



MacGregor State School

Student Code of Conduct 2025-2028

Equity and Excellence:

Realising the potential of every student renews our focus on empowering our teachers and school leaders, investing in digital innovation, school performance, fostering collaboration between schools and community and delivering sustainable investment in schools for the future.

Purpose

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

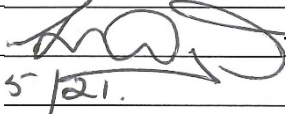
The MacGregor State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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:	Lee Gerchow
Principal Signature:	
Date:	5/21
School Council Chair Name:	Happy Rahman
School Council Chair Signature:	
Date:	

Contents

Principal's Foreword	4
School Council Statement of Support	5
School Captains' Statement	6
Learning and Behaviour Statement	7
Systems of Support	7
Student Wellbeing	8
Student Support Network	10
Whole School Approach to Discipline	11
Behaviour Expectations and Teaching Matrix	12
Proactive and Preventative Processes	13
Consideration of Individual Circumstances	14
Differentiated and Explicit Teaching	15
Focussed Teaching	15
Intensive Teaching	16
Legislative Delegations	17
Legislation	17
Delegations	17
Disciplinary Consequences	18
School Policies	24
Buddy Class Referral Policy	24
Temporary removal of student property	25
Use of mobile phones and other devices by students	27
Preventing and responding to bullying	30
Appropriate use of social media	37
Restrictive Practices	39
Critical Incidents	40
Related Procedures and Guidelines	41
Resources	42
Conclusion	43

Principal's Foreword

MacGregor State School has a long and proud tradition of providing high quality education to students from across Metropolitan Region. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Our Motto:	'To the Stars'
Our Vision:	Strong Foundations Bright Futures
Our Values:	❖ Inclusive ❖ Innovative ❖ Respectful

Our School Colours: The MacGregor Tartan

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

MacGregor State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the 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 bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

School Council Statement of Support

As Chair of the MacGregor State School Council, I am proud to support the new Student Code of Conduct. The inclusive consultation process led by Principal Mr. Lee Gerchow and his team has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the MacGregor State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the MacGregor State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying and to understand what is bullying and what is not bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of MacGregor State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the MacGregor State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or other members of the School Council. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

School Captains' Statement

On behalf of the student body at MacGregor State School, we endorse the Student Code of Conduct for 2025. We have represented the students and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the MacGregor State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however, you are also invited to approach any of us directly.

School Captain: Mea Xia (2025)

School Captain: Milan Sharma (2025)

School Captain: Olivia Gu (2025)

School Captain: Samantha Bai (2025)

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Systems of Support

MacGregor State School recognises that different students require differentiated levels of support and use the Multi-Tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision making. School staff match increasingly intensive interventions to the identified needs of individual students

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and the Second Step Social Emotional Program, supported by the HIGH 5 Strategy. This involves:</p> <ul style="list-style-type: none">• Reinforcing behaviours in the setting that will be used• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements may be made.



2

Targeted instruction and supports for **some students** (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.

Tier 2 supports build on the reinforcements 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 the Second Step Program. The types of interventions offered at this level will vary according to the needs of the student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

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.

Tier 3 supports continue to build on the reinforcements 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 (their FBA) and should include strategies, such as Zones of Regulation, 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.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Student Wellbeing

MacGregor State School endeavors to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

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

Policy and expectations

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

Specialised health needs

MacGregor State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

MacGregor State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. Any medication including over the counter must have either a label attached with Doctor's name and dosage or a letter/action plan issued by a Medical Practitioner. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental health

MacGregor State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide/Self-harm prevention

MacGregor State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, MacGregor State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

MacGregor State School will communicate with the family of a student affected by self-harm and will ensure immediate support is provided to students and staff who may be affected. Where an incident occurs on school grounds or at a school event, MacGregor State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Arrival and Collection arrangements

Arrival to School:

- Students should arrive no earlier than 8am and wait in the Harmony Place area which is supervised from 8.15am-8.30am. If parents need to drop students earlier than 8:00am they should consider using the MOSHC Before School Care program.
- From 8:30am -8.45am students will wait outside the classroom until their Classroom Teacher opens the door to invite them in.
- Playgrounds and the oval are not permitted for use before school

Collection from school:

- School ends at 3.00pm and students should be picked up promptly. The school office closes at 3.30pm and all children not participating in supervised extra-curricular activities should have been collected.
- Playgrounds are out of bounds after school and students on school site are to be actively supervised by their parent if remaining behind for appointments or activities
- If parents are running late, a phone call to the office is required so we can ensure adequate supervision for your child

Student Support Network

MacGregor State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at MacGregor State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to make an appointment with the Principal, Lee Gerchow, on the school phone number.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Principal / Deputy Principals: <i>P-1 /2/ 3-4-5-6 / Student Services</i> Heads of Department: <i>Curriculum / ICT</i>	<ul style="list-style-type: none"> • responsible for student welfare, including fully differentiated academic and extra-curricular support, at each class level and year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the class, year level and school. • provides all required levels of support (physical and emotional) for students to ensure all needs are met
Inclusion Team	<ul style="list-style-type: none"> • attends the school where required for specialist support, initiatives and programs • provides professional development and training
AVTs, external support staff, school based SLP	
Regional Registered Nurse	<ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Chaplain	<ul style="list-style-type: none"> • provides group and, at times, individual support to students to assist their engagement with education and their well-being (including Second Step, High 5 and Zones of Regulation support) • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please make an appointment to speak with the Principal, Lee

Gerchow.

Whole School Approach to Discipline

At MacGregor 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 MacGregor State School Student Code of Conduct is an opportunity to explain the school's behaviour framework (the 3 expectations and restorative language) with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations used can be applied in any environment, including the home setting for students by doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

The school's whole school approach is outlined below. Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the principal.

SCHOOL EXPECTATIONS:

Our school community has identified the following school expectations to teach and promote high standards and responsible behaviour:

- **Be Safe,**
- **Be Responsible, and**
- **Be Respectful.**

Additionally, our Social and Emotional program at MacGregor is based on the Second Steps Program, introduced to our school in 2024. This program helps teach students skills that can help them in school, at work, and in life, such as making friends, managing emotions, and problem-solving. In addition, MacGregor State School reinforces student ownership of problem solving and response to behaviour through the High 5 Strategy.

The **High 5** Strategy encourages students to:



MacGregor State School Behaviour Expectations and Teaching Matrix

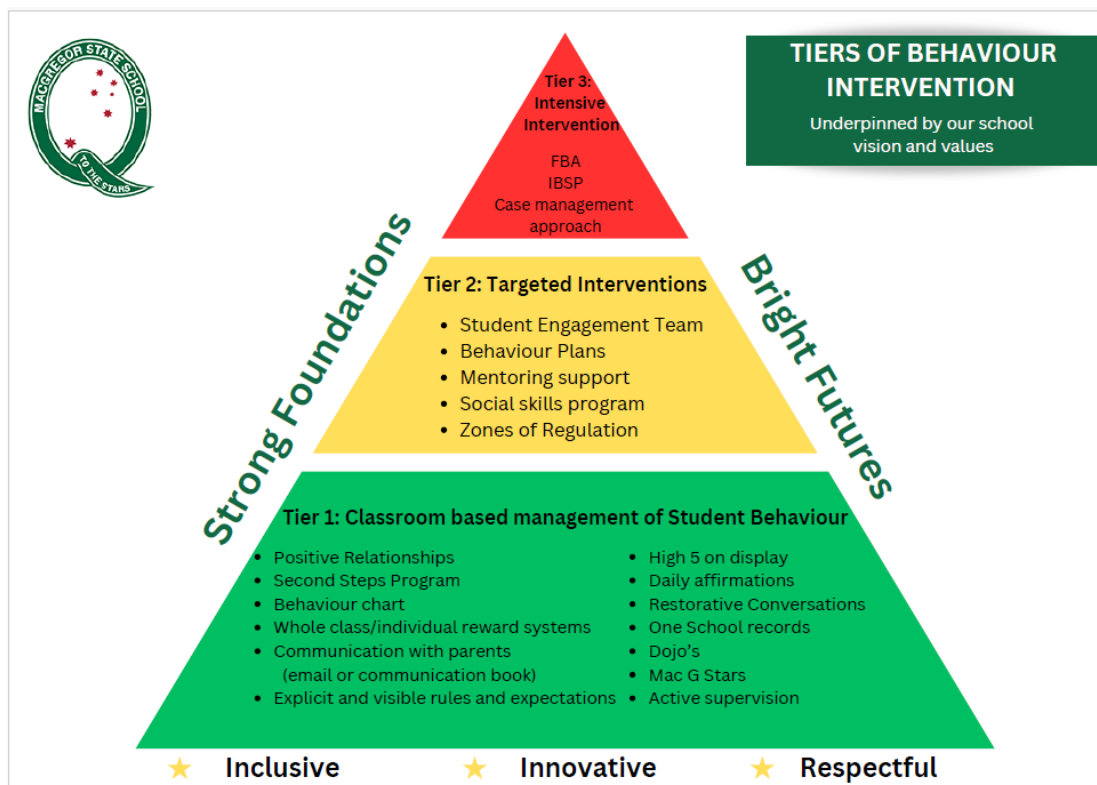
At our school the adults will model and explicitly teach very high behaviour expectations to students:

	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	MOVEMENT	TOILETS	OTHER
BE RESPECTFUL	<ul style="list-style-type: none"> Use equipment appropriately Speak kindly Keep your hands and feet to yourself Follow School Dress Code Use the High 5 	<ul style="list-style-type: none"> Be an active listener Follow classroom rules Respect others' right to learn Talk in turns 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Participate in school approved games Play fairly – invite others to join in, follow rules When playing treat others kindly Ignore silly behaviour 	<ul style="list-style-type: none"> Keep passage ways clear at all times Keep to the left side of the walkway 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Only ever use your own bike/scooter Do the right thing
BE RESPONSIBLE	<ul style="list-style-type: none"> Be on time Follow instructions Accept responsibility for your behaviour 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep your workspace tidy Be honest 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher or parent Post only appropriate content online Mobile phones must be left at the Office during school hours Be cyber responsible 	<ul style="list-style-type: none"> Be a problem solver Care for the environment Report playground issues to the staff member on duty Eat sensibly at Morning Tea and Lunch to ensure minimal mess Ensure that food is not shared with others. Walk away 	<ul style="list-style-type: none"> Walk quietly and in an orderly way so that others are not disturbed 	<ul style="list-style-type: none"> Use toilets during breaks Keep toilets clean and tidy 	<ul style="list-style-type: none"> Leave school promptly Keep your belongings nearby Be prompt to arrive at the pickup area
BE SAFE	<ul style="list-style-type: none"> Clean up after yourself Wait your turn Report problems immediately Respect others' personal space and property Wait your turn Be in the right place at the right time Move safely around the school 	<ul style="list-style-type: none"> Respond in discussions as encouraged by your teacher Care for equipment Enter and exit in an orderly manner Be Cyber safe 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Keep private information off online sites 	<ul style="list-style-type: none"> Wear shoes and socks at all times Be sun safe; wear your school hat Return equipment to the appropriate place Play in those areas set for your class Sit in Harmony Place if you arrive prior to 8:30am Only use play equipment between 9am to 3pm. 	<ul style="list-style-type: none"> Walk on concrete Use stairs safely Sit on seats, not steps, port racks or railings Watch where you are walking 	<ul style="list-style-type: none"> Wash hands after using the toilet Use facilities appropriately Your teacher may ask you to go with a buddy 	<ul style="list-style-type: none"> Wait your turn Wait inside the fence until your parent/caregiver arrives Wear a helmet when riding your bike or scooter Walk your bike/scooter in school grounds Go to the Office if your Parent or Caregiver is late

Proactive and Preventative Processes

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

- Behaviour expectations taught, reinforced and modelled consistently
- Students are recognised weekly during class awards on assembly, as well as end of year awards for academic, citizenship and extra-curricular achievement at the gala award assemblies.
- Mac G Star tokens are distributed to students for demonstrating expected behaviours in the playground. Students write their name on the token and place the token into a box in the office. A weekly prize draw is conducted at assembly for all year levels.
- Dedicated communication to parents where required through hard copy, email and social media, enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction including the MacGregor State School Student Code of Conduct delivered to new staff and all policies reviewed regularly.
- Oneschool behaviour records and individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Each Classroom Teacher has a copy of the Tiers of Behaviour Intervention for different strategies in their classroom:



Consideration of Individual Circumstances

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

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

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

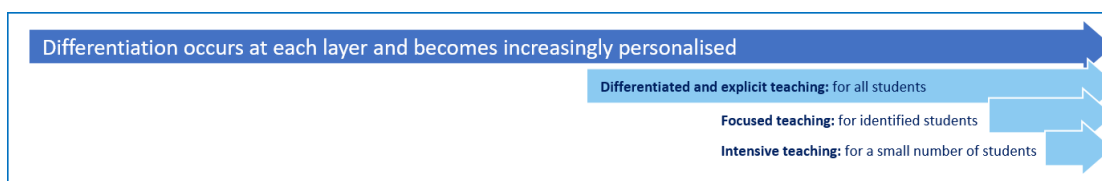
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

MacGregor 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 MacGregor 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.



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.

Where required, support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at MacGregor State School to provide focused teaching. Focused teaching is aligned to the Teaching and Learning Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

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 Inclusion Teacher for their year group that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the MacGregor State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at MacGregor 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 practice 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 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 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. In extreme breaches of the school Code of Conduct, exclusion from the school may be considered at the discretion of the Principal alone and is viewed as a last resort when all other support provisions and systems have been exhausted.

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 practicing 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
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions

- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language

- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class (e.g. walk for a drink)
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom / lunch detention)
- Buddy Class – **as outlined in the school’s buddy class referral policy (see policy section below)**
- Detention

Focused

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

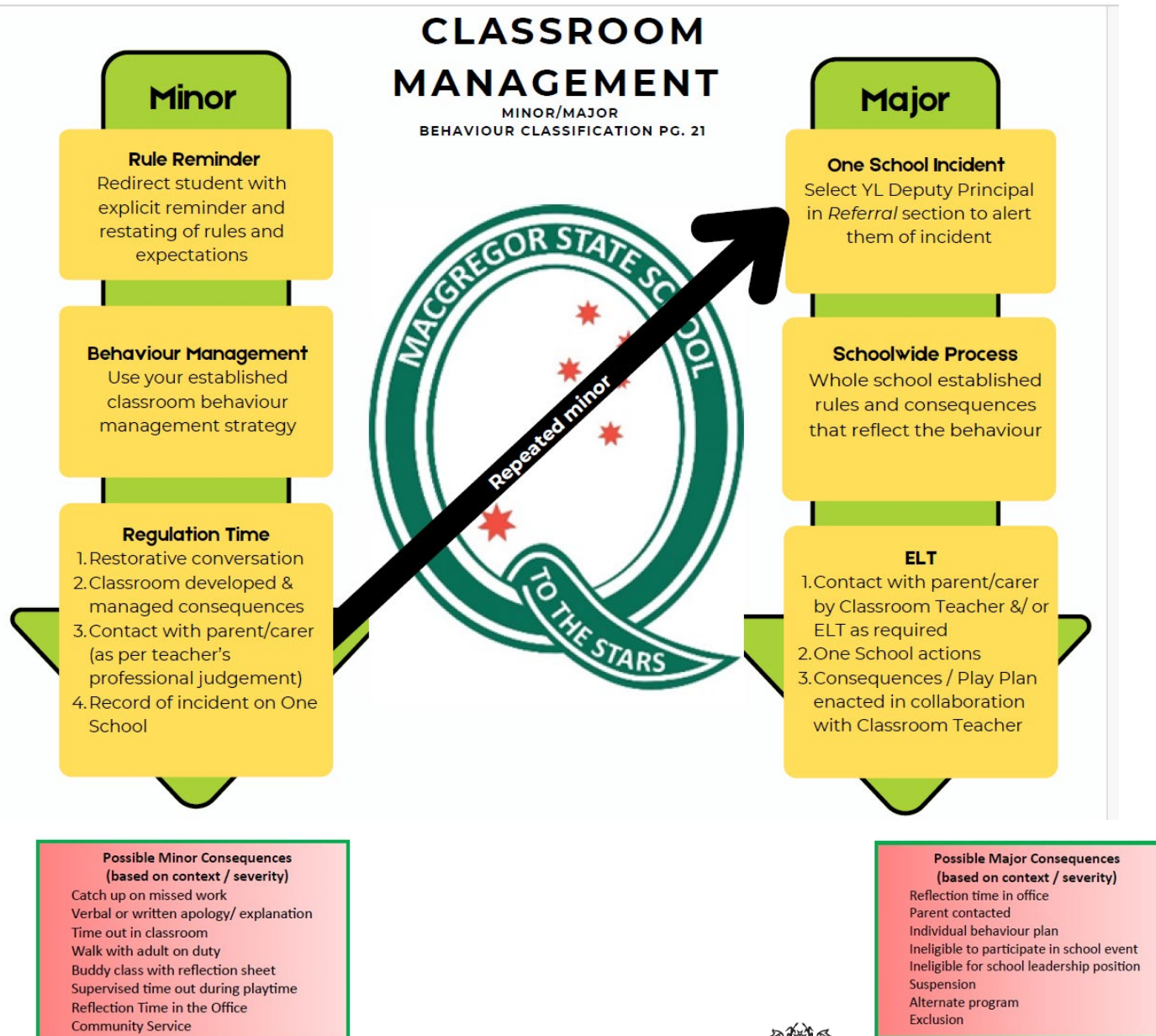
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Restorative Time with a member of Leadership Team
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan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

Intensive

School leadership teamwork in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Working in the office or other location as part of a specific plan
- 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.

At MacGregor State School, we follow the Classroom Management Flowchart. Alongside the Student Code of Conduct, this assists staff to provide consistent behaviour support. **All referrals for behaviour support are documented through *Oneschool* behaviour incidents.**



The following table outlines examples of major and minor problem behaviours to assist staff with referrals and reporting:



MACGREGOR STATE SCHOOL

Major / Minor Behaviour Plan

2020		BE SAFE BE RESPONSIBLE BE RESPECTFUL BE INCLUSIVE	
BEHAVIOUR	MINOR	MAJOR	
Harassment	Inappropriate comments. Exclusion or unwanted verbal or emotional advances with the intent to cause upset to another. Teasing, name calling etc.		
Bullying		Student delivers disrespectful message (verbal or gestures) Ongoing, repeated, singling out. Threats or intimidation, obscene gestures, texts, emails, photos, drawings or written notes.	
Dress code	Out of uniform (inappropriate jewellery, shoes, tucking in of shirt, hat)	Student not wearing the school uniform as per the policy. (Repeatedly)	
ICT Misconduct	Using laptop on school grounds before or after school Device uncharged (repeated) Email not used for learning purposes Playing games, being distracted or not completing assigned tasks on devices Sharing documents not related to learning	Deliberately damaging devices Downloading , distributing and publishing offensive messages or materials Use another students or staff's username to access the network Accessing offensive material online	
Threats	Threats or Intimidation	Threats of physical violence	
Late	Pattern of late arrival after 9:00am Late after break-reasonable doubt of validity of excuse.		
Lying /Cheating	Dishonesty.	Major dishonesty- pre-meditated	
Misconduct involving an object	Throwing an object. In possession of an item that does not belong to the student. Refusal to share class resources. Petty theft.	Stealing/major theft.	
Non-compliant to routine (Moving & Doing)	Not being in the right place at the right time. Deliberately slow to respond. Incomplete work. Use of facilities at inappropriate times. Poor attitude. Not playing fairly	Leaving class without permission*(context driven decision) Leaving school without permission Major disruption in class	
Physical misconduct	Inappropriate and/or repeated touching of another person without permission. Poking, slaps, shove, pushing etc. Behaviours that cause physical harm to self or others.	Serious physical aggression. fighting	
Prohibited items	Phones, toys, unsafe item. Collectable item to trade.	Weapons including knives and or any other items which could be considered a weapon. Lighters and matches. Spray paint.	
Refusal to participate in program (Teaching and Learning)	Unco-operative behaviour during learning times. Refusing to work at level. Minor disruption to class. Defiance.	Major defiance. Persistence behaviour causing an interruption to learning in a lesson or activity causing a staff member to stop teaching/instructing	
Substance misconduct	Lollies, soft drinks, make up, gum etc.	In possession or selling alcohol, drugs, cigarettes, vaping,	
Truant/Skip Class	Choosing not to come to a class/lesson	Leaving the school site or pattern of not attending class	
Verbal Misconduct	Inappropriate language (written/verbal) Calling out. Disrespectful tone of voice. Accidental use of profanity. Low intensity language not directed at a person. Low intensity to respond to an adult.	Offensive language, aggressive language, verbal abuse. Directed profanity, (Negative comments related to religion, race, gender, ethnicity, appearance, disabilities, or other personal matters)	
Property misconduct		Wilful property damage and vandalism. Participating in an activity that results in substantial destruction or disfigurement of property. The acquisition of others property without permission. Theft.	
Other	Lack of care for the environment Property Damage	Blatant disrespect	

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

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 MacGregor 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 MacGregor State School will be required 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.

Arrangements

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

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

Structure

The structure of the re-entry meeting should follow a set agenda. 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 Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

MacGregor 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:

- MacGregor State School buddy class referral policy
- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Buddy class referral policy

Building quality relationships is a whole school responsibility and there may be times when a students' behaviour has an impact on the classroom teaching and learning. It is unreasonable to expect that all students will develop the ability to always make well-reasoned judgements about behaviour – some will take much longer than others. The Buddy Class Referral System offers an opportunity for the teacher to ensure quality teaching and learning occurs by removing the offending student to a buddy class, allowing the student time and space to consider their choices.

The purpose of this document is to clearly outline the Buddy Class Referral Policy.

The guidelines for using the buddy system are as follows:

- 1. Apply classroom-based behaviour management strategies and essential skills for classroom management, including giving warning/s. The following can assist:**
 - Seating Plan for all students.
 - Clear classroom expectations and routines (taught, practiced and reinforced).
 - Clear redirection to the learning task.
 - Apply Essential Skills for Classroom Management and Essential Classroom Practices
 - A sincere private discussion with the student outside of class, including restorative conversations.
- 2. If required, refer the student to buddy class.**
 - Check the timetable for available buddy class options or use a pre-arrangement buddy class teacher (Prep and Year 1 should consider the closest option available and use a buddy class teacher in the same teaching block).
 - Call the buddy class teacher and check that they are available to assist. Ask the buddy class teacher to ring back if the student has not arrived within a reasonable time.
 - Provide a Buddy Class reflection worksheet (junior or senior) and relevant class work to complete if suitable.
 - Send the student being referred with another student helper to the buddy class teacher
 - Phone home to parent/carer where required with Oneschool contact record
 - Refer back to the incident with the student at a later date (using the buddy class reflection sheet)
- 3. If the student refuses to go to buddy class, remind the student of their choices with relation to the behaviour flowchart.**

4. **The teacher in the buddy class receiving the student:**
 - Is required to greet the student and ensure the student is okay to enter the class calmly.
 - Set them up in the classroom, for the required amount of time.
 - Is **not** required to issue further consequences to the student
 - Refers the student to the DP if unacceptable behaviour continues or the student becomes agitated.
5. **The student is to return to the classroom teacher accompanied by another student helper.**
6. **On return to class after time in a buddy class, the classroom teacher needs to restore the relationship with the student. The teacher should:**
 - Re-assure the student that they are welcome in the class, but it is the behaviour that is not acceptable.
 - Attempt to identify the antecedent to the observed behaviour, e.g. How are you? Do you remember what happened? Can you tell me why that happened?
 - Set expectations for success e.g. What can we do next time this happens? How can I help you to make a better choice? Do you want to change your seating plan?
7. **The class teacher should record the student's behaviour on Oneschool. This documentation will help others when attempting to help the student in the future.**

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 MacGregor 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 MacGregor State School:

- do not require the student's consent to search school property such as 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 MacGregor 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 MacGregor 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 MacGregor State School

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

Use of Smart Devices by students

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

Definition of Smart Devices

Smart devices include, but are not limited to:

- Smartphones
- Smartwatches
- Tablets
- Laptops (where applicable)
- Wireless earbuds/headphones
- Any device capable of accessing the internet, recording audio/video, or sending/receiving messages

Mobile phones:

- **are not permitted to be used by students at MacGregor State School during the school hours of 8.45am to 3:00pm.**
- Students are encouraged not to bring a mobile phone to school, and instead access the school office for contact home where required.
- **If a student needs to bring their mobile phone mobiles phones MUST be handed in to the school office for safe keeping and collected at the end of the day.** The school takes no responsibility for any mobile phones brought onto the site.

Smart Watches:

- **must be disabled during the hours of 8.45am-3.00pm.** Students can only use this device only as a watch during these times. The school takes no responsibility for any Smart Watches brought onto the site. At no time are students permitted to take photographs using these devices whilst on the school site.

Should a student need to use a mobile phone or other device outside of school hours, responsible use applies. Additionally, the use of any device at MacGregor State School at any time is subject to the following expectations:

It is **unacceptable** for students at MacGregor State School to:

- use a mobile phone, smart watches or other devices in an unlawful manner
- leave mobile phone or other devices in their school bags
- 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 a Smart Device camera 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 a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments

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

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

Use of other personal technology devices:

Personal Technology Devices include, but are not limited to, games devices (such as portable gaming devices, laptop computers, iPads®/tablets, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Certain Personal Technology Devices Banned from School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation:

- Personal technology devices **used in violation** of this policy on school grounds will be confiscated by school staff. Parents will be contacted, and the device will be available for collection from the school office at the end of the school day. If the device is required as part of a disciplinary investigation, it will only be returned in the presence of a parent or guardian.
- Students who decline to surrender their device will have their parents called to come in and take the device from their child.
- Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

- Students who have a personal technology device **confiscated more than once** will not be permitted to have a personal technology device at school unless permission is given by the Principal.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

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

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

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Special Circumstances Arrangement

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

Preventing and responding to bullying

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

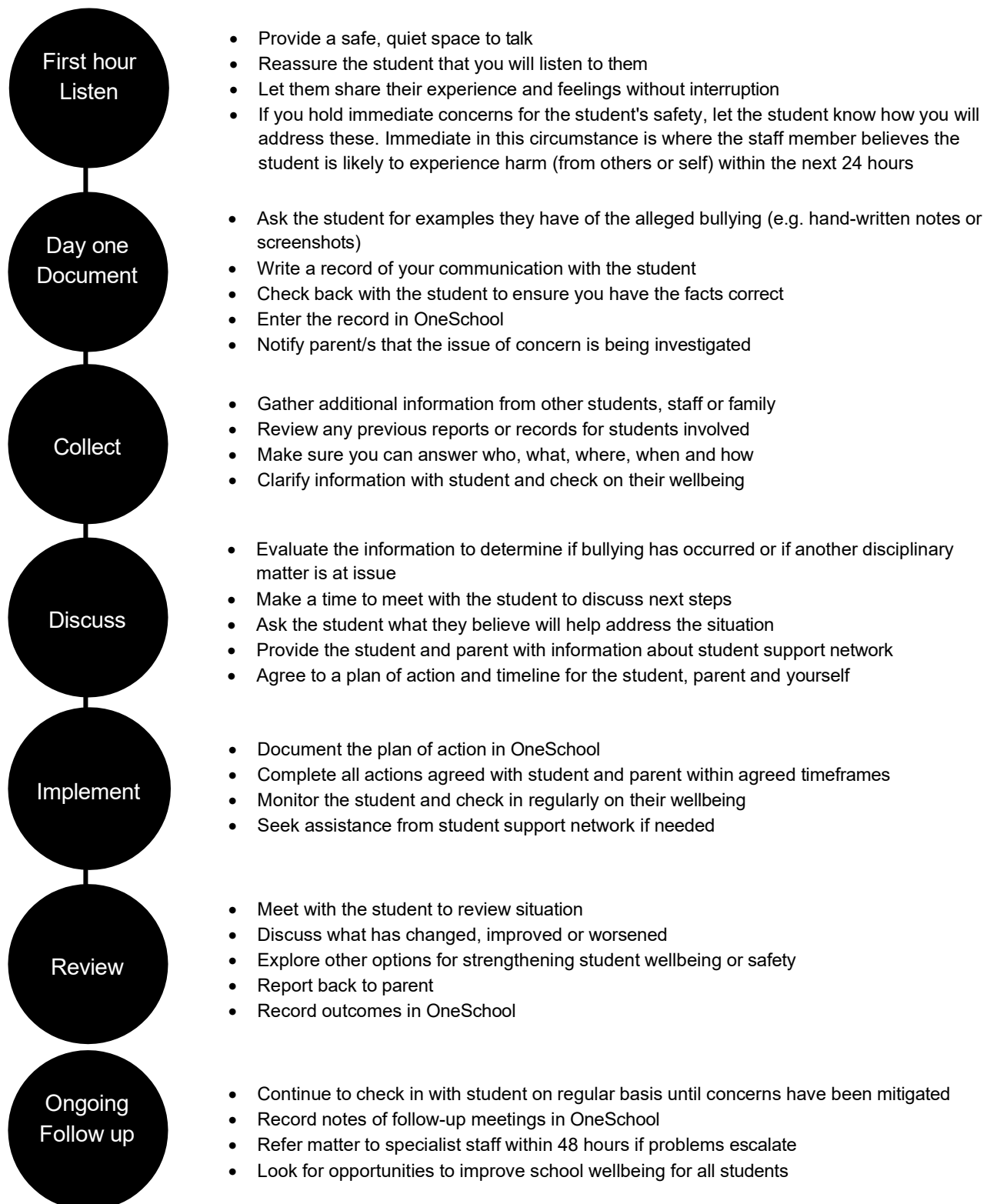
However, these conflicts are still considered serious and need to be addressed and resolved. At MacGregor State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Lee Gerchow, 07 3323 4333



MacGregor State School Procedures for Preventing and Responding to Incidents of Bullying (Including Cyber Bullying)

1. MacGregor State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in MacGregor State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at MacGregor State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At MacGregor State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether the persons involved cite intimidation, revenge, or self-defense as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at MacGregor State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. MacGregor State School will take part in the ***National Day of Action Against Bullying and Violence*** in March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at MacGregor State School takes care to combine knowledge with practice in a process of active learning, so that students understand by „doing“ as much as by ‘knowing’.
11. MacGregor State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

We say “No” to all types of bullying

Bullying can take many forms:

1. **Direct verbal bullying**

- intimidation
- derogatory comments and insults
- teasing
- name calling
- racist remarks
- verbal abuse

2. **Direct physical bullying**

- physical harm (i.e. hitting, kicking, shoving, pushing)
- spitting
- instances of physical intimidation
- damaging property
- taking something that belongs to another person

- threatening or forcing someone to do things
3. **Indirect bullying:** This form of bullying is harder to recognise and often carried out covertly. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
- telling lies and spreading rumours
 - playing nasty jokes with the intention of humiliating and embarrassing
 - mimicking
 - encouraging other students to socially exclude or isolate someone
 - purposely damaging someone's social reputation

Proactive and Preventative Strategies

Explicit socialisation lessons that develop students' ability to:

- identify bullying behaviours
- determine the difference between bullying and inappropriate behaviour
- avoid engaging in bullying behaviours
- employ assertive strategies to stop bullying behaviours
- provide peer support to students who are being bullied
- go to the 'safe places' within the school
- provide opportunities for students who bully to excel
- safely report bullying

Explicit lessons on the safe, legal and ethical use of ICT that develop the students' ability to:

- avoid engaging in cyber bullying behaviours
- identify instances of cyber bullying
- safely report cyber bullying

Consequences of Bullying

The instances of bullying will be determined case by case. All instances that are determined to be bullying will be recorded on OneSchool Behaviour Support. Consequences will be in line with the Student Code of Conduct and may include:

- warning
- mediation
- referral to further support
- removal of privilege(s)
- detention
- parent contact
- suspension
- exclusion

Support

At Macgregor State School we are committed to supporting the alleged victims and alleged perpetrators of bullying by providing:

- Counselling for students who are bullied
- Support programs for students who bully

Resources

Bullying No Way: <http://www.bullyingnoway.com.au/who/default.shtml>

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher, followed by the relevant Deputy Principal. **It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds.** This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

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

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

MacGregor State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

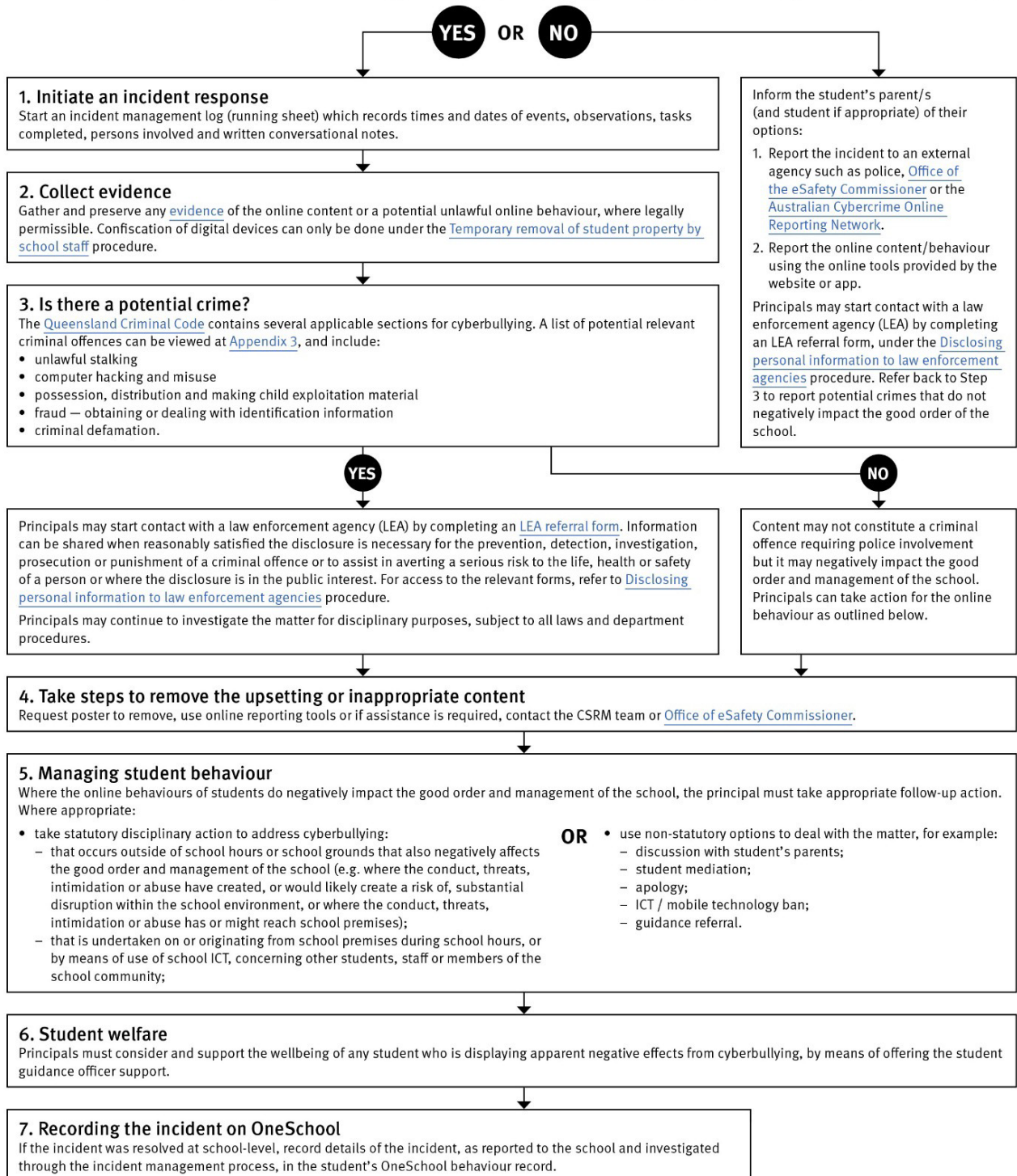
Explicit images

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

Report

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

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



Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online, within age-appropriate guidelines of use. 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 MacGregor 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 rare 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 to punish or discipline the student; it is a crisis management period only.

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

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

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

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

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

Conclusion

MacGregor State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

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

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

3. **External review:** contact a review authority

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

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

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