



Mapleton State School

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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Endorsement

Principal Name:	Aaron Willis
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Principal Signature:	
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Date:	21/5/2024
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P/C President Name:	Chris Becker
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P/C President Signature:	
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Date:	21/5/2024
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Purpose

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

The Mapleton State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to teaching acceptable behaviours with support, guidance and direction.

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

Whole School Approach to Discipline

Mapleton State School implements **'The Mapleton Way'** and **'Mapleton Take 5'** as the system of support for teaching acceptable behaviours with support, guidance and direction. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

Any students or parents who have questions or would like to discuss the Mapleton Way or the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the principal.



The Mapleton Way

		School-wide	Classroom
Care for yourself	<ul style="list-style-type: none"> • Play where it is safe. • Remain in school grounds unless permitted to leave. • Display clean and healthy personal habits. • Use positive and respectful language. • Take responsibility for our own behaviour. • Walk as you transition. 	<ul style="list-style-type: none"> • Keep hands, feet and objects to myself. • Treat everyone with respect, courtesy and kindness. • Resolve conflicts peacefully. • Include others and respect diversity. • Look for opportunities to help others. • Respect other people's space and belongings. 	<ul style="list-style-type: none"> • Use courtesy and manners. • Keep area tidy. • Work quietly when required.
Care for others	<ul style="list-style-type: none"> • Keep hands, feet and objects to myself. • Treat everyone with respect, courtesy and kindness. • Resolve conflicts peacefully. • Include others and respect diversity. • Look for opportunities to help others. • Respect other people's space and belongings. 	<ul style="list-style-type: none"> • Respect other's privacy. • Encourage others. • Listen respectfully when others are speaking. • Accept uniqueness and show tolerance of others. • Allow others to learn without distraction. • Choose words and actions that support all students to do their best with their learning. 	<ul style="list-style-type: none"> • Respect other's privacy. • Encourage others. • Listen respectfully when others are speaking. • Accept uniqueness and show tolerance of others. • Allow others to learn without distraction. • Choose words and actions that support all students to do their best with their learning.
Care for our school	<ul style="list-style-type: none"> • Keep a litter free environment and place all rubbish in the appropriate bin. • Care for school grounds, building and equipment. • Hand in items you find to the teacher. • Follow adult directions. • Be in a supervised area with an adult. • Play school approved games fairly. • Use toilets appropriately. 	<ul style="list-style-type: none"> • Keep a litter free environment and place all rubbish in the appropriate bin. • Care for school grounds, building and equipment. • Hand in items you find to the teacher. • Follow adult directions. • Be in a supervised area with an adult. • Play school approved games fairly. • Use toilets appropriately. 	<ul style="list-style-type: none"> • Place all rubbish in the appropriate bin. • Use equipment for its intended purpose. • Look after your belongings and belongings of others.
Care for our learning	<ul style="list-style-type: none"> • Do school work to the best of your ability. • Have all items ready for each lesson. • Listen carefully to instructions. • Ask for help if you don't understand. • Be punctual. Right place at the right time. • Move quietly as we transition through the school. • Use ICT responsibly. 	<ul style="list-style-type: none"> • Do school work to the best of your ability. • Have all items ready for each lesson. • Listen carefully to instructions. • Ask for help if you don't understand. • Be punctual. Right place at the right time. • Move quietly as we transition through the school. • Use ICT responsibly. 	<ul style="list-style-type: none"> • Follow the rules of each classroom. First time, every time. • Ask permission to leave the classroom. • Be patient and wait my turn. • Take pride in my work and the classroom. • Complete your homework and assignments on time. • Be prepared and on time for class.

MAPLETON TAKE 5



I CAN USE THIS TOOL TO SOLVE PROBLEMS.

MAPLETON TAKE 5



FRIENDLY

Use a friendly voice to say
"Stop it. I don't like it!"



SPEAK FIRMLY

Use a firm voice to say
"STOP IT I DON'T LIKE IT!"



WALK AWAY

Change chairs / walk away /
belly breathing / count to ten



STOP I WILL REPORT

Hold up your hand
to say "STOP IT I AM
GOING TO REPORT
YOU!"



TELL A TEACHER

Tell the nearest teacher so
they can sort it out.
Do not wait until you go
home.

I CAN USE THIS TOOL TO SOLVE PROBLEMS.

Individual Circumstances

Staff at Mapleton State School are aware of 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 consequence 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.

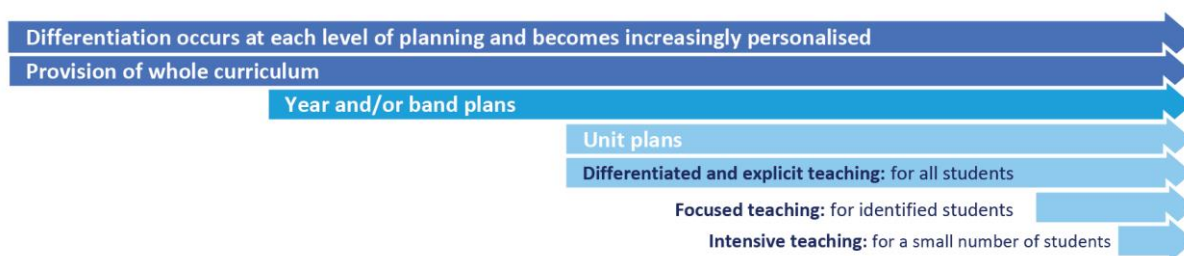
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Mapleton 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 practise.

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

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



Every classroom in our school uses the Mapleton Way as a basis for developing their behaviour standards. Using the Mapleton Way, all staff work with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and the school. The Mapleton Way is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

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

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

Mapleton 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. These staff include a Guidance Officer, STLAN/Inclusion Support Teacher and Chaplain.

Focused teaching is aligned to The Mapleton Way and student progress is monitored by the classroom teacher/s to identify those who:

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

For more information about these programs, please speak with the principal.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for developing positive behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.





For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating several complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the development of an Individual Behaviour Plan, coordination of their program, communicate with stakeholders and directly consult with the student

Disciplinary Consequences

One of the disciplinary consequences models used at Mapleton State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. For some major behaviours, teachers may apply an appropriate consequence in consultation with the principal.

Behaviour Process at Mapleton State School

<i>Minor</i>	Step 1 	<h1>Reminder 1</h1>
	Step 2 	<h1>Reminder 2</h1>
	Step 3 	<h1>Thinking Class</h1>
	Step 4 	<h2 style="text-decoration: underline;">Reflection</h2> <ul style="list-style-type: none"> ● Complete reflection form ● Time out of play ● Make amends
<i>Major</i>	<ul style="list-style-type: none"> ● Principal ● Call parent 	

For incidences occurring before school, after school, at breaks or during transitions, teachers and the principal may apply an appropriate consequence reflecting the context of the behaviour exhibited by the student.

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

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

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

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

Differentiated

Classroom teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include, in no particular order, the below strategies and can be deployed at the discretion of the classroom teacher:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Please put your hand up when you want to ask a question”)
- Rule reminders
- Explicit behavioural instructions (e.g. “Please 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
- Class wide 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
- 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. removal from classroom)
- Detention - Time out of play at lunch
- Reminder about behaviour process (Warning, thinking class, contact home)
- Community restoration project in consultation with parents

Focussed

Classroom teachers are 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. Student behaviour plan)
- Targeted skills teaching in small group with classroom teacher or support staff
- 'Thinking Class' - short amount of time in another classroom to support emotional regulation
- Detention - Time out of play at lunch
- Community restoration project in consultation with parents
- Behavioural contract
- Counselling and guidance support
- Check in Check Out strategies
- Teacher coaching and debriefing
- Referral to Student Support Network (SWAN) for team-based problem solving
- Stakeholder meeting with parents and external agencies

- Reflection Form - Student is supported by teacher to reflect on their actions and identify positive behaviour choices for future situations. To not impact the teaching and learning of the entire class reflection forms are completed at break times.

Reasons for Behaviour: (From Spencer Kagan et al "Win-Win Discipline")

Almost every disruptive behaviour springs from an attempt to meet needs associated with one of seven positions. Positions are the place a student is at. A student position is an interaction of attitudes, emotions, perceptions, cognitions, and physiology, which influences the behaviours a student chooses. It could also be a psychological state with associated needs, often unconscious, so students act out their needs without being able to verbalize them. A student position may also be a state which may be true of a student one moment but not another. Eg. A student may be angry after being hit by another student but an hour later is no longer angry.

Once we see disruptive behaviour as merely an attempt to meet the needs associated with a position, our job becomes clear. The student needs to learn non-disruptive ways to meet those needs.

The Seven Positions

Position	Explanation	Basic Human Need
Attention-Seeking	The attention-seeking student wants everyone to see (or hear) what he or she can do.	To feel cared about by others
Avoiding Failure	The student who is avoiding failure does not want everyone to see what he/she can't do (hiding failure).	To feel successful
Angry	The angry student wants to hit	To express displeasure
Control-Seeking	The control-seeking student wants to tell others what to do (and not be told what to do).	To feel able to influence people and events
Energetic	The energetic student has so much energy that he/she can't stop moving.	To move, to touch, to be expressive
Bored	The bored student finds that nothing is stimulating and he/she disengages from classroom tasks.	To be motivated, to have interesting stimuli
Uninformed	The uninformed student is surprised by rules of appropriate behaviour. He/she is simply unaware. (Really difficult to see at Mapleton SS if all classrooms are teaching the behaviour Matrix as required).	To know how to interact responsibly

Behaviour Reflection Form Prep-Yr. 2 2020

Name: _____ Teacher: _____ Date: _____ Time: _____

Circle the Mapleton Way value that you are not following -

Care for Self	Care for Others	Care for your Learning	Care for your school
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Write or draw what happened. Remember to focus on what you did.

What caused my behaviour? Why did I behave that way?

Attention seeking	Avoiding failure	Angry	Control Seeking	Energetic	Bored	Uninformed
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Who was affected by my behaviour? How did they feel?

Angry	Sad	Scared	Confused	Worried	Happy
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What should I do now?

Say sorry	Listen & follow instructions	Stay calm	Try to relax	Keep hands & feet to myself	Finish my work	Be respectful to others	Play nicely	Other
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If I have the same problem again I will:

Walk away	Stay calm	Ask for help	Keep hands & feet to myself	Stay focussed on my work	Other
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My goal/s for my behaviour is:

Now I am ready to do my best work and practise my best behaviour. I am a good person and I will have a good day.

Student _____ Teacher _____ Parent _____ Admin _____

Behaviour Reflection Form: Yr. 3-6 2020

Name: _____ Teacher: _____ Date: _____ Time: _____

Circle the Mapleton Way value that you are not following -

Care for Self	Care for Others	Care for your Learning	Care for your school
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Reasons for My Behaviour

Description of my Behaviour

Consequences of my Behaviour

Restorative Action (What will I do to make up for what I have done)

Student _____

Teacher _____

Admin/ Parent _____

Intensive

School leadership teamwork 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.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the 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 Mapleton 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 consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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-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 convenient time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing

- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- 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, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. 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 Mapleton State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, 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.

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

Responsibilities

State school staff at Mapleton State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Mapleton 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 Mapleton 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 at Mapleton 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 Mapleton 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.

Use of ICT by students

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

Mapleton State School requires students, who bring a mobile on site, to give their mobile phone to the office for safe keeping on arrival at school and collect from the office on departure.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Mapleton State School Student Code of Conduct and the Department of Education's [Online Safety in Queensland State Schools](#) policy.

In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and

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

Preventing and responding to bullying

Mapleton 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.

Student Wellbeing

1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

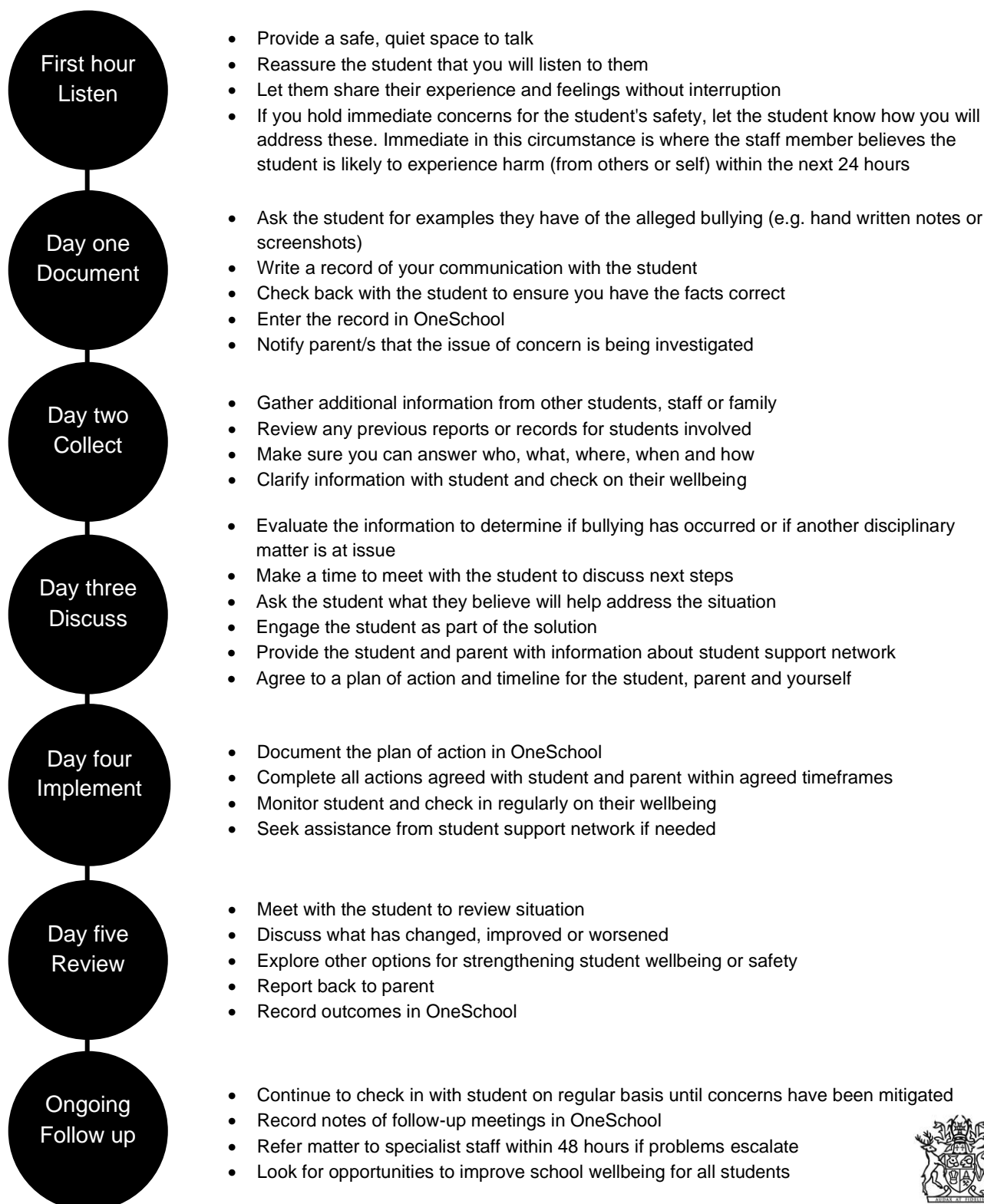
Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there are 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 Mapleton State School our staff will work to quickly respond to any matters raised of this nature.

Mapleton 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.



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

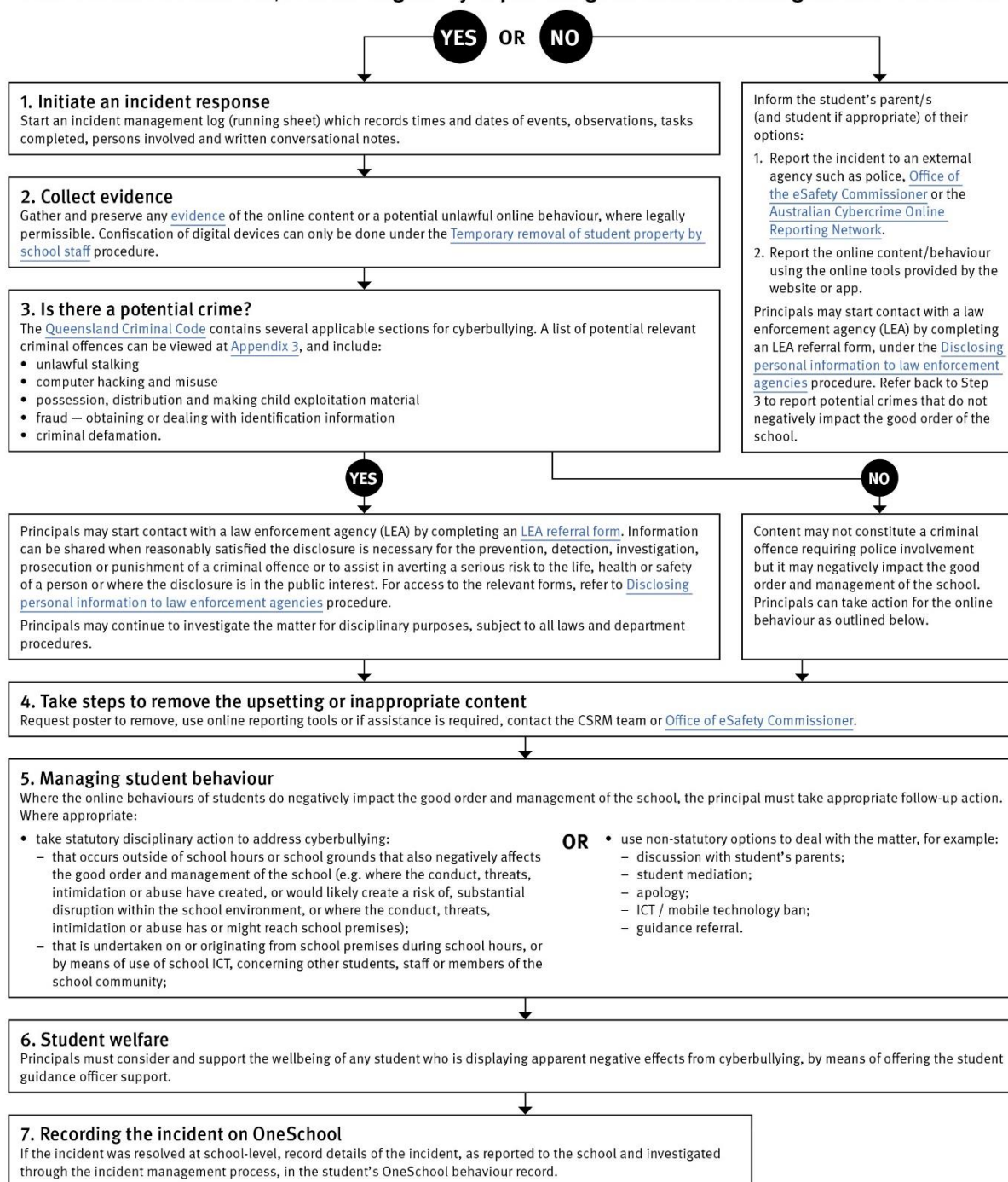
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Mapleton State School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a

formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of social media

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Mapleton State School may at times need to respond to student behaviour that presents a risk of physical harm to the student themselves or others.

The department's [Restrictive practices procedure](#) is followed as it is written with consideration for the protection of everyone's human rights, health, safety and welfare.

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance,

establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations