



**SPRING MOUNTAIN**  
STATE SCHOOL

# Student Code of Conduct

## 2023-2026

### *Equity and Excellence*

*Equity and excellence realising the potential for every student in education*



## Purpose

Spring Mountain State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. A place where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Spring Mountain State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

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## Endorsement

**Principal Name:** Cherie Moore

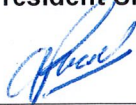
**Principal Signature:**



**Date:** 10 March 2023

**P&C President Name:** Alvineshwar Prasad

**P&C President Signature:**



**Date:** 28/ March 2023

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# Principal's Foreword

## Introduction

As the Principal of a newly opened school, our focus is on developing a positive, supportive, kind and strong culture that allows growth, development and celebration of each of our children. In order for this to occur in such a high growth and ever-changing environment, we have to hold strong on the vision, values and expectations of all students and school community members within our environment each and every day. This involves our staff members being engaged in the process of reinforcing, correcting and holding high expectations for all our students and themselves in all areas of school. It also requires our parents to be partners in our development, values, expectations and support for their children. This partnership shows students and our community that we are one when it comes to their children's educational growth and social development. Parents are part of student enrolment processes to ensure that they are aware of school expectations, policies and procedures. Parents have an opportunity to ask questions and check for clarification, be involved in reviews and have discussions around actions they can take to support their students growth and development within Spring Mountain SS during the enrolment process and beyond, as things develop and policies are updated.

As a school community we take the education, care, respect and support of all students within our environment very seriously. Our communication with families is a priority and many families will have regular communication with teachers, members of administration or support personal throughout the year for all matter of reasons – from sharing of information, celebrations, concerns and support offered to a student requiring referrals for ongoing support/extension access. We see this communication as an important aspect to our partnership with parents and an opportunity to open dialogue, strengthen partnerships and build trust between home and school. Our staff operate on a “no surprises” “open and honest” system when communicating with parents.

As a school, we have identified 3 key pillars; Curriculum, Thinking and Positive Behaviour for Learning (PBL) – Student/Staff wellbeing are essential to our student's learning success and personal development and growth. These are complex focus areas and require in-depth planning, research and review over the next 3 years to meet the individual needs of our students. These pillars will form the foundations of our school culture, academic growth and teaching and learning processes.

Our culture is key to our success and is defined by the information below, along with the amazing staff who spend their day teaching, encouraging, caring and helping your child to:

- see learning as messy, fun, hard, collaborative, mistake driven and question heavy
- focus on kindness, caring for others, respect for all and being part of the solution and always finding alternative ways to solve problems
- grow their skills, knowledge, confidence and strengths in as many areas as possible across the school
- be challenged every day to be better than they were the previous day

## Vision:

Spring Mountain State School is a new school that opened in January 2019. “Lead by Example” is our motto and focuses on the notion that all school community members “Lead by Example” in all that we do, say and think. This brings attention to the notion that we can all learn and be led by others regardless of title, age or expertise.

Along with this motto we have a huge focus on “the whole child” as documented in our vision statement – developed by our reference group and staff members before opening the school.



To support this vision our students, engage with explicit/weekly social and emotional lessons that enhance our focus on self-worth, acceptance and the building of resilience. This also flows into our curriculum programs to assist them in developing open-minded and achiever behaviours for support lifelong learning. We are a Positive Behaviour for Learning (PBL) School and we believe when there is a sustained commitment by all school community to the processes of our PBL approach, then this will develop respectful relationships and high achievement across the school community. Our relationships are underpinned by our school community expectations Respectful, Open-Minded, Achiever and Resilient – known as the ROAR expectations.

## Values:

*Respect* – from all in our school community, at all times.

*Courage* – to be yourself, stand up and be heard, to protect/support the “pride” and to not let fear stop you from being who you are meant to be.

*Growth* – to be open-minded, ready for feedback, ready to be challenged and understand that learning is continuous and on-going. This requires a growth mindset.

Our school values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school community believe that respect, communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Spring Mountain State School staff take a Prevent, Teach and Reinforce (PTR) approach to discipline. We believe that behaviour can be taught and that mistakes are opportunities for growth, learning and understanding. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of teasing, meanness and targeted on going bullying behaviours by others. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. We believe that all students are to take responsibility for their part in any incidents and we work with students both individually and within groups to establish where the friendship issue, social issues, miscommunication or disrespect started and how best to approach this next time. We also believe that some instances of behaviour/discipline are a learning opportunity and will only inform parents as partners when needed or if there are ongoing behaviours/concerns. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

As we meet the high growth demands of the community that we service, we understand that the student academic data, student outcomes and student behaviour may vary from month to month and term to term based on students' previous experiences, expectations and academic experiences. We note that as we have students for longer in our setting many of these concerns are reduced greatly. However, this is a pattern we will see over the next few years as we embed our expectations, values and culture within our school community and beyond.

Kind Regards



Cherie Moore Principal  
Spring Mountain State School

## Whole School Approach to Discipline

Spring Mountain State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

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

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

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



## PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students; Respectful, Open-Minded, Achiever, and Resilient (ROAR).

### Students

Below are examples, documents and posters of what these PBL expectations look like for students across the school. In addition, each classroom may have specific examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Spring Mountain State School.

#### **Respectful:**

- Put rubbish in the bin
- Listen to other students' ideas, opinions and questions
- Use acceptable and kind language at school, including manners
- Look after your belongings and other peoples' belongings

#### **Open-Minded:**

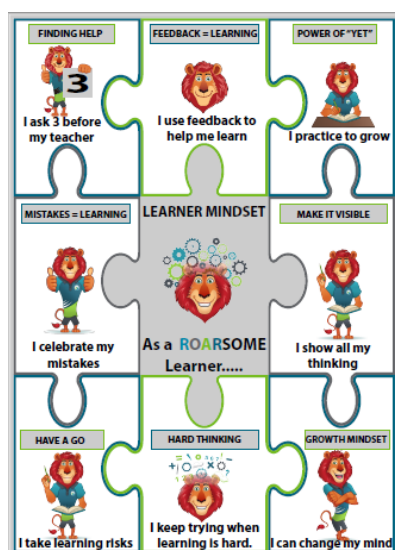
- Take on different group roles
- Be ready to listen to others' ideas and change your mind
- Encourage others to be successful, to be brave, to be courageous
- Make a new friend

#### **Achiever:**

- Complete the activities and tasks set to the best of your ability
- Be organised and on time
- Follow teacher instructions immediately
- Ask for help

#### **Resilient:**

- Look for opportunities to help others
- Remember that mistakes = learning
- Take a breath and try again
- Be honest



## **Parents and staff**

The table below explains some examples of the PBL expectations for parents when interacting/visiting our school and the standards we commit to as staff.

### **Respectful**

<b>What we expect to see from you</b>	<b>What you can expect from us</b>
You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your child.	We will respond as soon as Practicable (within 24hours on school days) to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are polite in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school on time each day.	We will give clear guidance about a designated area for parents to leave and collect students.
You understand the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

### **Open Minded**

<b>What we expect to see from you</b>	<b>What you can expect from us</b>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

### **Achiever**

<b>What we expect to see from you</b>	<b>What you can expect from us</b>
You support your child to meet the <i>We are clear about our learning and learning and behavioural expectations</i> , expectations at school	We are clear about our learning and Behavioural expectations, and contact you to provide regular feedback about your child's progress.
You approach the class teacher or Principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.

## Resilient

What we expect to see from you	What you can expect from us
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution- focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

## Multi-Tiered Pathways of support

Spring Mountain State School uses multi-tiered pathways of support as the foundation for our integrated approach to learning and behaviour. Our pathways are preventative, differentiated and 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	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support/extension for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>teaching behaviours in the setting they will be used</li> <li>being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>using School Opinion Survey (SOS) data, informal discussions and feedback from students and their families to gain their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school- based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations.</p> <p>Tier 2 intervention is accessed through our school-wide inclusion services process. This involves Team Around Child (TAC) Team and the teacher as case manager with support and additional data collection, planning and intervention offered through specific support services – in either the behaviour, social/emotional or academic areas.</p>

### 3

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Again at Spring Mountain SS this is accessed through the school-wide Inclusion processes and TAC Team. This ensures that a quality, targeted and precise plan is in place – along with regular review, support and parent communication is occurring.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (Functional Behaviour Assessment) and should include strategies to:

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

#### **Big, Small, No Problem : Whole School Language**

Students are taught to review and reflect upon an incident and identify the points (actions, thoughts or behaviours) which aided in the escalation or de-escalation of that incident. This discussion is illustrated on a cline (see below) and provides a stimulus for self-reflection. Students are challenged to find ways in which they could have ensured a No Problem scenario prevailed thus understanding the impact of their own behaviour.

**De-brief Cline**

The diagram shows a cline (a line graph) with a vertical axis on the left and a horizontal axis at the bottom. The horizontal axis is divided into four sections: **No Problem**, **Small Problem**, **Middle Problem**, and **Big Problem**. A line starts at the bottom left (No Problem) and rises steadily to the top right (Big Problem). To the left of the cline is a green rectangular area. Below the cline, there is a cartoon character of a lion holding a sign that says "I have scored my first goal". Below the character is a form titled "My Action Plan" with the following sections:

- Steps:
  - 1.
  - 2.
  - 3.
  - 4.
- I have shared this with my teacher:
- I have shared this with my mum/dad:

#### **Prevent**

Spring Mountain State School recognises the first response for supporting and reducing inappropriate behaviour is prevention. The following proactive and preventative processes and strategies are implemented to support student behaviour within the school community:

- The school community is made aware of these aspects of the Code of Conduct for Students through various means of communication including articles in the school newsletter and on the school's Facebook page, parent meetings, enrolment meetings, enrolment packages, school website, PBL posters and the school expectations. This enables parents to be actively and positively involved in school behaviour expectations and student engagement.

- Staff have been given training ensuring that inappropriate behaviour is kept small and manageable via the use of Active Supervision and Essential Skills for Classroom Management. Active supervision strategies by staff during classroom and non-classroom activities ensure problems are managed effectively and efficiently (e.g., Scan Prompt Praise). Staff are always on duty – constantly moving and scanning when walking in the school environment. Staff may further support these approaches by providing transitional supports, environmental and setting adjustments, curricula modifications and peer support to prevent the likelihood of inappropriate behaviour occurring.
- Consistent practice of classroom and non-classroom routines enables students to become familiar with the expected behaviours during transitions, group, pair or individual work, teaching rotations and the appropriate management of classroom materials. The school has an established routine for the beginning of every year called PRIDE TIME which re-establishes, every year, the school expectations, consequences, language and process for existing and new families. This is in place for 2 weeks at the beginning of every year and is revisited Week 1 Semester 2 every year. Teachers may also complete PRIDE TIME at the beginning of every term if they believe that their class requires this level of support.
- The Positive Behaviour for Learning Team (PBLT) meets fortnightly to discuss and action school-based behaviour issues, analyse school data, develop specific programs, respond to challenges within the school and provide feedback to staff.
- All staff model the school expectations in all areas across the school
- There is the development of visual reminders around the school grounds – class posters, Monty visuals on school shirt, Problem-Solving Wheel in the classroom and playground, orange bean bags/squares to support students' access to chill out space.
- Administration conduct regular and frequent in-class visits, discussions on parade and with individual students as needed
- School staff regularly reinforce and reward appropriate behaviours through a school acknowledgement system
- All students, irrespective of behavioural needs have the opportunity to participate in playtime activities, class activities and out of school activities. Their behaviour in these settings will determine consequences at these times.

## **Teach**

Spring Mountain State School values the explicit teaching to students of the learning and social behaviours required for school.

Opportunities for this include:

- Planned, school wide professional development delivered to both teaching and support staff throughout the year to build knowledge, understanding and practice of appropriate, evidence-based behaviour management strategies
- A comprehensive staff induction program where new and returning staff members meet regularly and are informed about the school's expectations, student, classroom and playground behaviour management practices

- Classroom visual resources including:
  - Expectation posters
  - Teaching Expectation Matrix poster
  - Classroom behaviour posters
  - Mountain Monitor posters and process posters
  - Chill Space
  - Focus of the week reminders/diaries
- Focused, weekly, school-wide PBL lessons where school expectations, pro-social behaviours and conflict resolution are explicitly taught to students. These lessons are initially developed from identified social skills, the Australia Curriculum Social Emotional Capabilities and other departmental directives. Students are also provided with booster sessions (PRIDE TIME) twice per year to ensure the teaching and learning of academic/social routines and procedures are demonstrated before engaging in academic learning. The learning from PBL behaviour lessons is reinforced at school parades.
- Regular reference and use of the De-Brief Cline tool – No Problem, Small Problem, Big problem language and discussion to support understandings in the area of “action-consequence”, “impact of behaviour on outcomes”, “impact of thinking on outcomes” and self-regulation of emotions and behaviour.

## **Reinforce**

### **Responding to Appropriate Behaviour**

At Spring Mountain State School, communication of key messages about behaviour is supported through positive reinforcement, which provides students with feedback for engaging in expected school behaviour. A school-wide formal recognition and monitoring system has been developed for this. 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 and rewards to students. Acknowledgements for positive behaviour are documented on OneSchool. Spring Mountain State School engages with a number of tiered strategies for recognising and reinforcing students following the school expectations.

### **Positive Behaviour Acknowledgements**

Parade/Admin	Pride Awards – Attendance, Academic or Behaviour Monty Money, ROAR Tickets, Postcards
Playground	ROAR Tickets, Postcards
Classroom	Class Awards, Whole Class Awards, Postcards, Supply Teacher Double Paw Points ROAR Tickets, Mountain Monitor / Paw Points

These expectations are communicated to the staff, students, families and visitors via a number of strategies including:

- Poster Packs in classrooms
- Newsletter updates
- Parades
- Behaviour lessons conducted weekly across the school
- Classroom teachers revisit PBL focus in the classroom

- Positive reinforcement of behaviour expectations during active supervision by staff during classroom and non-classroom activities
- Information updated in the website and Facebook page

### **Spring Mountain State School's ROAR Tickets**

ROAR Tickets are used to support and reward students' positive behaviour in a consistent, school-wide system that involves all staff in the process. ROAR tickets are given to students meeting school expectations at a high or greatly improved level. When ROAR tickets are given, the behaviour being rewarded is explicitly stated and praised.

- Students earn ROAR Tickets in both the classroom and playground for positive behaviours. These are then placed into raffles during class. If drawn in the raffle the student will receive a Monty dollar.



### **Spring Mountain State School's Paw Points**

Paw Points are earned for being ready to learn throughout the day.

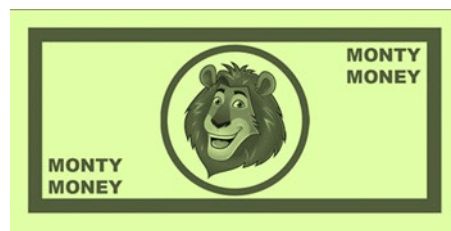
Every child starts every day on Green (Ready to Pounce), throughout the day they move up and down the mountain. If a student ends the day on "Ready to Pounce" they will earn 1 PAW POINT, if they end on "Proud of the choices they have made" they will earn 2 PAW POINTS and if they end on having had a "ROARING day" they will have earned 3 PAW POINTS.

Name _____		Class _____	
Yellow	Blue	Green	

For every 10 Paw Points earned, the student receives one Monty Money.

## **Responding to Unacceptable Behaviour**

If a student exhibits minor and infrequent problem behaviour, the first response of school staff members is to remind the student of the appropriate school expectation, then monitor the student in using this direction/feedback, to act for example, more respectfully, open minded or with more resilience. As part of the prevention process, teachers can offer students the opportunity to practice this with teacher support, using the language “show me” to reinforce the students understanding of the expectation. By providing the students with an opportunity to understand the expectation and show their meaning (if required) students can reflect on their behaviour and how this aligns with school expectations.



Students may be asked to:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues
- identify what they will do to change their behaviour in line with expected school behaviour
- engage in the de-briefing cline and work through actions, consequence and future planning

Should an inappropriate or unacceptable behaviour be persistently repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour or escalate the support and consequences to the office for further investigation – using M.A.N.E referral (see below for more detail)

At Spring Mountain State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, staff work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond 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's classroom behaviour is managed through the use of the Mountain Monitor:



## MANE REFERRAL: (Managing Anger aNd Emotions)

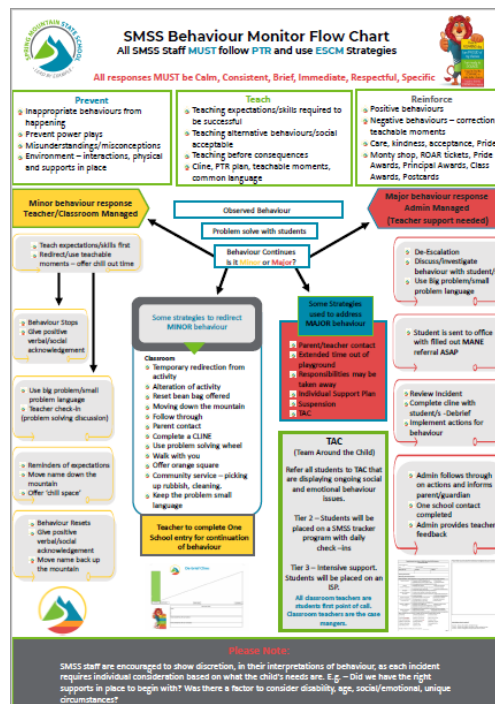
MANE referrals are written as promptly as possible after the major behaviour occurs and the student attends the office to be seen by a member of Administration (or designated staff member). Typically, this can be completed electronically – on OneSchool or the student may bring a M.A.N.E referral in paper format to the responding staff member to inform them about the incident details and they can take any appropriate action.

This is another opportunity for the student and staff member to problem solve and establish expectations, consequences and a plan on how to move forward. If the student refuses to engage with this process, escalates behaviour, becomes further aggressive or is referred for physical aggression towards a teacher or another student, more severe consequences can/will be delivered once the investigation has occurred.

Once the session has been completed and the consequence has been decided, the following actions are to occur:

1. The responding staff member will either send feedback to the referring teacher, stating the course of action required by the teacher or action taken by the supporting staff member. This is also recorded as an action in Oneschool. The referring teacher may be asked to:
  - Contact parent to discuss incident further
  - Place incident onto OneSchool
  - Enact consequences within the classroom context
2. The support staff member will phone/contact the parent to inform them of the incident, consequences or actions of their child, enter the incident on OneSchool and provide notes for class teacher. Possible action may include but is not restricted to:
  - Referral back to classroom processes and procedures
  - Time out of the classroom
  - Supervised work in the office
  - Mediation with other students
  - Reflection and debrief
  - Organisation of restorative justice or community service
  - Discussion with a parent
  - Suspension
  - Exclusion

Spring Mountain State School – MANE Referral for MAJOR behaviour. FILL IN ALL SECTIONS		
Student (Full name): _____		
Class: _____	Date of incident: _____	
Time: (tick one)	Location: _____	
Subject: _____		
Referring staff member: _____		
Witnessing staff member/student: _____		
Details of incident: Please tick boxes in only one category (the reason the card is being written)		
Verbal misconduct	<input type="checkbox"/> Repeated obscene language/gestures <input type="checkbox"/> Racial remarks	
Refusal consistent & repetitive	<input type="checkbox"/> Repeated and/or serious threats to others <input type="checkbox"/> Swearing at adult	
Disruption persistent & repeated with intent	<input type="checkbox"/> Encouraging intentional & deliberate harm to others	
Physical misconduct intentional & deliberate to seriously harm	<input type="checkbox"/> Repeated back chattering <input type="checkbox"/> Bully class refusal	
Bullying - instigated or encouraged	<input type="checkbox"/> Consistent & persistent ignoring instructions <input type="checkbox"/> Continued verbal	
Property misconduct intentional	<input type="checkbox"/> Leaving class without permission <input type="checkbox"/> Continued misdemeanour	
	<input type="checkbox"/> Constant loud talking & not listening to redirection	
	<input type="checkbox"/> Constant noise making & not listening to redirection	
	<input type="checkbox"/> Continued movement around the classroom <input type="checkbox"/> Inappropriate break space	
	<input type="checkbox"/> Constant calling out <input type="checkbox"/> Continued misdemeanour	
	<input type="checkbox"/> Striking/attempting to strike another <input type="checkbox"/> Striking with an object	
	<input type="checkbox"/> Bringing weapons to cause harm <input type="checkbox"/> Exposing themselves	
	<input type="checkbox"/> Throwing objects to cause harm <input type="checkbox"/> Violent outburst	
	<input type="checkbox"/> Deliberate inappropriate touching/gestures	
	<input type="checkbox"/> Repeated physical aggression <input type="checkbox"/> Repeated verbal abuse	
	<input type="checkbox"/> Repeated inappropriate touching/gestures <input type="checkbox"/> Cyber bullying	
	<input type="checkbox"/> Repeated encouragement/support of harm to others	
	<input type="checkbox"/> Repeated/serious exclusion and/or victimisation of another student	
	<input type="checkbox"/> Defacing school property <input type="checkbox"/> Destroying school property	
	<input type="checkbox"/> Deliberate destroying others property <input type="checkbox"/> Deliberate misuse of equipment	
What strategies have you tried prior to MANE referral? (unless immediate office referral):		
<input type="checkbox"/> Proximity	<input type="checkbox"/> Restate expectations	<input type="checkbox"/> Send on errand
<input type="checkbox"/> Parallel acknowledgment	<input type="checkbox"/> Redirect to learning	<input type="checkbox"/> Give chill out time
<input type="checkbox"/> Non-verbal redirect	<input type="checkbox"/> Change physical env.	<input type="checkbox"/> Give a choice
<input type="checkbox"/> Refer to noise-meter	<input type="checkbox"/> Explicit teaching	<input type="checkbox"/> Separate, monitor
<input type="checkbox"/> Selective attending	<input type="checkbox"/> Modify task	<input type="checkbox"/> Immediate office
<input type="checkbox"/> Give take up time	<input type="checkbox"/> Quiet 1:1 talk	<input type="checkbox"/> Other
Number of times in break space in the session: _____		
PTO		

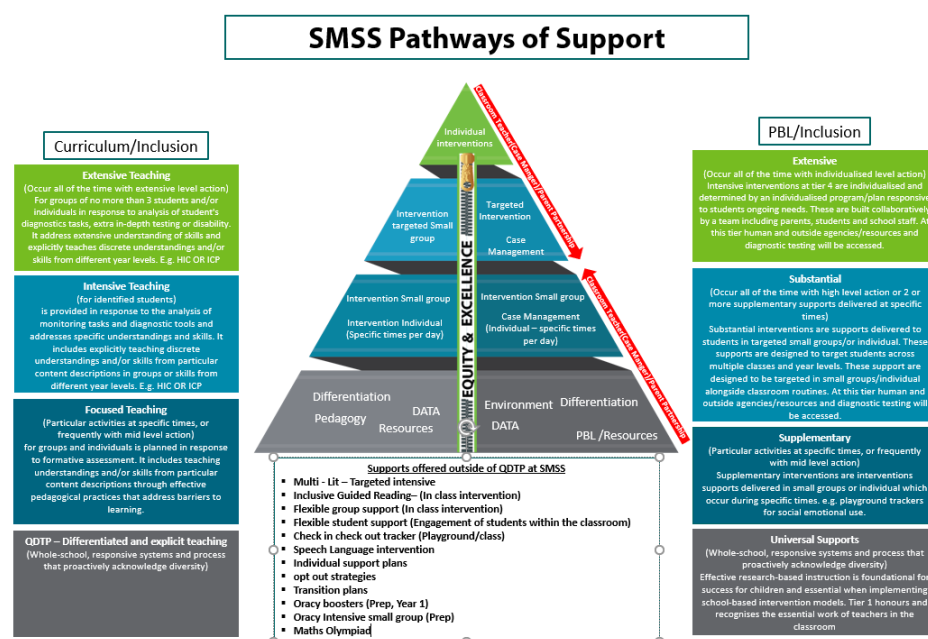


## TAC (Team Around Child) Team Referrals

Spring Mountain State School has a referral system for students that display ongoing academic, social and emotional or behaviour issues. In most cases, the problem behaviours/academic challenges of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

TAC meets fortnightly to present in-school referrals, determine key stakeholders and provide support regarding student behaviour and teacher management of that behaviour. Students may require either focused or intensive behaviour teaching or support as an outcome of the referral system.

Our Inclusion Model is aligned with the multi-tiered approach as stated previously in this document and it can be clearly seen that all students access differentiation within their classroom setting to ensure that they have their individual needs and educational growth acknowledged within the classroom.



## PRIDE Time

Pride time provides the opportunity for teachers and students to transfer the Spring Mountain State School expectations and practices into their classroom environment. Pride Time allows for clear understanding of these processes with teachers using the language and instructions used throughout the year. Students are provided opportunities to learn, co-develop, rehearse and show the desired expectations, actions, processes and practices.

The explicit and consistent approach ensures teachers and students are clear on the expectations in/out and around the classroom and school environment. This also helps students and teachers to support all adults within the school through a common language and understandings of the agreed vision, values, expectations and culture. It also maximises learning time, reduces management talk, ensures accurate understanding and implementation of school wide agreements/practices, increases positive and focused feedback with students and parents and helps teachers maintain positive and supportive relationships and environments across the school.

Time allocations for Pride Time are **Weeks One and Two of Term One**. With a specific review periods **Week 1 Term 2&4** and a **mini pride time Week 1 Term 3**. During this time, teachers establish/revisit:

- Spring Mountain State School expectations
- Classroom/school routines
- Classroom/School management practices
- Effective and safe physical environment practices

### **NOTE:**

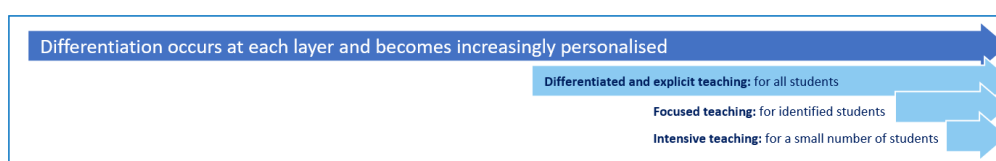
Pride Time focus means that all energy and teaching falls into explicit teaching of routines, language, visuals, practices and PBL. Pre-assessment can occur during this time, however, no academic teaching occurs during this time.

## Differentiated and Explicit Teaching

Spring Mountain 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 Spring Mountain 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.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their 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 their classroom. The completed matrix 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.

	Whole School	Classroom	Playground	Toilets	In the Community
<b>Respectful</b>	I keep my hands and feet to myself. I walk on the concrete. I follow directions immediately.	I use all equipment with care. I ask permission to leave the classroom. I give everyone the right to listen and learn. I use manners.	I wear the school hat. I use all equipment safely. I play and follow the school rules and approved games.	I wash my hands after using the toilet. I leave quickly and quietly. I use the toilet correctly	I engage in on line activities appropriately. I represent Spring Mountain SS with pride. I use appropriate verbal and non-verbal language.
<b>Open-Minded</b>	I value difference. I am open to changing my mind. I listen before speaking	I am ready to listen to all opinions and ideas. I share my ideas and thoughts. I take feedback	I share equipment and space with everyone. I listen to other people's ideas.	I help others to use the toilet safely and respectfully. I remind others of the expectations.	I speak positively about Spring Mountain SS.
<b>Achiever</b>	I am ready to listen and learn. I know my school expectations.	I ask for help if I need it. I stay on task. I have my equipment ready for learning.	I stop playing when the bell goes. I go to the toilet and have a drink – get ready for learning.	I am water wise I am careful with equipment	I attend and participate at Spring Mountain SS events. I am prepared with permission slips and make payments on time.
<b>Resilient</b>	I "hang in there" when things get tough. I help others when things get hard. I keep trying.	I try my best in all my learning. I use encouraging language. I always have a go.	I report "big problems" to the duty teacher. I solve problems with "win-win" thinking and words.	I consider peoples' privacy I use kind words I keep others safe	I let people know if I am upset. I ask for "chill out" time if needed. I am safe

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Spring Mountain State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Spring Mountain State School has Inclusion Teachers in place to help support 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:

- Playground Tracker – Check In/Check Out

- Classroom Tracker – Check In/Check Out
- Functional Behaviour Assessment

Students identified as requiring monitoring programs attend their scheduled classes and activities with appropriate adjustments. They may also have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out processes and increased opportunities to receive positive reinforcement. Where required, substantial adjustments can be made to the student's academic support and learning activities. All adjustments will be documented on OneSchool.

For more information about these programs, please speak with Principal, Deputy Principal or Inclusion Teacher.

## Intensive Teaching

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

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

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


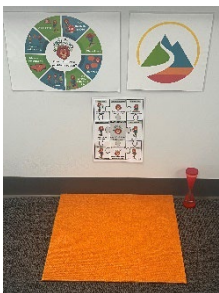



Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

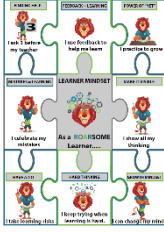

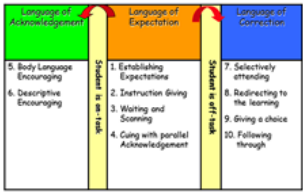
## PBL Supports

To help support a positive environment PBL is data driven, evidenced-based and responsive to all our students (Student Centered). Students have an understanding that our supports are used for their social/emotional regulation.

In creating this environment, we are wrapping around our students to have an understanding that it's okay to have movements needed, to have time to process when instructions are given, have opportunities for differentiation when needed to create success in their learning and a positive mindset for learning and regulation.

This is evident through our consistent positive and supportive approach to inappropriate behavior, social expectations, consequences and emotional support. Below are all the current artefacts that allow our students to develop high levels of self-regulation, emotional growth, tolerance of difference and perception of self as learner with individual needs to reach full potential.

<b>Chill Space</b>	
	We use 'chill space' as a strategy for students to manage their own behaviour and to assist the student to calm down, reset or regulation of emotions. Students are given an opportunity to re-join class without negative consequences. Note classroom teachers support to manage chill space time with a timer of 10 minutes (Tier 1 support). This can be accessed for all students, anytime for any reason. The goal being to reset behavior, calm the body/behavior and to have student rejoin the class. It is a preventative method.
<b>Small problem square</b>	
	We use "Small problem Square" as both a prevention and consequence strategy mainly in the playground space to support students to move away from the "problem" context, reset and negotiate with teacher return to play – in particular, where, how and who with. Some Tier 2/3 supports will include a Small Problem Square to support understanding the difference between Chill Space (Orange Bean Bag) and the more teacher directed small problem Square. The purpose of the small problem square is for the student to communicate (Non verbally) that they want to make it a small problem. This will be dependent on individual needs, functions of behaviour and best practice to support student.
<b>Mountain Monitor</b>	
	Student's classroom behaviour is managed through the classroom mountain monitor. Every day the mountain resets and all students start on green. They move up the mountain to blue or Yellow for positive reinforcement and move down to orange or red to reset/visualise the impact of choices/behaviors that they are making. Students are taught that the movement = asking for help, problem solving with the teacher, access support or acknowledgement of positive decision making and behaviour. Note: Students who are on Yellow and remain there are to receive ROAR tickets regularly thereafter. (Yellow is the highest they can be on)
<b>Problem -Solving Wheel</b>	
	Students are also provided with a problem-solving wheel. This was originally developed as a playground tool, but many students/teachers access this within the classroom context also to support ways of solving problems successfully with peers. Students are encouraged to use the problem-solving wheel to aide in increasing student resilience, communication skills and social skills when conflict arises. It has been visualized in all play areas and classrooms and can be seen and accessed by all students.
<b>De-brief Cline</b>	
	SMSS Students are taught to review and reflect upon an incident and identify the points (actions, thoughts or behaviours) which aided in the escalation or de-escalation of that incident. This discussion is illustrated on a cline and provides a stimulus for self-reflection. Students are challenged to find ways in which they could have ensured a "No Problem" scenario allowing the staff member to support them to better understand the impact of their own behavior/choices.

Learner Mindset	
	<p>This tool/visual was created from classroom behavior data that showed class inappropriate behaviours related to frustration, distractions, lack of persistence and a closed mindset. Its purpose is to teach, reinforce and practice the 8 key characteristics that students can learn and display to be successful learners. Staff have this available in all learning settings and can refer to these characteristics as reminders of the mindset students need when learning together and when facing challenges within their academic environment.</p>
Clicker	
	<p>Supports student and teachers when gaining attention. The clicker is used 3 times to support differentiation and allows those students who may need some processing time to process. This is universal and used school wide in all setting and at all events.</p>
ESCM	
	<p>All SMSS staff <b>MUST</b> use <b>Essential Skills in Classroom Management (ESCM)</b> and <b>PTR</b> to approach behaviour. These strategies support a “least intrusive” approach to classroom management and order and allow students the opportunity to correct their behavior (without consequence) by creating a firm/fair approach to correction.</p>

## Legislative Delegations

### Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 Regulations 2011 \(Cwth\)](#)

## Disciplinary Consequences

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

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

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

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

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

### Differentiated

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

- Pre-correction (e.g., "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g., posters, hand gestures)
- Whole class practising of routines
- 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
- School 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 (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 the next step is, 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)
- Missed Play

## Focused

Class teacher is supported by other school-based staff to address in-class and playground problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g., Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Missed Play
- Learning time in the office
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to TAC Team for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Temporary removal of student property (e.g., mobile phone, iPad)
- Short term suspension (up to 10 school days)
- Accessing the small problem square
- Focussed restorative teaching lessons

## Intensive

School leadership team work in consultation with TAC Team 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, iPad)
- 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 Spring Mountain 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 Spring Mountain 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. But at Spring Mountain State School, we strongly encourage parents to attend these sessions to ensure that the transition plan back to school is agreed upon by all parties.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone if we need to establish a suitable time and in writing via the Suspension documentation. Re-entry meetings are short, taking less than 10 minutes, and kept small with the Principal or their delegate/s 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. 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 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 Inclusion Teacher, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Spring Mountain 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. **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 Spring Mountain State School and will be removed if found in a student's possession:

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

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

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

## **Responsibilities**

### **State school staff** at Spring Mountain 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 Spring Mountain 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 Spring Mountain 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 Spring Mountain State School:

- do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
- are prohibited according to the Spring Mountain State School Code of Conduct
- are 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 mobile phones and other devices by students

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

At Spring Mountain State School, children are taught that iPads are “learning tools” and are only used during learning activities throughout the day. They are not used during playtime, eating time or as rewards for completing work.

At Spring Mountain State School, all student mobile phones are to be handed in at the office before school and picked up from office on the student's way home. No mobile phones are to be left in bags or taken into classrooms throughout the school day.

### **Responsibilities**

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

It is **acceptable** for students at Spring Mountain State School to:

- Use BYO iPads as part of the Departments BYOxLink program and enrolled in Intune or school supplied iPads to
  - complete assigned class work and assignments set by teachers
  - develop appropriate literacy, communication and information skills
  - author text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conduct general research for school activities and projects
  - communicate or collaborate with other students, teachers, parents or experts in relation to school work
  - access online references such as dictionaries, encyclopaedias, etc.
  - research and learn through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the iPad out of sight before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Spring Mountain State School to:

- bring a mobile phone or any device not part of the BYOxLink program to school (all mobile phones must be handed into the office every morning)
- use iPads or other devices in an unlawful manner
- use iPads in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security
- use iPad or other device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use iPads or other devices (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using BYOD devices, ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Spring Mountain State School Student Code of Conduct and the SMSS iPad 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

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.

Spring Mountain State School has developed a Student Council with representatives from each year level from Year 4-6 who meet once per fortnight with our teachers. Councillors will meet once per term with the student wellbeing leaders to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda are the core elements of the Australian Student Wellbeing Framework:



### 1. **Leadership**

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

### 2. **Inclusion**

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

### 3. **Student voice**

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe. Student Council, PBL Lessons, student learning and wellbeing framework.

### 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 through PBL activities and lessons.

The Student Council will enhance student voice in the areas of student wellbeing, safety, bullying and school culture. We believe that student voice needs to be heard by staff, parents and the broader 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 (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 Spring Mountain State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Spring Mountain State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online, in person or outside of the school setting during school time. Please note that the indicative timeframes will vary depending on the professional judgment of staff members who receive the bullying complaint and their assessment of immediate risk to student/s.

### **Team Around Child (TAC) Team: Bullying Support**

Spring Mountain 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, ranging from Inclusion teacher, Guidance Officer and regional support if required. 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 Spring Mountain State School are familiar with the response expectations to reporting 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 mediation process. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## **Spring Mountain State School – Anti-Bullying Agreement**

The Anti-Bullying Agreement provides a clear outline of the way our community at Spring Mountain State School works together to establish a safe, supportive and disciplined school environment. This agreement is new to our school and will be rolled out to all staff and students over the 2023 year and beyond.

## **Spring Mountain State School – Anti Bullying Agreement**

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

### **The agreed national definition for Australian schools describes bullying as:**

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

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

Any student who displays these bullying behaviours defined as above can have actions, consequences and support regardless if this occurs before, during or after school time. This will be determined after investigation, parent discussions and individual circumstances. i.e. (but not limited to) in school uniform, in care of parents, involves a member of the public, the seriousness of the behaviour, involves another student at the school, occurs on EQ student email or device, incident involves the police.

### **I agree to:**

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying agreement and procedures.
- Support individuals who have been bullied – be an upstander.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher or school administrator when bullying does occur, when bullying has occurred under the national definition.

Student's signature

Parent's signature

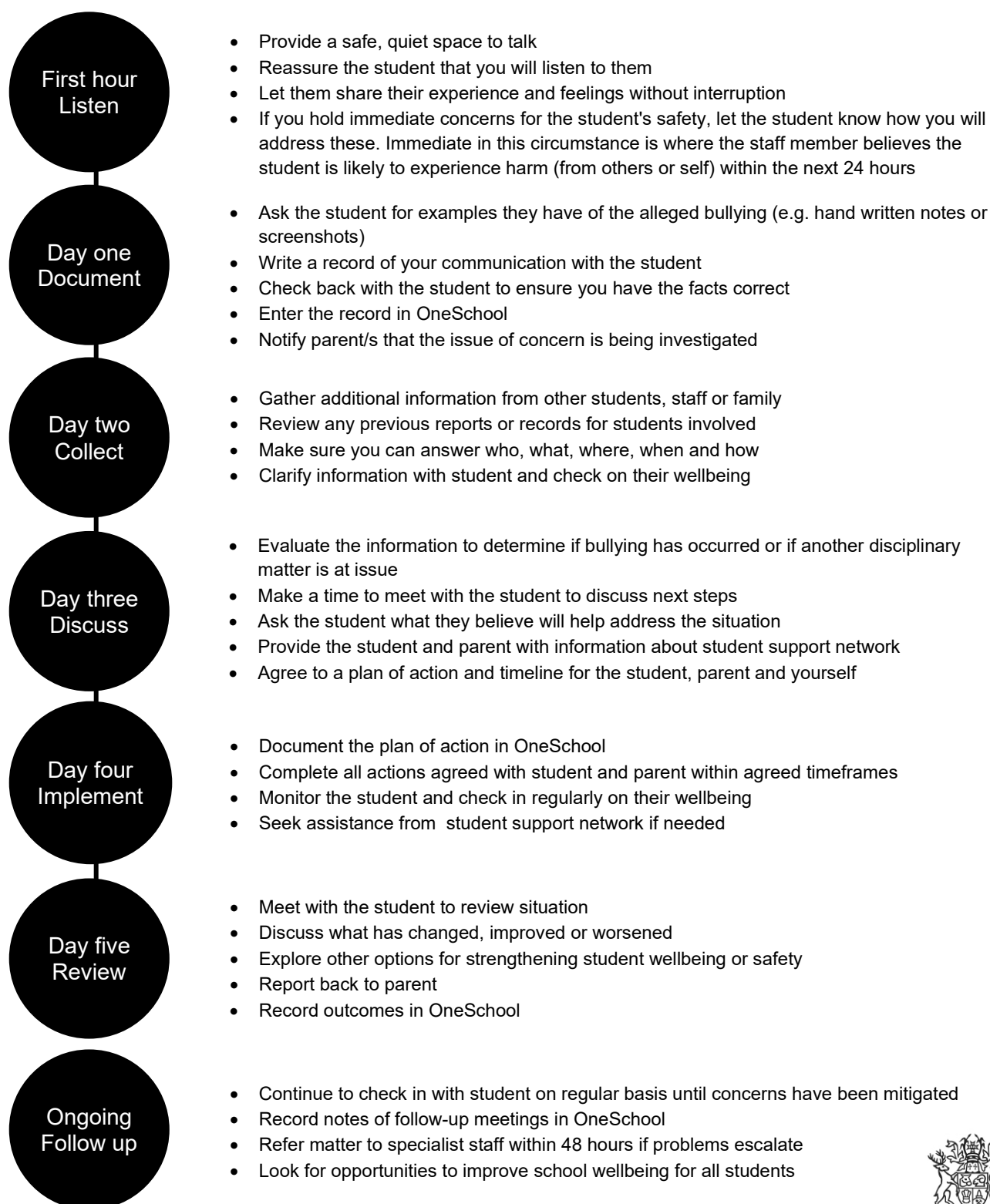
School representative signature

Date

## Spring Mountain 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.

### Key contacts for students and parents to report bullying: Prep to Year 6 – Class teacher



## Appropriate use of social media

### **Cyber bullying**

Cyber bullying is treated at Spring Mountain State School with the same level of seriousness as in-person bullying. The major difference with cyber bullying, however, is that unlike in-person bullying, cyber bullying 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 cyber bullying should approach the regular class teacher, making sure that the bullying definition is a match to the statements being made by the student. There is also the Deputy Principal and Principal who can be approached directly by students, parents or staff for assistance in preventing and responding to cyber bullying.

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 cyber bullying. Parents and students who have concerns about cyber bullying 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 Spring Mountain State School may face in-school disciplinary action, such as missed play 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 cyber bullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

## Cyber bullying response flowchart for school staff

### How to manage online incidents that impact your school

#### Student protection

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

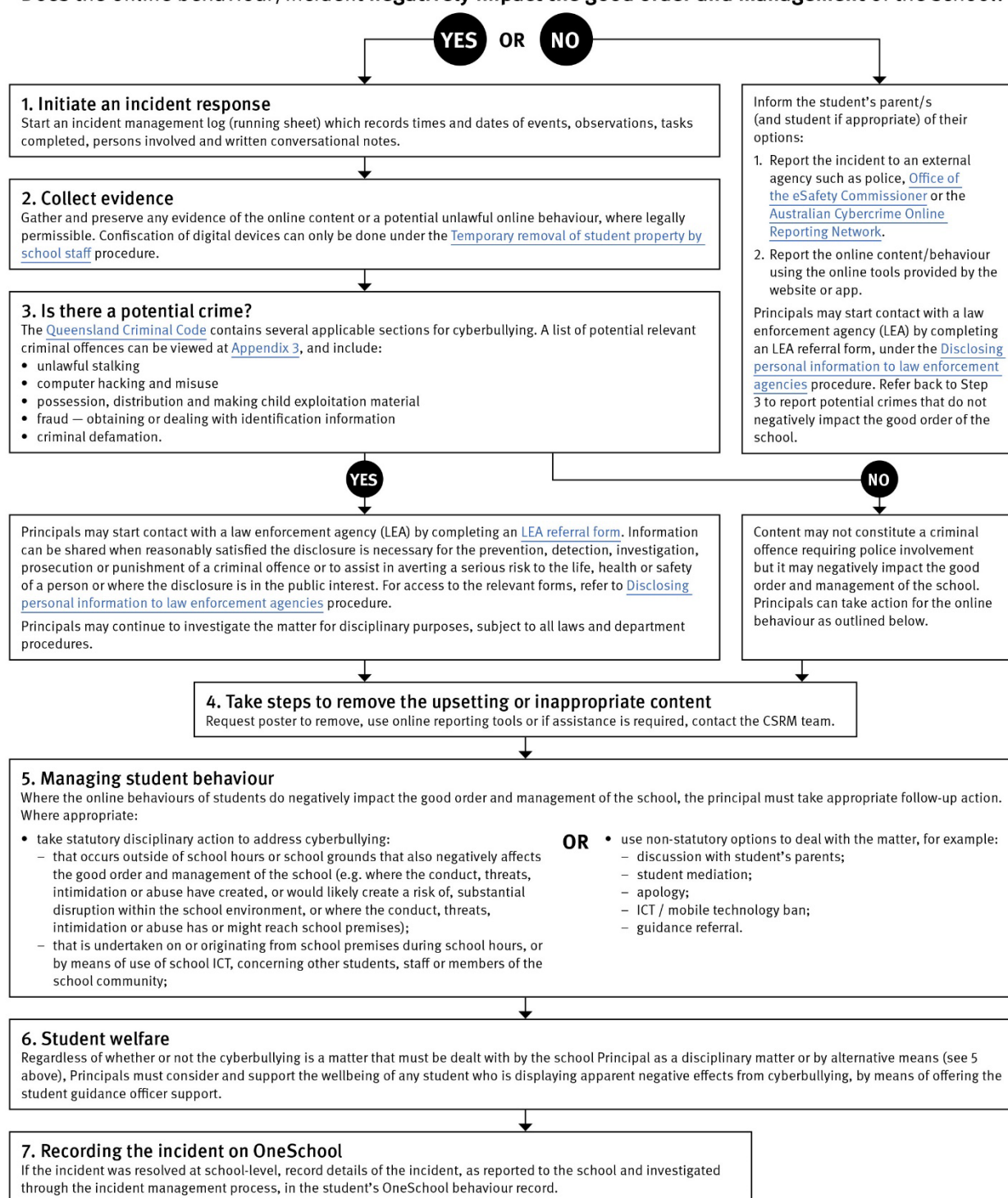
#### Explicit images

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

#### Help

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

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



## **Cyber safety 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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety and cyber bullying, 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 cyber bullying and reputation management (Department employees only) resource to assist principals in incident management.

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

## **Appropriate use of social media**

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

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

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

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

- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school,

hinders a child's learning and/or affects the school community at large, contact the school principal.

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

It is important that all 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 punish or discipline the student; it is a crisis management period only.

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.