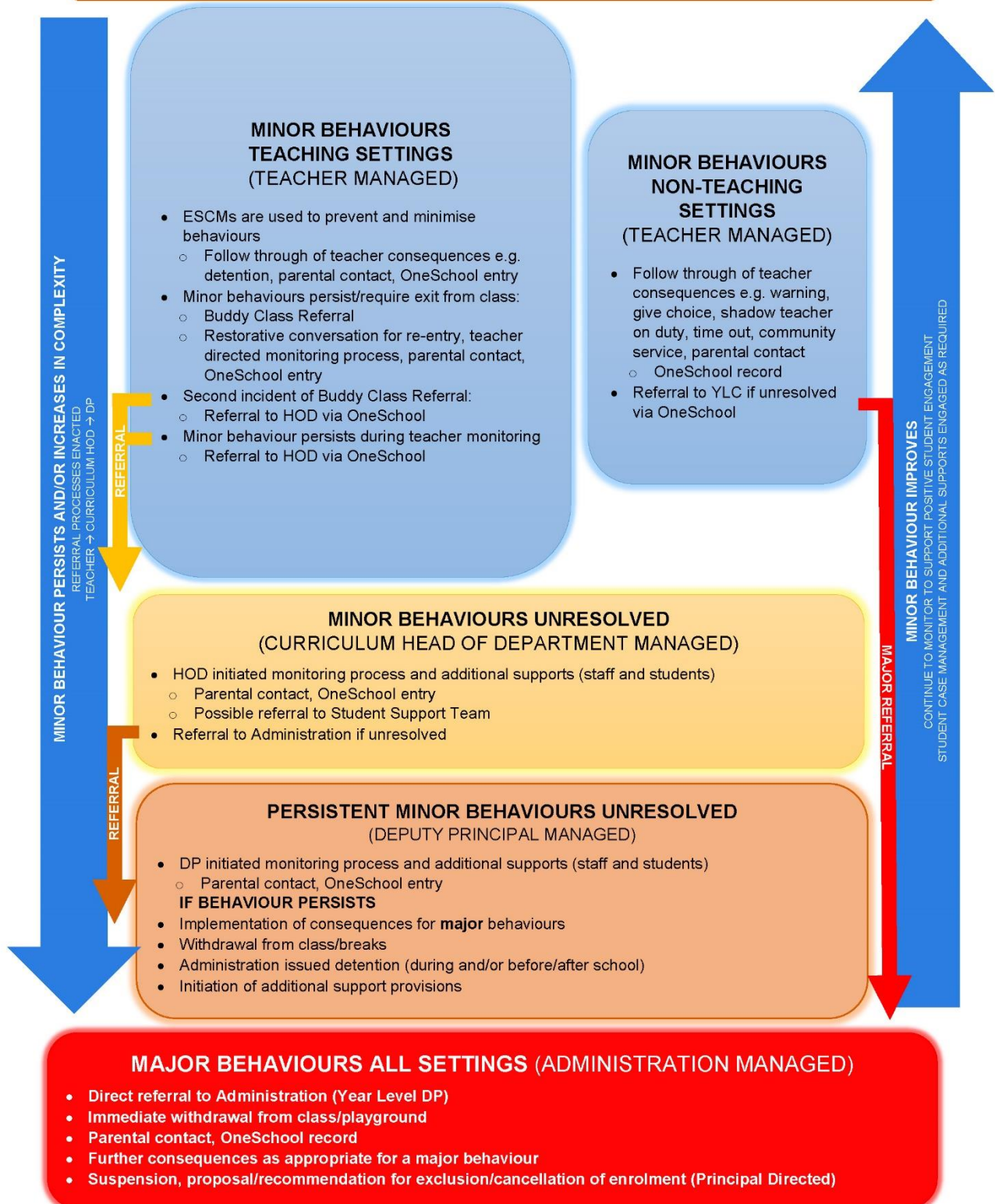
At Mango Hill State Secondary College, in all settings, teachers employ proactive strategies that set clear expectations, acknowledge appropriate behaviour and provide timely correction of inappropriate behaviour.

ESCMs: Language of Expectation, Language of Acknowledgement, and Language of Correction



MANGO HILL
STATE SECONDARY COLLEGE

REFERRAL PROCESS FOR MINOR AND MAJOR BEHAVIOURS



Detention

Detentions can be applied during school hours or out of school hours (e.g. before and after school). Detentions may be issued by teachers, Heads of Department, Year Level Coordinators and Administration Staff (Principal and Deputy Principals). Detentions are recorded by college staff on OneSchool as part of the record keeping process associated with managing behaviour.

Detentions set at morning tea and lunch break are issued in response to inappropriate behaviour and/or non-compliance with college policy, including the college dress code. Break time detentions may be issued without parental contact and will be issued for no more than half of the designated break time. Where student engagement with a detention requires more than half of a designated break time, multiple detentions may be issued, and/or after school detention may be requested.

The setting of after school detention requires parental consent. Parental contact will be engaged at least 24 hours before the detention is to be completed. The college staff member will:

- notify parents/carers of the request for after school detention
- negotiate the day, time and duration of the detention
- confirm the responsibility of the student, parent and college in relation to detention supervision arrangements.

After school detentions will be issued for no more than one hour after school.

Buddy Class Referral

Buddy Class is utilised by classroom teachers in response to ongoing and/or minor behaviour incidents that require removal of a student from the classroom setting. The use of buddy class ensures appropriate supervision of students during class time. The buddy class referral process is as follows:

- Students are referred to a pre-arranged buddy classroom for the remainder of a given lesson, and are under the supervision of the buddy class teacher during this time
- Students are required to engage with the allocated class work while in the buddy classroom.
- Assistance from the Head of Department or member of the administration team will be requested by the teacher to support the exit of the student from buddy classroom as a result of continued inappropriate behaviour.
- At the end of the session, the student returns to their timetabled classroom to meet with the class teacher for a return to class discussion. Where this cannot occur, an alternate time is arranged to occur prior to the next timetabled lesson
- During the return to class discussion, the behaviour resulting in the buddy class referral is debriefed between the teacher and the student.
- A teacher directed monitoring process is engaged for up to three lessons following the buddy class referral. The teacher and student set agreed targets for the monitoring process, and meet after each lesson to review progress.
- Parental contact is made to notify of the buddy class referral and teacher monitoring process. Feedback on progress during this time occurs via the teacher monitoring card.
- A second incident of buddy class referral for a given subject, or continued minor behaviour while engaged in the teacher monitoring process, will result in referral to the Head of Department.

Students who refuse to attend buddy class will be referred to the Head of Department for the curriculum area. Assistance from the Head of Department or member of the administration

will be requested by the teacher to support the exit of the student from class. All major incidents occurring during class time will result in an immediate referral to administration and exit from class.

All incidents of buddy class referral are recorded on OneSchool as part of the record keeping process associated with managing behaviour.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, or no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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).

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the 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 attend a re-entry meeting on the day of their scheduled return. The main purpose of this meeting is to welcome the student, with their parent/s, back to the college. This includes strategies to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via phone 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, 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.

School Policies

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.

At Mango Hill State Secondary College, the following items are considered controlled items, and may be temporarily removed so as to support the good management, administration and control of the college. These include items and/or use of items in breach of college policies such as the college dress code, appropriate use of mobile phones and other devices, and BYOx Charter:

- non-approved hats, jackets/jumpers, excess jewellery beyond what is approved in the college dress code
- mobile phones and/or wearable technology such as smart watches, and associated equipment including headphones and speakers
- BYOx devices (e.g. iPads)
- Items such as permanent markers, paint etc. which have potential to damage school property / are deemed inappropriate for the school setting
- Items of significant value (toys, game consoles etc) that should not be brought to the college

Controlled items temporarily removed are stored in the Administration Building and available for collection at the end of the college day. Where there are repeated incidents of the temporarily removal of student property (e.g. mobile phones), or instances where property is deemed inappropriate to return to the student, parent collection will be requested.

The following items are **explicitly prohibited** at Mango Hill State Secondary College and will be removed if found in a student's possession and not returned to the student. These may be returned to parents and carers, or retained temporarily as detailed in this policy. Items include:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- Tobacco and other smoking products including cigarettes and cigarette related products, e-cigarettes, pod vapes, vape pens, box mods and vaporizers
- drugs** (including pharmaceuticals)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters, matches)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- chewing gum
- energy drinks and high caffeine drinks (e.g. red bull, mother, coke)
- Fast Food items (e.g. McDonalds, slushies etc. brought onto school grounds)

* 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 college property such as lockers, desks or laptops that are supplied to the student through the college;
- 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);
- do not have authority to search the person of a student. If a search is considered necessary the police will be called to make such determination.

Parents and Carers of students at Mango Hill State Secondary College:

- ensure your child does 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 (e.g. printed materials with offensive language);
- 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 (e.g. printed materials with offensive language);
- collect their property as soon as possible when advised by the Principal or college staff if it is available for collection.

Retention of temporarily removed student property:

The Principal and state school staff may retain temporarily removed student property if:

- the property is illegal to possess, threatens the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police

- police state that they will come to the college to investigate matters relating to the temporarily removed student property, and the property is retained until police attend
 - if the police seize the property, the college will advise the student and parent of this action and that the temporarily removed property is no longer in the possession of college staff
 - if police decide not to seize the property, the college will return the temporarily removed property to the student or parent as soon as practicable
- the student or parent has not collected the temporarily removed student property despite reasonable efforts by college staff to advise the student or parent that it is available for collection
- where staff reasonably suspect that the student is not the lawful owner of the property.

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/wearable technology such as smart watches, and associated equipment (including smart watches, 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 mobile phone 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;
- Smart Watches must not be used for any activity that would be deemed inappropriate when occurring with a mobile phone e.g. messaging, phone calls, playing music;
- If students require urgent access to a phone, they should use a college phone at the Administration Building;
- BYOx devices including iPads are to be used in the classroom setting only, under the direction of the class teacher. Students are expected to be connected to the college network, and use of personal mobile data is prohibited.
- During break times, BYOx devices including iPads, can be used in iServices only, under the supervision of the playground duty teacher, or under the supervision of college staff in other learning settings. BYOx Devices are not used elsewhere during breaks.
- 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, video or other media 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 Building only. Students are responsible for the secure storage of their device(s) if not stored at the college Administration Building;
- Guidance regarding acceptable use of any digital devices on college excursions, camps and extra-curricular activities will be provided by college staff;

- Students wishing to use devices in special circumstances should negotiate arrangements with relevant college 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 college's teaching and learning programs;
 - the college 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 the college's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the college, 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 college.

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.

The core elements of the Australian Student Wellbeing Framework are:



1. Leadership

Principals and school leaders play 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 participate 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 collaborate as partners with the college to support student learning, safety and wellbeing.

5. Support

College staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Student wellbeing is a focus of our CARE and Access program. Learning activities related to the promotion and developing of positive student wellbeing are delivered in age appropriate contexts, with year levels, class groups, small focus groups and individuals as required.

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.

Note: conflicts are still considered serious and need to be addressed and resolved.

At Mango Hill State Secondary College our staff 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 college setting.

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.

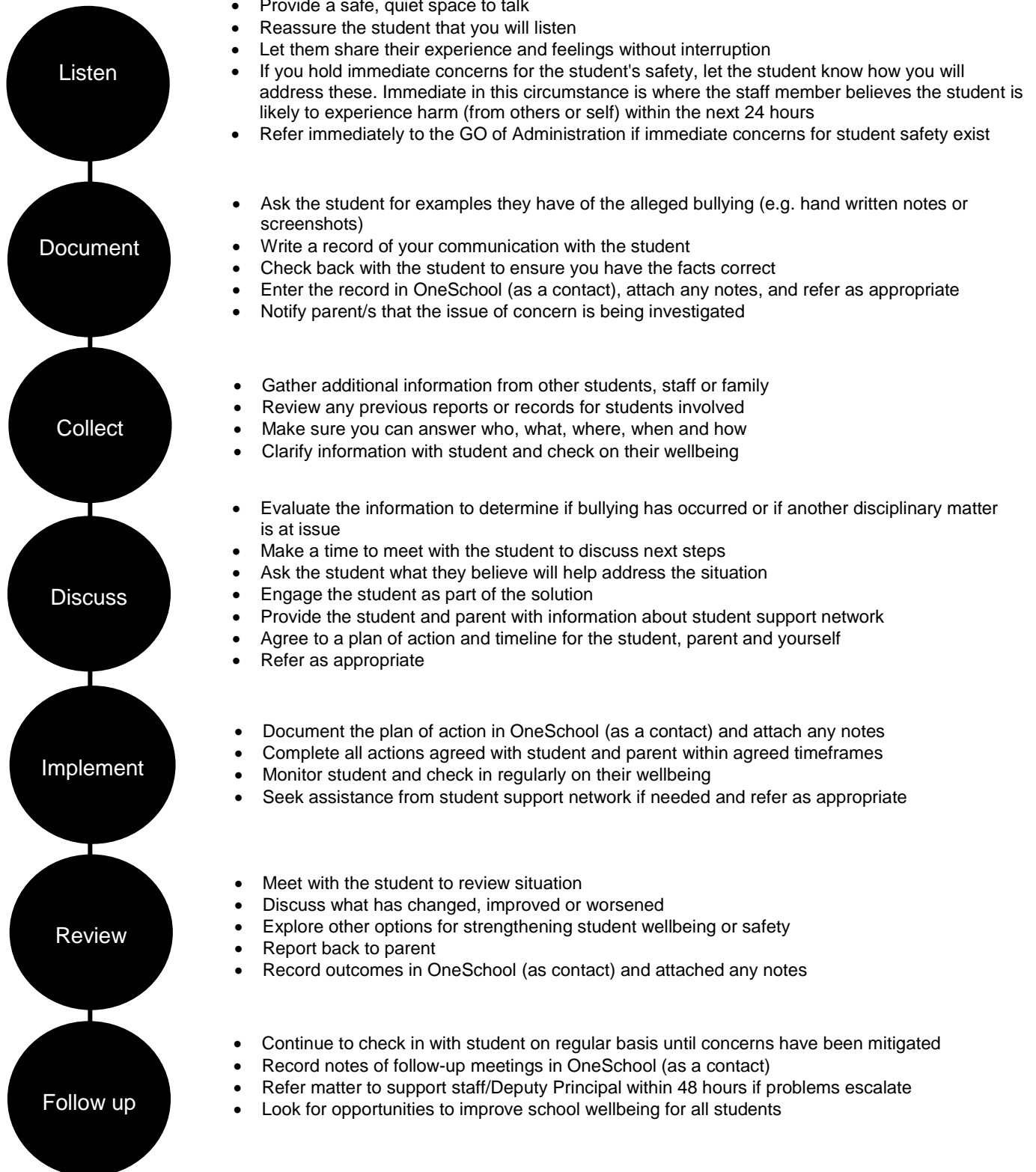
Key contacts for students and parents to report bullying:

Deputy Principal for the year level

Year Level Coordinator for the year level

MHSSC – Bullying response flowchart for teachers

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



Cyberbullying

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

In the first instance, students 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 removal of privileges, or more serious consequences such as suspension or exclusion from the college, for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the college. 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, students from other school sites, or staff.

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 college process for managing or responding to cyberbullying should be directed to the Principal or Deputy Principal.

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 also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the college.

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.

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 eSafety Commissioner 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.

Other resources to support parents and carers including [Online Awareness: Information for parents and caregivers](#).

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 Principal or Deputy Principal.

Appropriate use of social media – a guide for parents and carers

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 college 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. The [Social Media and the School Community](#) guide provides information for parents and carers about how to use social media in relation to comments or posts about the college community.

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 the college, the best approach is to speak directly to the college about the matter, rather than discussing it in a public forum such as a social media platform.

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 the college 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 college, hinders a child's learning and/or affects the college community at large, contact the college 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 college Principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Cyberbullying and Reputation Management Chart for College 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](#).

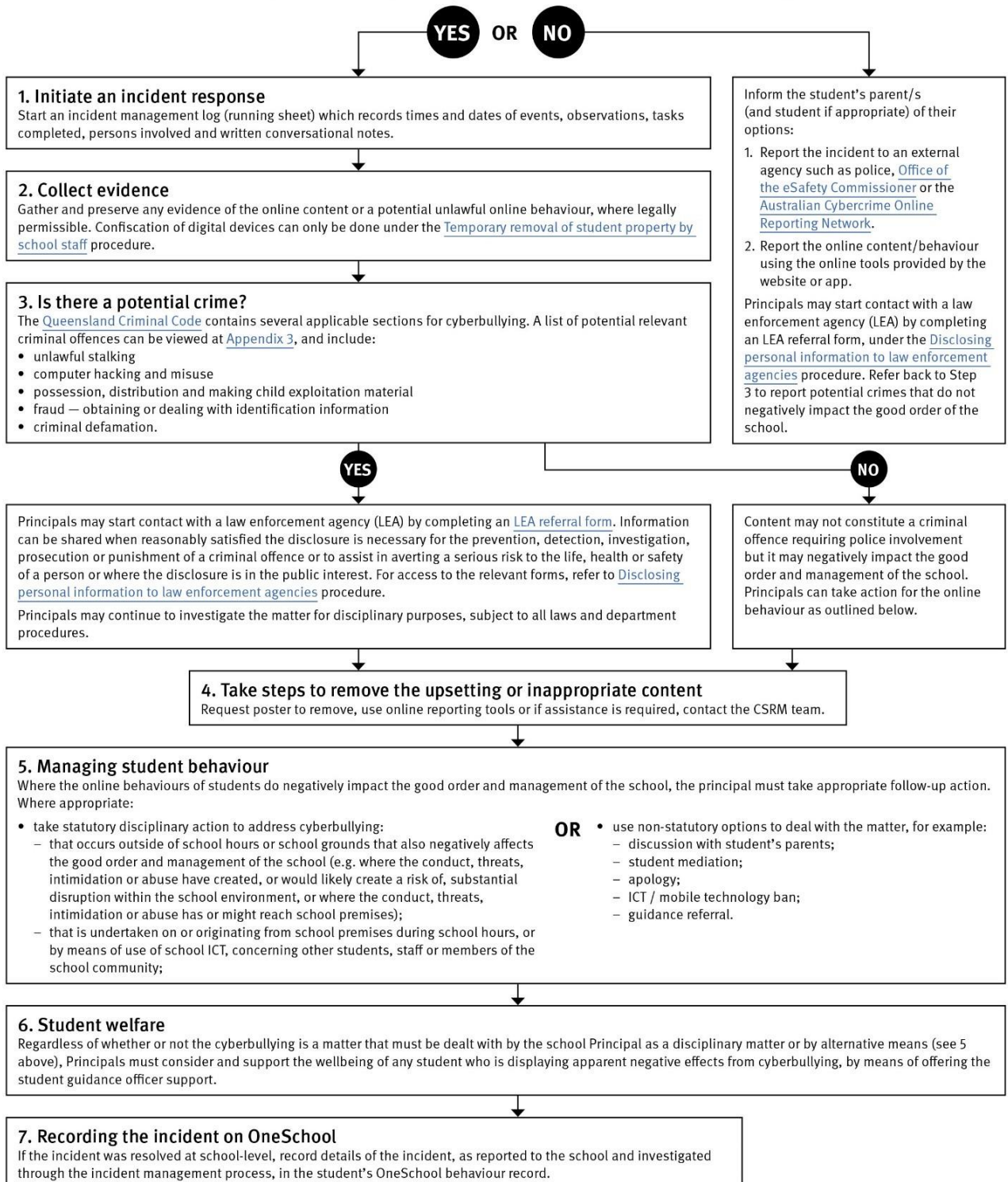
Explicit images

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](#).

Help

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

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



Restrictive Practices

College 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 may need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional response 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](#) available to departmental staff, 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. The use of planned strategies is a highly individualised activity, and will be supported by an Individual Student Safety Plan.

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

Related procedures and guidelines inform decisions and actions around matters associated with college operations, including student wellbeing, behaviour and learning. These policies are referenced in college operations and the Student Code of Conduct as appropriate. These include:

- 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

A range of resources exist to support staff, students and parents and carers regarding student behaviour and wellbeing. These include:

- [Australian Professional Standards for Teachers](#)
- [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, welcomed and valued in our college. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a college staff member or a college operation - 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 staff member
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 Principal or Deputy Principal to discuss the issue further.
2. **Early resolution:** discuss your complaint with the Principal or Deputy Principal.
If your complaint is related to the college 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. 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