



**Middle Park State School**

# **Student Code of Conduct**

## **2025-2029**

### ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2019-2023

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Principal Signature:

Date:

P/C President and/or  
School Council Chair  
Name:

P/C President and/or  
School Council Chair

Signature: Sean Finnerty

Date:

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## Purpose

Middle Park State School is committed to providing a respectful and disciplined learning environment for students and staff, where students have opportunities to become safe, caring learners who engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Middle Park State School Student Code of Conduct sets out the responsibilities and processes used in our school to promote a productive, effective, whole-school approach to discipline.

Its purpose is to facilitate high standards of behaviour from everyone in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success as safe caring learners and staff can enjoy a safe workplace. Students are supported to self-regulate safe, caring and positive learning behaviours in order to be empowered learning leaders.

## Learning and Behaviour Statement

At Middle Park State School we enact our school motto, *Each To Succeed*. Our Vision is to create an 'Inclusive Community of Empowered Learning Leaders'. Middle Park State School will improve educational outcomes for all by setting high expectations, using data to inform teaching and learning and by fostering positive relationships. Our school community has identified the following three values through which to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be caring**
- **Be a learner**

These values have been used in the development of Middle Park State School's 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 our communities need now and in the future.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are documented so that they are accessible, visible and transparent to the whole school community, assisting Middle Park State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understanding of their role in the teaching and learning process.

The Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, temporary removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps 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.

## Student Wellbeing

Middle Park State School, in partnership with families, is committed to the development of children to become safe, caring learners who cultivate a strong work ethic.

We offer a range of programs and services to support the wellbeing of students in our school. Middle Park State School encourages parents and students to speak with their Class Teacher or make an appointment to meet with the Guidance Officer or Social Worker if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

The [Student Learning and Wellbeing Framework](#) further supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### **Curriculum and pedagogy**

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

### **Policy and expectations**

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

#### *Specialised health needs*

Middle Park State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

#### *Medications*

Middle Park State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

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

## **Student Support Network**

Middle Park State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by Class Teachers, our school has a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. Students can approach any school staff member at Middle Park State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact Administration either via email or phone.

Students at Middle Park State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support staff
- Administration staff
- Guidance Officer
- Social Worker
- School Chaplain
- Student Support Services.

Support is also available through the following government and community agencies:

- Senior Guidance Officer
- Principal Advisors – Speech Language, Occupational Therapy and Physiotherapy
- Principal Advisors – Mental Health
- Principal Advisors – Student Protection
- Disability Services Queensland
- Child and Youth Mental Health
- Family and Child Connect
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service (QPS)
- Local Council.

## **Multi-Tiered Systems of Support**

Each year a small number of students at Middle Park State School are identified as needing additional behaviour support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe. The frequency of their behaviours puts these students' learning and social success at risk. To support students, Middle Park State School uses *A Multi-Tiered System Of Support* (Appendix 1) as the foundation for our integrated approach to learning and behaviour. The Tiers of Support is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students.

### **TIER ONE (Student and Class Teacher)**

Students attend their normal scheduled classes and activities with appropriate adjustments if required. These adjustments will be documented in a *Traffic Light Support Plan* (Appendix 10) and managed by the Class Teacher. These adjustments endeavour to increase daily opportunities to receive positive contact with adults, additional support from mentors and increased opportunities to receive positive reinforcement for appropriate behaviours.

### **TIER TWO (Student, Class Teacher and Administration)**

This level of support is coordinated by a school-based team (Student Support Team) with active administrator support and staff involvement. Where the Traffic Light Plan is not effecting a positive change in the student's behaviour, the student is then referred to the Student Support Team for Tier Two support.

This involves an Individual Behaviour Support Plan in which the 'process' is managed by the Deputy Principal and/or Head of Inclusion, and the Class Teacher as the 'case manager'. The Individual Behaviour Support Plan is a comprehensive plan that has a wrap-around approach involving support staff and programs that may be required in or out of the classroom.

### **TIER THREE (Administration, Guidance Officer, Social Worker, Inclusion Team and Class Teacher)**

Where the Individual Behaviour Support Plan is not effecting a positive change in the student's behaviour, the student will be referred to Tier Three support by the Student Support Team. When the student's behaviour indicates a need for specialised intervention, the school Guidance Officer, Social Worker and key staff will develop a more intensive Individual Behaviour Support Plan that may require the involvement of outside support agencies.

## **Whole School Approach to Discipline**

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

All areas of Middle Park State School are learning and teaching environments. Our school considers the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs. Middle Park State School encourages any student or parent to make an appointment with the Deputy Principal and/or Principal to discuss the model of behaviour support and discipline used at this school.

### **Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour**

#### **Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Middle Park State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three school values (Appendix 8).

Middle Park State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Whole school community is informed of school behaviour expectations via assemblies, emails, Middle Park State School Facebook page and our electronic sign
- School Leadership Team and Student Support Team members regularly provide information to staff and parents, and all MPSS staff support each other by sharing successful practices
- Comprehensive induction programs are delivered outlining the 'Middle Park State School Student Code of Conduct' to new students and relief staff



- Staff participation in professional development programs addressing proactive and preventative processes and strategies in the area of positive behaviour support
- Individual Behaviour Support Plans and Traffic Light Support Plans are developed with students, parents and relevant specialists (for those students who demonstrate repeated inappropriate or unacceptable behaviour). These provide a differentiated, personal framework of positive behaviour expectations and actions enabling staff to provide consistent strategies or adjustments across all learning environments
- Implementation of specific policies to address:
  - the use of personal property technology devices at school
  - procedures for preventing and responding to incidents of bullying
  - procedures regarding the use of social media.

### **Reinforcing expected school behaviour**

At Middle Park State School, communication of our key behaviour messages is supported through reinforcement, providing students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement.

#### Middle Park State School Silence, Attention and Still (SAS) (Appendix 2)

This is a behaviour tool used to gain attention for instruction and/or direction.

#### School-Wide Positive Behaviour Processes

Staff are implementing a number of positive approaches to the support of school-wide positive behaviour processes. These include:

##### *Within Classroom and Playground*

- Class Teacher and students negotiate individual classroom reward systems at the beginning of each term/semester.
- “Bee Amazing” Award for one upper and one lower school class – these are presented by the School Principal/Deputy Principal at assembly. This award acknowledges that many students in a class have been seen following school rules and behaviour expectations.
- “*Safe Caring Learners*” certificates (Appendix 3) are awarded by Class Teachers to students who demonstrate consistency in the fortnightly “Focus Rule”. These certificates are presented on assemblies and also recorded on OneSchool. Gold Class assembly invitations are awarded to one student in each year level who is demonstrating the behaviours consistent with being a respectful Middle Park State School learner.
- Random Acts of Kindness Stars. These are awarded to students who demonstrate kindness to others when in the classroom and playground.
- Students and classes are given bee tokens when they demonstrate whole school behavioural expectations. When students are given a bee token they place it in the class collection jar (beehive). The class, one upper and one lower school, with the largest number of tokens awarded the “Bee Amazing” Award by the Principal or Deputy Principal on assembly. The class who has been awarded the “Bee Amazing Award” will host the ‘bee mascot’ for the fortnight.

## Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

### Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's rules and expectations.

Our preferred way of re-directing low-level problem behaviour is to ask the student which rule they need to use, to act more safely, more carefully or be more of a learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how to modify their behaviour to align with the expectations of our school community. This is represented through the *Classroom Traffic Light System* (Appendix 4).

## Consequences for Inappropriate or Unacceptable Behaviour

Middle Park State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis and by supporting students to self-regulate by utilising the Classroom Traffic Light System. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

An Office Referral (Appendix 6) is used to refer persistent or problem behaviour in the classroom when the Traffic Light System has not been successful in redirecting a student to self-correct their behaviour. The Office Referral may also be used in the playground for high level or unsafe behaviour. These incidents are recorded on OneSchool.

### Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major (Minor or Major Incidents Appendix 7), with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at point in time
- **Major** behaviour incidents are referred immediately to the Deputy Principal or Principal.

**Minor** problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not repeated or part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Deputy Principal/Principal.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion

- a re-direction process where a staff member takes the student aside and:
  - names the behaviour that student is displaying
  - asks the student to name expected school behaviour
  - asks the student which expected school behaviour they need to practise
  - where necessary, helps guide the student to recognise the expected school behaviour
  - states and explains expected school behaviour if necessary
  - gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- are repetitive minor behaviours
- require the involvement of Administration.

**Major** behaviours result in an immediate referral to the Deputy Principal or Principal because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of the expected school behaviour. If necessary, the student is escorted to the Administration building by the Deputy Principal or Principal. A report of the student's behaviour is recorded on an Office Referral and entered on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, restricted play, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour
- **Level Two:** Level One consequences, Administration follow up, Discipline Improvement Plan, Parent contact, and/or School Disciplinary Absence.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs, may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

#### Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviours.

One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour (Middle Park State School Rules and Expectations)
- explain how their behaviour differs from expected school behaviour (Middle Park State School Rules and Expectations)
- describe the likely consequences if the problem behaviour continues
- student and teacher identify what the student will do to change their behaviour to ensure alignment with expected school behaviour (Middle Park State School Rules and Expectations) (Appendix 8), and
- give positive verbal acknowledgment for expected behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member will ask the student:

### **Restorative Questions**

- What happened?
- I did not follow the rule of?
- Was someone affected by my actions? How might they be feeling?
- What have I learnt?
- What will I do differently next time?

### Ensuring consistent responses to inappropriate or unacceptable behaviour

At Middle Park State School, the Deputy Principal/Principal and Inclusion Staff have been trained in Restrictive Practices to help them understand the process of behaviour escalation. Staff are trained to intervene safely using verbal intervention strategies and personal safety techniques when behaviour becomes dangerous. Through training activities, staff work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond, e.g. using the High Five (Appendix 9) when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be used:

- in the event of a serious, one-off behaviour incident, or
- after consideration has been given to all other responses.

## **Consideration of Individual Circumstances**

Staff at Middle Park State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

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

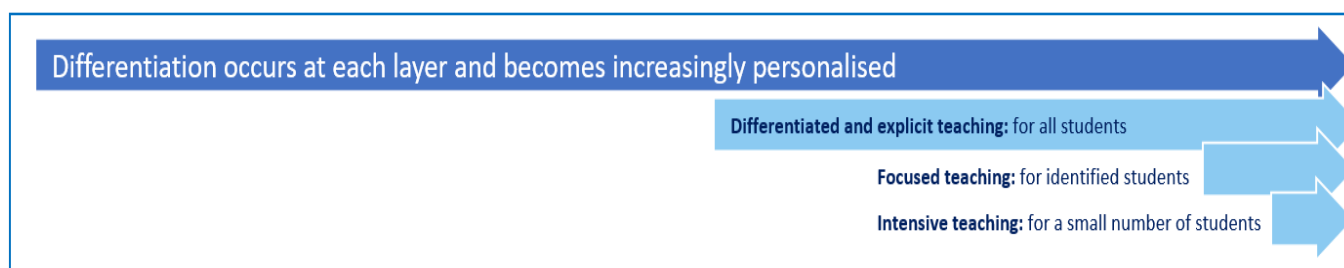
Middle Park State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the Code, ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socio-economic situation, mental health and wellbeing, emotional state (such as individualised support plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision-making process
  - ensure that process maintains the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

## Differentiated and Explicit Teaching

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

Teachers at Middle Park 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. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and behavioural differentiation.



These three layers map directly to the *Multi-Tiered System of Support* (Appendix 1). Tier One is differentiated and explicit teaching for all students, Tier Two is focused teaching for identified students and Tier Three is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the 'Middle Park State School Rules and Expectations' (Appendix 8), as a basis for developing behaviour standards. Using this matrix, the Class Teacher works with all students to explain exactly what each of the expectations look, sound and feel like in the classroom.

The matrix, on display in every classroom, is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour.

This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. referral to administration)
- Detention

## 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. Focused teaching is provided to support students to achieve success.

Focused teaching involves revisiting key behavioural concepts or skills and using explicit structured teaching strategies. 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 Park State School to provide focused teaching.

Focused teaching is aligned to the 3 school values within the Rules and Expectations Matrix, and student progress is monitored by the Class Teacher/s to identify those who:

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

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

This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual Student Behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

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

- Jonathon Thurston Program
- Aussie Optimism
- Rock and Water
- Talkabout
- Zones of Regulation

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

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour.

This may include:

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

## Legislative Delegations

### Legislation

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

### Delegations

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

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



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

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

## Disciplinary Consequences

The disciplinary consequences model used at Middle Park 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 and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

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

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

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the 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 Park State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### **Arrangements**

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

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

### **Structure**

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcomed back into the school community.

Possible agenda:

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

### **Reasonable adjustments**

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

# School Policies

## Temporary Removal of Student Property

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

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

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

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

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

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

*\* No knives of any type are allowed at school, or any item that can be used as a weapon. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.*

*\*\* 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

#### Staff at Middle Park State School:

- do not require the student's consent to search school property such as desks or iPads 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.

- are able to examine or otherwise deal with the temporarily removed student property (consent from the student or parent is required). For example, staff who temporarily remove a mobile phone/iPad from a student are not authorised to unlock the phone/iPad or to read, copy or delete messages stored on the phone.
- may search a student's property without the student's consent or the consent of the student's parents (in emergency circumstances where it is necessary to).
- may search the person of a student with consent from the student or parent (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 Park State School:**

- ensure your children 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 Park State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.


**Students of Middle Park 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 Park State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection
- who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

**Use of Mobile Phones and Other Devices by Students**

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices including but not limited to: iPads, laptops, game devices, mobile phones, smart watches, cameras and/or voice recording devices, iPods/MP3 players and devices of a similar nature.

At Middle Park State School students should meet the following expectations:

<p><b>Be Safe</b></p>	<p>Carry device carefully          Have an appropriate cover          Keep device in bag to and from school          Report any breakages or problems to teachers immediately          Only access appropriate content          Use devices under supervision          Lock away devices when not in use during class time (at breaks, before and after school)          Keep passwords safe          Get permission before posting online          Report any inappropriate content or interaction          Observe all cybersafety rules – see 5 P’s – <i>Protecting your Digital Footprint</i>          Use profile names or avatars that don’t identify the user</p>	
<p><b>Be Caring</b></p>	<p>Respect others’ privacy          Always ask for permission before filming or photographing others          Only post information and content about yourself or others that is positive          Care for equipment          Ensure shared technology is used appropriately</p>	
<p><b>Be a Learner</b></p>	<p>Only use school approved apps/websites/programs          Only use the device for the intended learning          Be a problem solver          (For BYOX classes) Make sure iPads are at school everyday and fully charged with the correct apps installed          All message apps must be turned off at school</p>	

**Certain personal technology devices banned from school**

Only students in our BYOX program are to bring these devices to school. Entry to this program is in accordance with the acceptable use policy for students and Memorandum Of Understanding for families.

**Confiscation**

Permitted personal technology devices (iPads) used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from Administration at the end of the school day unless required to be kept for purposes of disciplinary investigation, when they will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact QPS directly.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material

- Distribution of child exploitation material
- Criminal defamation.

There are significant penalties for these offences.

Middle Park State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Middle Park State School expects its students to engage in positive online behaviours.

### **Personal technology device etiquette**

Students in Years 2 to 6 are invited to bring their own devices to school for learning purposes. Bringing other personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. Smart watches, if worn, need to be turned to aeroplane mode during school hours. Mobile phones or other devices apart from BYOX devices must be signed in to the office before school and collected after school.

### **Recording voice and images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being compromised by them being recorded (video, audio and/or photo) without their knowledge or consent.

We uphold the value of trust and the right to privacy at Middle Park State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the Class Teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

## **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school or at home should ensure they keep the message as evidence and bring the matter to the attention of the Class Teacher or Deputy Principal as this impacts on the good order and management of the school.

## **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Students may be asked to remove smart watches for the duration of assessment. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

## **Recording private conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

## **Special circumstances arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

# **Preventing and Responding to Bullying**

## **School policy for preventing and responding to incidents of bullying (including cyberbullying)**

Middle Park 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.

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

Middle Park State School strives to create positive, supportive and consistently safe environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity, and
- ensuring the safety and wellbeing of all members of the school community.

There is no place for bullying at Middle Park State School. Those who are bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Middle Park State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate messaging or emailing, sending offensive or degrading images via devices, impersonating peers by setting up fake social media accounts, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

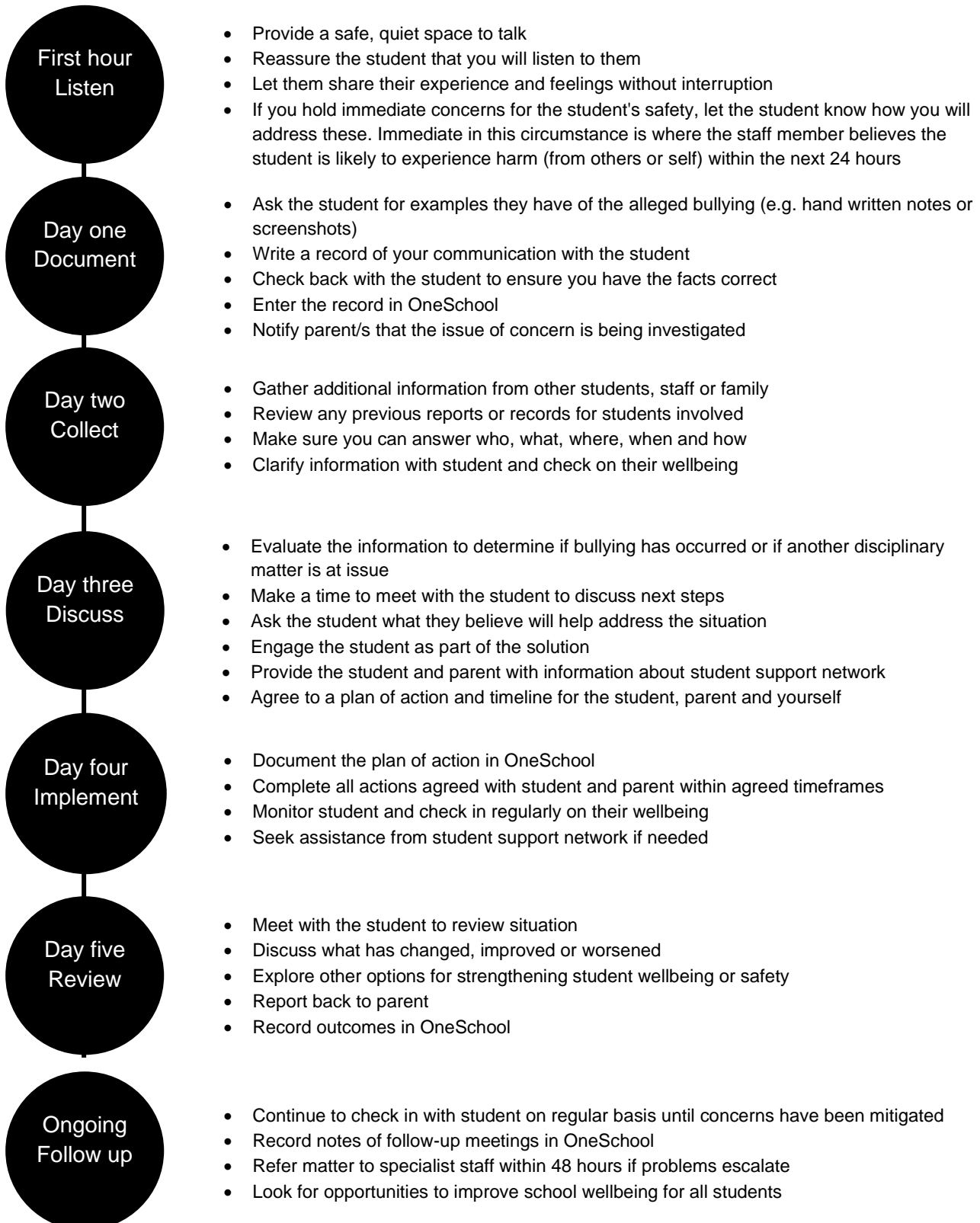
Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- children acting as carers, or
- children in care.

The following flowchart explains the actions Middle Park 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. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Middle Park State School - Bullying response flowchart for teachers

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



## **Rationale**

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Middle Park State School are an addition to our school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it, is a subset of procedures that our students are already accustomed to.

## **Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the three school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school, and
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The school wide student curriculum includes anti-bullying education, cyberbullying education and the use of the High Five program. At all times simultaneous instruction is our goal in order to maintain consistency of skill acquisition across the school.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Middle Park State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Middle Park State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## Appropriate Use of Social Media

Middle Park State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. When used safely and at the appropriate age, technology can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others.

Although social media use by students is prohibited during the school day, Middle Park State School is committed to promoting the responsible and positive use of social media sites and apps when working online at home.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Middle Park State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Middle Park State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Middle Park State School engaging in appropriate online behaviour.

### Role of social media

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Students of Middle Park State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location, or anyone else's personal information, is not shared.

- Thinking about what to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parent or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking or engaging with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Initially, students should take a screen capture of the concerning content before blocking the offending user and reporting the concern to the social media provider. Students should then report cyberbullying concerns to a parent and/or teacher to allow them to deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Middle Park State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Middle Park State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. Such an incident will be a matter for parents and/or police to resolve.

### **Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

## Restrictive Practices

Staff at Middle Park State School have a duty of care 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 state and behaviour.

In some very rare situations, where there is a foreseeable 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 are no less restrictive practices available for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

Very rarely restrictive practices will be planned. 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 needs and are recorded in advance.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation that poses an immediate foreseeable risk of harm to self or others. 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 circumstances, a staff member will observe the student at all times and seclusion will cease as soon as possible.

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

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

## Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and wellbeing of students and staff.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. 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.

**Severe unacceptable behaviour** is defined as behaviour of such intensity, frequency or duration that the physical safety and wellbeing of the student or others is likely to be placed at serious risk.

### Immediate Strategies

- **Avoid escalating the unacceptable 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 situation or incident, 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. If necessary contact Administration by phone or use of 'red card'.
- **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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- **Debrief**  
At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

#### Follow Up Strategies

- Restore normal school operations as soon as possible
- Provide post-incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, eg counselling by trained personnel, contact with preferred personnel, safe areas, preferred activities
  - Recording a reflection or Individual Learning Plan to assist the student to develop a personal framework of expectations and appropriate actions.

#### **Restrictive Practices**

Middle Park State School staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and others.

**The restrictive practices permitted under this procedure must only be used where:**

1. The restrictive practice is reasonable in all the circumstances, and
2. There is no less restrictive measure available to respond to the behaviour in the circumstances.

## Conclusion

Middle Park State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue 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
- co-operate 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. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, in 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](http://www.ombudsman.qld.gov.au).

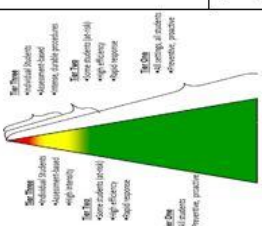


Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

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

# APPENDIX 1: MULTI-TIERED SYSTEM OF SUPPORT (Under Review)

A continuum of support for all	Differentiated and Explicit Teaching	MPSS Plans
<p><b>Tier Three Intensive Teaching</b></p> <p>School leadership teamwork in consultation with Student Support Network address persistent or ongoing serious problem behaviour. This may include:</p> <ul style="list-style-type: none"> <li>• Functional Behaviour Assessment</li> <li>• Complex case management and review</li> <li>• Stakeholder meeting with parents and external agencies including regional specialists (if required)</li> </ul>	<p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>• Tier III Individual Behaviour Plan</li> <li>• Mental Health Plan</li> <li>• Risk Management Plan</li> <li>• Negotiated Attendance Plan</li> </ul> <p>Leadership/Guidance Office/Inclusion Teacher to manage</p> <ul style="list-style-type: none"> <li>- Investigate: Student Support</li> <li>- Develop: Relevant stakeholders</li> <li>- Implement: Relevant staff</li> <li>• Manage: Principal to allocate</li> </ul>	<p><b>Tier II</b></p> <p><b>Individual Positive Behaviour Support plan</b></p> <p><b>Playground Passport</b></p> <p>Leadership to manage process</p> <p>Classroom Teacher Case Manager</p> <ul style="list-style-type: none"> <li>- Investigate: Student Support</li> <li>- Develop: DP, Inclusion Teacher (if SWD), Classroom Teacher, Student Support input.</li> <li>- Implement: DP, Classroom Teacher, Inclusion Teacher (if required)</li> <li>- Manage: DP</li> </ul> <p>Where the Traffic Light Support Plan is not affecting a positive change in the student's behaviour, the student is then referred to for Tier 3 support by the Student Support Team</p>
<p><b>Tier Two Focused Teaching</b></p> <p>Class Teacher is supported by other staff to address in-class problem behaviour. This may include:</p> <ul style="list-style-type: none"> <li>• Functional Behaviour Assessment</li> <li>• Targeted skills teaching in small group</li> <li>• Reflection room</li> <li>• Self-monitoring plan</li> <li>• Teacher coaching and debriefing</li> <li>• Referral to Student Support Network for team based problem solving</li> <li>• Stakeholder meeting with parents and external agencies (if required)</li> </ul>	<p><b>Tier I</b></p> <p><b>Traffic Light Support Plan</b></p> <p><b>Classroom Behaviour Tracker</b></p> <p>Classroom Teacher to manage process and be Case Manager</p> <ul style="list-style-type: none"> <li>- Investigate</li> <li>- Develop</li> <li>- Implement</li> <li>- Manage</li> </ul> <p>Plan must be viewed and signed by Leadership and parent.</p> <p>Where the Traffic Light Support Plan is not affecting a positive change in the student's behaviour, the student is then referred to the Student Support Team for Tier 2 support.</p>	<p><b>Tier One Universal</b></p> <p>Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. Teachers utilise the classroom traffic light system to help students to self-regulate. The classroom teacher provides:</p> <ul style="list-style-type: none"> <li>*Pre-correction (e.g. "Remember, walk quietly to your seat")</li> <li>*Non-verbal and visual cues (e.g. posters, hand gestures)</li> <li>*Whole class practising of routines</li> <li>*Corrective feedback (e.g. "Hand up when you want to ask a question")</li> <li>*Rule reminders</li> <li>*Explicit behavioural instructions (e.g. "Pick up your pencil")</li> <li>*Proximity control</li> <li>*Break down tasks into smaller chunks</li> <li>*Provide positive choice of task order</li> <li>*Prompt student to take a break or time away in class</li> <li>*Reprimand for inappropriate behaviour</li> </ul> <p>Classroom teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. Teachers utilise the classroom traffic light system to help students to self-regulate. The classroom teacher provides:</p> <ul style="list-style-type: none"> <li>*Tactical ignoring of inappropriate behaviour (not student)</li> <li>*Revised seating plan and relocation of student/s</li> <li>*Individual positive reinforcement for appropriate behaviour</li> <li>*Redirection</li> <li>*Low voice and tone for individual instructions</li> <li>*Give 30 second 'take-up' time for student/s to process instructions</li> <li>*Reduce verbal language</li> <li>*Model appropriate language, problem solving and verbalise thinking process</li> <li>*Provide demonstration of expected behaviour</li> <li>*Teaching self-regulation strategies</li> <li>*Private discussion with student about expected behaviour</li> </ul>



## APPENDIX 2: SILENCE, ATTENTION AND STILL (SAS)

### SAS at Middle Park State School

At Middle Park State School we use a behaviour tool to gain attention ready for instruction/direction/refocus in **ALL** learning spaces.

**It is called SAS!**

Based on reward, no punitive measures - ask non-compliers to model or catch them moving and praise them for getting hands to lips/eyes on speaker/moving hands towards head/freezing etc



1<sup>st</sup> Click - Silence



2<sup>nd</sup> Click - Attention – Eyes on Speaker



3<sup>rd</sup> Click - Still

100 % compliance, immediate REWARD!



**MIDDLE PARK STATE SCHOOL**  
*An Inclusive Community of Empowered Learning Leaders*

NAME:.....

I am a respectful Middle Park State School student when:

- I am Safe
- I am Caring
- I am a Learner

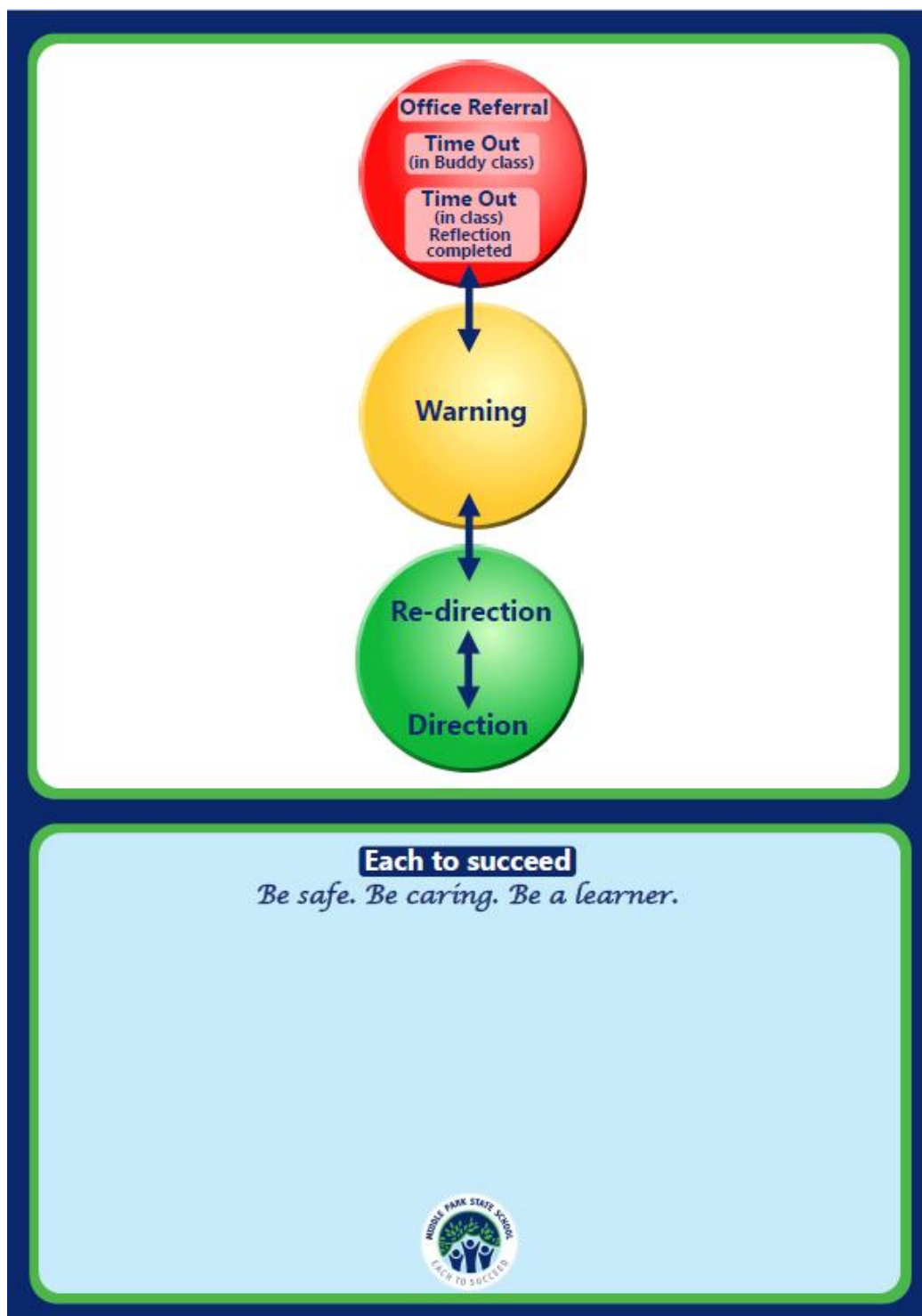
.....  
.....  
.....  
.....

SIGNED:.....

DATED:.....



## APPENDIX 4: CLASSROOM TRAFFIC LIGHT SYSTEM



All students start each session with their names at **'Each to Succeed'**. Teachers set behaviour expectation for the session, e.g. independent working time, small group work.

### **Each to Succeed**

Positive learning behaviour, self regulation strategies will be acknowledged. This also involves the explicit teaching of classroom and school expectations, routines and procedures. There is a common language and school-wide approach towards the management of student behaviour.

### Green light

- When the student does not meet the expectation (e.g. talking inappropriately during independent work), the student's name will be moved from '**Each to Succeed**' to '**Direction**'. Students will be directed and prompted to think about their behavioural choices and how they can succeed.
- Teachers will pre-teach self-regulation strategies and classroom expectations to enable students to recognise when their behaviour requires checking. This will allow students to respond positively to verbal and non-verbal prompts of teachers.
- From here, the student's name will move up the traffic lights if behaviour choices continue to be inappropriate.
- When a child chooses not to meet the expectation again, the student's name will be moved to '**Redirection**'.

### Yellow light

- When the child chooses to not follow the '**Redirection**', the student's name will be moved to '**Warning**'. The student is reminded that the next step is time out and they need to be making better choices by following the school rules and demonstrating the desired behaviour.
- At this stage, teachers will endeavour to recognise reasons for the student's behaviour at that particular time of the day and help students to use *self-regulation strategies* to turn their behaviour around.

### Red light

- When the child chooses not to follow the '**Warning**', the student's name will be moved to '**Time out (in class)**'. The student is directed to the time out area where he/she is given a reflection sheet to be completed. (Reflection Sheet, Appendix 5).
- When the child has returned from class time out and is again non-compliant, the student's name will be moved to the red step card '**Time out (in behaviour buddy class)**'.
- The classroom teacher contacts the buddy class teacher and alerts them that the student will be sent to their class where he/she is given further reflection time (thinking) guided by the five questions displayed at their time out place. "*What were you doing? What should you be doing? How have my actions affected others? What will I do differently?*".
- Further refusal to meet behaviour expectation will result in an Office Referral either by the 'behaviour buddy Class Teacher' or the Class Teacher.

### Office referral

Owing to continued and escalating behaviour the student has now been referred to the office. The teacher will phone the Principal/Deputy Principal and the student will be sent to the office with a completed office referral at the earliest convenience.

### If a student chooses to follow directions and modifies behaviour

The traffic light process also recognises a student demonstrating a positive attitude, this results in the teacher directing a student **back down** the traffic lights when good choices are made, with the aim that the student will return to '**Each To Succeed**'. In taking this step, the teacher has the opportunity to give positive feedback and the student has control over the choices they make.



**MIDDLE PARK STATE SCHOOL**

**Playground/Classroom Reflection Sheet:** Student's full Name: .....

Dear: ..... Date: ..... Class: .....

<p>This is what I did. ☹ x</p> <p>Teacher's Comment: _____</p>	<p>This is what I should have done. ☺ ✓</p>
<p>I did not follow the rules of _____</p> <p>This is how I will behave from now on: I will _____</p>	
<p><b>Behaviour indicator box</b></p> <p>I am sorry and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I should keep my hands and feet to myself.</li> <li><input type="checkbox"/> When a teacher talks to me, I should look, listen and follow their directions.</li> <li><input type="checkbox"/> I should be in the right place.</li> <li><input type="checkbox"/> I should be kind to others. I should treat them as I would like to be treated.</li> <li><input type="checkbox"/> I should look after school and other people's belongings.</li> <li><input type="checkbox"/> I should move around the school safely.</li> </ul>	
<p><small>Dear Mum, Dad or Caregiver, Could you please sign to indicate you have seen and discussed this with your child, and return it tomorrow in your child's take home folder. Thank you.</small></p> <p>1. From: _____ (Student's signature)</p> <p>2. Referring Teacher's Signature: _____</p> <p>3. Deputy Principal's Signature: _____</p> <p>4. Class Teacher's Signature: _____</p> <p>Parent's Signature: _____</p>	

# APPENDIX 5: REFLECTION SHEET YEARS 3 TO 6



MIDDLE PARK STATE SCHOOL  
YEARS 3-6 REFLECTION SHEET

*AN INCLUSIVE COMMUNITY OF EMPOWERED LEARNING LEADERS*

- PLAYGROUND REFLECTION SHEET**
- CLASSROOM REFLECTION SHEET**

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

What happened?


I was not following the rule of: **Being Safe**    **Being Caring**    **Being a Learner**

What should you have been doing?


What can you do to fix this problem?


What help do you need to fix this?


What is the plan of action?


**Signed:** \_\_\_\_\_

1. Referring Teacher: \_\_\_\_\_ 2. Deputy Principal/Principal \_\_\_\_\_

2. Sighted by Class Teacher: \_\_\_\_\_ 4. Parent: \_\_\_\_\_



# APPENDIX 6: OFFICE REFERRAL



## Middle Park State School

### Playground Office Referral – MAJOR BEHAVIOUR ONLY

<b>Student</b>				<b>Class:</b>
<b>Referred by</b>				<b>Date:</b>
<b>Session and Location</b>	<input type="checkbox"/> Before School <input type="checkbox"/> 1 <sup>st</sup> Break eating <input type="checkbox"/> 1 <sup>st</sup> Break play <input type="checkbox"/> 2 <sup>nd</sup> Break eating <input type="checkbox"/> 2 <sup>nd</sup> Break play <input type="checkbox"/> After School	<input type="checkbox"/> Main undercover area <input type="checkbox"/> Upper undercover area <input type="checkbox"/> Upper school oval <input type="checkbox"/> Lower school oval <input type="checkbox"/> Prep Play Area <input type="checkbox"/> Toilets	<input type="checkbox"/> Eating area <input type="checkbox"/> Playground <input type="checkbox"/> Outside of school grounds <input type="checkbox"/> Office <input type="checkbox"/> IMPACT room <input type="checkbox"/> Library <input type="checkbox"/> Other _____	
<b>Behaviour</b>	<input type="checkbox"/> Abusive language <input type="checkbox"/> Academic misconduct <input type="checkbox"/> Bullying/Harassment <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Fighting <input type="checkbox"/> Use/possession of weapons	<input type="checkbox"/> Physical aggression <input type="checkbox"/> Property damage <input type="checkbox"/> Property misuse <input type="checkbox"/> Refusal to participate <input type="checkbox"/> Substance misconduct <input type="checkbox"/> ICT violation <input type="checkbox"/> Truancy (in/out of class) <input type="checkbox"/> Theft		
<b>Witnesses</b>	<b>Staff</b>	<b>Student</b>	<b>Other</b>	
<b>Incident Details</b>	<input type="checkbox"/> <b>Be Safe</b>	<input type="checkbox"/> <b>Be Caring</b>	<input type="checkbox"/> <b>Be a Learner</b>	
<ul style="list-style-type: none"> <li>Observed behaviour of student</li> <li>Who or what behaviour was directed <u>toward</u></li> <li>Action taken to deescalate the behaviour</li> </ul>	<b>Details</b>			

## APPENDIX 7: MINOR AND MAJOR BEHAVIOUR INCIDENTS


The following table outlines examples of minor and major behaviour incidents \*

	Area	Minor	Major
<b>Be Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>▪ Running on concrete or around buildings</li> <li>▪ Running in stairwells</li> <li>▪ Not walking bike in school grounds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving class group</li> </ul>
	Play	<ul style="list-style-type: none"> <li>▪ Incorrect use of equipment</li> <li>▪ Not playing school approved games</li> <li>▪ Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Throwing objects with the intent to harm others or property</li> <li>▪ Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>▪ Minor physical contact (eg pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serious physical aggression</li> <li>▪ Fighting</li> </ul>
	Correct attire	<ul style="list-style-type: none"> <li>▪ Not wearing a hat in playground</li> <li>▪ Not wearing shoes outside</li> </ul>	
	Rubbish	<ul style="list-style-type: none"> <li>▪ Littering</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>• Weapons including knives and any other item which could be considered a weapon being taken to school</li> <li>▪ Inappropriate use of personal technology devices or social networking sites which impacts on the good order and management of the school</li> </ul>
<b>Be Caring</b>	Be inclusive	<ul style="list-style-type: none"> <li>▪ Excluding students from games</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeated bullying</li> <li>▪ Racial language or actions</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>▪ Low intensity failure to respond to adult request</li> <li>▪ Non-compliance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Non-compliance when safety cannot be guaranteed</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>▪ Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major dishonesty that impacts on others</li> </ul>
	Mobile phone or personal technology devices	<ul style="list-style-type: none"> <li>▪ Holding of mobile phones by a student or switching it on in any part of the school at any time, unless part of a medical device (permission must be held in this instance)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
	Language	<ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal)</li> <li>▪ Calling out</li> <li>▪ Poor attitude</li> <li>▪ Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive language</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse/directed profanity</li> </ul>
<b>Be A Learner</b>	Class tasks	<ul style="list-style-type: none"> <li>▪ Task avoidance</li> <li>▪ Work refusal</li> </ul>	
	Being in the right place	<ul style="list-style-type: none"> <li>▪ Not being punctual (eg lateness after breaks)</li> <li>▪ Not in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving class without permission (out of sight)</li> <li>▪ Leaving school without permission</li> </ul>
	Property	<ul style="list-style-type: none"> <li>▪ Petty theft</li> <li>▪ Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stealing/major theft</li> <li>▪ Wilful property damage</li> <li>▪ Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor disruption to class</li> <li>▪ Minor defiance</li> <li>▪ Minor bullying/victimisation/harassment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying</li> <li>▪ Major disruption to class</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

## APPENDIX 8: RULES AND EXPECTATIONS

I am a respectful Middle Park State School student when:

	<p>I am <b>Safe</b></p>	<p>I am <b>Caring</b></p>	<p>I am a <b>Learner</b></p>
<p><b>All Areas</b> (includes: incursions, excursions, front office)</p>	<p>I follow school routines. I follow instructions. I stay in correct areas at all times. I ask permission before leaving an area. I use the High Five to keep myself and others safe. I keep my hands, feet and objects to myself. I follow safety rules. I use equipment safely and put things away after use.</p>	<p>I use respectful, polite language. I listen when others speak. I act in a friendly way. I support others when they need help. I respect others' personal property. I care for school equipment. I clean up after myself. I help others clean up. I use rubbish bins and recycle bins. I represent my school in a way that enhances the school's reputation.</p>	<p>I manage and take responsibility for my learning. I am in the right place at the right time. I follow instructions the first time, every time. I wear my full school uniform as per the uniform policy.</p>
<p><b>Learning Spaces</b> (includes: classrooms, specialist lessons, library, outdoor learning)</p>	<p>I enter and exit in an orderly manner. I walk in the classroom. I keep the classroom and my work space tidy.</p>	<p>I sit with whole body listening when asked on the carpet. I raise my hand to speak. I wait for my turn to speak. I respect other's right to learn. I share resources and take turns.</p>	<p>I arrive on time. I am prepared with my school equipment. I complete set tasks to the best of my ability. I do my best to engage in classroom activities. I ask for help when having difficulty engaging in classroom activities. I reflect on my learning and set personal goals.</p>
<p><b>Transitions</b> (includes: moving around the school, before/after school, pick-up zone, OSHC)</p>	<p>I sit and wait quietly for school staff/parents in the appropriate areas. I walk around the school buildings keeping to the left on paths and stairs. I keep passage ways clear at all times. I leave school promptly at the end of the school day. If I am not picked up by x:xx or I am concerned about how I am getting home, I go to the office for assistance.</p>	<p>I enter and exit buildings in an orderly manner. I move about the school quietly and in an orderly manner. I leave school at the end of the day in a quiet and orderly manner.</p>	<p>I follow instructions and transition quickly to start my learning.</p>
<p><b>Play Areas</b> (includes: playgrounds, ovals, undercover areas)</p>	<p>I am sun safe and wear a hat. I wear shoes and socks at all times. I climb only on the play equipment. I play school approved games. I ask the duty teacher when I need help. I return to the correct area when the bell goes.</p>	<p>I listen and follow the duty teacher's instructions. I play fairly, take turns, invite others to join in and follow game rules. I borrow, then return play equipment at the end of play. I wear shoes and socks in play areas.</p>	<p>I get a drink and go to the toilet before or on the first bell so I can return to class and start my learning.</p>
<p><b>Eating Areas</b> (includes: tuckshop)</p>	<p>I sit and eat my own food in a quiet and sensible manner. I sit in the correct eating area for my year level. I stay in the eating area until the play bell goes.</p>	<p>I listen and follow the instructions of the duty teacher. I am responsible for my own rubbish.</p>	
<p><b>Toilets</b></p>	<p>I use the toilet properly. I wash my hands. I return to my area/class promptly. I use a toilet lanyard and visit the toilets with a buddy during class time.</p>	<p>I respect the privacy of others. I use toilet paper, soap and paper towels appropriately.</p>	<p>I use toilets before class and during break times.</p>

# High Five



- TALK FRIENDLY** Use a calm voice. Maintain eye contact. Confident body language. Maintain relatively close body proximity. Use "I statements" - "I feel...because...".
- TALK FIRMLY** As per talk friendly. Use an assertive voice, slightly raised. Tell them to "Stop it". Firmly re-state your "I statement" - "I said...".
- IGNORE** Don't make eye contact. Maintain positive body posture (calm, confident). Think positive self-esteem statements. Slowly count to five in your head.
- WALK AWAY** Stand tall, head up high. Mouth closed. Look confident. Walk away.
- REPORT** After you've walked away tell a staff member. Go to a safety zone. Bystanders support and report. Report, report, report until someone listens.

# APPENDIX 10: TRAFFIC LIGHT SUPPORT PLAN



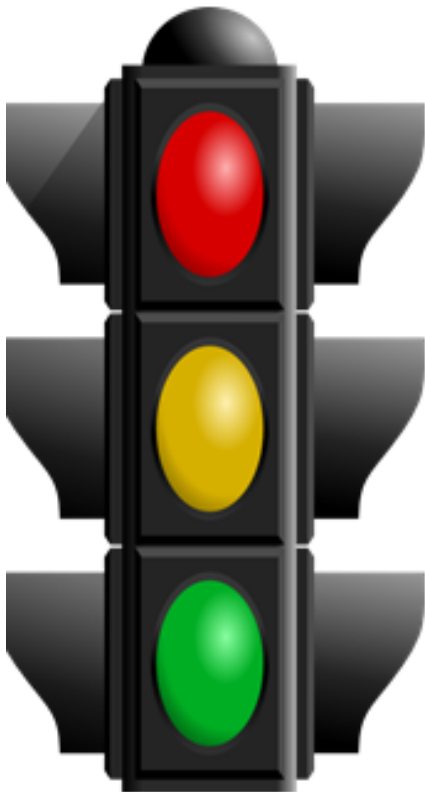
## TRAFFIC LIGHT SUPPORT PLAN Tier 1 MPSS Plan

Student Name:

Teacher:

My Goals:

- 1.
- 2.
- 3.




Student	Parent
Teacher	Principal/Deputy Principal
Date	Review Date