



Monto State High School

Student Code of Conduct 2024-2026



Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

The purpose of the Student Code of Conduct is to provide clear expectations for students enrolled at Monto State High School in relation to their behaviour to ensure a safe, supportive and inclusive work and learning environment is provided. The Student Code of Conduct is central in supporting staff, students, parents/carers and the wider school community in knowing and understanding the school's expectations for student behaviour. We believe that through explicitly teaching expected behaviours and having clear processes and policies to promote positive student behaviour, students are able to focus on learning and achieving to their personal potential.

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Contact Person: Miss Stacey Hyland (Principal)

Endorsement

Principal Name: Miss Stacey
Hyland

Principal Signature:



Date: 12.2.24

P/C President: Mr Scott Brady

P/C President Signature:



Date: 12.2.24

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Principal's Foreword

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

At Monto State High School, students have the opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Monto State High 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 and thus providing a school community where students can participate positively in.

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

The four core values of Monto State High School are:

- ★ **Strive for Excellence**
- ★ **Seek Improvement**
- ★ **Adopt the Positive**
- ★ **Be a Success**

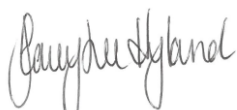
These four (4) values were developed through a whole school community consultation phase and support the social, emotional and academic learning culture across the school. These values assist in shaping and building the expectations of our school and the skills of all students to be confident, self-disciplined and resilient young people within a community that places learning, inclusion and wellbeing at the forefront of achievement.

Our school staff believe that communication and positive connections with other people are some of the most valuable skills our communities need now and in the future.

Monto State High School staff take an educative approach to discipline, believing that behaviour can be taught and that when mistakes are made, opportunities for reflection, growth and personal learning are available. As a committed staff team, our collective purpose is to inspire and facilitate our students becoming confident, capable and contributing citizens. Our primary focus is to create a safe, supportive and disciplined learning environment in order to maximise student learning.

Our *Student Code of Conduct* provides an overview of the school's local policies on the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of timeout, reflection, detention, suspensions or exclusion.

I thank the students, school staff, parents/carers and other members of the community for their work in bringing this Monto State High School *Student Code of Conduct* together. Your support is deeply appreciated.



Stacey Hyland
Principal
January 2024


P&C Statement of Support

As president of the Monto State High School P&C Association, I am in complete support of the Student Code of Conduct.

We encourage all parents to familiarise themselves with the Student Code of Conduct, and to take the 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.

It is important that we play an active role in teaching our children the appropriate behaviours for school and the wider community.

Any parents who wish to discuss the Monto State High School 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 Monto State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.



Mr Scott Brady
President - Monto State High School P&C Association
January 2024

Student Leaders Statement

As the Student Leaders of Monto SHS and on behalf of the student body, we support the Monto SHS Student Code of Conduct. We support for the expectations and approach taken by the staff to provide a safe, supportive and disciplined learning environment for all on site. Throughout the year, we will continue to work with the school staff and P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Student feedback will be sought from the Student Leaders and their teams, as the school refines the policies.

School Captains


Brianna Smith


Mia Wilson

House Captains


Abbey Younger


Danika Smith


Riley Pointon


Isaac Green

Student Council Executive


Lawson Tucker


Lilly McLaughlan



Alissa Jaques

Cattle Team Captain



Grace Ogle

Junior Secondary Leaders

Brooke Frame


Isla Tucker


Jordi Pointon


Armani Young


Student Wellbeing, Learning and Behaviour

All areas of Monto State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of our academic education programs. Student Learning and Wellbeing at Monto State High School is underpinned by the Student Learning and Wellbeing Framework. Students are expected to be safe, respectful, and engaged. By explicitly teaching these behaviours through the Explicit Instruction pedagogy, students and staff at Monto State High School are able to focus on quality teaching and learning.

Through our school, shared expectations for student behaviour are plain to everyone, assisting Monto State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of conduct:

- Be Safe
- Be Respectful
- Be Engaged

Our high standards of behaviour are aligned with our four school values:

- Adopt the Positive
- Strive for Excellence
- Seek Improvement
- Be a Success

At Monto State High School we believe that staff, students and parents/carers' Wellbeing are intrinsically linked and, when optimised, student outcomes are enhanced. The wellbeing of each group is supported both from people and programs within the school and from organisations within the wider community.

Student Learning and Wellbeing Framework

The Student Learning and Wellbeing Framework (SLaWF) underpins the strategic direction for our school. Policies and Procedures aligned to the SLaWF provide transparency, clarity and focus for our students.

Student Support Networks

Student Wellbeing is promoted through the Student Services Team with targeted programs provided by trained teachers and targeted support staff.

Targeted students support is provided by the following Human Resources at this school:

- Two Guidance Officers –senior and junior focus
- A School Based Youth Health Nurse
- Three Heads of Department – Senior Schooling, Junior Secondary, Special Education Services
- Six Year Level Coordinators
- Rural Youth Worker- Live Better
- Bridges- Child & Family Mental Health Worker
- AODs Clinical Nurse

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

The school also offers a range of Student Support Programs to provide education and support for students who require targeted intervention to improve their behaviour choices and wellbeing. Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework. Staff, through the implementation of the P-12 CARF and the Australian Curriculum, deliver age appropriate learning opportunities to students addressing targeted topics.

Student Wellbeing, Learning and Behaviour

Monto State High School uses a whole school approach to the multi-tiered system of support for discipline in our school including classrooms and programs offered through school, including sporting activities and excursions.

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

The development of the Monto State High School Student Code of Conduct provides an opportunity to gain support from parents and students on implementing a consistent approach to teaching behaviour. The language and expectations outlined in our Student Code of Conduct can be used for students in any environment, including the home setting. Doing everything we can to support success is a shared goal of every parent and school staff member.

Monto State High School 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 expectations in place for students, being Respectful, Safe and Engaged. Students will be explicitly taught in subjects the behaviours required.

Below are some examples of what this behaviour may look like across the school:

Be Safe – Is my behaviour safe for myself and others around me?

- Wear a full brimmed hat for sun safety
- Use equipment appropriately and safely
- Play in designated areas and play by the rules
- Use safe hygiene practices

Be Respectful – Am I being a respectful member of the school community?

- Show care and concern for others
- Keep hands off others and their belongings
- Follow the school's dress code
- Report any problems or concerns to a staff member
- Encourage others to be their best
- Hand in my mobile device(s)
- Submit work by due dates

Be Engaged – Am I being engaged in my school community?

- Have all materials for learning
- Allow everyone to be involved
- Actively participate in the classroom
- Seek feedback
- Look for opportunities to be involved in the school community
- Support others when needed

Parents and staff

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

Be Safe	
What we expect to see from you	What can you expect from us
You make an appointment to speak with the class teacher, HOD or Principal to discuss any matter relating to your child. You must report to the office upon arrival to the school.	We will respond to your request as soon as practicable for an appointment and negotiate a time and date with you.
You report any concerns in a positive, solution focused approach regarding your child or other students.	We will nominate a contact person for you to work with to resolve any concerns.
Be Respectful	
What we expect to see from you	What can you expect from us
You are respectful in your conversations at home about school staff	We will ensure positive behaviours are role modelled for all students
You respect the obligation of staff to maintain student and family privacy	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You 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 feedback about your child's progress
Be Engaged	
What we expect to see from you	What can you expect from us
You stay informed about school news and activities by reading the school newsletter, weekly updates and other materials sent home or communicated by the school.	We will use electronic school newsletter and emails 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.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Consideration of Individual Circumstances

When managing student learning and behaviour it is critical to take into consideration the individual student's circumstances. Each student's individual circumstances considered when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence include, but are not limited to the following:

- behaviour history
- disability- learning and physical
- mental health and wellbeing
- religious considerations
- cultural considerations
- home environment
- care arrangements

By considering the individual circumstances of each child, equity is promoted - 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.

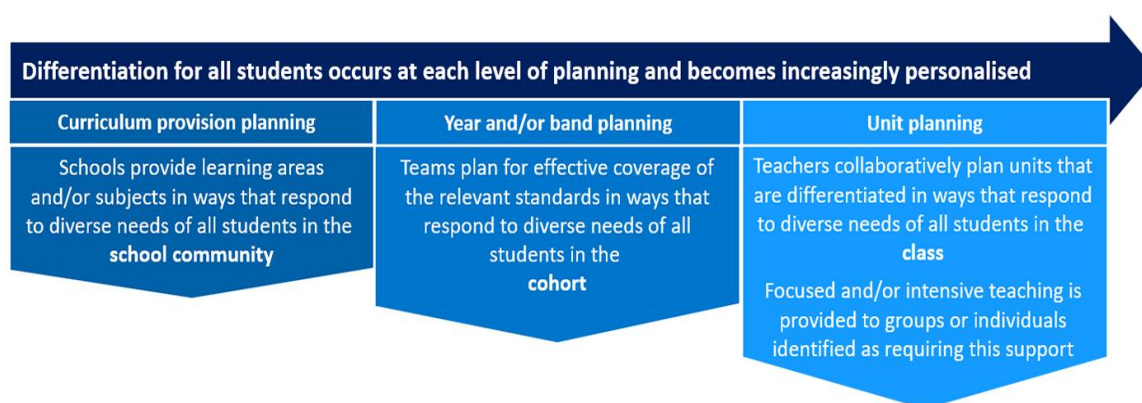
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences are put in place for another student, we will not disclose or discuss this information with anyone but the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

We expect that parents and students will respect the privacy of other students and families. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the relevant Head of Department or Principal to discuss the matter.

Differentiated and Explicit Teaching

At Monto State High School staff use a whole school approach to differentiated teaching and learning to provide the curriculum in ways that meet the diverse learning needs of all students. Staff identify the diversity within the school community, cohorts, classes, groups, and individuals and use this information to respond to the needs of their diverse students in the three levels of planning. It is how schools identify and address barriers to learning from the outset in a way that becomes increasingly personalised. Monto State High School is a school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers will 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.



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 lessons 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 intending learning and expected behaviour.

Support staff, which may include the principal, head of departments, guidance officer or year level coordinators, will work collaboratively with class teachers to provide focused teaching. Focused teaching is aligned to the Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- No longer require the additional support
- Require ongoing focussed teaching
- Require intensive teaching.

Intensive Teaching

Research 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 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 then 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.

Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

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

Delegations

In this section of the Monto State High School Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

[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.

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 delegation
- 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

Minor and Major Behaviours

Staff at Monto State High School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. In considering the individual circumstance of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful.

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

Minor behaviours are categorised as **Level 1** and **Level 2** behaviours.

They are behaviours that:

- could be dealt with 'in situ', by the adult present (playground or classroom)
- could be minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration

Major behaviours are categorised as **Level 3** and **Level 4** behaviours.

They are behaviours that could:

- significantly violate the rights of others
- put others / self at risk of harm
- are repeated or consistent minor behaviours that require further support
- require immediate assistance from Administration
- require the involvement of school Administration

Teacher/Staff responsibilities:

- refer to the SCoC for suggestions on possible consequences
- contact home and record the contact in One School
- apply the Essential Skills for Classroom Management
- apply a number of support strategies
- refer to and follow any individual student behaviour support plans
- follow the referral process

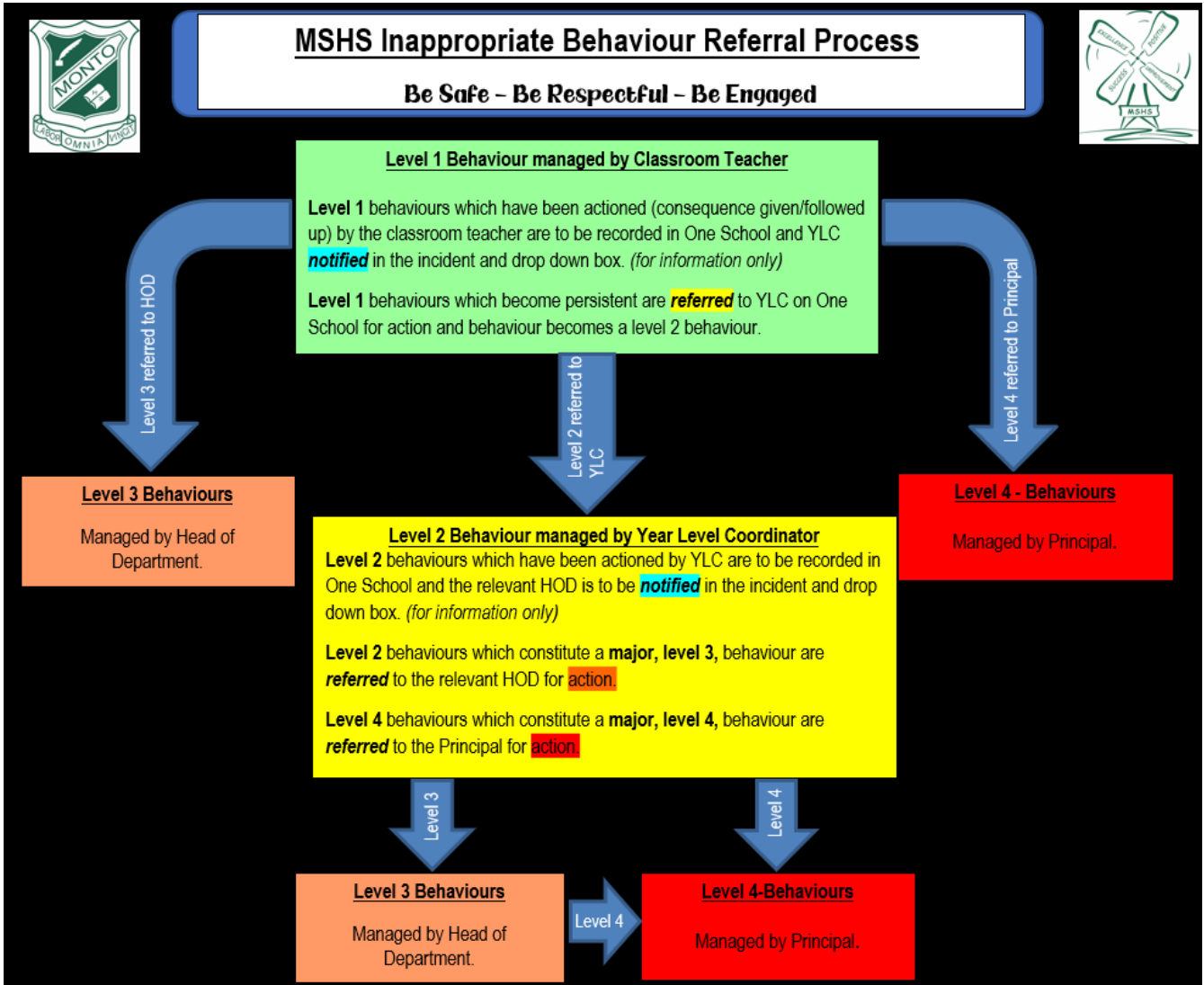
<u>Examples Level 1 Behaviours (Managed at classroom level)</u>	<u>Examples of responses Level 1 Behaviours</u>
Back chatting, argumentative	<ul style="list-style-type: none"> ▪ Essential Skills for Classroom Management
Excessive noise / silly unnecessary noise and not responding to redirection	<ul style="list-style-type: none"> ▪ Non-verbal redirection, parallel acknowledgment, give choice/warning
Calling out, speaking during instruction, conversations across the classroom	<ul style="list-style-type: none"> ▪ Non-verbal and visual cues (e.g., posters, hand gestures, personally understood signals)
Misconduct with objects, resources, stationery	<ul style="list-style-type: none"> ▪ Whole class practising of routines
Running around school and classrooms (loudly)	<ul style="list-style-type: none"> ▪ Ratio of 5 positive to 1 negative commentary or feedback to class
Pushing in lines & through doors	<ul style="list-style-type: none"> ▪ Corrective feedback (e.g., “hand up when you want to ask a question”)
Lack of engagement in task & delay in getting started	<ul style="list-style-type: none"> ▪ Rule reminders (e.g., “When the bell goes, stay seated until I dismiss you”)
Unauthorised food & drink in class	<ul style="list-style-type: none"> ▪ Explicit behavioural instructions (e.g., “Pick up your pencil”)
No chewing gum- unless written permission provided and authorised. Health management plan.	<ul style="list-style-type: none"> ▪ Pre-correction (e.g., “Remember, walking on concrete”)
Being out of bounds- and refusing to return to inbounds area	<ul style="list-style-type: none"> ▪ Proximity control
Uniform misconduct – refusing to wear a hat in the sun and not move to shelter	<ul style="list-style-type: none"> ▪ Tactical ignoring of inappropriate behaviour but not the student
Rough play/play fighting	<ul style="list-style-type: none"> ▪ Revised seating plan
Leaving class without permission	<ul style="list-style-type: none"> ▪ Individual positive reinforcement for appropriate behaviour
Ignoring teacher instructions / refusal	<ul style="list-style-type: none"> ▪ Class wide incentives
Arriving unprepared for class/ continual failure to bring materials to class	<ul style="list-style-type: none"> ▪ Reminders of incentives or class goals.
Disrupting others/Calling out, interrupting	<ul style="list-style-type: none"> ▪ Redirection
Not completing homework & set work	<ul style="list-style-type: none"> ▪ Low voice and tone for individual instructions
Not attending detention/completing consequences	<ul style="list-style-type: none"> ▪ Give 30 second ‘take-up’ time for student/s to process instruction/s
Persistent work avoidance – toilet, drink break	<ul style="list-style-type: none"> ▪ Reduce verbal language
Moving around the classroom without permission	<ul style="list-style-type: none"> ▪ Break down tasks into small chunks
Verbal misconduct, inappropriate language, including swearing and tone used between student conversations, with teacher; individual circumstances taken into consideration	<ul style="list-style-type: none"> ▪ Provide positive choice of task order (e.g. “Which one do you want to start with?”)
Running on concrete, swinging on chairs, jumping down stairs	<ul style="list-style-type: none"> ▪ Prompt student to take a break or time away in class
Poor sportsmanship, not playing fairly, interrupting games	<ul style="list-style-type: none"> ▪ Model appropriate language, problem solving and verbalise thinking process (e.g., “I’m not sure what is the next step, who can help me”)
Sitting on port racks	<ul style="list-style-type: none"> ▪ Provide demonstration of expected behaviour
Off task during learning – on other sites, technology misuse	<ul style="list-style-type: none"> ▪ Peer consequence (e.g., corrective feedback to influential peer demonstrating same problem behaviour)
Throwing objects around the room / at others	<ul style="list-style-type: none"> ▪ Private discussion with student about expected behaviour
Minor harassment/teasing	<ul style="list-style-type: none"> ▪ Verbal reprimand for inappropriate behaviour
Minor graffitiing of own, others, school property	<ul style="list-style-type: none"> ▪ Warning of more serious consequences
Late to class, truant from class	<ul style="list-style-type: none"> ▪ Detention
Lying, cheating, plagiarism	<ul style="list-style-type: none"> ▪ Catch up work
Deliberate litter	<ul style="list-style-type: none"> ▪ Litter duty
Low level disrespect towards staff & other students	<ul style="list-style-type: none"> ▪ Community service around school
Taking other’s equipment and taunting other students	<ul style="list-style-type: none"> ▪ Phone call/contact home
Disrespecting other’s opinions	<ul style="list-style-type: none"> ▪ Parent/teacher interview
Possession/use of liquid white out	<ul style="list-style-type: none"> ▪ Providing a verbal reminder to the student or class about expected behaviour
Refusal to follow instruction	<ul style="list-style-type: none"> ▪ Remind and direct student to place the mobile phone in storage (e.g., bag, locker, pouch)
Mobile phone/Electronic Device sighted but not in use.	<ul style="list-style-type: none"> ▪ Directing the student to switch off notifications on their wearable device
	<ul style="list-style-type: none"> ▪ Removing the device temporarily and returning to the student or requesting their parent collect the device at the conclusion of the school day <p>Mobile phones and wearable devices that have been temporarily removed from the student must be stored and retained in accordance with the department’s <u>Temporary removal of student property by school staff procedure</u>.</p>

<u>Examples Level 2 behaviours (Managed at YLC level)</u>	<u>Examples of responses to Level 2 behaviours</u>
Repeated minor behaviours which become a pattern of behaviour and requires support even after classroom teacher has exhausted all strategies of behaviour management	<ul style="list-style-type: none"> ▪ Parent/teacher interview ▪ YLC involvement ▪ Behaviour monitoring card ▪ Removal from breaks ▪ Targeted skills teaching in small group ▪ Detention/consequence ▪ Behavioural contract ▪ Verbal/written apologies ▪ Withdrawal from activity ▪ Loss of privileges ▪ Resolution meeting ▪ Peer mediation ▪ Counselling and guidance ▪ Self-monitoring plan ▪ Teacher coaching and debriefing ▪ Referral to Student Support Services Team for team-based problem solving ▪ Stakeholder meeting with parents and external agencies ▪ Mobile phones and wearable devices that have been temporarily removed from the student must be stored and retained in accordance with the department's <i>Temporary removal of student property by school staff procedure</i>.
YLC staff cannot be expected to drop everything and turn up to a class for assistance, especially if they are on a class themselves. These behaviours will be followed up in a timely manner.	
Persistent failure to follow dress code- in accordance with the Student Dress Code Policy and Procedure	
Persistent failure to complete consequences at level 1	
<u>Examples Level 3 Behaviour (Managed at HOD level)</u>	<u>Examples of responses to Level 3 behaviours</u>
Physical misconduct causing harm – fighting	<ul style="list-style-type: none"> ▪ Functional behaviour assessment ▪ Individual student behaviour support strategies ▪ Behaviour card ▪ Removal from breaks ▪ Detention/consequence ▪ Behavioural contract ▪ Verbal/written apologies ▪ Withdrawal from activity ▪ Loss of privileges ▪ Parent/teacher interview ▪ Resolution meeting ▪ Peer mediation/Mediation with parent/guardian/staff ▪ Counselling and guidance ▪ Self-monitoring plan ▪ Teacher coaching and debriefing ▪ Referral to Student Support Services Team for team-based problem solving ▪ Stakeholder meeting with parents and external agencies ▪ Referral to outside agencies ▪ Removal from class/activity/subject ▪ After school detention ▪ Temporary removal of items ▪ Discipline Improvement Plan/Behaviour support plan ▪ Enrolling a student in eSmart program to complete Digital Licence or similar course
Unsafe behaviours that endanger self and others	
Major assessment misconduct e.g., cheating / plagiarism	
Major truancy- leaving school grounds without permission	
Damage/destruction of property, vandalism	
Bullying & ongoing harassment, cyberbullying	
Use of offensive language/gesture directed at another student in a threatening manner	
Stealing- school property, money, items of value	
Major disruptions to the learning environment	
Failure to adhere to consequences from level 2 behaviours	
Not handing in final assessment tasks	
Unauthorised use of mobile/electronic device	
Purposeful damage of others property	
Inappropriate use of social media	
Swearing directed towards a staff member	
Inappropriate gestures towards a staff member	
IT misconduct/inappropriate use of IT resources	
Possession/use of prohibited items e.g. aerosols deodorant or cans.	<p>Mobile phones and wearable devices that have been temporarily removed from the student must be stored and retained in accordance with the department's <i>Temporary removal of student property by school staff procedure</i>.</p>
Deliberate involvement in unsafe activities that results in injury to self/others.	



<u>Examples of Level 4 Behaviours</u> (Managed at PCP level)	<u>Examples of responses to Level 4 behaviours</u>
Abusive/threatening language or gestures towards a staff member	<ul style="list-style-type: none"> ▪ Functional Behaviour Assessment based on individual support plan ▪ Discipline Improvement Plan/ Behaviour support plan ▪ IT access withdrawn ▪ Complex case management and review ▪ Stakeholder meeting with parents and external agencies including regional specialists where available ▪ Temporary removal of student property (e.g., mobile phone) ▪ Short term suspension (up to 10 school days) ▪ Long term suspension (up to 20 school days) ▪ Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities) ▪ Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school) ▪ Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently) ▪ Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school. ▪ Lockdown ▪ Police contact ▪ Enforcement of attendance ▪ Temporary removal of student property <p>Mobile phones and wearable devices that have been temporarily removed from the student must be stored and retained in accordance with the department's <u>Temporary removal of student property by school staff procedure</u>.</p>
Arson	
Sexual misconduct e.g., sexual relations on school grounds, during school events, sexual harassment	
Abusive/racist, sexist language or behaviour, discrimination	
Mistreatment of animals/wildlife	
Possession of illegal or illicit substances – including but not limited to drugs, alcohol, cigarettes, vaping, unauthorised medication	
Use of illegal or illicit substances – including but not limited to drugs, alcohol, cigarettes, vaping, unauthorised medication	
Possession of weapons- objects of harm	
Use of weapons- object of harm	
Sexual harassment / assault	
Illegal behaviour	
Major vandalism/wilful damage	
Major theft	
Inappropriate use of electronic media (such as YouTube, Facebook, and or similar sites/genres) e.g., abuse of staff/students, posting images/content/text, recording without consent which breaches personal privacy, causes disruption and distress or is prejudicial to the good order and management of the school.	
Serious IT misconduct	
Dangerous, explicit pranks	
Serious breaches of workplace health & safety	
Physical violence, intimidation, aggression/threatening behaviour towards others (staff/students)	
Persistent truancy	
Intent to cause harm to a staff/student member	
Repeated breach of mobile/electronic device policy	

MSHS Inappropriate Behaviour Referral Process



School Policies

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, students and visitors. 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 Monto State High 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)
- Illegal or illicit substances – including but not limited to drugs, alcohol, cigarettes, vapes, unauthorised medication
- 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)

Please note:

**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 course, the school will provide information about the procedures for carrying and storing these items as 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 required medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).*

Property that may be temporarily removed, also includes student bags, mobile phones/devices, jewellery.

Responsibilities

Principal

- ensures state school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that
 - consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school.
 - consent is required from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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.

- where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- under normal circumstances, principals and state school staff members are not permitted to search student property (e.g. a student's school bag) unless they have the consent of the student or their parent.
- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.
- ensures parents and students are
 - informed of the procedure which enables state school staff to temporarily remove student property and the expectations in relation to property students may bring to school
 - aware of the right to refuse permission for state school staff to search student property, and that police may be called if consent is not provided
 - provided with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school.
- ensures information about this procedure is clearly detailed in the [Student Code of Conduct \(PDF, 481KB\)](#), including
 - that state school staff may in certain circumstances remove student property without the consent of parents or students
 - the limits on state school staff accessing information from temporarily removed student property, such as mobile phones
 - examples of property that may be temporarily removed, such as bags, mobile phones, jewellery or prohibited items such as knives
 - examples of the amount of time certain property may be temporarily removed (e.g. end of day or school week)
 - that student property may be seized by the police.

State school staff

- follow appropriate processes outlined in the [Student Code of Conduct \(PDF, 481KB\)](#) regarding
 - temporary removal of student property
 - access to information on temporarily removed student property (e.g. messages or photos on student mobile phone)
 - return of temporarily removed student property
 - circumstances where temporarily removed student property need not be made available for collection
 - deciding a reasonable time to make temporarily removed student property available for collection.

Students

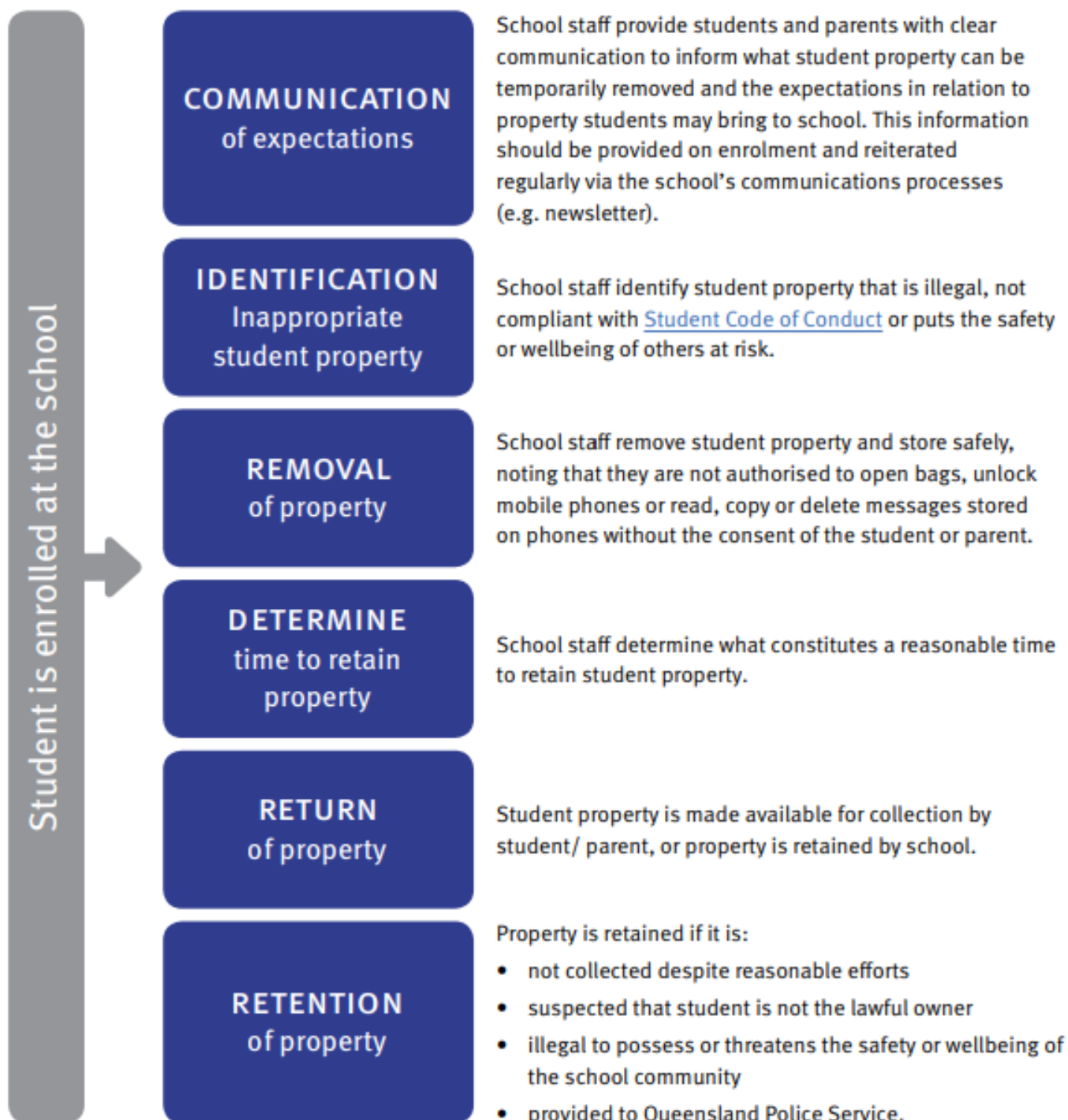
- must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that
 - is prohibited according to the school's [Student Code of Conduct \(PDF, 481KB\)](#)
 - is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
 - puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
 - does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
 - does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).
- Collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Parents

- ensure their children do not bring property onto school grounds or other settings used by the school that
 - is prohibited according to the [Student Code of Conduct \(PDF, 481KB\)](#)
 - is illegal (e.g. drugs such as cannabis, ecstasy, amphetamines)
 - puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
 - does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
 - does not maintain and foster mutual respect (e.g. printed materials with offensive language).
- 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.

Temporary removal of student property by school staff flowchart

Refer to the [Temporary removal of student property by school staff](#) procedure for detailed process.



Resources

- [Code of Conduct for the Queensland Public Service](#)
- [Department of Education standard of practice](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Temporary removal of student property procedure](#)
- [Fact sheet – Student Code of Conduct](#)
- [Principal guidelines – student discipline](#)

School Policies

Electronic and Communication Device Policy

From the beginning of Term 1 2024, all Queensland State School students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. *Mobile phones and wearable devices include all mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.*

This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the School Principal.

Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational activity that complies with the school's local implementation approach, or have an approved exemption for medical, disability and/or wellbeing reasons.

Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

'Away for the day' will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

The Monto SHS Electronic and Communication Device Policy has been formulated in consultation with students, staff and parents. The Department of Education guidelines related to the use of personal electronic devices and social media have been consulted in the creation of this document.

For the purposes of this policy, 'Electronic Devices' are defined as any device which can transmit, store or record information in a digital/electronic format. This approach applies to all types of mobile phones. The Smart wearable device types this approach applies to are smart watches (Apple, Samsung etc), EarPods, and smart glasses (e.g., Ray-Ban type). It is not realistic to prohibit communication devices from being brought to school nor is it logistically possible for schools to collect these each morning and return them to students in the afternoon.

Some specific examples commonly used by our students (but not exclusive to) include:

- mobile phones
- smart phones
- iPads
- iPods
- recording devices
- electronic tablets
- laptops
- android devices
- MP3s
- network enabled devices
- digital cameras
- ear phones/listening devices
- smart watches

Students will be able to bring devices with them under the conditions outlined below:

1. Prior to entering the school grounds, devices are to be switched off and put away for the day. Devices can be used upon exiting the school grounds. Students will not be able to use their device throughout the entire day and INCLUDES LUNCH BREAKS and TRANSITION TIMES unless authorised.
2. Communication devices must not be used for any purpose (e.g., phoning, texting, internet use, taking photos or videos, listening to music etc, EFTPOS payments at the tuckshop or office.) in the school grounds or at a school sanctioned activity.
3. Devices must always be switched off (not on silent mode) and kept out of view in students school bags or the provided pocket system in the office.
4. Students who feel unwell MUST contact home via the front office, and NOT use their mobile phones/devices. This allows first aid staff to monitor the sick person while they wait to be collected.
5. Parents who need to urgently contact students must do so through the front office. Staff will ensure that students receive messages.
6. If a person breaches these rules, they are subject to the Student Code of Conduct.
7. This also applies to school activities such as representative sport, camps and excursions, unless an exception is made by the Principal. If this is the case, information will be included in the excursion permission form.
8. Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational activity that complies with the school's local implementation approach, or have an approved exemption for medical, disability and/or wellbeing reasons. Students are to display courtesy, respect and consideration for others when using communication devices in the school, under these conditions. Camera and video recording functions on communication devices are not to be used at ANY time, unless with express written permission of a teacher (e.g., Film assessment, English oral, etc.) Teachers may use their discretion to permit use for specific and agreed educational purposes.
9. Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose. *Please see the exemptions section below*
10. Students bringing communications devices to school do so at their own risk, and Monto State High School takes no responsibility for their loss, damage or theft. For these reasons we strongly discourage students bringing these devices to school.

Storage

Mobile phone devices are to be switched off before entering the school gates. They may be switched off and kept in students' bags, or students may choose to store their device using the office pocket system. Students bringing communications devices to school do so at their own risk, and Monto State High School takes no responsibility for their loss, damage or theft. For these reasons we strongly discourage students bringing these devices to school.

Exemptions

The Department of Education consulted with key stakeholder groups to develop a list of exemptions for instances where students may require access to, and use of a mobile phone or wearable device during the school day. Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose.

Individual circumstances

Consideration of individual circumstances must be given to students who require temporary or ongoing exemptions to the school's local implementation approach, including where:

- the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the [Managing students' health support needs at school procedure](#))
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member, or
- students in Years 11 and 12 are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

Principals (or their delegates) will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, principals (or their delegates) may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day.

Approved exemptions, including details of how and when a student may access their mobile phone or wearable device, should be documented in the student's One School Support Provisions tab and communicated to school staff, including temporary relief staff.

In making a decision not to approve an exemption, principals (or their delegates) will undertake an assessment of the human rights that may be impacted by the decision and consider whether the limit placed on those human rights is reasonable and justified. The assessment should be documented appropriately.

Where an exemption is not approved and the student or their parent expresses dissatisfaction with the decision, information about how to make a customer complaint and how a complaint will be managed should be made available in accordance with the [Customer complaints management procedure](#).

School specific exemptions (at Principal discretion)

It is acknowledged that the use of mobile phones and wearable devices can support the school's teaching and learning programs by providing valuable learning experiences for students, as well as supporting day-to-day school operations. Each school, in consultation with their school community, will determine whether provisions for any of the following exemptions will be included in their school's local implementation approach:

- Teachers, in line with their school's local implementation approach, may give permission for students to use their mobile phone or wearable device in the classroom, for a specific and agreed educational purpose
- Principals may determine to allow the use of mobile phones and wearable devices to make school payments, including for tuckshop, uniform shop and office payments, and/or
- Principals may determine to allow students access and use of mobile phones and wearable devices during school representative sports, camps or excursions at specified and supervised times (in accordance with the [School excursions procedure](#)).

Where Principals make a decision to permit the use of mobile phones and wearable devices under these specific circumstances, consideration should be given to:

- whether the same outcome can be achieved using student or school-owned devices approved for educational use as part of the school's BYOD policy
- whether the student's mobile phone is able to be connected to the school's network, to support safe and filtered access to the internet (in accordance with the [Use of ICT systems procedure](#)), and
- ensuring students only use their mobile phone or wearable device for the intended, agreed purpose

School Policies

Preventing and Responding to Bullying

Monto State High School strives to create a positive and safe environment for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- Raising achievement and attendance
- Promoting equality and diversity
- Ensuring the safety and well-being of all members of the school community.

Monto State High School uses the DoE 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 educator delivers overall long-term social, health and economic benefits to the Australian community.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical, 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 or 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 disagreement (where there is no power imbalance)
- not liking someone or a single act or 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 Monto State High School, our staff will work quickly to respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Monto State High School staff will take when they receive a report about student bullying. Please note that the indicative timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

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:

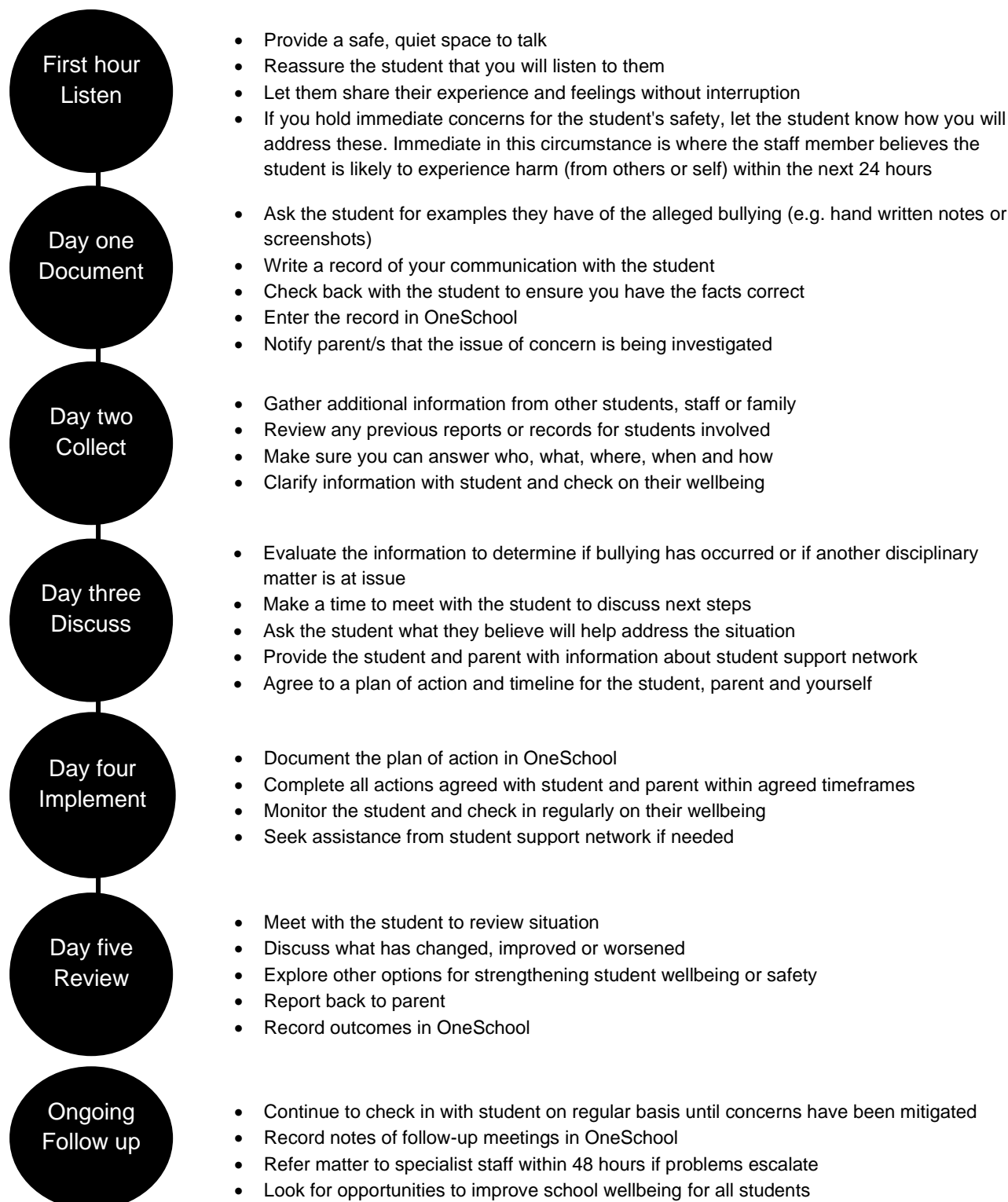
Year 7 to Year 12 –Year Level Coordinator

Head of Department Junior Secondary – Ms Kara Hayden-Brooks

Head of Department Senior Schooling - Mrs Donna Zumbansen

Head of Special Education- Mrs Jane Jenkins

Principal- Mss Stacey Hyland



School Policies

Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

When managing inappropriate online behaviours or reputation management incidents, the primary concern must be the safety and wellbeing of those involved. In the first instance, students or parents who wish to make a report about cyberbullying should approach the year level coordinator of their child. Alternatively, contact can be made with the Head of Departments or Principal. If students or parents feel more comfortable with another member of staff they may make contact with this person for assistance in preventing and responding to cyberbullying.

This policy is applicable for students while in school uniform or representing the school on approved school activities.

Appropriate use of social media

Students of Monto State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensure that personal information, such as name/nickname, address, phone number, school name and location or anyone else's personal information, is not shared (including images, photos or other identification factors).
- Think about what is posted online, and how it could be interpreted – avoid posting content that would be inappropriate to display in a crowded room, or in front of influential people. Once content is posted online, control is lost.
- Avoid provoking or engaging with another user who is displaying inappropriate or abusive behaviour. Rather than responding, address cyberbullying concerns using the online reporting tools, and seek support from an adult.
- If inappropriate online behaviour directly and negatively impacts on the good order and management of Monto State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Monto State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not directly negatively impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve. Monto State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Monto State High School expects its students to engage in positive online behaviours.

What is inappropriate use of social media?

Inappropriate use of social media includes:

- Cyberbullying
- Sexting and child exploitation material, child pornography and child abuse material
- Staff reputation management issues
- Other forms of inappropriate online behaviour

Parents and student 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.

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

Monto State High School – Anti-Bullying Agreement

The Anti-Bullying Agreement provides a clear outline of the way our school community 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.

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](#).

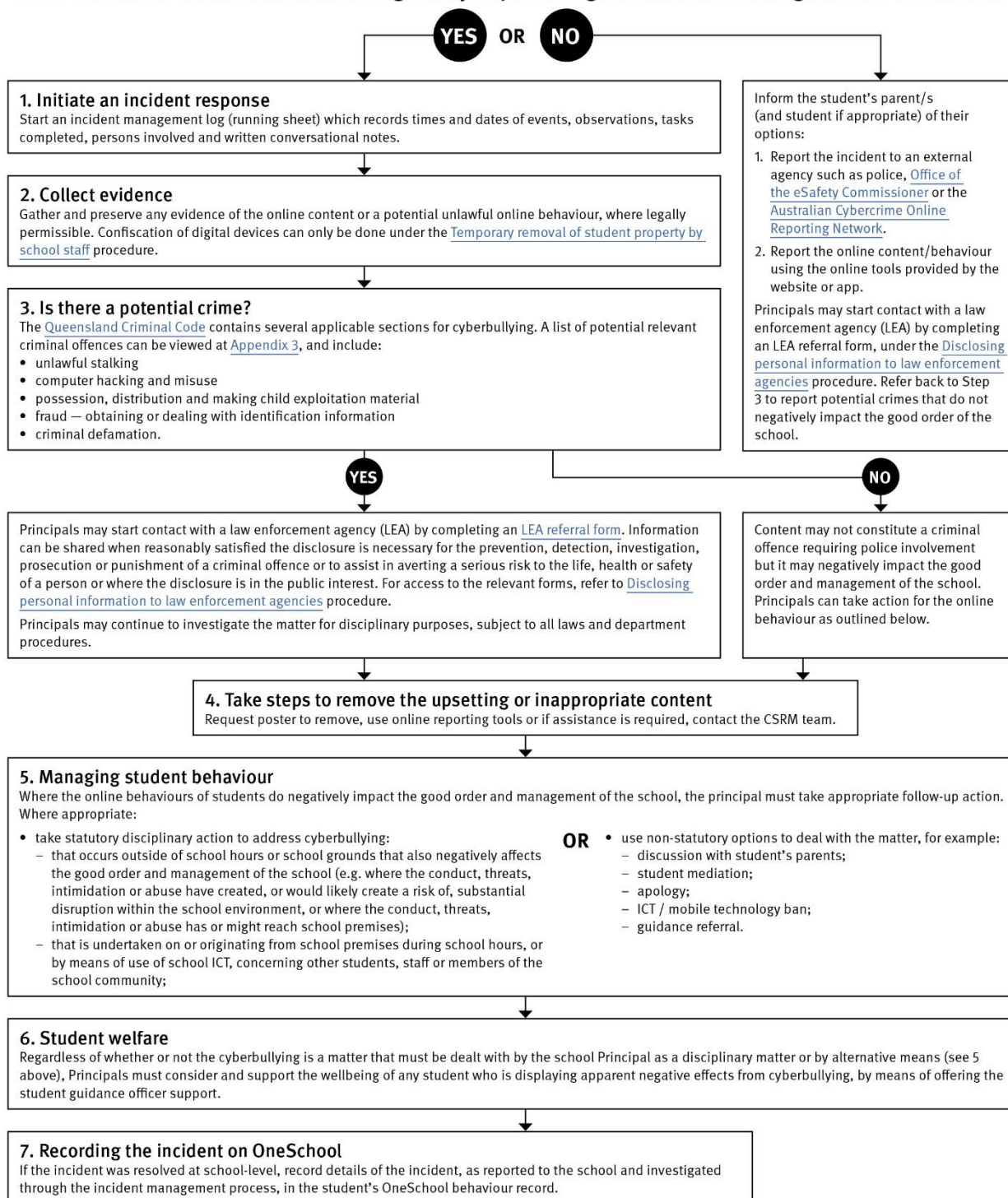
Explicit images

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](#).

Help

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

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



School Policies

Restrictive Practices

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.

This section of the Student Code of Conduct should include examples of when your school intends to use any restrictive practices. Please refer to the Restrictive practices procedure in preparation of this element of the document.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students 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).

It is important that all school staff have consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that the 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 unusually expected, 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 One School.

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

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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. *This may include reference to*

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

Customer Complaints Management

Purpose

Monto State High School appreciates and acknowledges that parents, carers, students and community members have a right to make a complaint. This document outlines how Monto State High School will manage these complaints.

What is a customer complaint?

A complaint is a customer complaint if the person is unhappy with the service or action of Monto State High School or our staff, and directly affected by the service or action they are unhappy with.

In our school, the person making a complaint will usually be a parent, carer, student or other school community member, but could also be anyone else directly impacted by something at our school.

Some complaints must be managed using different processes. These include:

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

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

Roles and responsibilities

We treat everyone with respect, courtesy and fairness, and aim to act compatibly with human rights. Our responsibilities include:

- following the customer complaints management [framework](#), [policy](#) and [procedure](#) when managing complaints;
- resolving complaints promptly; and
- providing information about our processes, timeframes and any available review options.

If someone makes a complaint, they also have responsibilities, including:

- cooperating respectfully and understanding that unreasonable conduct will not be tolerated;
- giving us a clear idea of the issue or concern and a possible solution;
- providing all relevant information when making the complaint;
- understanding that addressing a complaint can take time; and
- letting us know if something changes, including if help is no longer needed.

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A

complainant also has the right to have a support person throughout the process.

Complaints management process

At Monto State High School, our complaints management process involves the following steps:

i. Receipt

The complaint should be made where the problem or issue arose. At Monto State High School, we ask parents, carers, students or community members who would like to make a complaint to contact our school administration to organise a meeting with our Principal to discuss.

We accept anonymous complaints, however it is important to understand that this could limit how a complaint is assessed and resolved, and it may also prevent an outcome being provided.

ii. Assessment and management

We will examine the issue(s) raised and try to resolve the complaint. We aim to do this promptly, but understand that we have many other responsibilities and it may not be possible to make contact or resolve a complaint immediately.

iii. Providing an outcome

Once we finish examining the complaint, we will let the person who has made the complaint know the outcome and any available review options.

Review options

If the person who has made the complaint is dissatisfied with the outcome or the way we handled their complaint, they can contact the [regional office](#) to ask for an internal review. A [Request for internal review form](#) should be completed and the request should be submitted within 28 days.

There is also an external review option (for example, the Queensland Ombudsman or Queensland Human Rights Commission), which becomes available once the department's complaints process has been exhausted.

More information and resources

The following resources contain additional information:

- Customer complaints management [framework](#), [policy](#) and [procedure](#)
- [Compliments, suggestions and customer complaints website](#)
- [Making a customer complaint: Information for parents and carers](#).