

# Marian State School



**PRESENT**  
**CENTERED**  
**GROUNDED**

Developing lifelong learning skills  
in a supportive environment,  
enabling all students to reach  
their potential.

Be a learner  
Be safe  
Be respectful

MARIAN STATE SCHOOL  
SUCCESS CROWNS EFFORT  
EST. 1960

RESPECT | RESILIENCE | COLLABORATION | LEARNING | WHOLE PERSON | INCLUSION

# Student Code of Conduct

Revised 2025



***Brighter Futures:***  
***Delivering excellence in every state school,***  
***for every student***

*Queensland Department of Education*

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## Endorsement

Principal Name:	Sandra Wood
Principal Signature:	
Date:	10/02/2026

P/C President Name & signature	Danielle Loader
	
Date:	10/02/2026

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# Purpose

Marian State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. Our school's vision of "developing lifelong learning skills in a supportive environment enabling all students to reach their potential", along with our six school values (respect- resilience-collaboration-learning-whole person- inclusion) reflects this commitment.

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

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

This Student Code of Conduct aligns with the 2026 Department of Education's Education Strategy- ***Brighter Futures: Delivering excellence in every state school, for every student***, in particular, supporting the two key focus areas of Educational Achievement, Belonging and Engagement.



## Whole School Approach to Discipline

**Marian State School** uses a 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.

We use an evidence-based framework to:

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

At **Marian State School** we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making 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 **Marian State School** Student Code of Conduct is an opportunity to explain the framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our Student Code of Conduct can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

# Behaviour 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 support these three expectations in place for students:

- Always be a learner
- Always be safe
- Always be respectful

## Students

Our Student behaviour matrix outlines expected behaviour in each area of the school.



## Marian State School Matrix of School Wide Expectations Student Responsibilities



	All Areas	Classroom	Tuckshop & Eating Areas	Playground	Toilets	Travel Outside school and Extra-Curricular activities	Online
BE RESPECTFUL	<ul style="list-style-type: none"> <li>• I listen to and follow staff directions</li> <li>• I use polite, courteous language by using my manners when I speak to others</li> <li>• I respond positively and appropriately when directed by an adult</li> <li>• I wear my school uniform with pride</li> <li>• I keep my voice to an appropriate level</li> <li>• I take care of and respect my own and other's property and the school environment</li> </ul>	<ul style="list-style-type: none"> <li>• I follow classroom routines</li> <li>• I listen and speak with kind words to students and staff</li> <li>• I respect others' right to contribute and learn</li> <li>• I listen and respect adults' right to teach</li> <li>• I knock and wait for adult instructions before entering a classroom</li> </ul>	<ul style="list-style-type: none"> <li>• I use my manners and wait patiently to be served</li> <li>• I ask for permission to leave the eating area</li> <li>• I place litter in the bin</li> </ul>	<ul style="list-style-type: none"> <li>• I demonstrate good sportsmanship</li> <li>• I take turns and share equipment</li> <li>• I use the play areas for its intended purpose</li> <li>• I report any concerns to adult on Playground Duty</li> </ul>	<ul style="list-style-type: none"> <li>• I show respect for other's privacy</li> <li>• I leave toilets/sinks clean for others</li> <li>• I report any concerns or damage to an adult</li> <li>• I use designated toilet blocks</li> </ul>	<ul style="list-style-type: none"> <li>• I follow adult directions/instructions</li> <li>• I wear my uniform with pride when out of school</li> <li>• I respect the rights of the public</li> <li>• I follow the rules/expectations of the community venue when attending activities outside the school</li> </ul>	<ul style="list-style-type: none"> <li>• I use respectful language in all online communications</li> <li>• I gain permission before taking photos, videos or sound recordings of any other person or their work</li> </ul>
BE SAFE	<ul style="list-style-type: none"> <li>• I keep my hands, feet and objects to myself</li> <li>• I refrain from bringing prohibited items to school</li> <li>• I show care and concern for the safety of myself and others.</li> <li>• I stay in designated areas</li> <li>• I walk appropriately and safely from place to place</li> <li>• I know and follow the procedure for safety drills/procedures</li> <li>• I report safety concerns to an adult</li> <li>• I listen to and follow all staff directions immediately</li> </ul>	<ul style="list-style-type: none"> <li>• I follow expectations and rules in and around classrooms</li> <li>• I use furniture, equipment and all property appropriately</li> <li>• I report hazards, damage and injuries to an adult</li> <li>• I gain permission from an adult before leaving class</li> <li>• I use school's equipment for intended purposes</li> <li>• I walk safely when entering and exiting the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• I walk safely when entering and exiting year level eating areas</li> <li>• I sit and consume food and drinks in designated eating areas only</li> </ul>	<ul style="list-style-type: none"> <li>• I participate in school approved games in year level areas</li> <li>• I wear my school hat to play – No hat, no play outside</li> <li>• I wear my school shoes at all times</li> <li>• I keep my body fuelled and hydrated</li> </ul>	<ul style="list-style-type: none"> <li>• I use toilet hygiene equipment appropriately</li> <li>• I wash my hands with soap and water</li> <li>• I refrain from taking food and drinks into the toilet</li> </ul>	<ul style="list-style-type: none"> <li>• I load and unload from vehicles safely</li> <li>• I use appropriate entries/exits to the school</li> <li>• I know and apply the road safety rules</li> <li>• I travel directly to and from school</li> <li>• I report and safety concerns to an adult</li> <li>• I walk my bike/scooter in and out of the school, using the closest gate</li> <li>• I follow the rules and policies of the venue/community organisation</li> </ul>	<ul style="list-style-type: none"> <li>• I report online incidents that make me feel unsafe/bullied/harassed immediately</li> <li>• I keep school or personal login details especially passwords to myself</li> <li>• I hand in my mobile phone to the office before school for collection when leaving school</li> </ul>
BE A LEARNER	<ul style="list-style-type: none"> <li>• I make good behaviour choices using Zones of Regulation and High 5 strategies</li> <li>• I attend every day and arrive on time 'Every Day counts', unless sick or a family emergency</li> <li>• I ask for assistance if required</li> <li>• I be organised and prepared for learning</li> <li>• I have a positive attitude towards learning</li> <li>• I use school resources to support my learning</li> </ul>	<ul style="list-style-type: none"> <li>• I will be on time, organised and ready to learn</li> <li>• I will be engaged and participate in all learning task, independently and with others</li> <li>• I work to achieve goals and do my best</li> <li>• I demonstrate persistence, resilience and confidence in all that I do</li> <li>• I complete and submit assessment and homework as required</li> </ul>	<ul style="list-style-type: none"> <li>• I collect and pack away my lunch box by following bell routines</li> </ul>	<ul style="list-style-type: none"> <li>• I play by the rules</li> <li>• I borrow and return sports equipment following the school expectations</li> <li>• I follow bell routines – 'Right place, right time'</li> </ul>	<ul style="list-style-type: none"> <li>• I use the toilet for its intended purpose</li> <li>• I use the toilet at appropriate times</li> <li>• I know and comply with toileting routines and return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>• I'm a positive school representative by demonstrating courtesy and consideration</li> <li>• I participate in extra-curricular activities to the best of my ability</li> <li>• I wait inside school grounds when waiting for collection</li> </ul>	<ul style="list-style-type: none"> <li>• I use technology at school for educational purposes, as approved and supervised by staff</li> <li>• I follow teacher directions and class/school technology procedures including saving and backing up data</li> <li>• I am personally responsible for the security and safety of my device</li> <li>• I will refrain from social messaging until after school hours</li> </ul>

## Parents and staff

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

<https://education.qld.gov.au/parents/community-engagement/Documents/parent-community-code-of-conduct.pdf>

Department of Education



# Parent and Community Code of Conduct

## Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents<sup>1</sup> and other members of our diverse community into schools across Queensland.

Working together with their school community<sup>2</sup>, school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

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

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

<sup>1</sup>The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

<sup>2</sup>The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

## Consideration of Individual Circumstances

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

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

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

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

## Differentiated and Explicit Teaching

**Marian State School** is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

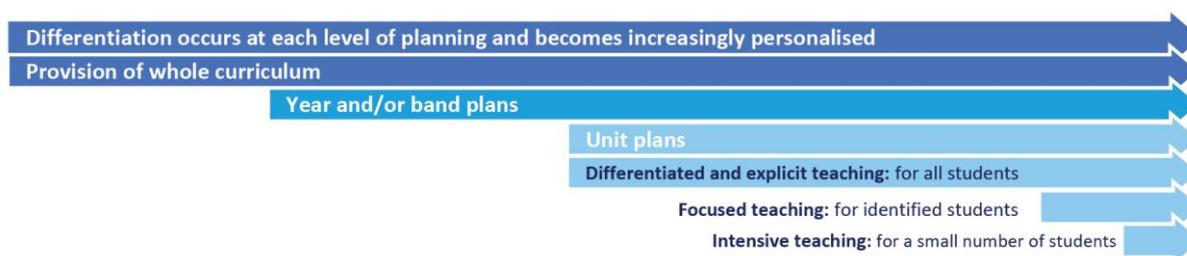
In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Berry St Education Model
- Zones of Regulation
- Principles of Positive Behaviour for Learning
- Power of Inquiry Learning Assets
- Functional Based Assessment

*For more information about these programs, please speak with our Guidance Officer.*

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. Each layer provides progressively more personalised supports for students.

## Tier 1 Support: Explicit teaching for all students

Every classroom in our school uses the expectations' matrix as a basis for developing behaviour standards within the classroom and across various school setting. 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 and across various school settings. The 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.

Tier 1 strategies include:

- 30 minute weekly whole class explicitly delivered Social Skills Program usually delivered by the class teacher. Strategies include using Berry St Education model resources as well as Zones of Regulation.
- Daily reminders of the rule of the fortnight and expected behaviours.
- Weekly parade reminders of behaviour expectations.
- Fortnightly communication to families via the newsletter including ideas on how families can support their child to demonstrate the rule of the fortnight.
- Class and school reward systems

See also 'Tier 1 Disciplinary responses' list below.

## Tier 2 Support: Focused Teaching for small groups of students

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 Marian State School to provide focused teaching. Focused teaching

is aligned to the expectations matrix, and student progress is monitored by the classroom teacher and Support Services team to identify those who may:

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

**Marian State School** has a range of Student Support Services team in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

#### Tier 2 support measures include

- Social skills groups with the Chaplain, Social Worker or Guidance Officer.
- Classroom or playground support via teacher aides and/or Learning Support staff.
- Access to 'Flexi-space' for short periods to reset behaviour and re-engage in learning.
- 'Reflection Room' de-brief and support discussions

See also '*Tier 2 Disciplinary responses*' list below.

### **Tier 3 support: Intensive Teaching for selected students**

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.

#### Tier 3 strategies include:

- Case management with internal and external stakeholders including class teacher, support teacher and parent.
- Targeted one to one social supports in the classroom and/or playground provided by a teacher-aide, Learning Support teacher, Chaplain, Social Worker, Guidance Officer or Learning Engagement Teacher.
- Access to 'Flexi-space' for extended periods. This includes explicit teaching and learning of curriculum as well as behaviour supports.
- Reflection Room de-brief and support discussions  
*See also 'Tier 3 Disciplinary Responses' list below.*

## Disciplinary Consequences

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

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

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

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

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

### Tier 1 Disciplinary responses:

Teachers or teacher-aides provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language

- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class (eg. Drink/ toilet break)
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom to Flexi-space for a reset)
- Timeout at play time- in class or Reflection Room.
- Access to Buddy Class
- Class teacher may contact parents for ongoing low level behaviours.

## **Tier 2 Disciplinary responses:**

The teacher or teacher-aide is supported by other school-based staff to address problem behaviour that has not improved after Tier 1 responses. This may include:

- Reflection Room: De-brief & support to enact more appropriate behaviour. Written apology drafted where appropriate.
- Classroom timeout: De-brief with Flexi-space staff, re-engage in class work as provided by the teacher.
- Break time 15 mins timeout- Reflection room activity, complete missed classwork, loss of play for 15mins or community service.
- Targeted skills teaching in small group.
- Counselling and guidance support via Learning Engagement Teacher, Chaplain or Guidance Officer
- Check in/ Check Out strategy- Behavioural contract/ Self-monitoring plan
- Monitored support or alternative areas in the playground or eating areas.
- Referred and monitored by Student Support Services team.
- Contact with parents from Flexi-Space team or Leadership team for major behaviours referred to Flexi-Space and/or office.

## **Tier 3 Disciplinary responses:**

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Timeout of the classroom: Work in Flexi-space with support to complete class activities for extended periods of the day. Supported to attend classroom and/or play areas.
- Timeout of the playground- Alternative spaces provided.
- Temporary removal of student property (e.g. iPad)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.
- Parent contact by Principal, Deputy Principal, Head of Special Education Services or Head of Department- Curriculum.

## School Disciplinary Absences

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

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

At **Marian State School**, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community. The Principal of **Marian State School** has provided an 'Instrument of Authorisation' giving authority to the Deputy Principal, Head of Special Education Services or the Head of Department-Curriculum to communicate to a student and/or parent a decision to suspend.

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 **Marian State School** will 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. At **Marian State School**, we highly recommend the student, as a minimum, attend the re-entry meeting.

## **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 15 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

## **Structure**

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

Possible agenda:

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

## **Reasonable adjustments**

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

# Communicating with your child's school

We value open and respectful communication with parents and carers, to support student learning.



### You can expect schools to:

- recognise and celebrate your child's achievements
- report on your child's academic progress
- communicate about your child's learning, wellbeing and development
- inform you of any serious issues concerning your child
- alert you on the same day if your child is absent without a reason
- forward requests needing your consent or payment
- provide regular school updates and notify you of school events
- offer opportunities and ways to give feedback
- offer parent/carer-teacher interviews twice per year.



### You should not expect:

- an immediate response to non-urgent inquiries - it may take a minimum of 2 or more business days
- staff to return calls or reply to emails outside standard business hours (including evenings and weekends)
- a response from staff to social media messages from their personal account
- access to teachers' personal phone numbers or emails
- teachers to discuss school matters when not at work (e.g. if you see a teacher outside of school hours in the community)
- meetings with staff during the school day without an appointment
- to be allowed on school grounds if you have been aggressive or harassed staff or students.



### Contact your child's school if:

- your child will be absent, providing the reason
- you are concerned about your child's learning, social progress or wellbeing

- there are changes to your child's medical information
- there are changes in family circumstances
- you notice safety issues or behaviour changes at home
- issues arise that may affect student and/or staff safety at school
- you need to make or change an appointment.



### When contacting your child's school:

- contact the school administration for general inquiries
- follow the school's processes for requesting meetings or contact with teachers
- for more complex or sensitive issues, request a face-to-face meeting to give the matter the attention it needs
- allow staff time to respond to your inquiry, remembering that teachers' priorities during the day are in the classroom.



### How you can help your child's school:

- keep your contact details up-to-date
- read school communications
- use polite language in all spoken and written messages
- be open to ideas and willing to compromise if needed to reach an agreement.



### If you are unhappy about something that has happened at school, you can make a complaint:

- first raise your concern with the school by making an appointment or sending an email
- if you're not happy with the outcome, you can speak with the principal or take your [complaint](#) to the school's [Regional Office](#). All complaints about staff or school operations are handled fairly.



## Making a customer complaint - Information for parents and carers

### How do I make a customer complaint?

As a parent or carer, from time to time you may be unhappy with the services or actions or the Department of Education (the department) or its staff, including decisions made or actions taken in a school and/or by the local regional office.

Visit the department's [website](#) for information about making a customer complaint or raise your issue with the school or education centre, region or division.

### How does the department manage my customer complaint?

The department is committed to responding to customer complaints in an accountable, transparent, timely and fair way that is compatible with human rights. Information about how the department manages customer complaints is available on our website, including links to relevant policies and procedures.

For customer complaints about school matters, you are encouraged to use the following three-step approach:

1. **Early resolution:** the best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint, or make your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Check the school's website to find your school's complaints management process.

The [regional office](#) may be able to assist you through this process, or provide you with advice.

2. **Internal review:** if, after taking the early resolution step, you are dissatisfied with the way your complaint was handled or if you believe the outcome to be unreasonable, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 20 days of receiving the complaint outcome.
3. **External review:** if you are dissatisfied after the internal review, you can contact a review authority, such as the [Queensland Ombudsman](#) or [Queensland Human Rights Commission](#), and request an external review.

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

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

You can make an anonymous complaint; however, if you do not identify the school, or if you advise that you do not wish the school to be contacted, it may limit how your complaint can be assessed and resolved. If no contact information is provided, the complaint will still be addressed but the department cannot reply back to you.

### What are my responsibilities if I make a customer complaint?

You have a right to make a complaint, however, you also have responsibilities as a complainant to:

- be respectful and understand that unreasonable conduct will not be tolerated by school, regional or departmental staff as outlined in the [Managing unreasonable complainant conduct procedure](#)
- clearly outline what the problem is, what you are unhappy about and your desired outcome
- provide all relevant information when making a customer complaint and inform the department of any changes impacting on your complaint
- understand that if the complaint is complex, it can take time to assess, manage and resolve.

### What happens after I make my complaint?

If your complaint is not resolved during your initial contact, we will aim to resolve your complaint as soon as we can and within 30 days, wherever possible. Please be aware that school holidays may impact timeframes for resolving a complaint.

Once your customer complaint has been resolved, you will be contacted and informed of the outcome of your complaint, any recommendations, and any review options available to you.

For information privacy reasons, the department is unable to provide you with information about other people involved in your complaint, such as staff, other school community members, or students who are not under your care.

<https://ppr.qed.qld.gov.au/attachment/making-a-complaint-easy-guide.pdf>

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### *Other Department and school policies*

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

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

### Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Marian State School and will be removed if found in a student's possession:

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

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

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

## Responsibilities

### State school staff at Marian State School:

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

### **Parents of students at Marian State School:**

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Marian State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection from the office.

### **Students of Marian State School:**

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

## Use of mobile phones and other ICT 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, **Marian State School** has determined that explicit teaching of responsible use of 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.

### 'Away for the day' – mobile phones and wearable devices

Queensland state school students are required to keep mobile phones switched off and 'away for the day' during school hours and while attending school activities, such as school sport, excursions and camps.

Wearable devices, such as smartwatches, can be worn to school but notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received. This includes message apps on the iPad. Your child may continue to bring their phone to school to communicate with you, their friends and employers outside of school hours.

'Away for the day' supports 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.
- Protecting the device from being damaged or stolen from school bags.

As a parent or carer, you play an important role in supporting your child to engage with technology in safe and respectful ways. Parents can support schools to implement the 'Away for the Day' approach by:

- talking with your child about the requirement to have their phone switched off and away for the day, and/or notifications disabled on wearable devices.

***At Marian SS, students are requested to hand in their phone to the office on arrival to school and then collect at 3pm from the office. Our office staff will take good care of the phones during the day.***

- using the school's preferred communication method to contact your child during the day, such as phoning the school office.
- encouraging your child to report to a staff member in the first instance if they become unwell or experience an issue during the school day
- establishing routines at home to help your child balance their use of devices and screen time.

### Setting up for success

Prepare for phone-free days at school with these steps to help your child adjust:

1. Save the school phone number into your contacts.

2. Don't text your child during the school day (9-3pm) – contact the school if you need to pass on a message.
3. If your child needs to contact you through the day, remind them to let their teacher or school office staff know.
4. Make sure your child knows how and where their phone will be stored during the day.

For some young people, being without their phone can be challenging, especially after school holidays. However, a bit of basic planning can help reduce the impact as they put their phones away for the school day.

## Responsibilities

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

It is **acceptable** for students at **Marian State School** to:

- use iPads or laptops 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 **Marian State School** to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone or other devices in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use ICT device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use an ICT device (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 facilities and devices supplied by the school, will be required to act in line with the requirements of the **Marian State School** Student Code of Conduct. In addition, students and their parents should:

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

## IPAD CLASSROOM EXPECTATIONS




RESPECT | RESILIENCE | COLLABORATION | LEARNING | WHOLE PERSON | INCLUSION

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### Expectations

non-negotiables ✔

- iPads are for learning, support, extension and assessment (not free time).
- iPad storage located away from student desk.
- iPad notifications focus/off/silent.
- All school apps located on home screen (no home apps).
- Every student connected to Apple Classroom before going ahead with lesson.
- Read through iPad agreements before commencing each term – each student has own signed agreement.
- Identified student troubleshooting experts.
- Troubleshooting QR codes displayed in classroom.
- Hand signal/phrase (Apple Up) for iPads down, eyes on the teacher.



### Signed iPad Agreement

Student & parents know and understand the agreement.

## Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community. **Marian State School** has a '**Behaviour and Engagement Team**' (**BEST team**), with diverse representatives from each year sector as well as a teacher-aides representative and a Student Support Services Team representatives who meet regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each BEST team meeting are the core elements of the Australian Student.

### Wellbeing Framework:

#### 1. Leadership

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

#### 2. Inclusion

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

#### 3. Student voice

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

#### 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 Behaviour & Engagement Support team (B.E.S.T)** is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. Decisions are made based on the most current data available through our One School Behaviour records, and survey responses such as the 'Queensland Engagement & Wellbeing' (QEW) survey, annual School Opinion surveys and annual Staff Wellness survey. Additionally as required, pulse survey targeting feedback on specific items are also enacted.

## 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 **Marian State School** our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

### **Marian State School - Bullying response flowchart**

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 or teacher on duty.

Principal, Deputy Principal, Learning Engagement Teacher.

### First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

### Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

### Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue

### Day three Discuss

- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

### Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

### Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

### Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. There is also a dedicated senior leadership officer, The Deputy Principal, 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 **Marian State School** may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

# Marian State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

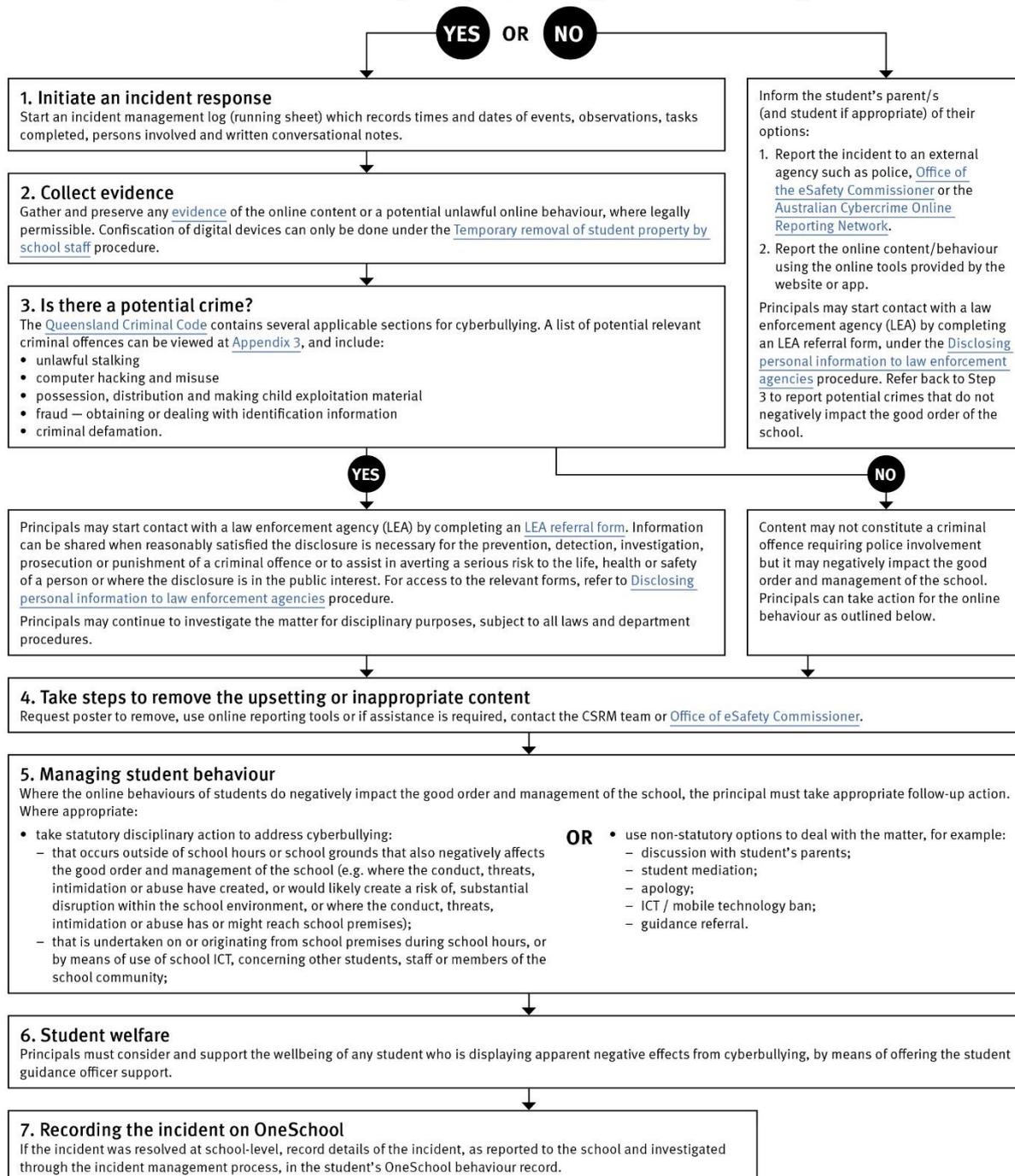
### Explicit images

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

### Report

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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Services section 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 Marian State School 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. This may include counselling, social development programs and/or referral to mental health services.

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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## 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.

From 10 December 2025, new restrictions for Social Media access were introduced. Many social media platforms require users to be 16 years and above to create or maintain an account. These changes aim to mitigate risks associated with excessive screen time and exposure to harmful content, which can negatively impact the health and wellbeing of young people. Further, they allow young people to develop safe and healthy habits over time. While a definitive list of affected platforms is not yet available, platforms including Facebook, Instagram, Kick, Reddit, Snapchat, Threads, TikTok, Twitch, X (formerly Twitter), and YouTube will be age restricted. For the most up-to-date information, please refer to the latest list provided by the Office of the eSafety Commissioner.

A factsheet for parents is available: <https://www.esafety.gov.au/parents/social-media-age-restrictions>

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* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

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

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

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

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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