



Mount Ommaney Special School

Student Code of Conduct 2024-2027

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

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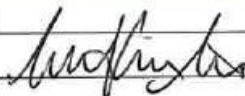
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Contact Person: Mike Curtis (Principal)

Endorsement

Principal Name: **Mike Curtis**

Principal Signature: Principal



Date: 18/11/25

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

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

Date:

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Purpose

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

The Mount Ommaney Special School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Whole School Approach to Discipline

The Department of Education (DoE) has developed a number of procedures, frameworks, programs and resources for schools to use to meet the learning and wellbeing needs of their students. Research and practice clearly indicate that a whole school and integrated approach to providing student support services is the most effective. Student wellbeing, and social and emotional learning are critical to students reaching their potential academically and as productive members of society.

Supporting student behaviour is a very important element of student learning and wellbeing. Positive Behaviour for Learning (PBL) is an organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students. PBL promotes positive behaviour across a school and helps all schools develop safe and supportive learning environments.

Schools that implement the PBL framework make sure all students are explicitly taught the expected behaviours, and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Staff proactively acknowledge and reinforce students for their use of expected behaviours. Student outcomes are monitored so identified students can receive additional support when needed.

This support is multi-tiered and is used school-wide. The PBL support system is used in all classrooms and programs are offered throughout the school. Some people need more support than others to use positive behaviour. If any student needs intensive support to enable them to engage successfully at school, then they will be able to access it. Below is a brief description of the tiers:

- **Tier 1 - Universal:** guidelines and expectations for all, aimed at proactively teaching positive behaviour and preventing the use of problem behaviour.
- **Tier 2 – Targeted:** additional teaching and support for a few aimed at developing skills.
- **Tier 3 – Intensive:** significant and individualised support required.

PBL is an evidence-based approach. It uses data and information to:

- analyse and improve student behaviour and learning outcomes
- 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.

The scientific approach PBL uses is the process of understanding the function (or purpose) of a problem behaviour. Once known we can then positively respond in such a way as to limit the effectiveness of the existing behaviour and to teach a new, more socially acceptable way to meet personal needs.

This involves knowing and understanding the **ABC**:

- understanding the **Antecedents** (what triggers / causes the behaviour)
- defining exactly what the **Behaviour** looks like (so that it's occurrence can be measured)
- understanding the **Consequences** (what happens immediately after it, that maintains the behaviour)

Mount Ommaney Special School uses the PBL framework. 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 where appropriate use behavioural incidents as opportunities to re-teach.

The Mount Ommaney Special School Student Code of Conduct articulates a number of key PBL practices and procedures. This document and other resources are publically available to our school community, to explain what PBL looks like at MOSS. The language and expectations of PBL can be used in any environment, including the home setting for students. It is our desire to do everything we can do to set students up for success. Staff and parents working together to implement PBL practices is an important part of delivering effective teaching and learning for all students at MOSS.

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

MOSS PBL Expectations

Mount Ommaney Special School staff and community have identified three core expectations:



Three mascots, known as the MOSSketeers were developed and now have a great visual presence throughout our school.

From these three core expectations, twenty-six specific behaviours have been identified. They are considered important for student learning engagement, social engagement and their wellbeing. For teaching purposes the specific behaviours were re-grouped under ten focus statements.

Our MOSS Core Expectations	10 Focus Statements	26 Specific Behaviours
BE SAFE	I keep myself safe	I follow directions I move safely I tell a teacher when I need a break I stay with my class I am safe with technology I tell a teacher if I feel uncomfortable
	I keep others safe	I keep my hands and feet to myself
	I use equipment safely	I use equipment safely
	I am safe in the environment	I am sun safe I am road safe I am pool safe
BE RESPECTFUL	I am respectful to myself	I am respectful of my body I am private with my body
	I am respectful to others	I wait for my turn I respect personal space I use kind words I listen to others
	I am respectful to equipment	I look after others equipment I look after my belongings
BE YOUR BEST	I am my best for myself	I have a go I use my voice I make good choices I am ready to learn I follow my schedule
	I am my best for others	I am a good friend
	I am my best for school	I wear my uniform with pride

Each term a schedule is published containing the focus for each week. Individual classes or hubs decide which specific behaviours, aligned to our Focus Statements, they will teach, practise and reinforce that week.

Consideration of Individual Circumstances

Staff at Mount Ommaney Special School take into account each student's individual circumstances. They do this whether they are proactively teaching expected MOSS behaviours or responding to and managing a behaviour incident. They take into account, the impact of disability, current health and wellbeing, current home / care circumstances, religious / cultural considerations, and behaviour history. In considering individual circumstances, staff recognise that the way we teach, support and respond to students will differ. An individual's success is reliant on supporting their specific needs, rather than using the same approach for all students.

A student may need additional support to interpret or understand an expectation, or more opportunities to practise a required skill or behaviour. The use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances.

Our teachers are also obliged by law to respect and protect the privacy of individual students. You can be assured that school staff take all matters very seriously and will address them sensitively

and appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter. For an extensive explanation of PBL at Mount Ommaney Special School please ask for a copy of our PBL Implementation Manual. Our MOSS PBL educational vignette is also available for you to view.

Differentiated and Explicit Teaching

Mount Ommaney Special School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This includes teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers acknowledge and reinforce expected behaviours, provide feedback and correction, and support students to have opportunities for practise.

Teachers at Mount Ommaney Special 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. Decisions about differentiation are made based on data, and the day-to-day monitoring of behavioural and learning needs of students. This approach enables teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning, and to demonstrate their learning.

Each area of the school has a poster of up to nine specific behaviours that are most relevant to the activity that occurs in that setting. Posters will include associated visuals. Staff are encouraged to use these posters and associated visuals when referring to expected behaviours.

Content of Area Expectation Displays

In addition to the area expectation displays, some students may also require the following visual aides to accompany them as they move about the school or community:

- a PBL Aided Language Display (PBL ALD) (standard or individualised)
- a Pragmatic Organisation Dynamic Display (PODD) with PBL prompts
- a Behaviour Practise sheet

Area / Setting	Be Safe	Be Respectful	Be Your Best
Classroom	<ul style="list-style-type: none"> • I move safely • I tell a teacher if I feel uncomfortable • I am safe with technology 	<ul style="list-style-type: none"> • I wait for my turn • I listen to others • I am respectful of my body • I am private with my body • I look after others equipment 	<ul style="list-style-type: none"> • I am ready to learn • I have a go • I use my voice
Outside Play Area	<ul style="list-style-type: none"> • I use equipment safely • I keep my hands and feet to myself • I tell a teacher if I feel uncomfortable 	<ul style="list-style-type: none"> • I wait for my turn • I use kind words • I look after others equipment 	<ul style="list-style-type: none"> • I make good choices • I am a good friend
Bus Set Down	<ul style="list-style-type: none"> • I stay on walkways • I stay with my class • I move safely 	<ul style="list-style-type: none"> • I listen to others • I wait for my turn • I respect personal space 	<ul style="list-style-type: none"> • I make good choices • I use my voice
MP Gym / HPE	<ul style="list-style-type: none"> • I use equipment safely • I move safely 	<ul style="list-style-type: none"> • I wait for my turn • I respect personal space 	<ul style="list-style-type: none"> • I have a go • I am ready to learn • I use my voice
Pool	<ul style="list-style-type: none"> • I am pool safe • I follow directions 	<ul style="list-style-type: none"> • I am private with my body • I wait for my turn • I respect personal space 	<ul style="list-style-type: none"> • I am ready to learn • I have a go
Sensory Room	<ul style="list-style-type: none"> • I keep my hands and feet to myself • I follow directions • I move safely 	<ul style="list-style-type: none"> • I listen to others • I wait for my turn • I respect personal space • I look after others equipment 	<ul style="list-style-type: none"> • I make good choices • I use my voice
Library / MP room	<ul style="list-style-type: none"> • I stay with my class • I move safely • I follow directions 	<ul style="list-style-type: none"> • I listen to others • I look after others equipment 	<ul style="list-style-type: none"> • I make good choices • I use my voice
Cafe	<ul style="list-style-type: none"> • I follow directions • I use equipment safely • I move safely 	<ul style="list-style-type: none"> • I respect personal space • I look after others equipment 	<ul style="list-style-type: none"> • I wear my uniform & PPE with pride • I make good choices
Community Based Instruction / Travel	<ul style="list-style-type: none"> • I follow directions • I am road safe • I am sun safe 	<ul style="list-style-type: none"> • I respect personal space • I wait for my turn • I am private with my body 	<ul style="list-style-type: none"> • I wear my uniform with pride • I make good choices • I have a go

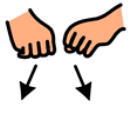


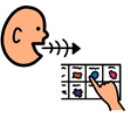
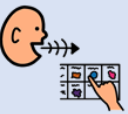
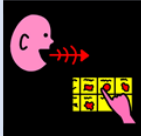


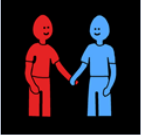
Visuals for each specific behaviour.



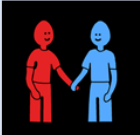






BE SAFE			
I keep myself safe			
I follow directions			
I move safely			
I am safe with technology			
I tell a teacher if I feel uncomfortable			

I keep others safe			
I keep my hands and feet to myself			
I use equipment safely			
I use equipment safely			
I am safe in the environment			
I am sun safe			
I am road safe			
I am pool safe			

BE RESPECTFUL			
I am respectful to myself			
I am respectful of my body			
I am private with my body			
I am respectful to equipment			
I look after others equipment			
I look after my belongings			












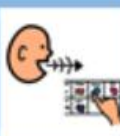
I am respectful to others			
I wait for my turn			
I use kind words			
I listen to others			
I respect personal space			

BE YOUR BEST			
I am my best for <u>myself</u>			
I have a go			
I use my voice			
I am my best for <u>others</u>			
I am a good friend			

I am my best for <u>others</u>			
I am a good friend			
I am my best for my <u>school</u>			
I wear my uniform with pride			
I follow the rules of the venue being visited			

Example of area expectation display

Classroom

		
I tell a teacher if I feel uncomfortable 	I wait for my turn 	I am ready to learn 
I move safely 	I look after others equipment 	I have a go 
I am safe with technology 	I listen to others 	I use my voice 

Focused Teaching

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

Focused teaching is aligned to our PBL Expectations, 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.

At MOSS, when a problem behaviour is ongoing and is **not** responding to differentiated and explicit teaching and standard class management practices, a teacher can initiate a focused 'thinking functionally about behaviour' conversations with the class / hub team, to identify focused teaching strategies and or individualised management practices. The PBL Implementation Manual and or a member of the PBL team can help guide these conversations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop important 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 type and level of support is based on data collected from staff working with the student and consultation with their family.

At MOSS, when a problem behaviour is ongoing and **not** responding to differentiated and focused teaching and standard or individualised class management practices then a referral to the student support team / leadership team is necessary. The team will work with staff and parents to undertake an assessment*, develop a support plan and assist with the implementation of the plan.

After a plan and strategies are developed and implemented the team will monitor progress and discuss implementation success and issues, make adjustments to strategies as needed, and prompt each other to be consistent with tracking and collecting data on a student's behaviour.

* This may not initially be a formal functional behaviour assessment.

Disciplinary Consequences – Impact

At MOSS, we seek to limit a ‘behaviour-consequence’ approach. We place an emphasis on managing the ‘risk and impact’ of the behaviour, while also determining the most effective way to minimise it occurring again. Our **observations** rather than our **judgements** are key to reducing the occurrence of problem behaviour. Understanding the many variables that underlie a behaviour is critical to effective behaviour change. While intentionality and correction are important considerations in staff responses, so too is, understanding whether a behaviour is an intentional choice, a poorly learnt response or is visceral in nature (a compulsive / overwhelmed response to underlying sensory, neurological or emotional factors).

At MOSS, the response to a choice / learnt behaviour is different to one with a visceral driver. Irrespective of the drivers, the priority is always on keeping all people as safe as possible. Correction and teaching replacement behaviours is only effective when the learner is receptive and engaged. This is highly unlikely, when students are engaging in high and extreme risk behaviour, so staff responses are primarily focused on safe, reasonable and proportionate incident management.

On occasions the behavioural impact of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an in school or out of school recovery time, suspension or exclusion is necessary. A suspension or exclusion is called a School Disciplinary Action (SDA). Consideration to which course of action will be taken will always be discussed with parents. It is necessary to discuss the impacts and drivers of the behaviour and to ensure that both appropriate support is provided to all involved, and the leadership team have had appropriate time to review all aspects of a student’s programs, plans and support needs.

All behaviour incidents are recorded on OneSchool and Identified minor or major. Behaviours identified as ‘minor’ are recorded and managed by teachers. All behaviours identified as ‘major’ will have input from a member of the school leadership team in their management and or follow up. All incidents involving seclusion or physical restraint will require a Focused Review to ensure appropriate time, reflection, follow up and adjustments are made to minimise future impacts of a behaviour.

Below is a table describing the standard behaviour incident response steps used at MOSS. The practice of applying these steps needs to reflect the prioritization of: observation over judgement; responding over reacting; and focusing on managing risk and impacts over applying consequences. These are critical to the development of a supportive and skilled school community.

Differentiating Risk Management according to the behaviour driver:	
Driver is learned / chosen behaviour	Driver is Visceral (overwhelmed/compelled)
Differentiated responses to low and medium risk / impact behaviours	
<ol style="list-style-type: none"> Prompt to use expected behaviour (verbal / non-verbal); Encourage and guide practice. Remind / redirect Either <ul style="list-style-type: none"> Distract or divert (if ability to differentiate between acceptable or unacceptable behaviour is limited). State consequence (if understands behaviour is unacceptable). Apply Consequences (logical and known) Redirect (wait and minimise attention until compliance). <p>When compliance is demonstrated: Re-engage with student Re-establish expected routines</p>	<ol style="list-style-type: none"> Re-assure Manage triggers in the environment. <i>[Use MAPA response strategies to match student's level of escalation]</i> Separate student from triggers Support student to regulate Monitor for signs of de-escalation <p>When calm: Re-engage with student, use therapeutic rapport responses if student is still at the tension reduction level (escalation cycle). Re-establish student in normal routines</p>
Focused responses to high risk / impact behaviours	
<p>Above steps plus:</p> <ol style="list-style-type: none"> Manage the environment (safety and influences of triggers) <i>[MAPA response strategies]</i> Call for assistance Admin / supporter to: <ul style="list-style-type: none"> Assist CT in setting or Manage students elsewhere State the expected behaviour (e.g. sit down on floor) Monitor with minimal engagement until assistance arrives or complies with expected behaviour. 	<p>Above steps plus:</p> <ol style="list-style-type: none"> Manage the environment (safety and influence of triggers) <i>[MAPA response strategies]</i> Call for assistance Admin / supporter to: <ul style="list-style-type: none"> Assist CT in setting or Manage students elsewhere Facilitate access to activities / resources known to support de-escalation. Monitor student with minimal engagement until they de-escalate. <p>When calm: as above</p>
Intensive responses to extreme risk behaviours	
<ol style="list-style-type: none"> State the expected behaviour Manage the safety of those present <i>[MAPA response strategies]</i> Request urgent support. Admin supporter to: <ul style="list-style-type: none"> Assess risk of harm Ask what intended next steps are? Intervene with direction or restrictive practice if harm is imminent Provide support / first aid to those impacted. Re-establish class into normal routine (when / where appropriate) 	
<p>Example follow-up actions:</p> <ul style="list-style-type: none"> Contact parents and document behaviours in OneSchool. All behaviours causing harm or requiring a restrictive practice to be coded as Major. If seclusion or physical restraint was required then conduct a Focused Review. Behaviour Support Plan reviewed / developed. Convene stakeholder meeting as required. Functional Behaviour Assessment necessary if behaviour continues. Behaviour risk assessment tool and Student Safety Plan to be considered. 	

School Disciplinary Absence

As previously mentioned, in extreme and high impact behaviour incidents the principal may determine that a School Disciplinary Absence (SDA) is necessary.

A 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 Mount Ommaney Special School, the use of any SDA is considered a very serious decision. In our school, **recovery time** either at school or at home may be the most reasonable action taken. This is particularly true when the driver for behaviour is visceral in origin. If a 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, then an SDA may be initiated by the principal and additional investigations and processes are discussed.

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.

Students who are suspended from MOSS may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend. The 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.

Re-entry meeting format

Arrangements:

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

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

Structure:

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

Possible agenda:

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

Reasonable adjustments:

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

Restrictive Practices

School staff at Mount Ommaney Special School must respond to unacceptable behaviour as part of their duty of care and to take reasonable actions to prevent the risk of foreseeable harm to students, themselves and other persons. 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 seclusion or and any unplanned physical restraint, 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 Intensive responses to extreme risk behaviours outlined in the standard behaviour incident response steps used at MOSS (page 13). If a student has regular critical incidents, then an individual risk / behaviour management plan should be developed and followed. These plans are saved and available for staff to review in OneSchool.

Staff should use basic defusing techniques when applying the school's intensive response steps or the students risk/behaviour management plan:

- 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.
- 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.
- 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.
- 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.
- 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

Other School Policies as required by DoE

Mount Ommaney Special 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 Mount Ommaney Special School in line with DoE policy 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)
- non prescribed drugs (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Mount Ommaney Special 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 Mount Ommaney Special School will ensure their children do not bring property onto schools grounds or other settings used by the school (e.g. camp and sporting venues) that:

- is prohibited according to our Mount Ommaney Special 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

Students of Mount Ommaney Special School do not bring property onto school grounds or other settings used by the school that:

- is prohibited according to our Mount Ommaney Special 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

Use of mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities:

The responsibilities for our students using mobile phones or other devices at school or during school activities will be evaluated on an individual learning need and safety basis. For example, some students may use phones to assist them in communicating, with orientation and mobility, time management and for visual and auditory prompts.

It is unacceptable for students at Mount Ommaney Special School to:

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Mount Ommaney Special 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. Parents should ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email. Parents should also be aware that:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Mount Ommaney Special 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.

Core elements of the Australian Student Wellbeing Framework:

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.

Inclusion

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

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.

Partnerships

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

Support

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

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.

All conflicts are considered serious and need to be addressed and resolved. At Mount Ommaney Special 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 Mount Ommaney Special 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 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.

Mount Ommaney Special School - Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

- Your child's teacher
- A member of the leadership team

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

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- 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 Mount Ommaney Special 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 or any member of our leadership team.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

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

Mount Ommaney Special School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

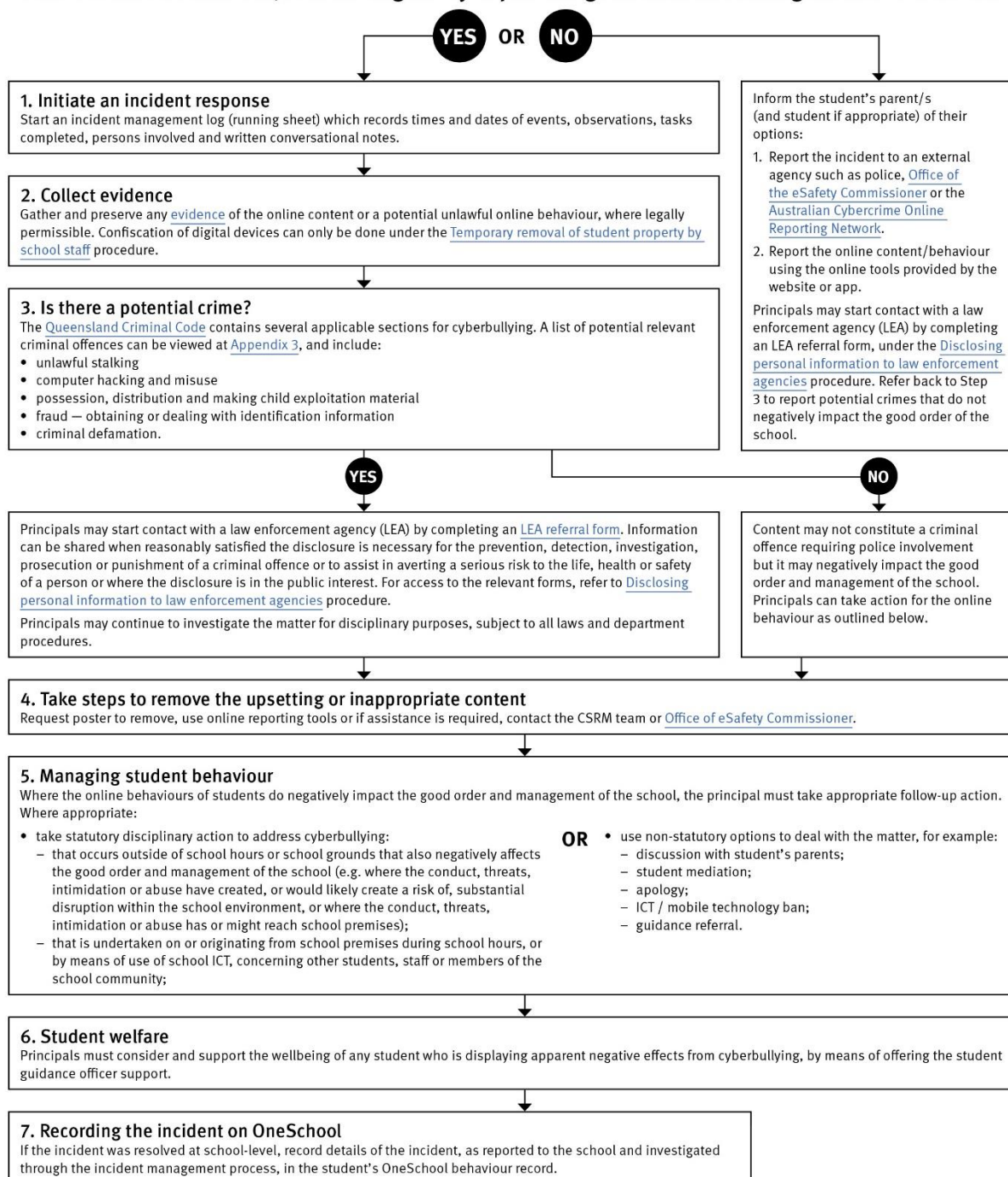
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Mount Ommaney Special 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 Network 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 Exemplar State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Mount Ommaney Special School – Anti-Bullying Compact

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

Mount Ommaney Special School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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