

Middle Ridge State School

'Where seeds of learning become forests of opportunity'

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Contact Information

Postal address: 203 Spring Street, Toowoomba Queensland 4350

Phone: 07 4687 4222


Email: admin@middleridgess.eq.edu.au

School website address: www.middleridgess.eq.edu.au

Contact Person: The Principal

Endorsement

Principal Name: Jouwana Habash (Acting T2-2025)

Principal Signature: 

Date: 11/26/2025

P&C President Name: Codie McKeon

P&C President Signature: 

Date: 11/06/2025

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Purpose

Middle Ridge State School is committed to providing a **safe, respectful, disciplined** and **inclusive** learning environment for students, staff, parents and visitors. Our aim is to create the conditions for each learner to progress towards responsible self-management. We can achieve this by using a positive & proactive approach that builds relationships, encourages self-awareness and is internalised by students to foster responsibility, self-regulation and social competency.

The Middle Ridge State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective, whole school approach to discipline. The code's purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, and where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Middle Ridge State School has had a long and proud tradition of providing high quality education over many years to students who've enrolled both from within and beyond our local community. We believe that, the continued development of positive, mutually respectful relationships amongst students, staff and families will provide a foundation for supporting the success in all for which we strive together.

Middle Ridge State School maintains a commitment to seven core values - Honesty, Respect, Co-operation, a commitment to Learning, Kindness, Social Justice and Self-Discipline. It is an expectation of all (students, staff, and visitors to the school) that the language and actions of our seven values be upheld and exercised in all interactions with one another. By way of elaboration, our school's values are expressed in the following terms for students:

- **Honesty** I am truthful to myself and others
- **Respect** I treat others in the way I want to be treated
- **Co-operation** I get along with others
- **Learning** I have a go and do my best when I learn
- **Kindness** I care for myself, others and the environment
- **Social Justice** I treat others fairly when I work and when I play
- **Self-Discipline** I use my self-control to make good choices

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 confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills that our communities need now and into the future.

Middle Ridge State School staff take an educative approach to discipline, believing that behaviour can be taught and that mistakes are opportunities from which everyone can learn. Our Student Code of Conduct provides an overview of the school's local policies in the use of mobile phones and other technologies, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps that school 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 from school.

I thank the students, teachers, parents and other members of our community for their work in bringing this Middle Ridge State School Student Code of Conduct together. Their interest and views shared through the process of developing this document have been invaluable. The Code of Conduct provides a clear explanation of what we expect from students, and how we will support them to meet those expectations.

P &C Statement of Support

As president of the Middle Ridge SS P&C Committee, I am pleased to support the reviewed Student Code of Conduct. The consultation process undertaken with the school team has ensured that the parent community has had an opportunity to either contribute to, and/or provide feedback on the code through its representatives of the Association. This has been an important aspect in the development of the Middle Ridge SS Student Code of Conduct, 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 established expectations.

We encourage all parents to familiarise themselves with the Middle Ridge SS 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 its impact upon our children. It is important that every parent and child of Middle Ridge SS 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 information and processes outlined in this document provide an effective starting point to understand how to work with the school about these types of problems.

Any parents who may wish to discuss the Middle Ridge SS 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 Middle Ridge SS P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students remain safe and appropriately supported to meet their individual social, behavioural and learning needs.

Consultation

The School Code of Conduct has been progressively developed through discussions and further consultation with both school staff and the broader community of Middle Ridge State School through its P&C Association. The renewed Code has resulted from a melding of several of the effective practices, strategies and processes evident in the school's former Code of Conduct Plan, with updated policies, legislation, direction and requirements provided by the Department of Education for the management of and development of student conduct. Its structure, contents and strategies have been further informed by further research undertaken by members of the school's strategic leadership team. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents, as well as annual opinion survey outcomes have also informed the development of this revised Code of Conduct.

Review Statement

Once formalised, the renewed version of the Middle Ridge State School Student Code of Conduct may be subject to further minor updates to reflect changing circumstances, data and staff. A review is conducted every four years (or alternately as directed by Education Queensland) in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement and Beliefs

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 compel us to reflect on our own understanding of what we consider acceptable and unacceptable.

At Middle Ridge State School, whole school behaviour support is intended to be **proactive** in nature and support all members of the school community to behave in a respectful manner. The regular review of school data relating to behaviour incidents, attendance, absenteeism, and school disciplinary absences will continue to inform decision-making processes and practices that support student learning and wellbeing.

In keeping with our beliefs about effective learning and responsible behaviour, we believe that our students respond best to modelling and positive reinforcement. Positive behaviours are established through providing a **safe and supportive environment, and explicitly teaching and reinforcing the school values**, while **responding effectively to problematic behaviours**.

Our school community believes in:

- the development of respect for the safety and well-being of all its members;
- respecting the right of all to teach/learn;
- striving for excellence in teaching, learning and behaviour;
- the development of responsible and peaceful behaviour through problem resolution in fair and equitable ways;
- the reinforcement of positive behaviour;
- the adherence of routines essential to the operation of a supportive school environment; *and*
- caring for one another and the physical environment.

These beliefs operate effectively in a supportive school environment where:

- all members feel safe and are valued;
- quality curriculum programs, interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;
- non-discriminatory, non-violent and equitable actions are learnt through ongoing professional development, practised and reinforced;
- all members are encouraged to participate in open communication and be involved in decision making processes;
- school policy reflects both proactive steps to encourage self-worth and self-discipline, and reactive procedures to deal with various situations that may arise;
- clear guidelines and procedures are followed in the effective management of student behaviour;
- students are given the opportunity to be engaged in enjoyable, relevant and meaningful learning;
- responsibility is taken for learning and behaviour by students, and accountability by teachers;
- successes are celebrated;
- individual differences are catered for through practices and teaching strategies which provide for multiple learning styles and modes;
- positive relationships and open communication are fostered with members of the school community;
- learning is scaffolded and teaching is explicit;
- all members value education and high levels of attendance at school.

Student Support Network

The **Student Services Support Management team** (SSSM) plans and coordinates internal and external support to students who require targeted or intensive intervention. The network for support at Middle Ridge State School includes the collaboration of a team of support personnel which may include:

- Head of Special Education/ Special Education Teacher – support programs
- Support Teacher (Learning Needs) – support programs
- Deputy Principal – class visits, present in school grounds/classes, counseling, behaviour support, parent meetings
- Principal – reinforces class teachers' responses, behaviour support, parent meetings, ensures process
- Heads of Department (Curriculum, Pedagogy)
- Teacher Aides – 1:1 with students identified as requiring additional individual assistance
- Guidance Officer – proactive programs, emotional support, parent consultations, assessments

- Class Teachers – management, proactive teaching
- Adopt-a-Cop
- English as an Additional Language/Dialect Teacher
- School Chaplain
- School Social Worker

The following EQ itinerant support personnel may also be consulted/participate in SSSM discussions as deemed necessary:

- Speech Language Pathologist
- Occupational Therapists / Physiotherapist
- Behaviour Support team member/s
- Advisory Visiting Teachers
- Senior Guidance Officer
- Indigenous Liaison Officer

Consideration of Individual Circumstances

The Staff at Middle Ridge State School regularly consider students' individual circumstances, such as their behaviour history, disability, neurodiversity, mental health and wellbeing, religious and cultural perspectives, home environment and care arrangements when establishing teaching/learning 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 afforded the support they may need to be successful. This also means that not everyone will be treated the same, because treating everyone the same may not be equitable. For example, some students may 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 the range of factors that our teachers and Principal are likely to consider for individual students, in both the instruction of behaviour and/or the response to behaviour.

In accordance with relevant legislation, our teachers are required to respect and protect the privacy of individual students, so whilst we understand the interest of other students, staff and parents to know about consequences another student might have received, we may not be able to disclose or discuss this information with anyone but the student's family. This may apply even if the behavioural incident, such as bullying, involves your child. Parents, however, can be assured that school staff take all behavioural matters, such as reported bullying, very seriously and will address them appropriately. In doing so, we expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff may have responded to their behaviour, please make an appointment with the Principal/Deputy Principal to discuss the matter.

Whole School Approach to Discipline

The staff and students at Middle Ridge State School have the right to work and learn to their potential, in a safe and supportive environment. To enable this productive learning to occur, we believe that appropriate behaviours need to be taught, modelled, encouraged and developed. All members of our school community have specific roles and responsibilities in this regard. To facilitate the learning of appropriate behaviours, the following seven Values and affirmation statements have been developed to guide the actions and behaviours of students, parents and staff at our school:

Values	Affirmation Statements
Respect	I treat others the way I want to be treated.
Self-discipline	I use my self-control to make good choices.
Co-operation	I get along with others.
Learning	I have a go and do my best when I learn.
Honesty	I am truthful to myself and others.
Kindness	I care for myself, others and the environment.
Social Justice	I treat others fairly when I work and when I play.

When all school community members adhere to and enact these values, we are confident that a safe, supportive environment should ensue for all. Ultimately, we believe that each individual must be responsible for his/her own actions. We respect the importance of the individual's intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to maintaining the supportive environment of our school.

The language and expectations of our school's seven Values can be applied in any environment, including the home setting, for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member. Students who are consistently meeting these expectations are likely to have a wide range of school based opportunities available to them.

Whole School Proactive Strategies

The most effective way to address challenging behaviours is to proactively prevent them from occurring. Teachers use the **Seven School Values**, **MRSS Essential Skills for Classroom Management** and strategies outlined in an approach known as 'TLAC' (Teach Like A Champion) to ensure a consistent, whole school approach is implemented and understood.

The staff of Middle Ridge State School is committed to:

- **Developing a range of class procedures to reinforce/acknowledge positive behaviours** e.g. points and reward systems, such as -
 - **School Reinforcement systems** - Merit Awards and COOL Awards for positive behaviour in the classroom and playground; gold coin; RSD flags; Deputy / Principal Awards and class visits; newsletter acknowledgement
 - **Class Reinforcement Systems** - Class negotiation of reward for completion of group activities, celebrations of success
 - **Individual Reinforcement systems** - with student-selected reward for completing agreed task/s (Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities, Computer Time, Personal Visual Schedules, Warm Fuzzy Raffle, Ticket System)
- **Developing and maintaining classroom/school rules, expectations and procedures that-**
 - reflect the established values of the school and acknowledged by the wider community
 - recognise and focus on positive practices and behaviours
 - are fair, clear and framed in a positive way
 - are developed collaboratively with the class and continually revisited
 - are modelled by staff
 - are implemented consistently
 - are clearly displayed

- **Engaging in quality teaching and learning that-**
 - is relevant and meaningful
 - is at an appropriate level of challenge for each student
 - encourages co-operative learning
 - clearly communicates fair and reasonable expectations
 - encourages students to set goals and persist in problem solving situations
 - assists students to develop time management and study skills
 - accords with the Australian Curriculum
- **Developing supportive interpersonal relationships that-**
 - recognise and promote respectful student behaviour
 - communicate a genuine interest in, and care for, the students
 - establish rapport with, and welcome the involvement of parents/carers
 - develop a sense of responsibility for students' own progress and personal behaviour goals
 - realise students developing appropriate interpersonal relationships with other students
- **Establishing ways to develop self-esteem by-**
 - planning for success by breaking tasks into manageable steps to build individual confidence/capability
 - acknowledging success – using praise, notes, awards and certificates to make students feel special, communicating success to parents
 - minimising criticism and accepting mistakes as part of the learning process
 - communicating learning intent explicitly and regularly with all students
 - creating a sense of belonging to the classroom group
 - enabling students to assume responsibility
- **Teaching expected behaviours by-**
 - modelling
 - all staff teaching and re-affirming expectations of students, as part of their everyday practice
 - explicitly teaching lessons focussed on the school's established 7 values
 - encouraging positive behaviour and self-regulation
 - lunchtime offerings – interest groups eg. YAMA, Lego, Games room, Knitting club, Chess club, Library, team games & sports using available school equipment
 - Pro social skills groups with the Chaplain or Social Worker eg. Chit Chat, Top Blokes

These strategies can help to minimise the chance of unacceptable behaviours from occurring so that students' experience successful interaction and participation. Through the intentional use of preventative and proactive measures, our attention is focused on creating a positive and supportive learning environment rather than a reactive one. Our school's leadership is committed to providing ongoing staff professional development to support all colleagues in implementing the above strategies and realising positive outcomes.

Teachers, Teacher-Aides and support staff continually emphasise the Values / Rules expectations, as a basis for developing positive behaviour standards. The class teacher works with all students to explain exactly what each value and the expectations look, sound and feel like in their classroom. The school's 7 Values are on display in every room and are used as the basis of teaching and learning expectations throughout the year. These are revisited regularly during weekly school Assemblies and to address any new or emerging issues.

School Values/ Expectations for Students

Below are the seven school Values and expectations for students of all year levels. In addition, each classroom will have their own set of examples to help students and visitors to understand established expectations and to meet the standards to which we are all committed at Middle Ridge State School.



MIDDLE RIDGE STATE SCHOOL VALUES / RULES

Respect	I treat others the way I want to be treated.
I ...	<p>MYSELF AND OTHERS</p> <ul style="list-style-type: none"> ○ show respect for myself and all members of the school community (students, teachers, parents, teacher aides, visiting teachers, volunteer helpers) ○ ensure others are not exposed to fighting, pushing, teasing, physical or verbal harassment (no bullying) ○ respect the rights of myself and others ○ speak politely and use good manners ○ move quietly around the school so others aren't disturbed ○ take pride in myself, my school uniform and my school ○ practise good hygiene <p>PROPERTY</p> <ul style="list-style-type: none"> ○ respect the belongings of myself and others ○ remove my muddy shoes before entering the classroom ○ respect the gardens, classrooms, school resources etc.
Self-discipline	I use my self-control to make good choices.
I ...	<ul style="list-style-type: none"> ○ manage and am responsible for my behaviour ○ accept the consequences of my behaviour ○ listen to and follow instructions and directions ○ make appropriate choices without supervision ○ use playground / classroom equipment safely during school hours ○ move safely and sensibly around the school (walk on concrete pathways) ○ resolve conflict in an appropriate manner ○ keep my hands and feet to myself ○ play safely in the forest ○ enter and exit the classroom in an orderly manner ○ am in the right place at the right time ○ use sporting equipment away from buildings and glass ○ am sun safe and wear a broad brimmed hat ○ wheel my bike/scooter in the school grounds & along the footpath at the front of the school (not through the carparks) ○ wait quietly for buses and before entering classrooms after breaks
Co-operation	I get along with others.
I ...	<ul style="list-style-type: none"> ○ work and play, considering others by taking my turn, and sharing and encouraging others ○ respectfully follow instructions from staff members, student leaders & adult volunteers
Learning	I have a go and do my best when I am learning.
I ...	<ul style="list-style-type: none"> ○ take responsibility for my learning without interrupting the learning of others ○ respect others' right to learn ○ complete tasks to the best of my ability ○ am prepared and organised for school ○ bring a positive attitude to all learning tasks
Honesty	I am truthful to myself and others.
I ...	<ul style="list-style-type: none"> ○ tell the truth at all times ○ use things that only belong to me unless given permission ○ return things that don't belong to me ○ take responsibility for my choices
Kindness	I care for myself, others and the environment.
I ...	<ul style="list-style-type: none"> ○ offer to help others ○ speak politely ○ consider others' feelings ○ encourage others ○ include others ○ am welcoming ○ am a good friend ○ help keep rooms, equipment, toilets and grounds clean ○ keep out of gardens ○ protect fauna / flora in school grounds ○ keep my environment litter free
Social Justice	I treat others fairly when I work and when I play.
I ...	<ul style="list-style-type: none"> ○ play fairly by sharing, taking turns and being a good sport. ○ appreciate differences ○ am inclusive of others

School Values/ Expectations for Parents and Staff

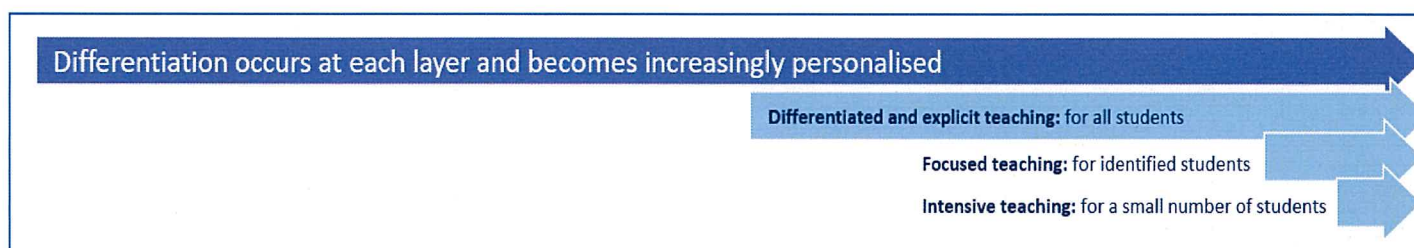
<i>What we expect to see from Parents</i>	<i>What you can expect from Staff</i>
Respect – I treat others the way I want to be treated	
<ul style="list-style-type: none"> You are respectful in your conversations and online communications about our school, staff and students. You support the authority and behavioural expectations and related consequences of the school, enabling your child to achieve maturity, and self-discipline. You deliver to, and collect your child from, the designated area at school. You treat school staff, students, parents and visitors with respect through your language and actions. You abide by school Uniform policy and ensure that your child/ren are wearing the school uniform at all times. 	<ul style="list-style-type: none"> We will ensure positive behaviours are role-modelled for all students. We will maintain confidentiality about information relating to your child and family. We will treat students and parents with respect and understanding through our language and our actions.
Self-discipline – I use my self-control to make good choices	
<ul style="list-style-type: none"> You abide by school's policy regarding access to school grounds before, during and after school hours. You engage in and maintain constructive communication and relationships with school staff regarding your child's learning, wellbeing and behaviour. You ensure that your children attend school every day and notify the school promptly of any absences or changes in contact details. You are on time for student morning drop & afternoon collections 	<ul style="list-style-type: none"> We will deal with complaints in an open, fair and transparent manner. We will promote the skills of responsible self-management.
Co-operation – I get along with others	
<ul style="list-style-type: none"> You inform the school of reason for student absences You inform the school if your child's living arrangements change and provide details of new home address and emergency contact phone numbers. You cooperate with the school to achieve the best outcomes for your child. 	<ul style="list-style-type: none"> We will be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community. We will contact parents and carers as soon as is possible if the school is concerned about the child's school work, interactions with others, behaviour, attendance or punctuality.
Learning – I have a go and do my best when I am learning.	
<ul style="list-style-type: none"> You attend open evenings/information sessions for parents. You let the school know if there are any challenges or circumstances that may affect your child's ability to learn. You show an active interest in your child's schooling and progress. You support your child/ren in their learning 	<ul style="list-style-type: none"> We will inform students, parents and carers about what the teachers aim to teach the students each term at parent/teacher meetings at the start of the year. We will teach effectively and set the highest standards in work and behaviour. We will provide inclusive and engaging curriculum and teaching and commit to continued professional learning in order to provide effective, contemporary teaching practices.
Honesty – I am truthful to myself and others	
<ul style="list-style-type: none"> You advise the Principal if your child is in the care of the state or you are the carer of a child in the care of the state. You will inform the school of any circumstances that may impact on your child's learning/behaviour at school. You will conduct yourself in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. 	<ul style="list-style-type: none"> We will inform parents and carers regularly (through report cards and parent/teacher meetings) about how your children are progressing. We will conduct ourselves in an honest, lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
Kindness – I care for myself, others and the environment	
<ul style="list-style-type: none"> You contribute constructively to behaviour support plans regarding your child. You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues. You help your child to see the strengths and benefits in diversity and difference in their classmates by using appropriate inclusive language. 	<ul style="list-style-type: none"> We commit to providing a safe and supportive learning environment. We will acknowledge the positive contributions that students and parents extend to the school and our staff, and commit to considering each individual's circumstances when responding in support of families. We will acknowledge each child's individuality and strive to build a cohesive, inclusive classroom and school culture.
Social Justice – I treat others fairly when I work and when I play	
<ul style="list-style-type: none"> You acknowledge that people are different and may hold different opinions, beliefs, faiths and will be non-judgemental, fair and equitable towards others at school and within the school community. You provide food and clean clothing every day to your child/ren each day. 	<ul style="list-style-type: none"> We will take steps to provide for the continued safety, wellbeing and the development of self-confidence of all students. We will clearly articulate the school's expectations regarding the 'Student Code of Conduct' and the school's dress code policy. We will welcome and celebrate a diverse school community and will recognise significant social, cultural and historical events.

Differentiated and Explicit Teaching

Middle Ridge State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of a diverse range of 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 Middle Ridge State School vary what students are taught, how they are taught and how students can demonstrate what they know, as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation. 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 Middle Ridge State School to provide focused teaching. Focused teaching is aligned to the school Values/expectations 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.

Middle Ridge State School has a range of Student Support Network staff in place to help arrange and deliver targeted teaching to students who need more support to meet expectations.

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 mentor at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be 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 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 layers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Individual class or year level teachers will be primarily responsible for managing minor behavioural incidents as they arise. Members of the school SSSM Team and/or the school Leadership Team (Principal/DPs/HOSES) will be responsible for responding to students who exhibit persistent unacceptable behaviours or extreme unacceptable behaviours. When applying consequences for these behaviours, team members should be:

- Supportive
- Fair
- Logical
- Consistent.

Supportive

Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach the Student Code of Behaviour is *targeted* and/or *intensive behaviour support*. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary, in the context of an individual behaviour support plan.

Fair

When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed:

- ensuring that the student is fully aware of the alleged behaviour
- that they are given the right to respond to the accusations giving their point of view
- that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student

When making a decision about a consequence, a student's:

- age,
- cultural background,
- emotional well-being
- and any other contextual factors should be taken into account.

The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration should also be given to the student's past relevant disciplinary history. Where there is a choice of consequences and/or extenuating circumstances, the Principal will make the final determination of the appropriate consequence.

The application of consequences for student behaviour will be made in accordance with the requirements of the Education (General Provisions) Act 2006 and will be informed by other relevant Education Queensland policies.

Logical

For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

Student's behaviour should be assessed according to the school's Behaviour Support Levels (see table below). Staff and students must be aware of the progression of consequences for continued disruptive or dangerous behaviour.

Consistent

A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:

- provide the opportunity for all students to learn;
- ensure the safety of all staff and students; and assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

Middle Ridge State School Levels of Behaviour

The following table outlines the levels of behaviours with possible consequences/responses:

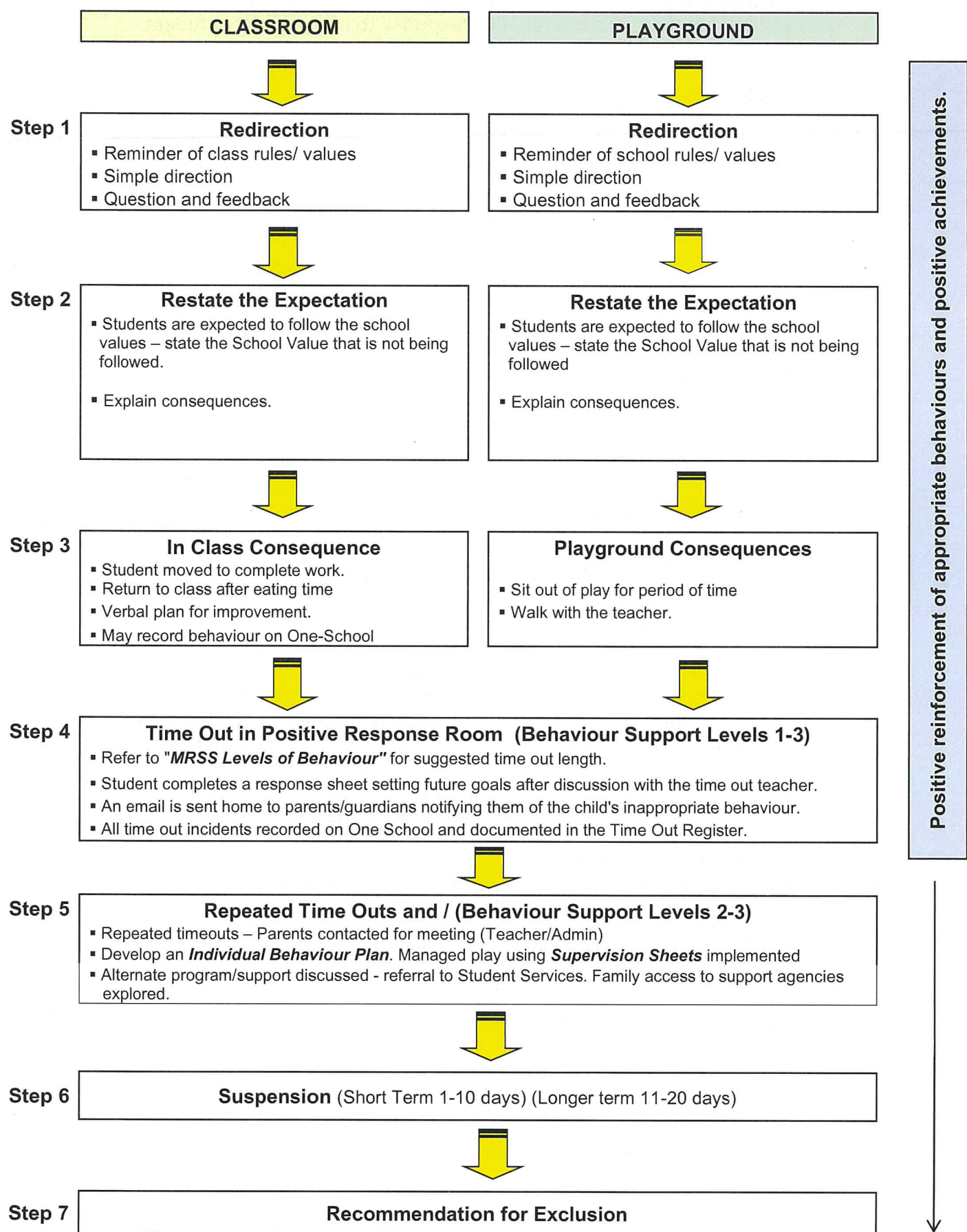
Support Level	Behaviour	Possible Responses / Consequences
Level 1 Differentiated Support Self-Managed + Teacher Support	Inappropriate student behaviours to be managed at this level include but not limited to: <ul style="list-style-type: none"> ▪ Abusive language ▪ Academic misconduct ▪ Defiance ▪ Disrespect ▪ Disregard for school values/rules ▪ Disruption / Interrupting others' learning/teaching ▪ Dress code - continued/intentional disregard for the wearing of the school uniform ▪ Fighting ▪ Harassment ▪ Ignoring instruction ▪ In out of bounds area ▪ Littering ▪ Property damage / misuse of other's belongings ▪ Property misuse causing risk to others ▪ Physical behaviour (e.g. Prep hitting, biting, kicking) ▪ Refusal to participate in the educational program of the school ▪ Repeated lateness to class after a break ▪ Running on concrete / through gardens ▪ Technology violation ▪ Theft ▪ Wearing prohibited jewellery without written school approval ie necklaces, rings, bracelets, anklets etc 	Teacher initiated actions could include: <ul style="list-style-type: none"> ▪ Natural Consequence ▪ Individual Conference ▪ Structured choices – choice theory ▪ Redirection – “What are you doing? What should you be doing?” ▪ Skilling – “I see you need help with...” ▪ Reminder of expectations / school values (eg. “Are you being kind? Showing self-discipline?”) ▪ Model correct response / behaviour – use role plays ▪ Loss of privilege (eg. Missed play) ▪ Complete work ▪ Community service task ▪ In class time out in calm area – Zones of regulation ▪ Restorative justice ▪ Walk with teacher ▪ Removal of property ▪ Class meetings / conferences ▪ Buddy Class ▪ Providing a spare uniform to wear for a day ▪ Preventive communication to parent ▪ 1 day in positive response room (after warnings and other consequences) ▪ Phone call to parent/caregiver ▪ Letter/email home ▪ Meeting with Parent/Caregiver ▪ School Chaplain support

Support Level	Behaviour	Possible Responses / Consequences	
Level 2 Focused Support Self-Managed + Teacher Support + Parent	Inappropriate student behaviours to be managed at this level include: <ul style="list-style-type: none"> continued Level 1 (Differentiated Support) behaviours Abusive language Academic misconduct Defiance Disrespect Disregard for school values/rules Disruption / Interrupting others' learning/teaching Fighting/bullying/cyberbullying Harassment Ignoring instruction Property damage / misuse of other's belongings Property misuse causing risk/harm to others Leaving classroom without permission Refusal to participate in the educational program of the school Technology violation / possession of mobile phone/ portable electronic/digital device in any part of the school enabled for voicemail, email, text/sound/image messaging or recording purposes without authorisation. Theft 	Teacher initiated actions could include: <ul style="list-style-type: none"> In-class separation or isolation Removal from classroom for one-on-one resolution Send student to buddy class Timeout in positive response room Contact with parents(phone call/email/letter) Supervision plans (classroom/playground) Individual behaviour support plan Resolution meeting or restorative conference as required between teacher, aggrieved party and student (hear how they have affected the victim) Loss of privileges (eg. excursions /sport /camp) Restitution Referral to Principal/ Deputy Principal Referral for assessment and specialist support – SSSM Team Check in Check Out strategy (eg. PAWS) Functional Behaviour Assessment Interagency referral Crisis Prevention Plan Counselling and guidance support School Chaplain support Stakeholder meeting with parents and external agencies <p>NB: If repeated instances of the above actions produce no improvement in the student's behaviour, then the student should be referred for action at 'Intensive Support' level.</p>	Positive reinforcement of appropriate behaviours and positive achievements

Support Level	Behaviour	Possible Responses / Consequences
Level 3 Intensive Support Self-Managed + Teacher Support + Parent + Deputy Principal/ G.O/ Principal	<p>Serious inappropriate student behaviours to be managed at this level include:</p> <ul style="list-style-type: none"> ▪ Continued Level 2 (Focused Support) behaviours ▪ Repeated time outs ▪ Abusive language (racist) ▪ Academic misconduct ▪ Defiance ▪ Disrespect (spitting at others) ▪ Disregard for school values/rules ▪ Disruption / Interrupting others' learning/teaching ▪ Fighting/bullying/cyberbullying ▪ Serious Harassment ▪ Ignoring instruction ▪ Property damage / misuse of other's belongings ▪ Property misuse causing risk/harm to others ▪ Physical aggression ▪ Violent assault ▪ Deliberately causing serious danger to others ▪ Threats and/or swearing to staff, students and volunteers ▪ Sexual harassment ▪ Substance misconduct (smoking, vaping, drugs etc) ▪ Technology violation / use of (inappropriate or otherwise) ICT, eg. mobile phone/ portable electronic/digital device in any part of the school for voicemail, email, text/sound/image messaging or recording purposes without authorisation. ▪ Possession/use of a weapon ▪ Leaving school grounds without authority ▪ Refusal to participate in the educational program of the school ▪ Theft ▪ Truancy ▪ Possession/use of combustibles (matches, lighter, firecrackers etc) 	<p>Principal/Deputy Principal initiated actions in response to inappropriate student behaviour:</p> <ul style="list-style-type: none"> • Loss of privileges (eg. excursions /sport /camp) • Timeout in Positive Response Room • Short term Withdrawal – admin office • Review Crisis Prevention Plan • Counselling and guidance officer support • Parent/carer interview • Functional Behaviour Assessment based individual support plan • Temporary removal of student property (e.g. mobile phone) • Banned from bringing personal property to school for a period of time, deemed by the Principal (eg. Smart watch) • Complex case management and review by SSSM • Stakeholder meeting with parents and external agencies including regional specialists • Managed attendance • Alternate Program • Referral to outside agency • Police notification - Adopt-a-Cop / CPIU (if illegal) • Disable login • In school suspension • Suspension in accordance with Education Queensland's policy for a <i>Safe, Supportive and Disciplined School Environment</i> • Restorative conference upon return from suspension <p>Recommendation for exclusion in accordance with Education Queensland's policy for a <i>Safe, Supportive and Disciplined School Environment</i></p>

NB: Some of these may be at a higher or lower level depending on the circumstances and the degree of severity. Individual circumstances need to be considered in all cases.

Consequences of Unacceptable Behaviour



NB. Behaviours do not necessarily follow every step outlined.

* **Buddy Classroom:** Class teacher sends student to Buddy Class to complete work. The purpose of this is to provide respite for the teacher and/class, and to provide organised isolated supervision. Teachers should negotiate with colleagues at the beginning of each year to arrange for a class to provide support such as this.

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 Middle Ridge State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is such 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 suspension (>20 days), charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Middle Ridge State School 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 serious consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone or in writing, usually via the suspension letter. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal (or their delegate), and potentially the class teacher attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab..

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Middle Ridge State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- 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/sexist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Middle Ridge State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- acknowledgment that 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 or portable digital device from a student are not authorised to unlock the device or to read, copy or delete messages stored on it;
- understand that there may, however, be emergent 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);
- understand and acknowledge that 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 Middle Ridge State School:

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

Students of Middle Ridge State School:

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

Use of mobile phones, portable technologies 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, Middle Ridge State School has determined that explicit teaching of responsible use of digital devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

The responsibilities for students using devices at school or during school activities, are outlined below.

It is **acceptable** for students at Middle Ridge State School to:

- use devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device
- switch off and sign in mobile phones at the school office before school for safe storage, to be collected after school.
- disable communication capabilities on mobile devices eg. smart watch and any enabled device.
- if communication is unable to be disabled during school hours the device must be signed in at the office before the official commencement of the school day.
- seek teacher/staff member approval where they wish to use a mobile device on school grounds eg. calling a parent after school while still on school grounds
- bring smartwatches or mobile phones to events such as regional sports days or music days, where they are collected directly from the venue by a parent or caregiver. (*These devices must remain switched off and stored in the student's bag for the duration of the event, in accordance with the school's Student Code of Conduct*).

It is **unacceptable** for students at Middle Ridge State School to:

- use a mobile phone or other portable devices in an unlawful manner
- download, distribute or publish offensive text messages, images or voice/sound recordings
- record or disseminate images that are considered indecent (such as nudity or sexual acts involving children), understanding that it is against the law and if detected by the school will result in a referral to the QPS.
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, intimidation or stalking
- insult, harass or attack (verbal, physical, non-verbal, written, gestural, visual or in any form of text) to others or to use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers, devices or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions in the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone/in-device cameras anywhere that a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade another individual's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth/connective functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities

- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Middle Ridge State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Middle Ridge State School has a **Student Council**, (20 elected Year 6 Student Leaders) who meet regularly with the school leadership team (Principal and/or Deputy Principals) to promote strategies to improve student wellbeing, safety and learning outcomes using the core elements of the Australian 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.

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

The following flowchart explains the actions Middle Ridge State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Middle Ridge State School - Bullying response flowchart for teachers

Anti-Bullying Framework - Framework for developing workable solutions to bullying at Middle Ridge State Primary School.

	Staff	Students
Short Term: Responsive <i>Practically dealing with the immediate and specific incidents of bullying.</i>	<ul style="list-style-type: none">• Speak to all students involved.• Investigate, intervene and record (One School)• Time out (if necessary)• Depending on the scale of the bullying, involve appropriate people, e.g. Principal, Classroom Teacher, Parents and Guidance Officer.• Check back with student who was bullied• Suspension (if necessary)	<ul style="list-style-type: none">• Report bullying incidents they witness.• Are offered an opportunity to discuss the experience with a staff member.• Students to take responsibility for their own actions.

Medium Term: Problem Solving <i>Targeting support and skills development for individuals and groups.</i>	<ul style="list-style-type: none"> • Work with Guidance Officer, Behaviour Management and/or other support personnel. • Provide opportunities for role-playing and problem-solving scenarios. • Teach students assertive strategies to deal with conflict resolution. • Provide structured programs that teach alternatives to aggressive behaviour. • Reinforce rules through anti-bullying procedure • Work with parents, students, teachers to monitor behaviour and adapt the program as needed. • Re-establishment and restoration of relationships for students involved • Be expected to actively engage in professional development as provided by the school community. (e.g. Professional Development of Staff: Cyber Bullying) 	<ul style="list-style-type: none"> • Collaboratively establishing responsibilities and rules. • Role modelling of desired behaviours by students. • Participate in relevant curriculum, e.g. Health, Life Education Van. • Be encouraged to use the appropriate anti-bullying strategies to resolve conflict in the first instance. • Encouraged to participate in extracurricular programs to develop resilience and interpersonal relationships. • Encouraged to determine issues underlying incidents.
Long Term: Preventative <i>Providing a strong warm, positive environment for students by giving consistent messages through ongoing strategies designed to foster the active involvement of all students.</i>	<ul style="list-style-type: none"> • Establish a school culture that actively promotes non-violence. • Create an inclusive classroom climate that accepts and values diversity. • Ensure students' voices are heard and they actively participate in meaningful decision-making. • Encourage collaborative decision making on important school issues involving all members of the school community. • Monitoring and reinforcing appropriate behaviours. • Providing long-term support by key personnel. • Encourage self-discipline and responsibility. • Focus on socialisation (e.g. role-models, resilience programs, group dynamics and co-operative learning). • Provide opportunities for students to critically examine social constructions which shape bullying and harassment, e.g. race, gender, class. • Use social skilling and resilience surveys to determine school safety. Monitor, document and give the community feedback about program effectiveness. • Celebrate and praise desired behaviours. • Celebrate and publish successes • Review specific anti-bullying strategies with links to the Supportive School Environment. • Explicitly teach School Rules and proactive strategies. 	
School Community:		
Proactive <i>Providing information to the Parents to give consistent messages through ongoing strategies designed to foster the active involvement of students.</i>	<ul style="list-style-type: none"> • Establish an inclusive school culture that actively promotes non-bullying. • Provide information on outside agencies that could provide support to the Parents such as 'Triple P' or 'Circle of Security', Community Child Youth and Mental Health Services, Medicare Local, Evolve. • Fortnightly News Letter: information on the procedures to be followed when their student is bullied. • Suggested Web Sites: Bullying No Way, The Australian Student Wellbeing Framework 	

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or the Principal/ Deputy Principal. 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 Middle Ridge State School may face in-school disciplinary action, such as timeout 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 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/ Deputy Principal.

Middle Ridge State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

Explicit images

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

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?

YES OR NO

1. Initiate an incident response

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

2. Collect evidence

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

3. Is there a potential crime?

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

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

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

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

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

YES

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

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

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

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour

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

- take statutory disciplinary action to address cyberbullying:
 - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
 - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- OR
- use non-statutory options to deal with the matter, for example:
 - discussion with student's parents;
 - student mediation;
 - apology;
 - ICT / mobile technology ban;
 - guidance referral.

6. Student welfare

Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

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

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes. This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

Student Intervention and Support Services

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

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes 1:1 discussions, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from school.

Middle Ridge State – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Middle Ridge State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Middle Ridge State – Anti-Bullying Compact

We agree to work together to improve the quality of relationships in our community at Middle Ridge State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature: _____

Parent's signature: _____

School representative signature: _____

Date: __ / __ / __

Appropriate use of Social Media

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook. If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability

4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

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

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

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

Critical incidents

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others and/or property is likely to be placed in serious jeopardy. We are to ensure the safety of students and self, first.

Basic defusing strategies

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).

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).

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).

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).

Debrief

(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).

Record keeping

Each instance involving the use of physical intervention should be formally documented. The following records are to be maintained, for instance, when a student has had to be physically restrained to prevent self-harm or harm to others/ environment:

- One School Behaviour incident reporting

The Principal should be consulted to determine if an additional Health and Safety Incident record is to be completed.

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies and procedures

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and 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

Some related resources

- [Australian Professional Standards for Teachers](#)
- [Student Wellbeing Hub](#)
- [Bullying. No Way!](#)
- [Safe Schools Hub](#)
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- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)

Conclusion

Middle Ridge State School staff members are committed to ensuring that 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 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 school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone.

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

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

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

3. External review: contact a review authority

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

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).

- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).