



Moorooka State School

Student Code of Conduct 2026-2028

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Principal Name: Roger Sheehan

Principal Signature:



Date: 5-06-2026

P/C President Name: Nathan O'Brien

P/C President Signature:



Date: 8-6-2026

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Purpose

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

The Moorooka 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.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

Learning and behaviour go hand in hand. Our differentiated approach to teaching and learning also applies to learning about behaviour and being a respectful, responsible and resilient member of a community of learners. We support all students to demonstrate our core behaviour expectations: **Be Safe, Be Respectful and Be a Learner**. Our staff take responsibility for making these expectations clear, providing supportive instruction about how to meet them, and striving to use behavioural incidents as opportunities to re-teach and reinforce positive behaviours.

Our approach to behaviour is further strengthened through the trauma-informed practices of the Berry Street Education Model. These practices recognise the impact that adverse experiences can have on student wellbeing, engagement and behaviour. By fostering positive relationships, increasing students' sense of safety and belonging, and explicitly teaching self-regulation and social-emotional skills, staff create supportive learning environments where all students can succeed. The principles of the Berry Street Education Model complement our PBL framework by promoting understanding, connection and high expectations for every student.

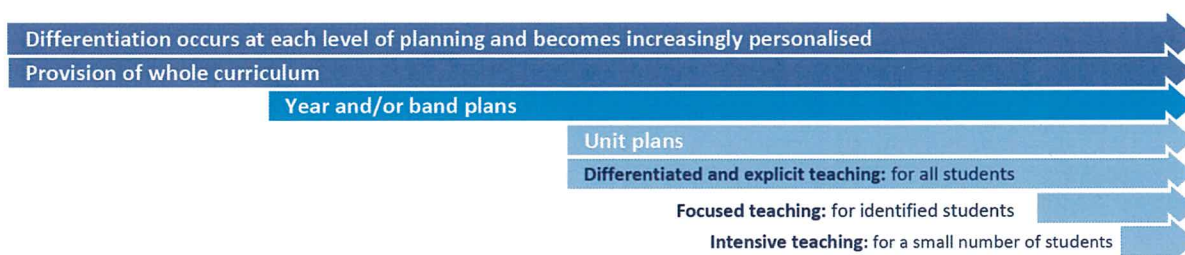
The Moorooka State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and partner with them to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for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

PBL (Multi-tiered system of support)

Moorooka State School provides differentiated behaviour support to meet the learning needs of all students. This includes explicitly teaching expected behaviours, providing opportunities for students to practise these behaviours, and reinforcing learning through feedback and correction.

Teachers adjust what is taught, how it is taught and how students demonstrate their learning in response to behavioural data and ongoing monitoring. This enables teachers to engage students effectively, support positive behaviour and maximise student success.

Differentiated behaviour support is provided through three levels of intervention, consistent with the model used for academic and pedagogical differentiation, as illustrated in the diagram below.



Differentiated and Explicit Teaching – Tier 1 for all students

At Moorooka State School, the foundation of our Positive Behaviour for Learning (PBL) framework is the explicit teaching of behavioural expectations to all students. Through high-quality Tier 1 supports, students are taught the knowledge, skills and behaviours required to be successful learners and positive members of our school community.

A whole-school PBL focus is identified each fortnight and explicitly taught by classroom teachers. These focus areas are aligned with our school expectations of **Be Safe, Be Respectful and Be a Learner** and are reinforced consistently across all learning environments.

To ensure a shared understanding and consistent approach, the fortnightly PBL focus is:


- explicitly taught in classrooms through planned learning experiences
- shared with students through weekly PBL messages delivered by the Principal and Deputy Principal via TEAMS
- unpacked, discussed and reflected upon during classroom morning circles
- communicated with families and the wider community through the school newsletter and social media platforms
- displayed in classrooms and around the school
- recognised and celebrated through Murrumbe Merits and school assemblies.

Explicit teaching lessons are collaboratively developed by year-level teaching teams and informed by school behaviour data analysed by the PBL Team. Lesson design also incorporates the trauma-informed principles of the

Berry Street Education Model, ensuring that behaviour expectations are taught in ways that promote safety, engagement, positive relationships and self-regulation.

Through this proactive and preventative approach, Moorooka State School creates a positive, predictable and supportive learning environment where all students are given the opportunity to succeed.

Example of PBL Expectations across the school

 Moorooka State School								
At MSS we make choices that we can be proud of... even when no one is watching.								
Everywhere we • be a team player • include others • use manners • celebrate success	Teaching Areas	Play Areas	Transitions	Before After School	Eating Area	Toilets	Digital Learning	
	Be safe	<ul style="list-style-type: none"> ✓ Ask permission to leave ✓ Safe hands, safe feet, safe voice ✓ Be cybersmart 	<ul style="list-style-type: none"> ✓ Safe hands, safe feet, safe voice ✓ Wear your hat ✓ Be in the right place at the right time 	<ul style="list-style-type: none"> ✓ Wear your hat ✓ Safe hands and feet 	<ul style="list-style-type: none"> ✓ Report unsafe situations ✓ Walk your wheels on school grounds ✓ Safe hands, safe feet, safe voice 	<ul style="list-style-type: none"> ✓ Wear your hat ✓ Sit while you eat ✓ Eat your own food 	<ul style="list-style-type: none"> ✓ Wash your hands ✓ Report any mess to the office ✓ In learning time take a partner and wear the toilet lanyard 	<ul style="list-style-type: none"> ✓ Keep logins and passwords private ✓ Report unsafe online activity ✓ Sign mobile phones in/out at the office
	Be respectful	<ul style="list-style-type: none"> ✓ Be responsible for your learning ✓ Look after your belongings ✓ Tidy your learning place 	<ul style="list-style-type: none"> ✓ Make positive choices even when no one is watching ✓ Tidy your play place 	<ul style="list-style-type: none"> ✓ Stay mindful ✓ Quality queue, quick and quiet 	<ul style="list-style-type: none"> ✓ Be in the right place at the right time ✓ Respect all belongings 	<ul style="list-style-type: none"> ✓ Wait to be dismissed ✓ Respect all belongings ✓ Tidy your eating place 	<ul style="list-style-type: none"> ✓ Keep bathrooms clean ✓ Respect the privacy of others 	<ul style="list-style-type: none"> ✓ Think before you post ✓ Respect privacy ✓ Turn off smart watch internet and photo access
	Be a learner	<ul style="list-style-type: none"> ✓ Celebrate success ✓ Actively listen and engage ✓ Allow everyone to learn 	<ul style="list-style-type: none"> ✓ Be a team player 	<ul style="list-style-type: none"> ✓ Organise your things 	<ul style="list-style-type: none"> ✓ Know the school bell and your exit point 	<ul style="list-style-type: none"> ✓ Organise your things 	<ul style="list-style-type: none"> ✓ Be team player – keep the space clean 	<ul style="list-style-type: none"> ✓ Access only your own work ✓ Learn how to care for each device

Focused Teaching – for identified students

Approximately 15% of students may require additional support to meet behavioural expectations beyond the differentiated and explicit teaching provided to all students. These students may require targeted instruction to develop specific behavioural skills and achieve success across school settings.

Focused teaching provides additional opportunities for students to learn, practise and demonstrate expected behaviours through explicit, structured instruction aligned with the school's PBL Expectations Matrix.

Moorooka State School utilises a range of support staff and evidence-informed interventions to support students requiring targeted behavioural support. Student progress is monitored regularly to determine whether students:

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

Evidence-informed approaches may include:

- PBL
- Berry Street Education Model
- Zones of Regulation
- Functional Behaviour Assessment
- Small group work with Inclusion Teacher, Wellbeing Worker or Social Worker

Intensive Teaching – *for a small number of students*

Approximately 5% of students may require intensive, individualised support to achieve behavioural expectations. These students may benefit from frequent and explicit instruction, delivered individually or in small groups, to develop and demonstrate behavioural skills.

When students require support beyond Tier 2 interventions, teachers may refer them to the Inclusion Team for collaborative problem-solving and decision-making. Decisions are informed by behavioural and learning data, student strengths and needs, and consultation with families.

Support may include access to targeted school-based programs, individualised interventions, community-based services and external agency supports, as appropriate. For students with complex or persistent behavioural needs, individualised function-based behaviour assessments, behaviour support plans and multi-agency collaboration may be implemented to address barriers to learning and participation.

Students receiving Tier 3 support will be assigned a case manager who will coordinate supports, monitor progress, communicate with stakeholders and work directly with the student to maximise their success at school.

Parent and Community Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being Safe, Respectful, and a Learner.

The table below explains the expectations for parents and community members when visiting our school and the standards we commit to as staff.




Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents¹ and other members of our diverse community into schools across Queensland.

Working together with their school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	<ul style="list-style-type: none"> • be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns 	<ul style="list-style-type: none"> • using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	<ul style="list-style-type: none"> • (parents) ensure their child attends school ready to learn • support the Student Code of Conduct 	<ul style="list-style-type: none"> • taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy. 	<ul style="list-style-type: none"> • valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

Consideration of Individual Circumstances

Staff at Moorooka State School consider each student's individual circumstances when teaching behavioural expectations, responding to inappropriate behaviour and applying disciplinary consequences. This may include consideration of a student's behaviour history, disability, mental health and wellbeing, cultural or religious considerations, home environment and care arrangements.

We recognise that students have different needs and may require different levels of support to be successful. Consistent with the principle of equity, the teaching, support and responses provided to students may vary according to their individual circumstances. For example, some students may require additional support to understand expectations, more opportunities to practise behavioural skills, or adjustments to behaviour support strategies and consequences.

School staff are also required by law to respect and protect the privacy of all students. As a result, information about the behaviour, support plans or disciplinary consequences of another student cannot be shared with other students, parents or community members. Families can be assured that all behavioural matters, including bullying, are taken seriously and addressed appropriately.

Disciplinary Responses

Moorooka State School uses a differentiated approach to responding to student behaviour, consistent with the proactive teaching and support provided through our Positive Behaviour for Learning (PBL) framework and the trauma-informed practices of the Berry Street Education Model.

When responding to behaviour, staff prioritise connection and seek to understand the factors influencing a student's actions. Through positive relationships, curiosity and restorative conversations, staff work with students to reflect on their choices, repair relationships where needed and re-engage in learning.

Most students respond positively to clear expectations, explicit teaching and regular opportunities to practise expected behaviours. For minor behavioural concerns, teachers use classroom-based strategies such as redirection, reminders, restorative conversations, corrective feedback and opportunities to re-teach expected behaviours.

Some students may require additional support to meet behavioural expectations. Where behavioural concerns continue despite targeted teaching and classroom interventions, a referral to the school leadership team may be required to determine appropriate supports and responses.

A small number of students may require intensive and individualised support due to the complexity, frequency or severity of their behaviour. In circumstances where a student's behaviour poses a significant risk to the safety or wellbeing of others, or causes serious disruption to learning, the Principal may determine that more significant disciplinary consequences are required in accordance with departmental policy.

Differentiated responses to student behaviour are organised into three tiers, with increasing levels of support and intervention designed to meet individual needs while maintaining a safe, respectful and productive learning environment for all students.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include, but not limited to:

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

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include, but no limited to:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Access to specialist staff
- Ready to Learn plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to InclusionTeam for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with class teacher, Inclusion Team and parent/carer to address persistent or ongoing serious problem behaviour. This may include, but not limited to:

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

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing

- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

The Principal or 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 Moorooka 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

Staff at Moorooka State School:

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

Parents of students at Moorooka State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Moorooka 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 Moorooka 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 Moorooka 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 mobile phones and other devices by students

Moorooka State School is committed to reducing distractions and creating an optimal learning environment for all students

Therefore in consultation with our P&C, it was decided that students will submit all mobile devices to the school office on arrival and collected at the conclusion of the school day. Mobile devices must be turned off, register signed by the student and placed in the basket in the office. Students are then responsible for collecting and signing out their devices upon departure from school. Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This procedure does not apply to school-owned devices, such as iPads, or laptops, that are approved for educational use.

Upon enrolment, students sign an Internet Agreement where they commit to:

- using devices for educational purposes
- keeping passwords secure
- not accessing anything that is illegal, dangerous or offensive
- immediately alerting a teacher/staff if any offensive images or messages appear on devices
- not sharing personal details like address or phone number or details of another with anyone online
- communicating respectfully with others
- looking after devices and letting staff know when a device is damaged or broken

If the expectations in the internet agreement are broken, an appropriate disciplinary action will be taken.

Preventing and responding to bullying

Moorooka State School is committed to creating a safe, inclusive and supportive environment where every student feels valued, respected and connected. We recognise that positive relationships are fundamental to student wellbeing, engagement and learning.

Through the trauma-informed practices of the Berry Street Education Model, staff intentionally build strong relationships with students, foster a sense of belonging and create emotionally and physically safe learning environments. Classroom practices such as morning circles, relationship-building activities and explicit teaching of social and emotional skills support students to develop empathy, resilience and respectful interactions with others.

Bullying prevention is embedded within our Positive Behaviour for Learning (PBL) framework through the explicit teaching of our school expectations: **Be Safe, Be Respectful and Be a Learner**. Students are taught how to build positive relationships, recognise and respond to bullying behaviours, seek help when needed and contribute to a culture of inclusion and respect.

The school also draws on evidence-based resources and learning materials, including those provided through Bullying No Way, to support the prevention of bullying and the promotion of positive school culture. These resources are used to strengthen student understanding, staff practice and family awareness of bullying prevention and response strategies.

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.

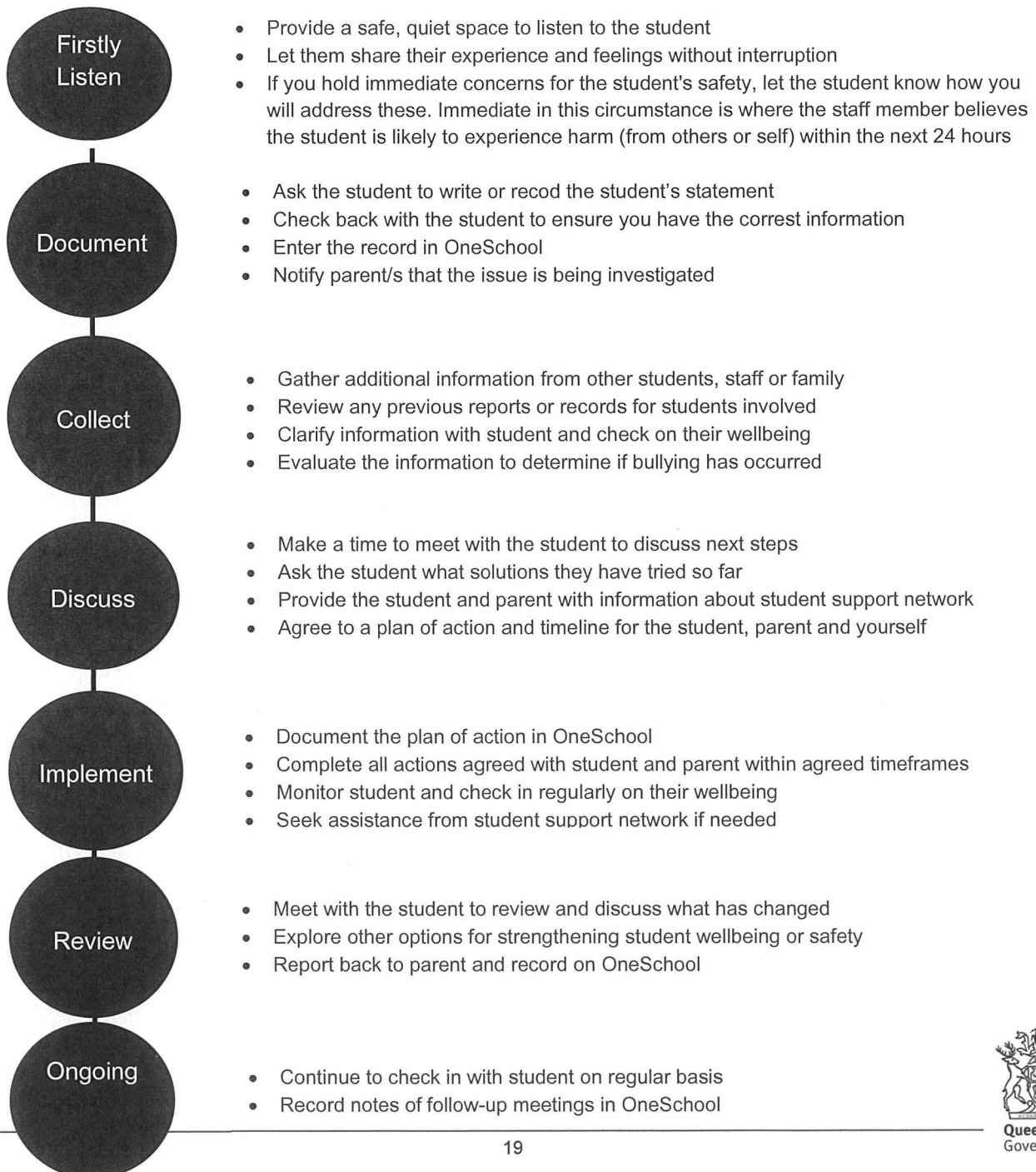
However, these conflicts are still considered serious and need to be addressed and resolved. At Moorooka State School our staff will work to

quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Moorooka State School - Bullying response flowchart for teachers

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



Cyberbullying

Cyberbullying is treated with the same seriousness as in-person bullying at Moorooka State School. Unlike face-to-face bullying, cyberbullying can occur at any time and place, extending beyond the school environment and impacting students' wellbeing outside school hours.

Students or parents wishing to report cyberbullying should, in the first instance, contact their child's classroom teacher.

School principals have the authority to respond to student behaviour that occurs outside of school hours or off school grounds when it adversely affects the wellbeing of students or the good order and management of the school. This includes incidents of cyberbullying. Students may be subject to disciplinary consequences, including the removal of privileges, suspension or exclusion, for online behaviour that negatively impacts other students, staff or members of the school community.

Where cyberbullying occurs during school holidays or involves potentially unlawful behaviour, families are encouraged to seek assistance from the Office of the eSafety Commissioner and/or the Queensland Police Service. Parents, carers, staff and community members are also expected to engage respectfully online. Inappropriate online behaviour directed towards students, staff or families may be referred to the relevant authorities or departmental processes for investigation.

Moorooka 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](#).

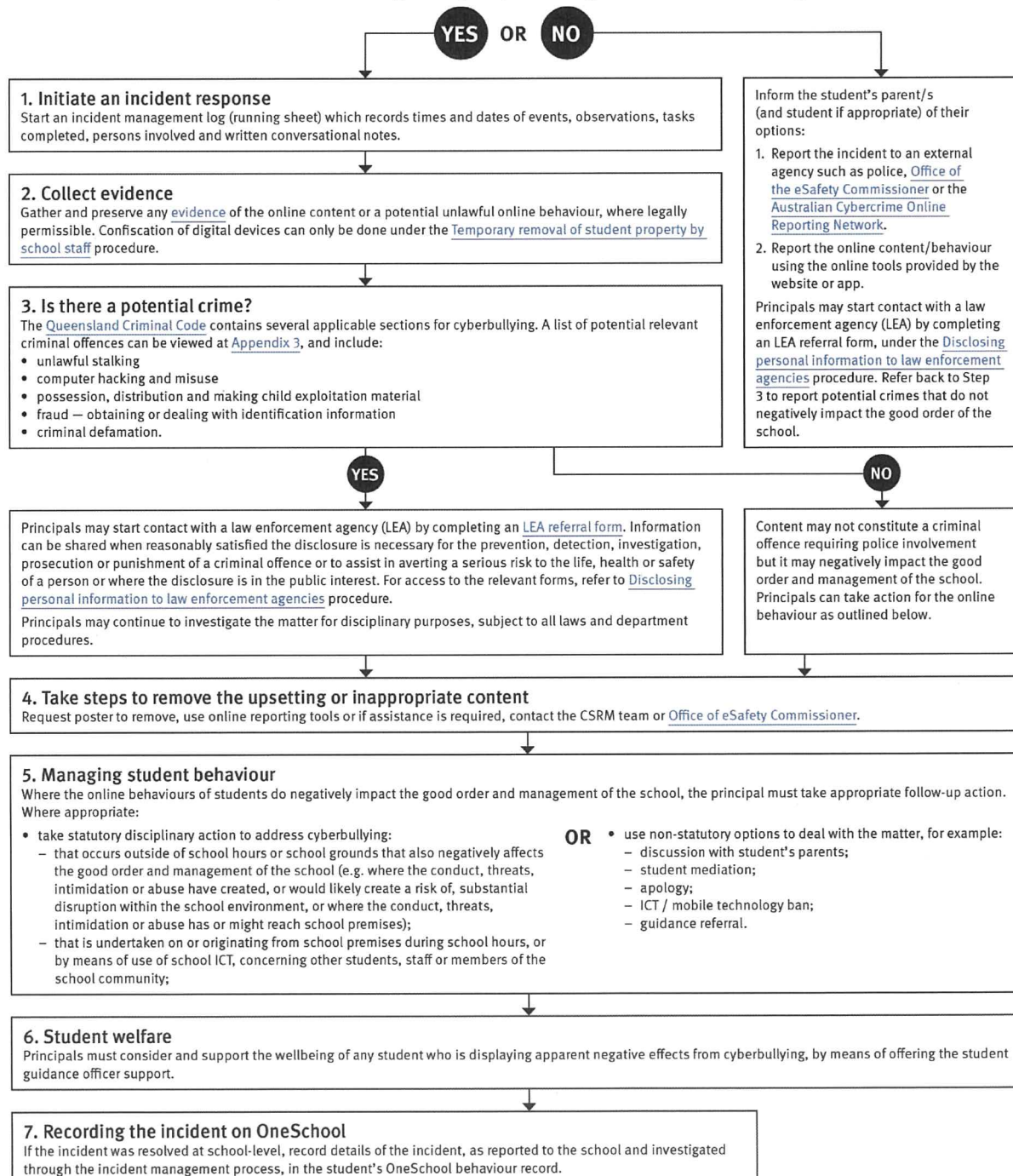
Explicit images

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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Moorooka State School provides support to all students involved in bullying incidents, including those who have experienced, witnessed or engaged in bullying behaviour. Students are encouraged to seek assistance from any trusted staff member. School staff will respond promptly to concerns and, where required, develop support plans and interventions to promote student wellbeing and safety.

Students who engage in bullying behaviour will be supported to develop more positive and respectful ways of interacting with others. Supports may include counselling, social skills development, restorative practices and referrals to specialist services. Disciplinary consequences may also be applied in accordance with this Student Code of Conduct.

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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