



# Mount Isa School of the Air

## Student Code of Conduct

# 2021-2024

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

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

Queensland Department of Education  
State Schools Strategy 2020-2024

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## Endorsement

Principal Name: Janeen Fricke

Principal Signature:



Date: 2<sup>nd</sup> December 2020

P/C President and-or School  
Council Chair Name: Sarah Acton

P/C President and-or School  
Council Chair Signature:



Date: 2<sup>nd</sup> December 2020

# Contents

Principal's Foreword	4
P& C Statement of Support	5
School Community Consultation	6
Whole School Approach to Discipline	7
• MISOTA Mantra – a supportive community	9
• Differentiated and Explicit Teaching	11
• Focused Teaching	12
• Intensive Teaching	13
• Student Support Network	14
Legislative Delegations	16
Disciplinary Consequences	17
School Policies	
• Temporary Removal of student property	19
• Use of mobile phones and other devices by students	21
• Preventing and responding to bullying	23
• Flowchart for response to bullying	26
• Cyberbullying	27
• Flowchart for response to cyberbullying	28
• Cypbersafety and reputation management	29
• MISOTA – Anti-bullying agreement	30
• Appropriate use of social media	31
Restrictive Practices	33
Critical Incidents	34

## Principal's Foreword

Mount Isa School of the Air is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Mount Isa School of the Air 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. A review of school data relating to absenteeism, school disciplinary absences and behaviour incidents, Level of Achievement, diagnostic data and School Opinion surveys from 2018-2020 also informed the development process.

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. Our school community consists of families that are geographically isolated, itinerant workers, travellers (within Australia and overseas) home based learners by choice, medical enrolments, and special approved students.

Taking into consideration the nature of distance education delivery the most significant behaviour management issue within our school relates to the management of student participation given that our measure of school attendance is based upon the regular return of work and active engagement in on air lessons.

However, as a school we must also have in place a Student Code of Conduct which addresses behaviour expectations in relation to learning in face to face interactions, and learning in an online environment including participation in scheduled telephone lessons and digital classrooms through an online platform. The Plan was endorsed by the Principal, the President of the P&C, the Local Consultative Committee, the Student Code of Conduct Review Committee and the Principal's supervisor and will be reviewed in 2023 as required in legislation.

Mount Isa School of the Air believes that students have both rights and responsibilities in regards to their learning and that of others. A number of issues have significant implications for our school in terms of the provision of a supportive school/ home learning environment and managing behaviour. The Mount Isa School of the Air Student Code of Conduct has been developed in relation to three particular contexts for students:

- On air code of behaviour for students – phone and digital classroom
- Field activities (including camps) code of behaviour for students
- Communication and the use of technology

It is considered that behaviour management in the home schoolroom context is the responsibility of the home tutor. It is Mount Isa School of the Air's responsibility to support the home tutor with professional development and connection with external agencies which might contribute towards effective behaviour management in their unique environment. The following lists identify the unique contexts of teaching and learning which focus on student learning and wellbeing.

### **On Air Lessons**

On air lessons on the school timetable include:

- Subject lessons
- Reading Lessons
- Personalised Learning Time
- Go2 and Student Council meeting times
- Individual tutoring sessions
- Home Tutor Sessions

### **Field Events**

At MISOTA field events for students can include:

- Get to know you days (eKindy – Prep)
- Group Days (eKindy - Year 6)
- Activity Days (eKindy - Year 6)
- Minischools (eKindy - Year 6)
- Multischools (Years 7 - 10)
- Camps (Years 4 - 10)

## P&C Statement of Support

As president of the Mount Isa School of the Air P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Ms Janeen Fricke and her team has ensured that our broad school community has been afforded the opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Mount Isa School of the Air 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 Mount Isa School of the Air 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.

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 Mount Isa School of the Air 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 26 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Mount Isa School of the Air Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Mount Isa School of the Air P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

## School Community Consultation

The consultation process used to inform the development of the Mount Isa School of the Air Student Code of Conduct occurred in three phases.

In the first phase, leadership held a series of internal meetings with staff. During these meetings, we examined a range of data sets on student and staff attendance, and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan and areas for further development. We discussed the review and creation of the new policy with parents at our minischool and P&C meetings and invited parents to express their interest in being involved.

In the second phase -

- a copy of the 2018-2020 Responsible Behaviour Plan and Mandatory Draft MISOTA Student Code of Conduct was shared with a Student Code of Conduct Committee comprising of the school principal and 6 parents with students in eKindy to Year 10.
- An updated DRAFT of Appendix 1: MISOTA Mantra was shared with Student Councillors to share with peers to refine the .
- The Govie Network Group was also invited to give input to a review the Appendix 1: MISOTA Mantra resource.
- Staff gave further input to the DRAFT on the Student Free Day in Term 3.

All recommendations were considered and adjustments made to the draft, with a final copy including appendices shared at an online meeting with the parent committee in Week 4 Term 4. Further amendments were made to create the FINAL DRAFT and shared with the committee for final endorsement for presentation to the P&C Executive.

The 2021 Student Code of Conduct was prepared and distributed to the P & C Executive in November 2020. The 2021 Student Code of Conduct was endorsed by the MISOTA P&C Association on the 2 December 2020 for implementation in 2021.

A communication strategy has been developed to support the implementation of the Mount Isa School of the Air Student Code of Conduct, including

- parent information sessions on line in Term 1 2020
- promotion through the school website
- newsletter
- and enrolment packs.

Any families who require assistance to access a copy of the Mount Isa School of the Air Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

### Review Statement

The Mount Isa School of the Air Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Whole School Approach to Discipline

Mount Isa School of the Air uses the MISOTA Mantra 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.

MISOTA Mantra was developed through community consultation and underpinned by the elements of the Functional Behaviour frame, a systematic, evidence-based process for assessing the relationship between a behaviour and the context in which that behaviour occurs. This is to support teachers and home tutors to -

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

At Mount Isa School of the Air we believe discipline is about monitoring student wellbeing and is a problem solving and preventative system of support. We have a strong belief that our school's Student Learning and Wellbeing Framework; Staff Wellbeing Framework and the School Community Wellbeing Framework are pivotal to successful student outcomes, and we have a multi-tiered system of support that is differentiated and grounded in practical strategies to assist the individual student and family. As a school of families, we do everything we can to set students up for success with our Student Code of Conduct policy. 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. Embedding student wellbeing in all aspects of school life, ensures that students connect successfully with our unique learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

The development of the Mount Isa School of the Air Student Code of Conduct is an opportunity to explain the MISOTA Mantra framework (Appendix 1) with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of the MISOTA Mantra can be used in all school contexts of the home based classroom, on air digital lessons, field events and school based events. 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 and share student goals with every parent and school staff member.

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 speak with the principal.

### Consideration of Individual Circumstances

Staff at Mount Isa School of the Air 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, 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 equality -

- 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.
- apply confidentiality even if the behavioural incident, such as bullying, involves your child.
- 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.

## MISOTA Mantra – a supportive community

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

### Students

Taking into consideration the nature of distance education delivery the most significant behaviour management issue within our school relates to the management of student participation given that, our measure of school attendance is based upon the regular return of work and active engagement in on air lessons.

Appendix 1 demonstrates how the MISOTA Mantra is applied in the various settings of our distance education context for teaching, learning and wellbeing for students. The Mantra sets examples to help students, home tutors, governesses and visitors understand the expectations and meet the standards we hold for everyone at Mount Isa School of the Air.

### Parents and staff

The table below explains the MISOTA Mantra Framework for parents when attending our school, digital lessons and field events, and the standards we commit to as staff.

#### SAFE

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

#### ORGANISED

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You respect school, student and staff privacy in any online communications.	We will act quickly to address social media issues that affect staff, students or families.

You provide the necessary space and resources in your home based classroom to ensure your student can engage successfully with teaching and learning.	We will assist you in establishing a learning environment for your student.
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### **THOUGHTFUL**

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You are respectful in your conversations and curriculum engagement at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

### **ACTIVE**

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You and your child submit work in alignment with your year level school timetable/unit guide, and make regular contact with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your communication and submission of school work.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the Daily Communique and Term school newsletter as the primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

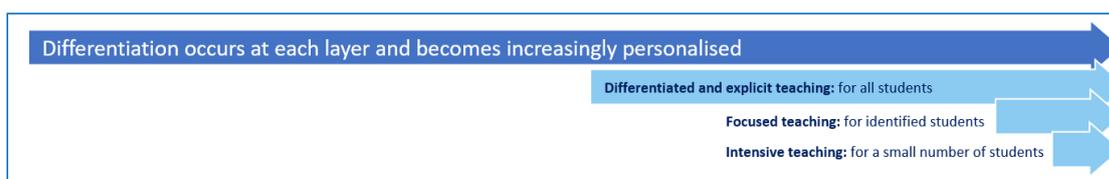
## **Differentiated and Explicit Teaching**

Mount Isa School of the Air 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.

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

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



These three layers map directly to schools 3 Wellbeing Frameworks actioning the wholistic care and response to the ongoing wellbeing of our students, parents, governesses and staff in our teaching and learning environment. For example, in the MISOTA Mantra framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students. This is also replicated for parents, governesses/governors and staff with healthy connections with internal and external community based support networks.

Every classroom in our school uses the MISOTA Mantra , illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Class teachers eKindy – Year 10 provide in-class or in-school disciplinary responses to low-level or minor problem behaviour.

This may include:

- Reinforcement of on air etiquette process eK-Year 6 (Appendix 3)
- Non-verbal and visual cues (e.g. posters, hands-up icon, chat box)
- Whole class practising of routines e.g. On Air Etiquette
- Corrective feedback (e.g. “Digital Hand up when you want to ask a question, or use of the Chatbox”)
- Rule reminders (e.g. “A reminder to use your On Air etiquette..”)
- Brain Breaks (e.g. movement, music, game) appropriate for the age of students
- Explicit behavioural instructions (e.g. “Go to your breakout room”)
- Tactical ignoring of inappropriate behaviour
- Revised seating plan and relocation of student/s (at Field Events)
- Individual positive reinforcement for appropriate behaviour (e.g. Feedback Muster Mantra Awards)
- Classwide incentives and acknowledgement (MISOTA Muster Mantra Awards)
- Redirection
- Low voice and tone for individual instructions

- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language and use more visual cues onscreen
- Break down tasks into smaller chunks
- Model appropriate language, think alouds for 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
- Discussion with home tutor about expected behaviours or provision of support while the student is on air
- Reprimand for inappropriate behaviour referring to the MISOTA Mantra
- A private discussion with the student and home tutor warning of more serious consequences

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Mount Isa School of the Air to provide focused teaching. Focused teaching is aligned to the MISOTA Mantra, 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.

Mount Isa School of the Air has a range of public and private support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students for resilience and transitioning to new learning environments.

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

- Student Services meeting to address behaviours impacting on student learning.
- Meeting with the home tutor to identify support structures in the home classroom
- A home visit by the Class Teacher or the Field Team to assist in establishing learning behaviour expectations in the home based classroom.
- Contact with the school's Guidance Officer to establish the wellbeing of the student

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills embedded in the field program offered P-10
- Behavioural contract explicitly identifying required behaviour for teaching and learning and consequences as a result of positive behaviours
- Counselling and guidance support provided through private providers
- Teacher coaching and debriefing

## Intensive Teaching

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

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

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

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

School leadership team work in consultation with Student Services Committee to address persistent or ongoing serious problem behaviour. 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. This may include:

- Guidance Officer Assessment to develop an individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property by the home based supervisor (e.g. computer, mobile phone)
- Short term suspension from the digital classroom (up to 10 school days)
- Long term suspension from the digital classroom (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from digital classroom attendance 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.

## Student Support Network

Mount Isa School of the Air 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 Mount Isa School of the Air to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school on 07 4744 8333.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> <li>• 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</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Deputy Principal	<ul style="list-style-type: none"> <li>• monitors student attendance data, arranges intervention for students in Prep-Year 10.</li> </ul>
Support Teacher: Literacy & Numeracy	<ul style="list-style-type: none"> <li>• monitors student learning and wellbeing in consultation with staff</li> </ul>
Head of Special Education Services	<ul style="list-style-type: none"> <li>• ensuring and monitoring inclusion and access to the curriculum</li> </ul>
Go2 Teachers	<ul style="list-style-type: none"> <li>• responsible for student welfare Year 7-10</li> <li>• provides continuity of contact for students and their families</li> <li>• ensures students feel safe and comfortable nurtures a sense of belonging to the home group, year level and school.</li> </ul>
Chaplain	<ul style="list-style-type: none"> <li>• provides individual and group support</li> <li>• provides training for cohorts <ul style="list-style-type: none"> <li>○ STEPS – social networks &amp; resilience program (Y2-4)</li> <li>○ Seasons for Growth – program on loss &amp; grief (Y5-6)</li> <li>○ Ready Set Grow – cyber bullying &amp; transition to highschool (Y5-6)</li> </ul> </li> </ul>

Community Wellbeing Officer	<ul style="list-style-type: none"> <li>Monitors parent and governess/or confidential support due to demands of isolation and work as a home based tutor. An access point for regional support and contacts.</li> </ul>
Community/ Support Agencies	<ul style="list-style-type: none"> <li>Referral to GP; paediatrician; Outback Futures</li> </ul>
Principal	<ul style="list-style-type: none"> <li>monitors wellbeing of all school community stakeholders including student engagement, school improvement agenda and code of conduct.</li> </ul>

It is also important for students and parents to understand there are regional and statewide support services 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 speak with the Principal, Janeen Fricke.

# Legislative Delegations

## Legislation

In this section of the Mount Isa School of the Air 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

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 in our distance education school:

- Short suspension from online lesson/field events (1 to 10 school days)
- Long suspension online lessons/field events (11 to 20 school days)
- Charge-related suspension (change to paperbased enrolment)
- Exclusion (period of not more than one year or permanently).

At Mount Isa School of the Air, 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 Mount Isa School of the Air 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 a phone re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

### Structure

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

narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda for re-entry phone meeting:

- Welcome back to school
- Check in on student wellbeing and support
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Share access methods available with student/home tutor for digital/paperbased Learning
- Thank student and parent/s for attending

### **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

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

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

### Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Mount Isa School of the Air 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 or digital classes, including pocket knives, 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 home and used in their online classroom environment e.g. subject Food Technology.

\*\* 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 Mount Isa School of the Air :

- 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 Mount Isa School of the Air:

- ensure your children do not bring property onto schools grounds, into digital lessons or to field events or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Mount Isa School of the Air 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 Mount Isa School of the Air:

- do not bring property onto school grounds, into digital lessons or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Mount Isa School of the Air 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

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.

In consultation with the broader school community, Mount Isa School of the Air has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided in the isolated classroom where certain technology is not permitted during on air/digital lessons e.g. mobile phones/devices unless requested by the class teacher.



All types of portable music devices, mobile phones, cameras, and any other electronic devices are NOT permitted in class at Mount Isa School of the Air, unless they form part of the lesson structure. These devices could hinder the learning process and impact on valuable teaching time by interfering with the students' capacity to communicate and interact with their teachers and peer groups. USB devices are only permitted for transporting school related data. Further definition occurs within the plan.

Home tutors needing to contact their child while the student is on an excursion or participating in a field event (e.g. camp, minischool, multischool, etc.), and the matter is urgent, the home tutor can contact the staff members on camp as per camp procedure or the school directly.

Sim Card devices are discouraged on school camps. Those students requiring a phone to assist with travel plans to and from camps and multischools, will hand their phones or Sim Card device into the supervising teacher for the duration of the camp. Supervised access will be determined by the supervising teachers of the field event.

## Responsibilities

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

It is **acceptable** for students at Mount Isa School of the Air to follow staff directions to:

- use mobile phones or other devices for -
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Mount Isa School of the Air to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during digital lessons unless it is a part of the lesson resources required and identified by the class teacher
- 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 in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT platforms and devices supplied by the school, will be required to act in line with the requirements of the Mount Isa School of the Air 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 and included in the Mount Isa School of the Air or Western Alliance enrolment pack.
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

Mount Isa School of the Air 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.

Mount Isa School of the Air has a Student Council with elected class representatives from Y4-Y10, who meet regularly with the school staff to promote strategies to improve student wellbeing, safety and learning outcomes.

Our secondary year levels also have a pastoral care program called Go2, which links every student with a teacher. The teacher makes phone contact with the student regularly to *checkin* on their learning and wellbeing in their home based classroom. Students in Year 7-10 meet weekly to participate in various programs online to develop and engage with

resilience programs, healthy lifestyles choices, emotional intelligence programs and social/emotional capability and awareness.



The standing items on the agendas for Student Council and Go2 meetings are the core elements of the Australian Student Wellbeing Framework and the school based policies:

### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

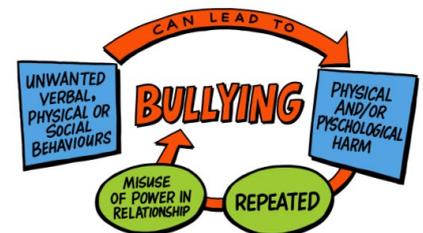
School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Council and secondary Go2 Sessions is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Mount Isa School of the Air we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## 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 Mount Isa School of the Air 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 Mount Isa School of the Air 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.

## Mount Isa School of the Air - Bullying response flowchart for teachers

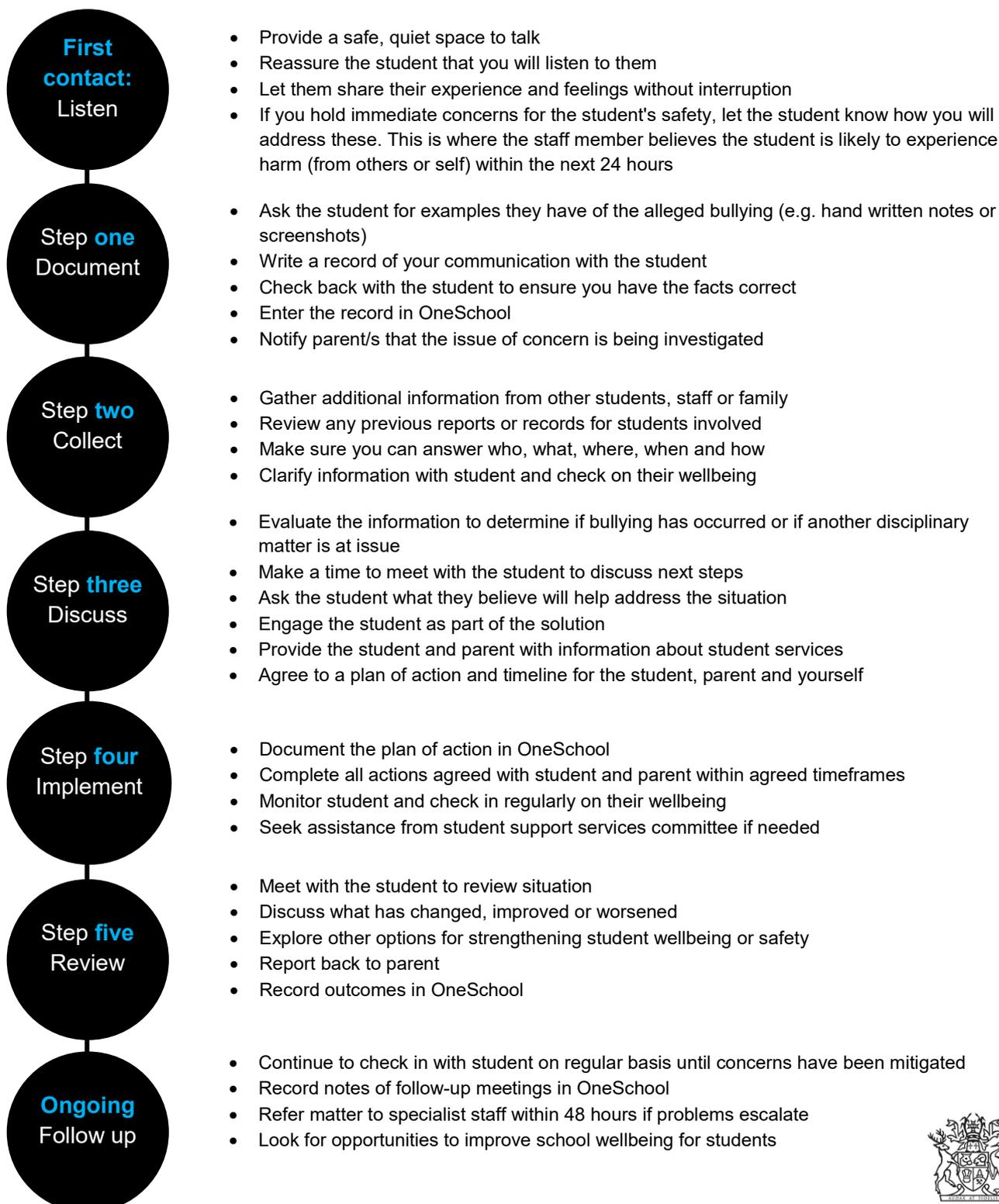
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

### **Key contacts for students and parents to report bullying:**

**Prep to Year 6** – Class teacher

**Year 7 to Year 10** – Go2 teacher or Head of Department – Peta Bates

**eK-10 Principal or Deputy Principal** – Janeen Fricke or Nikki Barlow



## Cyberbullying

Cyberbullying is treated at Mount Isa School of the Air 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 (for students in primary year levels) or their Go2 teacher (for students in secondary year levels). Principal, Janeen Fricke or Deputy Principal, Nikki Barlow who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Mount Isa School of the Air 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 Principal, Janeen Fricke.

# Mount Isa School of the Air - 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](#).

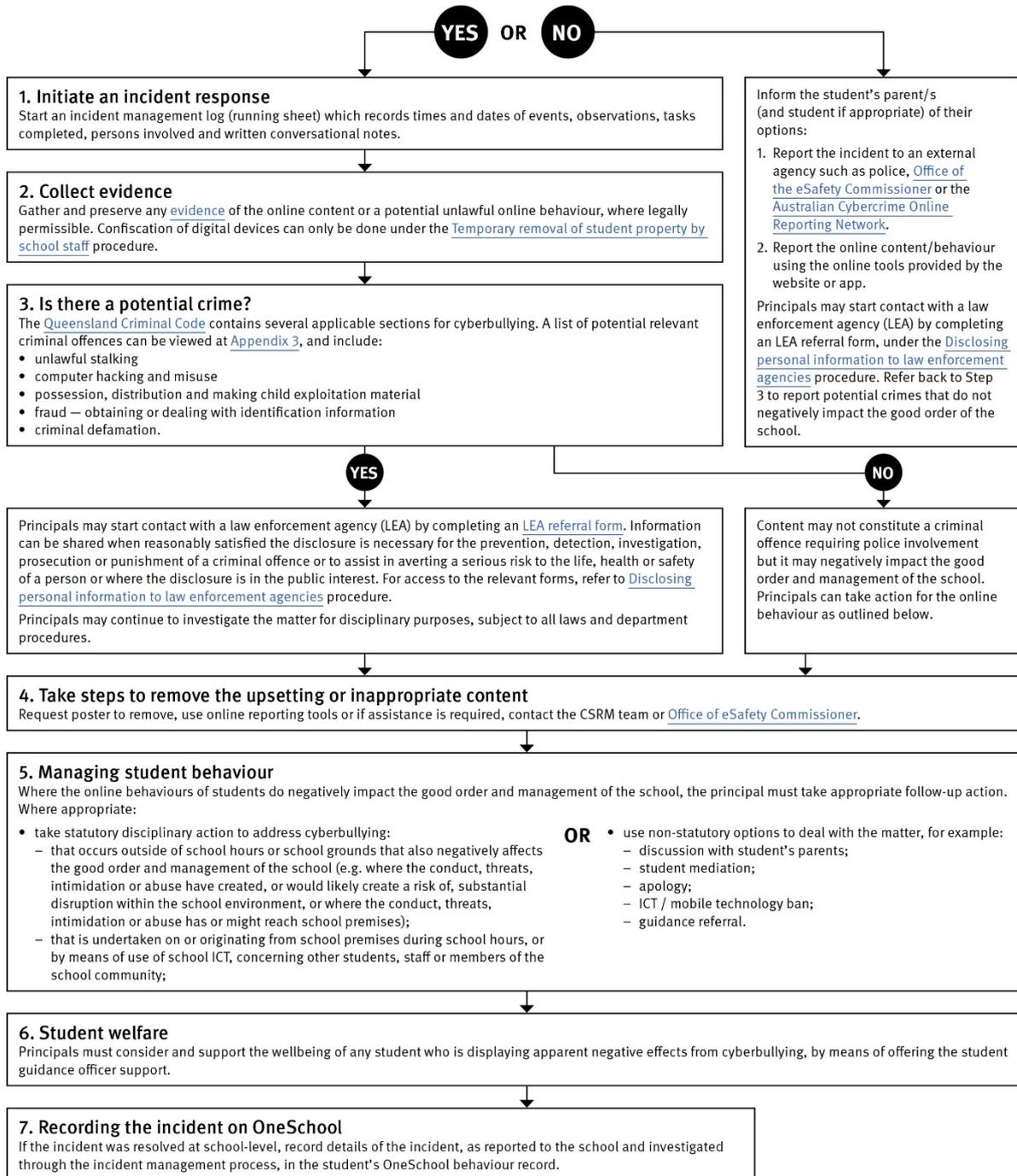
### Explicit images

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](mailto: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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Services committee, identified earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Mount Isa School of the Air are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## Mount Isa School of the Air – Anti-Bullying Agreement

The Anti-Bullying Agreement provides a clear outline of the way our community at Mount Isa School of the Air works together to establish a safe, supportive and disciplined school environment. This agreement is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

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



The agreed national definition for Australian schools describes bullying as -

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

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

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

\_\_\_\_\_

\_\_\_\_\_

School representative signature:

\_\_\_\_\_

Date:

## Appropriate use of social media

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

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

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

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

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

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

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

- If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.
- Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

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

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17).

School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

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

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

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

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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