THE BEST WE CAN BE

MACGREGOR STATE HIGH SCHOOL

INDEPENDENT PUBLIC SCHOOL

Student Code of Conduct

2026 – 2029

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

MacGregor State High School provides high quality education programs that focus on learning for approximately 1350 students in Years 7 to 12 in a supportive co-educational environment.

- Our vision: **Leading education, building futures**
- Our values: **Respect, Integrity and Diversity**
- Our School motto: **The Best We Can Be**

MacGregor State High School is proud of our cultural diversity and supports students by:

- Providing high quality learning opportunities that cater for a range of student needs and cultural backgrounds;
- Providing opportunities for students to participate in programs that allow them to excel in academic, cultural and sporting pursuits;
- Encouraging them to build strong links with the school community by participating in a range of service projects;
- Maintaining a safe school setting that develops confidence in their relationships with others;
- Encouraging participation of parents and the wider community in a range of school programs and services.

Contact Information

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Contact Person:	Brendan Barlow

Endorsement

Principal:	Brendan Barlow
Principal Signature:	
Date:	3/12/25
P&C President and-or School Council Chair:	Angela Blanch
P&C President and-or School Council Chair Signature:	
Date	3/12/25

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Consultation

A review was conducted in 2020 with students, staff, parents and caregivers formally surveyed to provide input into the Student Code of Conduct. A Focus Group was established to refine our Student Code of Conduct informed by this community feedback.

A second steering committee was formed in 2023 to review our school behaviour pathway and the Student and Teacher Engagement Process (STEP). This resulted in updates which were implemented into the new Student Code of Conduct.

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Learning and Behaviour Statement

Learning at MacGregor challenges students to become critical, creative and reflective people of character, equipped to contribute to their communities.

Learning and behaviour at MacGregor are embedded within our framework for learning. We believe that creating a meaningful and sustainable academic culture, with positive learning behaviours, will improve student learning and maximise opportunities for success.

Student Wellbeing and Support Network

Students at MacGregor State High School are supported by a range staff and their associated agencies through strong proactive measures. These proactive measures are underpinned by a capacity to address inappropriate behaviour, especially when it affects other members of the school community. This support includes:

- Parents and Caregivers
- Teachers
- Support staff
- Head of Department – Senior Leadership Team
- Principal and Deputy Principals – Executive Leadership Team
- Guidance Officer
- Advisory Visiting Teacher
- Senior Guidance Officer
- School Based Youth Health Nurse
- Chaplain
- Student Services staff
- Transition Pathways Officer
- Homestay coordinator (international program)

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Police including the Child Protection Investigation Unit (CPIU)
- Child Youth Mental Health Service
- Queensland Health
- Department of Communities (Child Safety Services)

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Whole School Approach to Discipline

Universal behaviour support

Policies and procedures are communicated to our community through both the school web page and the MacGregor Learning Journal. School policies are reviewed annually with updates to reflect our vision and values. The following areas are covered in detail:

- Learning, Assessment and Reporting Framework
- STEP (behaviour pathway)
- Attendance
- Uniform
- Cyber bullying and Harassment
- BYOx and Electronic Devices Policy

The Clan Wellbeing Program fosters and promotes positive learning behaviours and wellbeing. Year Level Assemblies promote these positive learning behaviours and celebrate student progress. Weekly Year Level Check-In Assemblies enable staff to provide consistent messages and reminders to all students.

During lunch breaks the school grounds are closely monitored to create an atmosphere of safety. Staff members on playground duty actively supervise student behaviour.

Targeted support

Year Level Student Support Teams (YL DP, YL HOD, YLC, Inclusion Staff, Student Support Services) meet fortnightly. Students needing targeted intervention are discussed at these meetings and case management is assigned to support students in developing positive behaviours for learning. Year level teams provide targeted support for students through assignment of case managers.

Attendance is an important component in student progress. After clan roll marking, notifications of unexplained student absences are communicated to parents/caregivers via SMS each morning. Please view the school's Attendance Policy for more information.

Intensive behaviour support

Students requiring higher levels of support can be referred to the Year Level Deputy and/or school Guidance Officer (GO). The GO and Student Support Services can provide direct support to students or set up referrals to external agencies, such as child and youth mental health services.

When a student needs close monitoring, one on one support is provided to modify unacceptable learning behaviours. This is used as a first step to reduce the need for a School Disciplinary Absence.

Consideration of Individual Circumstances

Differentiated and Explicit Teaching

It is the policy of this school to thoroughly investigate the circumstances surrounding breaches of learning behavioural expectations. In each case, the determination of consequences for inappropriate learning behaviours will include consideration of the following:

- Emotional/mental well-being
- Cultural background
- Gender
- Socio-economic factors
- Medical and other diagnosed conditions
- Other unforeseen but relevant factors

Differentiated teaching approaches

Class teacher provides 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
- Class-wide incentives
- Reminders of class goals and expected behaviour
- 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?”)
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention (Lunchtime)
- Temporary removal of inappropriate items

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Focused Teaching Approaches

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student Behaviour Plan)
- Prompt student to take a break or time away in class
- Targeted skills teaching in a small group
- Risk management planning
- Detention (After School)
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check In Check Out strategy
- Learning behaviour monitoring sheets
- Teacher coaching and debriefing
- Referral to Student Support team
- Stakeholder meeting with parents and/or external agencies
- Token economy (systematic reinforcement of target behaviours utilising reinforcers)
- Referral to Student Support Network for team-based problem solving

Intensive Teaching

School leadership teamwork in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

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

Disciplinary Consequences

It is expected that all students will strive to consistently demonstrate positive learning behaviours. Our school STEP process supports students to learn about appropriate behaviours and supports our staff to educate students to improve behaviours.

STUDENT and TEACHER ENGAGEMENT PROCESS (STEP)

STEP	Behaviour (including, but not limited to)	Potential Strategies/ Consequences	Referral Process
ACE (Acknowledge, Celebrate, Encourage)	Student makes appropriate, positive choices in line with school values.	Values awards Praise Positive Postcards Positive contact home	
STEP 1 (Teacher led)	***Minor behaviours are handled by teachers at the time the behaviour happens.*** During lesson time: - Disruption to teaching and learning - Defiance - Late to class - Breaching school's Electronic Devices Policy Outside lesson time: - Defiance - Out of bounds - Disrespect towards other students or staff - Breaching school's Electronic Devices Policy	Phone call home seeking support and strategies for success Check in with student Reminder of expected behaviour Parallel acknowledgement Redirection to appropriate choices Choice or consequence Remaining behind after lesson Moved in seating plan Teacher managed detention (15 mins) Buddy class (removal from teaching and learning must result in phone call home)	For persistent behaviour (repeated incidents across 3 or more lessons with a range of interventions strategies applied) contact home has previously been made, recorded in OneSchool, and referred to HOD. For single major incidents recorded in OneSchool, and referred to HOD.
STEP 2 (HOD led, with feedback to referring staff) <u>Class time –</u> Curriculum HOD <u>Non-class time –</u> Clan wellbeing, Clan roll marking – Year Level Non-Curriculum HOD	***Behaviours deemed repeated minor or major.*** Inside the classroom: - STEP 1 behaviour occurring over at least 3 lessons with a range of intervention strategies being implemented. - Plagiarism/cheating - Aggressive verbal misconduct - Harassment of students Outside the classroom (including in bathrooms and changerooms): - Aggressive verbal misconduct - Intentionally behaving in an unsafe manner - Harassment of students	Phone call home seeking support and strategies for success HOD interview & mediation H4 detention HOD led lunchtime detention After school detention HOD directed buddy class process Positive connection monitoring form	For persistent behaviour (repeated incidents across 3 or more lessons with a range of interventions strategies applied with consideration of previous strategies implemented) referred to DP. For single major incidents refer directly to DP.
STEP 3 (Deputy Principal led, with feedback to referring staff)	***Behaviours deemed repeated minor, despite HOD intervention or major.*** Inside the classroom: - STEP 1 or 2 behaviour occurring over at least 3 lessons despite intervention from HOD. - Threats to students - Swearing at/threats/inappropriate conduct towards a staff member - Physical misconduct Outside the classroom (including in bathrooms and changerooms): - Possession of tobacco, vapes, or smoking implements - Threats to students - Swearing at/threats/inappropriate conduct towards a staff member - Physical misconduct - Vandalism - Theft	Phone call home seeking support and strategies for success H4 detention DP led lunchtime detention After school detention Withdrawal from lunchtimes DP interview & mediation Positive connection monitoring form Referral to specialist/support Discipline Improvement Plan Withdrawal from teaching & learning Suspension Proposal for Exclusion Cancellation of Enrolment	
STEP 4 (Principal led)	***Behaviours deemed repeated minor, despite DP intervention or major.*** - STEP 3 behaviour persisting despite intervention from DP - Possession, distribution, use or sale of weapons - Possession, distribution, use or sale of illicit substances - Possession, distribution, use or sale of pornography - Conduct resulting in significant harm to others - Actions in public that bring the school into disrepute	Referral to specialist/support Discipline Improvement Plan Withdrawal from teaching & learning Suspension Proposal for Exclusion Cancellation of Enrolment	

Afterschool detentions

Afterschool detentions are a disciplinary strategy at MacGregor SHS. Afterschool detentions occur on Monday, Wednesday, Thursday or Friday afternoon for 30mins starting 10mins after the end of the school day. Deputy Principal's, Heads of Department or Year Level Coordinators may issue an afterschool detention as a disciplinary strategy for behaviour. The school will provide a student and a parent/carer with prior notice for an afterschool detention (<24hrs). Parent/carers will be able to consult around the detention time within the parameters set by the school. Parents are responsible for making arrangements for student travel from the afterschool detention to home.

Suspensions

Students who are suspended from school have displayed behaviours which grossly misalign to our school values of respect, integrity and diversity. After a suspension, there will be a period where the student's inclusion in some extra-curricular activities, including gala days and camps, may be revoked. All decisions around inclusion and exclusion of students involved in extra-curricular opportunities is on a case-by-case basis and rests with the Principal.

Representing the school in the community

While in the community, all school rules apply if students are either representing the school (identifiable as a MacGregor State High School student) or in the process of commuting to or from school. Actions in an online environment while representing the school or with reference to the school will also result in consequences if they breach the school's expectations. MacGregor State High School students should exhibit our values in all facets of their life and should never commit actions which would bring the school into disrepute.

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School Policies

MacGregor State High 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 (as per Student Code of Conduct)
- Electronic Devices Policy (inclusive of use of mobile phones and other devices and appropriate use of social media)
- Bullying and Cyberbullying Policy
- Learning Assessment and Reporting Policy

Legislative Delegations

Legislation

In this section of the Exemplar State College Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

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Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

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 MacGregor State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains);
- imitation guns or weapons;
- potentially dangerous items (e.g. blades, rope);
- drugs** (including vapes and tobacco);

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- 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 MacGregor State High 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 MacGregor State High 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 Exemplar State College 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;

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- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of MacGregor State High 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 MacGregor State High 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 their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Electronic Devices - Use of mobile phones and other devices

DISRUPTION OF CLASSES / PLAYGROUND

- While at school, devices including; phones, wearable technology (including but not limited to smartwatches and smart glasses), and earphones/headphones are to be turned off and put away. Phone lockers are available for students to keep their devices secure for the day.
- Laptops should be used for educational purposes. Students are expected to follow teacher direction around appropriate use of electronic devices for learning in the classroom.
- Under no circumstances will the school accept responsibility for the loss of any personal items.
- MacGregor has a zero tolerance to Cyberbullying (see associated Cyberbullying policy).
- If use of a device causes a disruption to learning, staff will follow the appropriate school step process for support and intervention.
- Consequences for inappropriate use will range from a warning to an after-school detention, to suspension or exclusion depending on the circumstances surrounding the incident.
- During exams devices are to be turned off and kept in school bags.
- Speaker use for playing sound/music in the playground is not permitted unless a teacher gives permission for use during a teacher supervised curriculum activity.

DEVICES AWAY FOR THE DAY PROCESS

- There is a state-wide Education Queensland policy of devices (phone, wearable technology including smartwatches, earphones/headphones) being away for the day.
- It is the student's responsibility to use the opportunity before school to lock devices away in phone lockers. It is also the student's responsibility to collect the device from the locker at the end of the school day.
- If a student is found to have their device out during the day, the device is to be confiscated.
  - In the first instance, it is taken to student services and locked in a phone locker for the remainder of the day.

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- In the second instance, it is taken to student services and locked in a phone locker for the remainder of the day. An afterschool detention is also issued.
- For all future instances, it is taken to student services and locked in a phone locker until a parent/carer is able to attend school and collect it. An afterschool detention is also issued.

- Defiance relating to this policy will be dealt with in line with the school's Student and Teacher Engagement Process, as outlined in the Student Code of Conduct.

MACGREGOR STATE HIGH SCHOOL NETWORK USAGE AND ACCESS GUIDELINES

- The school computer network (including internet and email access) is provided to students for educational purposes only.

EXPECTATIONS OF STUDENTS

Usernames and Passwords:

- You will be issued with a username (account) and password that are for your use only.
- Passwords must be over 7 characters in length and must include a mix of letters, numbers and symbols (! ? $). For example – Ex@mp!e1
- The system requires that you change your password regularly. You may not use any of your previous 13 passwords.
- Under no circumstances should you share your password. If you believe that your password has been compromised or you have forgotten it, you must ask a teacher to reset it.

Use of the Internet:

- Education Queensland provides a managed internet service to students. Filtering is in place to provide safe and secure browsing to appropriate web sites. Let your teacher know immediately if you find an inappropriate site.
- Attempting to bypass internet filtering (or searching for means to do so) is a serious breach of school computing rules. If you encounter any emails or web sites offering to bypass security (proxy sites), inform your teacher immediately.
- All internet activity is tracked by the filtering service and logged. These records may be accessed by school administration at any time. Inappropriate internet use will result in your access being suspended.
- Maintain your privacy at all times. Never reveal your home address, phone numbers or photo on internet sites. Do not reveal these details of other students either.
- In order to maintain equitable access for everyone, a monthly download limit of 1000MB is provided to students.

Acceptable/ Appropriate Use/Behaviour by a Student:

- The use of computer and Internet resources at Macgregor State High School is a privilege not a right. Inappropriate use will result in suspension of those privileges. Additional disciplinary action will be taken in line with the MacGregor State High School Responsible Behaviour Plan for Students Step Process.
- Do not search for or try to access sites relating to pornography, graphic violence or terrorism.
- Students are not permitted to use their devices for gaming during lessons unless directed for learning.
- You accept personal responsibility for your behaviour while using the school's computer facilities. It is important that you do not loan your network username to another student as you are accountable for all activities conducted on your account.

- Report any misuse or damage of the computer network by others to your teacher. Misuse includes vandalism, theft, security breaches or inappropriate use of email or the Internet.
- You must not copy any school software. To do so is regarded as theft. Nor can you install or run software on school computers.
- Use of software programs, apps or internet sites (including email) during class time must be approved by your teacher.
- Each computer laboratory has guidelines and procedures for computer use including logging on and off, printing, software and hardware use and what can be brought into the room. It is your responsibility to be aware of and to follow these guidelines.
- Secure your work. Ensure all work is saved two places (eg. H: drive and USB).
- Ensure you log off the computer at the end of each lesson. Do not leave your computer for a long period of time without locking the screen. See your teacher if you find a computer left logged on.
- Social media sites like Facebook, Twitter or Instagram are not permitted at school.
- Web based chat rooms and mailing group services are not to be accessed at school.
- Cloud storage like Dropbox and Google Drive are currently blocked at the request of the Education Department due to security concerns.
- Using your device to call, video call, or chat online with others is not to occur at school.

Use of Email:

- You have been provided with a school email address to use for everything related to your studies.
- Students may not use their email account to create social or chain messaging. If a student becomes involved in an email chain, they should not respond and report the chain to their YLC.
- Only use your school provided email while at school. Web based email services like Hotmail or Gmail should not be accessed at school.
- Email is a very useful communication tool - always be polite and use appropriate language. Abusive or vulgar language (swearing) and violent language will trigger the filters to report you to administration, and further action will be taken in line with Set Process.
- Antisocial behaviour or language and harassing other students (bullying) is not appropriate or acceptable.
- In order to preserve bandwidth, there is a size limit to email attachments of 5 MB.
- The school reserves the right to block student's access to their email account if any of the above is breached.

BRING YOUR OWN DEVICE (BYOx) STUDENT EXPECTATIONS

- My device is a learning tool that is used to enhance my classroom experience. My device is to be used at the instruction of my classroom teacher.
- Students who have commenced their education at MacGregor State High School from 2018 are expected to have a laptop as their BYOX device. *Check enrolment details and ensure that they match
- Ensure my device is fully charged at the beginning of each school day.
- Use my device for educational purposes only, and only to be used when instructed to do so by teachers using only the apps that I have been instructed to use.
- I will only use my device to communicate with others when instructed to do so by my teacher and in reference to school work.
- Only use my device during exams when instructed to do so.
- Using the camera or video functions will only occur if I am instructed to do so by my teacher.
- I am responsible to keep my device safe and secure, this includes keeping my device in my school bag when moving about the campus.

- I will not share my device. It is my responsibility to keep my device secure at all times.

Communicating with others (communication tool)

- Retrieve/browse only information which is relevant, appropriate and acceptable to the school community.
- Respect others in all communication, always being aware of my Digital Footprint. This includes all emails, Learning Place discussion boards, Learning Place forums and Learning Place wikis.
- Access only my school provided email account when emailing teachers and other students and only communicate using the device when instructed by a teacher.
- Only use file sharing abilities (such as airdrop) when instructed by a teacher.

Digital Footprint and Cyber Safety

- The digital footprint I leave represents who I am as a person.
- Not allow any other student to use my device or personal internet connection. Social media applications are not to be accessed at school.
- Back-up all of my school work. Equipment failure is not a valid excuse for not handing in assessment.
- Not attempt to connect my device to the school network and its resources in any way.
- Maintain the privacy of my home address, telephone number or any credit card or pin number and not disclose any of these details over the internet.
- Observe all copyright laws, including those relating to computer software, music and videos.
- Refer to MacGregor State High School Prevention and Responses to Incidences of Bullying including Cyberbullying.

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Preventing and responding to bullying

MacGregor State High School strives to create positive environments for all students at all times of the day. The teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
- raising achievement and attendance;
- promoting equality and diversity; and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in MacGregor State High School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at MacGregor State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by electronic devices or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care

At MacGregor State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in accordance with the school's Student Code of Conduct in the Step Process.

Rationale
Research indicates that many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

Prevention
Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our school values and universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are or will receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in all areas of the school.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Cyber Bullying
Students are explicitly taught Cyber safety including but not limited to how to safely conduct an internet search, what cyber bullying is and what they should do if they receive unwanted messages. MacGregor State High School will investigate and respond to any incident of cyber bullying in accordance with the school's Student Code of Conduct.

Recording Incidences of Bullying
MacGregor State High School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Cyberbullying

Cyberbullying is treated at MacGregor State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 year level coordinator or year level Deputy Principal for support.

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 MacGregor State High 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 respective year level Deputy Principals.

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

MacGregor State High 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 MacGregor State High 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.

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.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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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.

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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.

If another student does post an image of you and you don't feel comfortable about it, you may seek support from your parent/carers or, for further school support, you may contact your year level coordinator, year level Deputy Principal or the Guidance Officer.

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 MacGregor State High School may 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 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 heightened state 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 and/or clinical health need and are recorded in advance in the students' Individual Behaviour Support Plans and/or Individual Student Safety Plan. 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.

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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.

Related Procedures and Guidelines

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

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

Resources

- Australian Professional Standards for Teachers
- Bullying. No Way!
- headspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education Behaviour
- Raising Children Network
- Student Wellbeing Hub
- Advice for state schools on acceptable use of ICT facilities and devices (Education Queensland)

- Temporary removal of student property by school staff procedure (Education Queensland)
- Cybersafety and reputation management (Education Queensland
- MacGregor State High School Policies
  - Attendance policy
  - Bullying and Cyberbullying policy
  - Electronic Device policy
  - Junior Secondary AARA policy
  - Senior Secondary AARA policy
  - Uniform Policy
  - Student Code of Conduct
  - Reporting Effort/Behaviour Matrix

Conclusion

MacGregor State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution;
- provide all the relevant information when making the complaint;
- understand that addressing a complaint can take time;
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated;
- let us know if something changes, including if help is no longer needed.

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

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