



Mansfield State High School

Student Code of Conduct

2024-2026

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

Mansfield State High School is committed to providing a safe, respectful learning environment with high expectations for all students, staff, parents and visitors.

The Mansfield State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to behaviour and appropriate conduct.

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 learning success and staff enjoy a safe and productive workplace

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Endorsement

Executive Principal Name: Karen Tanks

Executive Principal Signature: 

Date: 25/02/25

P/C President Name: Kate Williams

P/C President Signature: 

Date: 25/02/25

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Executive Principal's Foreword

Mansfield State High School is committed to providing a caring, safe, supportive, and disciplined learning environment where all of its members are valued, and where social and academic learning outcomes are maximised through quality teaching, positive relationships and a highly developed curriculum. This is emphasised in the school's vision of 'Quality Learning in a Caring Environment'. The school recognises the close relationship between effective teaching, quality learning, high achievement, and responsible and respectful behaviour.

Mansfield State High School is a culturally rich, inclusive and supportive learning environment built on mutual respect. A passionate commitment to high standards in behaviour and effort which cultivates achievement and the development of individual talents for every student. The school is committed to achieving its objectives to:

- Deliver the highest quality curriculum, teaching, learning and assessment practices.
- Provide a whole school approach to achieve high standards in literacy and numeracy for all students.
- Provide a safe and caring environment where all students and staff learn about and value the 'culture of care' within the school.
- Maintain a school climate where high standards of behaviour, performance and participation are the foundation for students to achieve their potential.

The Student Code of Conduct provides a framework for teaching responsible and respectful behaviour that demonstrates respect for themselves and others. It affirms that students and teachers have the right to work to their potential, free from disruption, abuse or threat. It affirms that parents have a joint responsibility to encourage students to be accountable for their behaviour and to contribute to the wider school community in a positive manner. The Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank those involved for their work in bringing this Mansfield State High School 'Student Code of Conduct' together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.



Karen Tanks

Executive Principal

P&C Statement of Support

As President of the Mansfield State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process by the School Administration has ensured that parents and carers have had opportunities to contribute and provide feedback on the final product through our P&C meetings. This has been an important aspect in the development of the Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring our school community supports the students of the school to meet the set expectations.

We encourage all parents and carers to familiarise themselves with our Student Code of Conduct, and to take time to talk with their students about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and carer uses the opportunity to ensure their student knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and carers and their students know that their school is here to provide support and advice to help address problems of bullying, and the flowchart on page 40 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents and carer who wish to discuss the Mansfield State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students, are welcome to contact the P&C executive or members of the school administration. We also encourage you to get involved in the P&C whether it is to be on our mailing lists or attending our informative monthly meetings. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.



Kate Williams

P&C President

School Captains Statement of Support

As School Captains, and on behalf of the Mansfield State High School students, we unequivocally support and endorse the Student Code of Conduct 2024-2026. This document is vital in guiding student behaviour and expectations at Mansfield and upholding the values of our school community.

The amendments concerning the updated 'away for the day' mobile device policy, reinforce our current regulations, in addition to providing clear expectations regarding cyberbullying. By revising and updating the 2024-2026 Student Code of Conduct and implementing these changes, there will be an improvement in behaviour and health outcomes for all students. We actively encourage all students to respect these guidelines as they are the foundations of what it means to be a student at Mansfield State High School.



Zoe Mauleon-Wells

School Captain - 2024



Xavier Curry

School Captain - 2024

Learning and Behaviour Statement

Mansfield State High School uses multi-level system of support as the foundation for our integrated approach to learning and behaviour. This system is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. The model's foundation is based on the matching of identified needs of individual students to a supportive action.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Australian Curriculum, Student Code of Conduct and Positive Education-wellbeing framework. This involves:</p> <ul style="list-style-type: none">• teaching behaviours in the setting they will be used• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them

2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to attain learning success and meet required behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum, Positive Education wellbeing framework or particular aspects of the Student Code of Conduct expectations. The types of interventions offered at this level will vary according to the needs of each school's student body.</p>
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups, on an individual basis or regular stakeholder meetings with external agencies regarding most appropriate intervention.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour.

Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know the consequences applied to another student, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. 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 Head of Year to discuss the matter.

Student Wellbeing and Support Network

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student [learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life

The Mansfield State High School Learning and Wellbeing framework is based on the evidence-based model of Positive Education. This model highlights the importance of schools introducing a common language of what is right, of what works -- a language of the positive human qualities which, when actioned, contribute to living a good life. Developing an understanding of one's character strengths and actioning them supports individuals in the school community to foster confidence and with that, the capacity to feel good, to do good – the capacity to thrive.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](https://education.qld.gov.au/curriculum/stages-of-schooling/p-12) (self-awareness, self-management, social awareness and social management) in the implementation of the P-12 curriculum, assessment and reporting framework (see link <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>)



As part of the whole school's curriculum at Mansfield State High School, students participate in the Positive Education Curriculum (PEEC) through the Student Development Program, which runs for 70 minutes, once a week, supporting students to achieve success in their academic and social and emotional learning.

The school provides age-appropriate programs that are tailored to the needs of each cohort. These areas include, but are not limited to; bullying, healthy relationships, safety online, team building, and drug education and ensure CPR for Life in schools skills training is provided to all Year 10 students.

In addition to SDP lessons, the thread of Positive Education is woven into the Mansfield 'way of being' which is evident in classrooms, learning experiences and school events. This consistent approach provides the opportunity to

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. Relationships are central to our wellbeing framework and to complement the working relationships formed between SDP teachers, subject teachers and students, Mansfield State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or Head of Year or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

Drug education and intervention at Mansfield State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Mansfield State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities via

referral to Education Queensland Nurse. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Mansfield State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner.

Mental health

Mansfield State High School supports early intervention measures and treatments for students recommended by and working collaboratively with a medical/health specialist where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan and aligning with Education Queensland Policy and Procedures.

Suicide prevention

Mansfield State High School staff who notice suicide warning signs in a student should seek support immediately from appropriate staff members including Guidance Officer, School Base Youth Health Nurse, School Administration team, or Head of Year.

When dealing with a mental health crisis, staff to follow School Emergency Management Plan when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Mansfield State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Mansfield State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Mansfield State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Mansfield State High School is proud to have a Student Services Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any school staff member at Mansfield State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Services.

Staff based Service	What & How
Guidance Officers	<ul style="list-style-type: none">• Guidance staff provide support around career planning, subject choice and subject changes along with social and emotional issues.• Guidance staff can also provide referrals for outside assistance.• To book an appointment, go to Guidance in lower office to discuss the reason/s for an appointment and the appointment will be emailed.• When you leave class for your Guidance appointment, your teacher may ask to see your email appointment.• When your Guidance appointment is completed, a return to class pass will be issued to give to your classroom teacher.
Social Worker	<ul style="list-style-type: none">• Engages and interacts with the Guidance to team to support students with their well-being.• Provides professional social welfare assessments, interventions and follow up support to students, parents/carers as required.• Acts as the contact for parents/carers and the community to determine relevant issues for improved relationships between the school and community.• Identify needs and participate in the referral and planning of services for children, parents and families to community agencies such as health and welfare.
Nurse	<ul style="list-style-type: none">• Students and parents are welcome to make a confidential appointment with the School Based Youth Health Nurse (SBYHN) if they have any health or personal issues they want to discuss.• Parents may contact the SBYHN through the school office.• Appointment times and appointment slips are available from the SBYHN.• Students need to show the appointment slip to their class teacher and have it signed prior to attending their appointment. Please do not 'swipe' to attend the appointment

Chaplain	<ul style="list-style-type: none"> • Our Chaplain provides support and pastoral care helping students with family problems, confusing relationships, friendship issues, peer pressure, self-esteem issues, bullying, stress and anxiety. • Chaplains provide general personal and when desired, spiritual advice, comfort and support to all students and staff, regardless of their religious affiliation or religious beliefs. • Students must make an appointment prior to visiting the Chaplain. • A slip will be issued showing the date and time of the appointment and must be shown to the class teacher who will sign it when the student leaves the class. • On returning to class, the slip will be signed and returned to the class teacher.
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Year Level Coordinators	<ul style="list-style-type: none"> • Responsible for student wellbeing at each year level • Ensures students feel safe and comfortable and want to come to school • Nurtures a sense of belonging to the SDP group, year level and school.
Heads of Year (HOY)	<ul style="list-style-type: none"> • Heads of Year (HOYs) support students' responsible behaviour and wellbeing. • Students and parents can make appointments by email or ringing the school. • If sent by a teacher, the teacher will sign the student's handbook. • The student reports to the HOY. • The HOY will sign the student's handbook or an IDAttend slip will be signed when returning to class.
Head of Special Educations Services (HOSES)	<ul style="list-style-type: none"> • Responsible for management of the SEP, differentiated learning strategies and inclusion across all learning areas. • Parents can make appointments by email or ringing the school to discuss differentiated support for students. • Manages referrals from teachers, HODs and HOYs on behalf of students who are identified as requiring additional support with their learning. • Liaises with Metropolitan Region support staff to access additional resources to support student learning and outcomes.
Deputy Principal (DP)	<ul style="list-style-type: none"> • The Year Level Deputy Principal provides support and guidance around complex behaviour and wellbeing issues. • Students and parents can make appointments via the DP assistant at the upper office. • If sent by a teacher, the teacher will sign the student's handbook. • Student reports to DP's assistant and swipes in to register arrival and will be given a receipt to take to the DP's. • The student must also swipe again when returning to class.

Whole School Approach to Discipline

The Mansfield Way

Quality Learning in a Caring Environment

Our purpose is to achieve the best educational outcomes for every student in our school community and to encourage students to function as responsible and contributing members of society. Our aim is to help create confident, informed and well-balanced Mansfield State High School graduates.

The Mansfield Way incorporates excellence in effort, achievement, behaviour, participation and presentation. Students are to:

- Attend school regularly, on time, ready to learn and actively participate in school activities.
- Respect others' dignity, feelings, cultural differences and show acceptance towards other students and staff.
- Work hard and to the best of their ability.
- Abide by school requirements, meet homework and assessment requirements.
- Be well presented and wear the school's uniform with pride.
- Behave in a responsible manner that does not infringe on others' rights to learn.
- Respect the property of the school and others.
- Maintain a clean and safe environment.
- At all times be a worthy ambassador for Mansfield State High School.

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

These requirements are communicated to students via a number of strategies, including: open days, enrolment interviews with students and their parents, the Student Handbook, emails to new students coming into our school. These important lessons are taught in SDP classes. The reinforcement of learning occurs in school assemblies and during active supervision by staff during classroom and non-classroom activities.

Expectations of behaviour

Expectations of behaviour are summarised below.

	All Areas (in classrooms and around the grounds)	Outside School Grounds
Co-operate	<ul style="list-style-type: none"> • Work hard and comply with requests or directions from all staff • Comply with the dress code • Maintain a clean and safe environment. • Bring your student handbook to school every lesson, every day • Use your Student Handbook as a Passport when not in class • Use resources appropriately • Only bring to school what is appropriate and allowable 	<ul style="list-style-type: none"> • Leave school promptly • Follow road rules at all times • Follow the rules of the place you are in • Keep the community clean and free of litter while wearing the school uniform or participating in a school event
Appreciate	<ul style="list-style-type: none"> • At all times, be a worthy ambassador for Mansfield State High School • Keep the grounds clean and free of litter • Take an active and positive role in the classroom and around the grounds • Be courteous and well-mannered at all times • Act with integrity and respect towards others • Acknowledge the contributions of others • Be sun safe by wearing your hat at all times outside the classroom • Appreciate the importance of your personal presentation and hygiene 	<ul style="list-style-type: none"> • At all times, be a worthy ambassador for Mansfield State High School • Be courteous and well-mannered at all times • Act with integrity and respect towards others • Be proud and positive about your school • Be sun safe by wearing your hat at all times when in school uniform
Respect	<ul style="list-style-type: none"> • Respect others' dignity, feelings, cultural differences and show tolerance towards other students and staff • Be well presented and wear the school's uniform with pride • Behave in a responsible manner that does not infringe on others' rights to learn. • Respect the property of the school and others, leaving the space clean and tidy • Use polite language, be a good listener, and challenge yourself • Respect the privacy of others 	<ul style="list-style-type: none"> • Respect others' dignity, feelings, cultural differences and show tolerance towards others • Respect the privacy of others when communicating in person and online • Be well presented and wear the school's uniform with pride. • Respect the property of others, leaving the space clean and tidy • Use polite language at all times • Behave in a responsible manner that does not infringe on others' rights
Effort	<ul style="list-style-type: none"> • Attend school regularly, on time, ready to learn and actively participate in school activities • Be in the right place at the right time • Abide by school requirements, meet homework and assessment requirements. • Work hard and have a positive mindset • Complete everything to the best of your ability, be persistent • Care for the environment and others 	<ul style="list-style-type: none"> • Work hard to display 'The Mansfield Way' at all times • Follow transport rules and be considerate to others when travelling in cars, on bikes and when using public transport • When using footpaths be mindful of safety to self and others • Care for the environment and others

Consideration of Individual Circumstances

Mansfield State High School considers students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

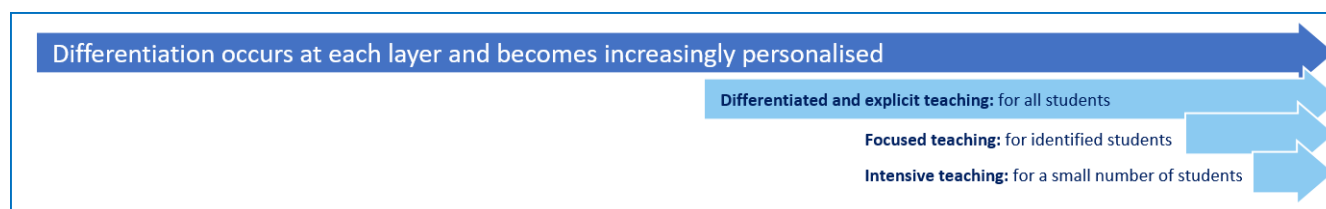
Differentiated and Explicit Teaching/Support

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

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

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

Every classroom in our school uses the Preparing for Learning and Entering and Exiting classroom guide as a basis for developing their behaviour standards. Using these guides, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. These posters are on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



Focused Teaching/Support

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Mansfield State High School to provide focused teaching. Focused teaching is aligned to the school's philosophy, and student progress is tracked to identify those who:

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

Mansfield State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. For example, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Seasons for Growth - Chaplaincy program
- PLP
- PCYC
- Booyah Program
- Strength and Shine Program
- ConXions, RISE, CTC, GRIT
- Rock and water
- Grit program

For more information about these programs, please speak with the Head of Year, Guidance Officer or Deputy Principal.

Intensive Teaching/Support

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

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

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

Students who require intensive teaching will be assigned a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student and caregivers.

Disciplinary Consequences

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

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

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

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

Mansfield State High School makes systematic efforts to encourage appropriate and acceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff use OneSchool to record and/or refer problem behaviour.

Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the Head of Department, or Head of Year or the school Administration team.

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause one to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff, Head of Department, Head of Year or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion
- a re-direction process where a staff member takes the student aside and:
 - names the behaviour that the student is displaying
 - asks student to name expected school behaviour
 - states and explains expected school behaviour if necessary
 - gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm

Major behaviours result in an immediate referral to Head of Department, Head of Year or school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Head of Year or Head of Department or Administration or otherwise makes arrangement for the student to be referred to the school's Administration. A report of the student's behaviour is recorded on OneSchool. A written student statement should be recorded and interview with Head of Year/Head of Department and/or Administration. Possible consequences depend on any or all of the following:

- the specific behaviour
- severity
- repetition
- behaviour record
- personal circumstances, and
- needs and rights of others.

Consequences could include: time out, detention, loss of privilege/position, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Student Support Team, Parent contact, referral to Guidance Officer, referral to appropriate school support services team member, referral for specialist behaviour services, suspension from school, behaviour improvement conditions. Other strategies could include: counselling, compulsory program attendance, grounds duty, set tasks, confiscation of material, removal from an area, withdrawal from class/grounds/activity, reimbursement of expenses, and if illegal, a police report.

Student Service Team members and other school staff are used to extend support to students selected by the Student Services Team for case management. Once a student has been referred by the Administration, the processes that are carried out are dependent on the individual's circumstances. Some processes may include:

- Working one on one with the student or in small groups
- Initiating and implementing a proactive program
- Networking and liaising with outside support agencies
- Completing a student support plan to assist in the management of student behaviour
- Working with the parent to achieve the best outcome for the student
- Working with teachers to achieve the best outcome for the student.

The purpose of the student working with a Support Teacher is to enhance the student's self-concept and intrinsic motivation, enable the students to engage with the learning process, realise expectations, learn conflict resolution skills and social skills applicable in the school environment.

Another strategy utilised at Mansfield State High School is the Variation to School Programme. In some circumstances, students requiring intensive support may be offered a variation to the school programme, including adjustment of subject offerings, a part-time daily programme for a defined period, transition to work or alternative education programmes in consultation with the parent and student as well as school personnel, such as the Administration, Guidance Officer, Behaviour Support Teacher, Learning Support Teachers, Advisory Visiting Teachers and the Head of Year.

Parents of students requiring intensive behaviour support will be contacted to advise them of the processes and programmes to be implemented in response to unacceptable behaviour. Parents may be assisted in referral to appropriate support agencies outside of the school.

Students who engage in serious unacceptable behaviours such as major violent physical assault or the use, supply or possession of weapons (including knives) or drugs may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour. There is a strong likelihood that unless there are mitigating circumstances that an exclusion may be recommended.

Relating inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues, and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process, but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Mansfield State High School staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school. Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident. Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

Differentiated

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

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, stand quietly behind 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, stand behind your chair, hat on your head until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil, open laptop and log on")
- Use of proximity
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks (chunk, chew, check strategy)
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt students who have time out/chill out cards to use this strategy
- Model appropriate language, problem solving and verbalise thinking process (e.g. "if I do this as my last step, what would be my next step to solve the problem?")
- 'I do, we do, you do' philosophy
- 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
- Detention
- Warning of more serious consequences (e.g. removal from classroom)
- Teacher to contribute to building a relationship with students upon their return to class, from suspension or class withdrawal

When Classroom Teachers have attempted application of a range of the above disciplinary responses and a student continues minor (low level) behaviour they can access their curriculum HOD for additional support. The Curriculum HOD may consider some of the following disciplinary responses:

- HOD led consequences (e.g., detention)
- Contact home
- Classroom visits
- Teacher Student Resolution
- Referral to HOY for further disciplinary consequences

Focused

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Stakeholder meeting with parents
- Learning Agreement
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Functional Behaviour Assessment
- Stakeholder meeting with external agencies

Intensive

School leadership team work 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 (Executive 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.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Executive 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 Mansfield State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Executive Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Executive Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Mansfield State High School may be invited to attend a re-entry meeting prior to the day of their scheduled return to school. The main purpose of this meeting is to discuss proactive strategies with the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is mandatory for the student and their parent/caregiver to attend a re-entry meeting (or in exceptional circumstances a phone conversation). This is offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and/or in writing. Re-entry meetings aim to be succinct and kept small with only the Executive Principal or their delegate attending with the student and their parent/caregiver. Dependent upon the situation, a Guidance Office or other support person may be present.

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

Structure

The structure of the re-meeting should follow an agenda. This meeting should be 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 (including school work)
- Discuss any recent changes to school routine or staffing
- Reflect on behaviours that led to suspension and goal set to ensure that the behaviour is not repeated
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up/check in
- Thank student and parent/s for attending

Reasonable adjustments

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

Example Behaviours (Neither exhaustive nor all inclusive)	Typical Consequences (Individual circumstances will be considered when determining consequences)
<p>LEVEL 1 – Minor Behaviour issues to be dealt with by teachers, Head of Department or Head of Year</p> <p>Defiance/Disrespect</p> <ul style="list-style-type: none"> • Failure to follow teacher directions • Failure to attend detentions • Refusal to work in class (check with GO/T&L first) • Low intensity language (e.g. shut up, idiot etc.) • Lack of compliance with school policies and procedures • Failure to participate in lesson due to playing games, using unauthorised programs or visiting internet sites not related to course work <p>Physical Contact</p> <ul style="list-style-type: none"> • Non-serious but inappropriate physical contact • Inappropriate intimacy (holding hands, hugging, kissing) <p>Disruption</p> <ul style="list-style-type: none"> • Low level disruption (e.g., calling out; talking in class or during Assembly) <p>Property Misuse</p> <ul style="list-style-type: none"> • Minor inappropriate use of school network • Littering • Bringing/using personal property at school • Personal technological device other than mobile phone (first time) is visible <p>Dress Code</p> <ul style="list-style-type: none"> • Uniform code infringements that can be fixed immediately <p>Safety</p> <ul style="list-style-type: none"> • Brief or low-level safety violation not involving hurting any other individuals or groups <p>Dishonesty</p> <ul style="list-style-type: none"> • Minor dishonesty (lying/cheating not involving any other person) <p>Bullying</p> <ul style="list-style-type: none"> • Minor bullying or harassment e.g. silly teasing <p>Other</p> <ul style="list-style-type: none"> • Repeatedly unprepared for class • Failure to do homework • Failure to bring notes for lateness/absences including in a timely manner • Repeated lateness to class • Failure to complete assessment • Chewing gum • Being in a toilet, shower or change room cubicle with other students. 	<p>LEVEL 1: (1st and 2nd incidents)</p> <p>Classroom related</p> <ul style="list-style-type: none"> • Verbal warning • In class segregation/isolation • Placement in other classes • After school/lunchtime detention(s) • Phone call/note to parent/guardian • Removal of privilege – excursions/early times/loss of computer access. • Working It Out sheet • Recorded on OneSchool • Student to complete community service linked to type of behaviour breach <p>LEVEL 1:</p> <p>Out of class related</p> <ul style="list-style-type: none"> • Removal of privileges • Litter duties • After school/lunchtime detention(s) • Withdrawal of right to represent the school • Working It Out sheet • Recorded on OneSchool

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	TYPICAL CONSEQUENCES (individual circumstances will be considered when determining consequences)
<p>LEVEL 2 – Refer to Head of Department or Head of Year</p> <p>Continuation or escalation of behaviours after Level 1.</p> <p>Defiance/Disrespect</p> <ul style="list-style-type: none"> • Refusal to comply with school policies/procedures • Refusal to provide name • Refusal to accept consequences • Continued refusal to follow directions, talking back and or socially rude interactions • Continuation or escalation of behaviours in level 1 (three + incidents) <p>Inappropriate language</p> <ul style="list-style-type: none"> • Inappropriate language used in general conversation <p>Safety</p> <ul style="list-style-type: none"> • Low level unsafe or unhealthy behaviours e.g., eating food in toilets and changerooms, throwing food <p>Dress Code</p> <ul style="list-style-type: none"> • Repeated/significant dress code non-compliance <p>Property Misuse</p> <ul style="list-style-type: none"> • Minor vandalism/graffiti <p>Dishonesty</p> <ul style="list-style-type: none"> • Petty theft or school canteen theft • Lying to staff member • Forging notes <p>Physical Contact</p> <ul style="list-style-type: none"> • Repeated inappropriate or unsafe physical contact • Repeated Inappropriate intimacy (kissing etc.) <p>Bullying</p> <ul style="list-style-type: none"> • Repeated teasing, physical and verbal harassment of a student including cyber-bullying <p>Other</p> <ul style="list-style-type: none"> • Two or more incidents of truancy/leaving school without permission • Being out of bounds in school time • Inappropriate use of school network • Transported by another student during school time without permission • Inappropriate behaviours travelling to or from school 	<p>LEVEL 2</p> <ul style="list-style-type: none"> • Refer to Head of Year or Head of Department • Working It Out sheet • After school/lunchtime detention(s) • Internal withdrawal from class • Behaviour card/contract • Parent phone contact/interviews • Refer to Support Staff (eg GO, Chaplain) • Canteen theft: loss of access to canteen for at least 10 school weeks • Inappropriate use of the School Network (refer to IT Manager and computer access removed) • External suspension 1-10 days (non-appealable) followed by a behaviour agreement (except for mobile phone possession). • Prior to a student returning from suspension a re-entry meeting (except for mobile phone) is required either in person or via phone.

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	TYPICAL CONSEQUENCES (individual circumstances will be considered when determining consequences)
<p>LEVEL 3 Refer to Head of Year Continuation or escalation of behaviours after Level 2.</p> <p>Defiance/Disrespect</p> <ul style="list-style-type: none"> Continued refusal to follow directions, talking back and / or socially rude interactions. Refusal to attend detentions Refusal to comply with school policies and procedures Deliberately provoking, promoting or inciting disruptive behaviours that affects the good order and management of the school <p>Physical Contact</p> <ul style="list-style-type: none"> Fighting/assault Repeated and/or serious inappropriate intimacy <p>Inappropriate language</p> <ul style="list-style-type: none"> Offensive or abusive language Inappropriate sexualised language directed at staff or students <p>Disruption</p> <ul style="list-style-type: none"> Persistent willful disturbance <p>Vandalism</p> <ul style="list-style-type: none"> Willful destruction of property/major vandalism <p>Bringing/using personal property at school</p> <ul style="list-style-type: none"> The use of mobile phone or other devices that can be used as a phone, breaching the 'Away for the Day' policy <p>Dress Code</p> <ul style="list-style-type: none"> Refusal to comply with school dress code/code of presentation. <p>Dishonesty</p> <ul style="list-style-type: none"> Major theft <p>Bullying</p> <ul style="list-style-type: none"> Significant and/or repeated bullying/harassment (physical, verbal or electronic) of a student including cyber-bullying, social media misuse and doxing etc. <p>Other</p> <ul style="list-style-type: none"> In possession of cigarettes/tobacco or anything that can be used for the consumption of tobacco products. In possession of a lighter or an electronic smoking implement /e-cigarette (or similar devices) Smoking Transporting students without parent permission during school hours Immoral/indecent behaviour e.g. possession or dissemination of pornographic material, indecent images or any material that brings into disrepute the good order and management of the school. Inappropriate use of a technological device to bully or harass through the dissemination, sharing and/or uploading of inappropriate images or videos. 	<p>LEVEL 3</p> <ul style="list-style-type: none"> Working It Out sheet External suspension 1-10 days (non-appealable) followed by a behaviour agreement (except for mobile phone possession) Discipline Improvement Plan may be completed as part of re-entry process Refer to Support Staff Parent Interview Refer to Police Prior to a student returning from suspension a re-entry meeting is required either in person or via phone.

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	TYPICAL CONSEQUENCES (individual circumstances will be considered when determining consequences)
<p>LEVEL 4 (Refer to Administration) Continuation or escalation of behaviours after Level 3</p> <p>Physical Contact</p> <ul style="list-style-type: none"> • Serious or unprovoked violent assault • Inappropriate intimacy (sexualised behaviour), fighting or assault of any kind <p>Inappropriate language</p> <ul style="list-style-type: none"> • Offensive or abusive language, personal attacks, racial slurs, aggressive comments of a threatening nature directed at staff or students <p>Other</p> <ul style="list-style-type: none"> • Smoking/vaping (multiple offences and/or supply to other students) • Serious misuse of mobile phones/personal technology device/internet to bully or harass students or staff • Consumption/possession and /or supply of alcohol • Serious or repeated inappropriate use of school network 	<p>LEVEL 4</p> <ul style="list-style-type: none"> • Working It Out sheet • External suspension 11-20 days (appealable) followed by a behaviour agreement • Discipline Improvement Plan completed as part of the re-entry process • Refer to Support Staff • Parent Interviews

EXAMPLE BEHAVIOURS (Neither exhaustive nor all inclusive)	TYPICAL CONSEQUENCES (individual circumstances will be considered when determining consequences)
<p>LEVEL 5 - Refer to Administration</p> <ul style="list-style-type: none"> • Continuation or escalation of behaviours after Level 4 <p>Safety</p> <ul style="list-style-type: none"> • Possession or use of a weapon or any item purported to be a weapon or construed to be a weapon • Supply, sale or consumption of illicit substances or drugs and or possession of any implement used in the consumption of illicit substances • Inappropriate activity that endangers the safety of others and/or has the potential to cause serious harm <p>Physical Contact</p> <ul style="list-style-type: none"> • Serious or repeated inappropriate intimacy (sexualized-behaviour), fighting or assault of any kind. 	<p>LEVEL 5</p> <ul style="list-style-type: none"> • Working It Out sheet • Suspension 20 days, pending Recommendation of Exclusion

School Policies

Mansfield State High School has tailored school policies and procedures 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 (please see Temporary removal of student property by school staff procedure for more information) 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 Executive 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 Executive 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 Mansfield 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, laser pointers, slingshots/shanghai's)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, 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)**.

The Principal (or in the Executive Principal's absence, an Associate Principal or Deputy Principal) can take action against a student who brings a knife to school.

- If a student has a knife at school, the principal can inform the police.
- Possessing a knife at school may result in a serious disciplinary consequence. Unless there are unusual circumstances Mansfield State High School would ordinarily move to recommend a student be excluded from the school in these circumstances.
- Police can search a student and his/her property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks, lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in his/her bag, the bag may be temporarily confiscated until police arrive. In some circumstances with the student's or parent's permission, a student's bag may be searched by school administration.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

Responsibilities

State school staff at Mansfield 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/or the student's parents should be called to make such a determination.

Parents of students at Mansfield State High School

- make sure your child knows what the law and rules are about knives
- do not include knives or knife tools in student lunch boxes, pencil case or craft kits
- contact administration if you believe your child is being bullied or threatened at school
- ensure your children 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 Mansfield 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 temporarily removed student property as soon as possible after they have been notified by the Executive Principal or state school staff that the property is available for collection.

Students of Mansfield 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 Mansfield State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Executive Principal or state school staff it is available for collection.

Use of mobile phones and other devices

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Bringing personal technology devices to school is permitted, under the mobile phone and device policy. However, there are expectations on students who choose to bring their mobile phones or other devices to school. These expectations are outlined in the “Away for the Day” section below.

Mobile phones and other devices, if brought to school, are done so at the student’s own risk. They are not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. Mobile phones and other devices that are used as a part of an incident that breaches the Code of Conduct may be kept for the purposes of disciplinary investigation, and the device will only be returned in the presence of a parent. A breach of this prohibition may ordinarily result in disciplinary consequences unless there are mitigating, unusual or exceptional standards. Devices, including mobile phones, potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

As a general rule at Mansfield State High School, and unless otherwise authorised by the Executive Principal through the exemption process, personal technology devices are not to be used at school. A breach of this policy would likely result in a consequence being imposed. An example may include a two-day suspension for bringing a mobile phone or other cellular devices to school and not handing it in or locking it away in the appropriate place, as designated by the school.

Mobile Phones and Cellular Devices – “Away for the Day”

On arrival at school, the usage of mobile phones and other devices is not permitted. All phones must be out of sight as soon as a student enters or leaves the school grounds. Students must store their phones in a mobile phone locker immediately on arrival. The following should be noted:

- Prior to 8.00 am phones should be out of sight.
- A phone locker agreement form must be signed before phones can be stored in them. Phone locker forms can be obtained at Student Services.
- Any cellular device that functions as a mobile phone will be treated as if it is a mobile phone e.g., smart watches.
- These rules also apply during exam blocks.
- After 8.30 am, students found in possession of their phones will be in breach of the Student Code of Conduct.

Exemptions from the mobile phone and cellular device policy may be granted on medical or well-being grounds but must be supported by the appropriate documentation and submitted to the Head of Year or Year Level Deputy Principal for approval, before taking effect.

Student use of Mobile Device Exemptions

Students and their parents may apply for an exemption from the schools Mobile Device Policy requirement based on certain criteria. All applications must be supported by relevant and appropriate documentation. Students with pre-existing school approval to use a mobile device on an ongoing basis to support certain medical, disability and/or wellbeing needs will not need to re-apply under this procedure. Applications for exemptions (refer to Appendix K) can be made for medical, disability or wellbeing reasons in accordance with Mansfield State High School's mobile phone and device policy. If permitted to use a mobile device at school under an approved exemption, students may only use it for the intended and agreed purpose.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by their being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Mansfield State High School. Students using personal technological devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or posting online) creates a culture of distrust and disharmony. Students having permission to record for legitimate school purposes must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher. A student who uses a personal technological device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters capable of bringing the school into public disrepute, is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technological devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may or will occur. (NOTE: Department of Education does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.)

A breach of this policy may cause the student to be subject to consequences (including suspension and proposal/recommendation for exclusion), if he/she is involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and consequences will be applied to the sender and possible referral to Queensland Police Service.

Assumption of cheating

Personal technological devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technological device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971 (Modified 5 June 2017)

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party, to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal assistive technological device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Executive Principal. Students need to discuss this in the first instance with the relevant Deputy Principal.

The only other conceivable exception where a teacher has given express permission for students to bring a camera or video camera to school for the explicit purpose of a curriculum or other learning experience. The preferred protocol in this instance would be that the device is lodged with the teacher at the beginning of the day and collected at the end of the school day.

When mobile phones (and/or cellular smart watches) are required for the purposes of travelling to and from school these devices need to be stored in a mobile phone locker immediately upon arrival at school. The phone locker is not to be accessed during the day until just prior to the student exiting the grounds for the day. Once students enter the school grounds their device is out of sight and switched off.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyber-bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school. This would include images or reference to the school, its community, its students and its staff.

** Electronic equipment and personal technological devices include, but are not limited to the following devices: cellular smart watches, portable gaming devices, mobile phones, tablet device, and similar games, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), PCs and devices of a similar nature.*

Preventing and responding to bullying

Purpose

Mansfield State High School strives to create positive, predictable environments for all students every lesson every day. The disciplined and highly organised 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 at Mansfield State High School. Research indicates being bullied or bullying others has a negative effect on a person's behaviour, emotional state and academic performance. These bullying behaviours are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Mansfield 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 phone 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
- young carers or children in care.

At Mansfield State High School there is broad agreement among students, staff and parents that bullying is an 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 similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Research indicates that many problem behaviours are peer-maintained. 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.

The anti-bullying procedures at Mansfield State High School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying, and how to prevent and respond to it, is a subset of procedures to which our students are already accustomed.

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 universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- 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 receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom 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 Playground Duty Areas and other non-classroom areas.

Cyber-bullying often does not occur at school. Students are explicitly taught about Cyber-safety. For example, they are taught how to safely conduct an internet search, what cyber-bullying is, and what they should do if they receive unwanted messages including, for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

In Junior Health and Physical Education, lessons are delivered to ensure all students understand bullying and cyber safety and the process to be used by all students when experiencing bullying behaviour, either as a person being bullied, or the person bullying, or the bystander.

The school adopts a three-phase approach:

1. Non-punitive consequences with mediation and/or conflict resolution
2. Consequences for repeat offence
3. Suspension

Cyberbullying is treated at Mansfield State High 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 class teacher or the SDP teacher. The students or parents/caregivers can also approach their Head of Year for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, if the behaviour impacts negatively on the good order and management of the school. 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 Mansfield 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.

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).

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](#).

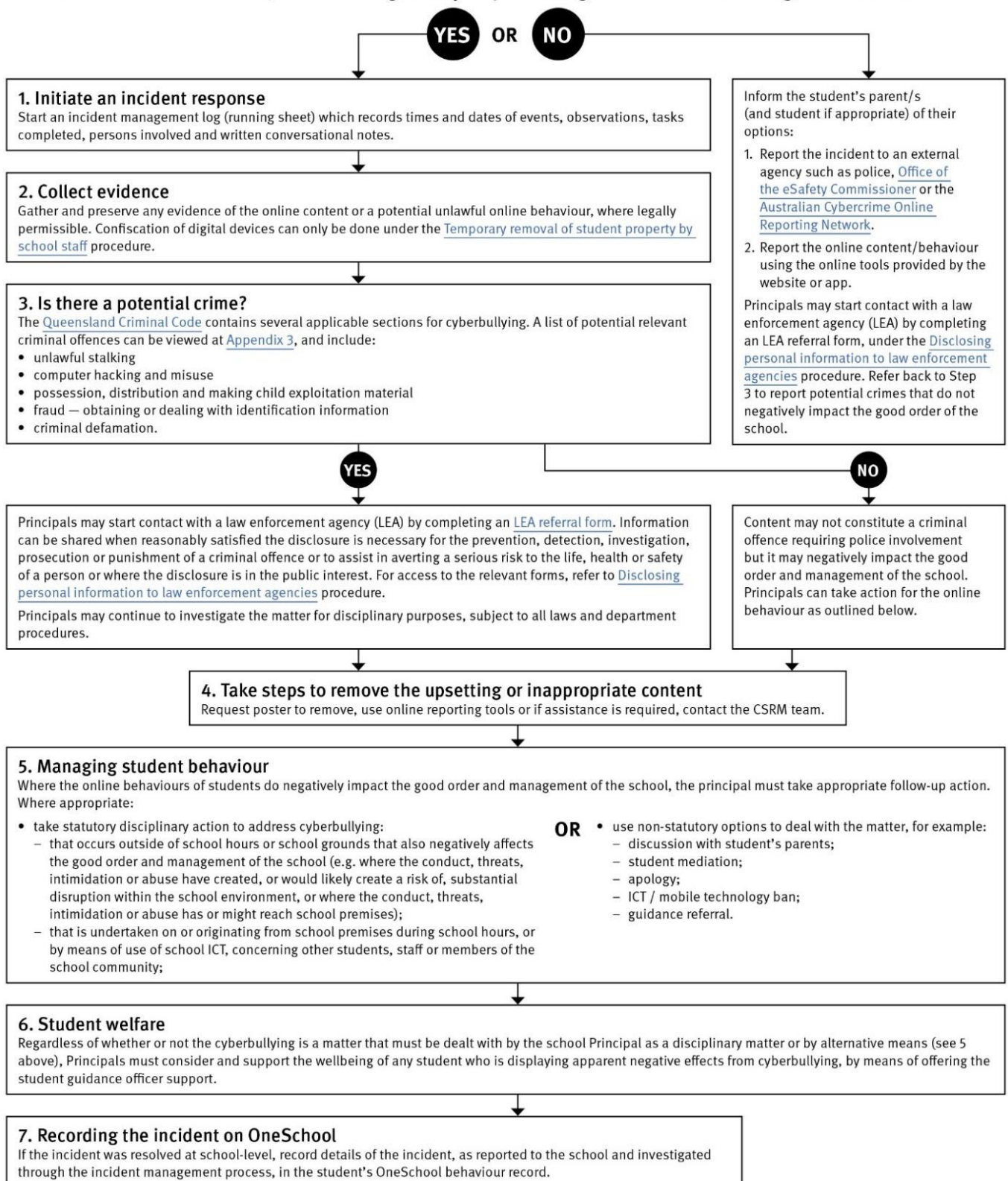
Explicit images

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?**

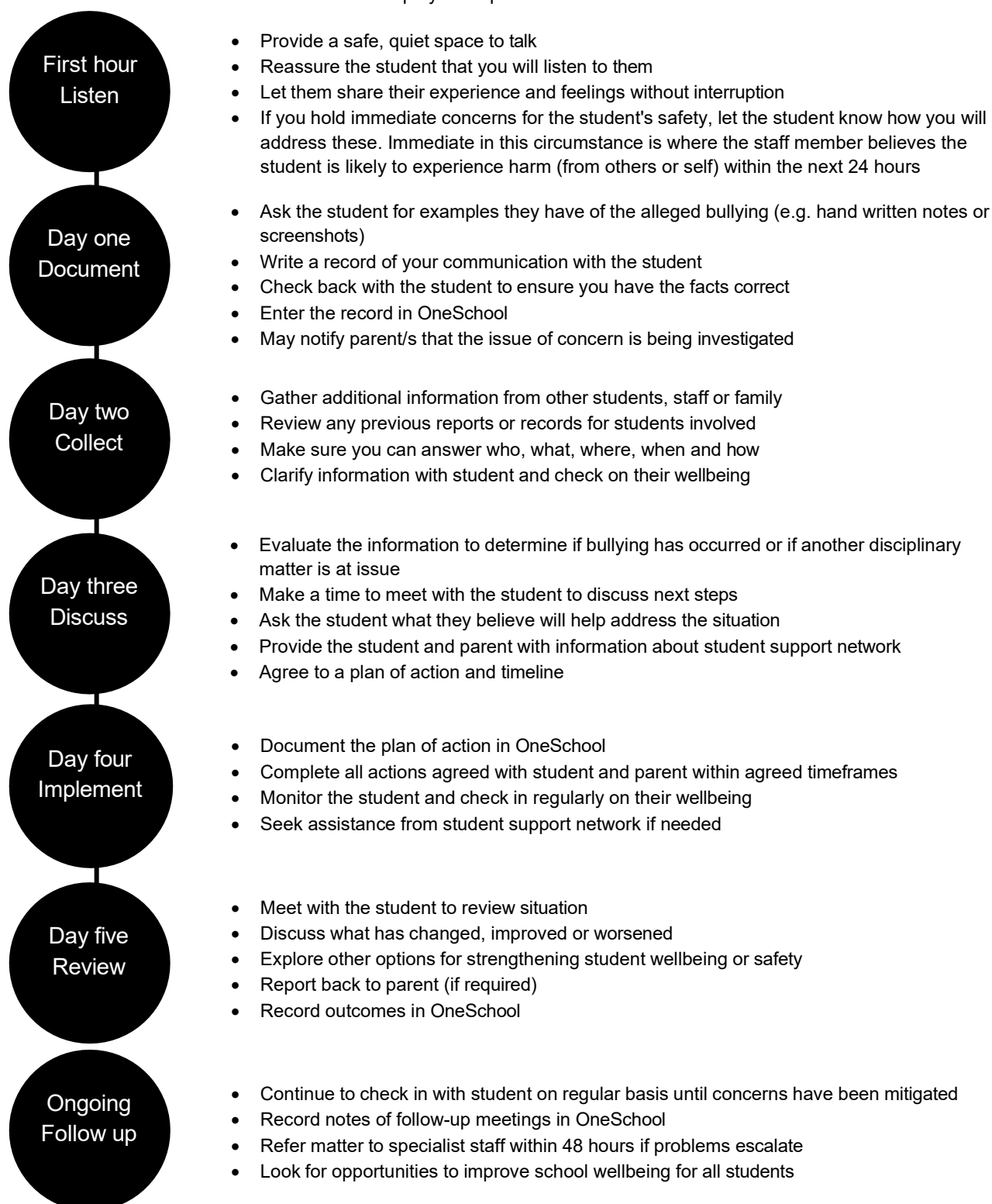


Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – SDP or class teacher or Year Level Coordinator or Head of Year or Deputy Principal.



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. Before you post THINK is it
 - True?
 - Helpful?
 - Inspiring?
 - Necessary?
 - Kind?
- Students of **Mansfield State High School** are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and or apps including:
 - Being 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.
 - Awareness when commenting, try to keep comments general and avoid posting anything that could identify individuals.
 - Thinking about what is posted online, and how it could be interpreted – avoid posting content that would be inappropriate to display in a crowded room, or in front of influential people. Once content is posted online, control is lost.
 - Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
 - Avoiding, provoking or engaging with another user who is displaying inappropriate or abusive behaviour. Rather than responding, address cyberbullying concerns using the online reporting tools, and seek support from an adult.
 - Understanding that if inappropriate online behaviour directly negatively impacts on the good order and management of **Mansfield State High School** the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
 - Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Mansfield State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not directly negatively impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve. 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.

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.

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. 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.

Types of inappropriate online behaviours on social media, mobile devices, and electronic technology

Examples of social media and electronic communication technology incidents which may negatively impact on the good order and management of the school include: This list is not exhaustive.

- Creating imposter accounts of other students and teachers on social media apps, websites or online gaming platforms.

Student A creates a social media account in the name of Student B. Student A uses this account to impersonate Student B and sends harassing messages to other students.

- Sexting: possessing, taking, distributing or posting nude or explicit images or video of another student, coercing or pressuring another student to take, distribute nude or explicit images or video of themselves.

Student A asks Student B to take a photo of themselves naked. Student B takes the photo and sends it to Student A. Student A then shares the image of Student B throughout the school.

- Creating meme, gossip or hate pages about a school on social media apps or websites where the online presence is used to target students and staff members of that school.
- A group of students create a social media account for other students of their school to post offensive and mean 'gossip' about other students.
- Violent and dangerous videos: filming, sharing device-to-device or distributing online content, which involves students, involved in violent acts.
- Two students get into a fight during lunch time. A number of students film the fight and start sharing it on social media.
- Dangerous or risky behaviours that are posted online, which involve choking, asphyxiation or other activities dangerous to a student's health and wellbeing.

- Cyber abuse or cyberbullying: online behaviour which is reasonably likely to have a seriously threatening, intimidating, harassing or humiliating effect on a person. This behaviour may occur on various online spaces such as social media websites/apps, school email or online gaming platforms.

Student A posts a bullying comment on Student B's photo they recently uploaded on social media. Student B deletes the comment but Student A continues to send harassing comments on social media directed at Student B.

- Taking photos or filming or voice recording a staff member or other student without consent and sharing the image or video online.

A group of students film their English teacher during class without consent. The students then share this video on social media and write harassing comments about the teacher who is in the video.

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. 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).

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions prohibiting types of online behaviour.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. Potential relevant criminal offences are:

- using a carriage service to make a threat to kill or to cause serious harm to another person.
- using a carriage service to menace, harass or cause offence to another person.
- using a carriage service for child pornography material or child abuse material
- using a carriage service to promote methods for suicide or counsel another to commit suicide.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

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

There are significant penalties for these offences.

Mansfield State High School expects its students to engage in positive online behaviours

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

All incidents of restrictive practices will be recorded in OneSchool and reported to the Executive Principal 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. Ensure the safety of all staff and students. This may require evacuating class/students/staff from the immediate area. An extra staff member may be required to move students to a safe area away from episode. If no other staff member present, direct students to main parade ground outside lower office and nominate two students to report to Administration. Call for Administration/HOY or HOSSES for assistance. Keep student under "line of sight" without being obtrusive, where possible.
6. Administer first aid if necessary. Call emergency services if needed (through the office Phone ext. 325).
7. In the event that the student does not deescalate the Administration/HOY/HOSSES member will assess the situation for either a lockdown and/or police contact. Parents to be contacted immediately.
8. Report as a critical incident to ARD.
9. 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. Ensure that any affected students and staff are supported.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's wellbeing, behaviour and learning. Many of these policies and procedures are found in the Student Handbook, the Mansfield State High School website or Education Queensland website.

- Attendance Policy
- 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, willful 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 – 1-to-1 Handbook and Charter
- Using mobile devices

Legislative Delegations Legislation

Links to relevant legislation that inform the overall Student discipline procedure.

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
-

Conclusion

Mansfield 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 parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

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.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Executive Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the school's directory.

2. **Internal review:** contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

Definitions of consequences

Time out	A Principal/Deputy Principal or other school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, the student is to be supervised and given an opportunity to re-join class.
Detention	A Principal/Deputy Principal, Head of Department, Head of Year or teacher may use detention as a consequence for non-compliance, misconduct, or other breaches of school expectations. These detentions could occur both in and out of school hours.
Discipline Improvement Plan (DIP)	A discipline improvement plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour. Further information about DIPs can be found in the Fact Sheet – Discipline improvement plan and on page 36-37 of the Principal guidelines – Student discipline . A copy of a discipline improvement plan template is available for use by schools.
Temporary Removal of Property	A Principal/Deputy Principal, Head of Department, Head of Year or staff member of Mansfield State High School has the power to temporarily remove property from a student, as per the procedure <i>Temporary Removal of Student Property by School Staff</i> .
Behaviour Risk Assessment	The Behaviour risk assessment tool assists principals to determine the level of risk to the safety or wellbeing of members of the school community and likelihood the behaviour will adversely affect the good order and management of the school
School Disciplinary Absences (SDA)	
Suspension	The Principal/Deputy Principal/Head of Year (on behalf of the Principal) may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> • disobedience • misbehaviour • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school. • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be excluded for the following reasons: <ul style="list-style-type: none"> • disobedience • misbehaviour • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school. • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school, or • breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

Appendix A – Responsibilities @ Mansfield

This section seeks to outline the specific responsibilities of each of the key stakeholder groups in the school, specifically students, parents and the school.

Responsibility of students to:

- attend school regularly, on time, ready to learn and participate in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from all staff
- abide by school rules, meet homework, bookwork and assessment requirements
- abide by school policies and procedures
- be well presented and wear the school's uniform as prescribed
- behave in a responsible manner that does not infringe on others' rights to learn
- respect the property of the school and others
- maintain a clean and safe environment
- at all times be a worthy ambassador for Mansfield State High School.

Responsibility of parents to:

- take an active role in the child's academic and social development by attending school activities, parent evenings and interviews
- inform the school if there are any problems that may affect the child's ability to learn
- inform the school of the reason for any absence prior to or within 48 hours of the absence
- make arrangements to enable the child to arrive at school on time
- encourage the child to use safe practices
- treat school staff with respect and tolerance
- support the authority and discipline of the school enabling the child to achieve maturity, self-discipline and self-control
- abide by the school's policy regarding access to school grounds before, during and after school hours
- ensure the child is well presented and wears the school's uniform as prescribed.

Responsibility of school to:

- develop each individual student's talents as fully as possible
- inform parents and carers regularly about how their children are progressing
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour
- take reasonable steps to ensure the safety, happiness and self-confidence of all students
- be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community
- clearly articulate the school's expectations and requirements regarding the responsible behaviour plan for students and the school's presentation code policy
- ensure that the parent is aware of the school's record-keeping policy
- set, mark and monitor homework regularly in keeping with the school's homework policy
- contact parents and carers as soon as is possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner
- consult parents on any major issues affecting students
- treat students and parents with respect and tolerance.

Appendix B – Expectations @ Mansfield

A commitment to high standards at Mansfield State High School encourages students to function as responsible members of society and provides an environment conducive to the best educational outcomes for every student in our school community. The following school-wide expectations provide the foundation for a supportive learning environment built on mutual respect.

Full details are available in the Student Code of Conduct, which is available on the school website. Please note this information may be updated as required and the latest version will be published on the school website.

Presentation Requirements

Mansfield students:

1. Wear their uniform with pride and as outlined in the Uniform@Mansfield section while at school, travelling to and from school and when representing the school or wearing the school uniform in the community.
2. Look natural, neat, tidy and conservative in presentation. For example:
 - Make-up and eye lash extensions are not allowed
 - Nails – clear polish only, safe length & no artificial nails
 - Piercings – lower ear lobes only (clear earrings, band aids or hair cannot be used to cover piercings)
 - Earrings – one pair of small, fine, plain round silver or gold sleepers or studs
 - Tattoos – not allowed
 - Watches – functional rather than decorative
 - Other jewellery – not allowed
 - Hairstyles – natural colour
 - tied up if it touches the collar using a plain band & school ribbon, at the base of the neck so that the hat can be worn correctly.
 - off the face
 - minimum number two (2) blade
 - no tracks, undercuts or dramatic differences in length between top and sides of the hair
 - Shaving – students must always be clean-shaven
 - sideburns are to be no longer than half-way down the ear.
3. If a uniform item is forgotten, students must visit the Student Services Services Hub for help.

Exemptions from above may be granted on medical, religious or cultural grounds but must be supported by appropriate documentation to the Head of Year and then approved by the Year Level Deputy Principal.

Behaviour Requirements

Mansfield students:

1. Behave in a responsible, respectful and safe manner while at school, travelling to and from school and when representing the school or wearing the school uniform in the community.

Illegal substances

- Do not have in their possession, purchase, distribute or consume alcohol, tobacco, illegal drugs, vapes or prohibited substances or items associated with their use (e.g. matches and lighters), at or before school events, or while wearing the school uniform. The aforementioned items are explicitly prohibited and will be removed if found in a student's possession. (Evidence of involvement in illegal drugs will result in suspension and may result in exclusion and police notification.)

Knives or weapons

- Do not have any knives of any type, or any item that can be used as a weapon, such as laser pointers or shanghais at school. The aforementioned items are explicitly prohibited and will be removed if found in a student's possession. (Evidence of students having weapons may result in exclusion and police notification.)

Harassment / bullying

1. Do not harass or bully other students as harassment of any kind is unlawful under the Anti-Discrimination Act 1991 and should be reported to a staff member or a Head of Year (HOY) or Deputy Principal. The School Bullying Policy adopts a three-phase approach:
 - 1. Non-punitive consequences with mediation and/or conflict resolution
 - 2. Consequences for repeat offence
 - 3. Suspension.

Physical Contact

- Do not engage in physical contact (inappropriate intimacy), fighting or assault of any kind. (Evidence of student involvement in fighting or assault may result in suspension, exclusion and police notification.)

Mobile phones

- On arrival to school, store their phone in a mobile phone locker from 8:00am.

Please note:

- Prior to 8:00am phones should be out of sight.
- A phone locker agreement form must be signed before use.
- Smart watches that function as a mobile phone will be treated as per phones. Smart watches must be switched to do not disturb. These rules also apply during exam block.
- After 8:30am, students found in possession of their phones will be suspended.
- If a mobile phone locker is required, students must visit Student Services in Lower Administration for help.

Exemptions from the mobile phone policy may be granted on medical grounds but must be supported by appropriate documentation to the Head of Year and then approved by the Year Level Deputy Principal.

Around the School Requirements

Mansfield students:

1. Mansfield students maintain a clean and safe environment, are respectful of the privacy of others and respectful of the property of the school and fellow students.

Health

- Place their rubbish in the bins provided and make sure the area in which they sit is left clean and tidy at the end of lunch.
- Use roll-on or stick deodorant at school as aerosol cans are banned as they can trigger allergic reactions.
- Do not bring carbonated drinks (soft drinks) to school unless expressly permitted by the Executive Principal.
- Do not chew gum in the school grounds or whilst students are in school uniform.
- Use the lifts only if they have an injury or disability, and a lift pass or signed diary, or if accompanying a student with a lift pass to assist them (See Deputy Principal's Assistant for lift pass).
- Do not use permanent marking felt pens while at school unless under the direction of a teacher.
- Are encouraged to use the sporting facilities during the lunch break providing:
 - They change into sports shoes for indoor activities
 - Food and drink are not taken onto the ovals or into the halls
 - Footwear must be worn for activities that occur on the oval
 - Students do not just sit on the ovals
 - Halls are only used when a teacher is present.

Safety

- Always carry their ID cards and student handbooks with them for identification and show out of class permissions.
- Do not take food and drink into any building apart from water bottles. However, for safety reasons, water bottles are not allowed in computer rooms, workshops or science laboratories (during practical lessons).
- Are not permitted on verandahs before school or during breaks unless under the supervision of a teacher or if visiting a teacher at their staffroom.
- Move in an orderly and prompt fashion between lessons and keep to the left on paths, stairways and verandahs.
- Enter classrooms only under the supervision of a teacher.
- Line up in two lines close to the classroom wall while waiting for a teacher to arrive.
- Store their bags according to the directions of the class teacher.
- Keep stairways, approaches to stairs and doorways clear at all times.
- Only use EMERGENCY EXITS for genuine school emergencies.
- Are not permitted to leave the school grounds at any time during the school day, unless they have an appointment which has been pre-arranged and have a leave pass issued at the Student Services Hub. In an emergency situation students need to see their Head of Year or Year Level Deputy to seek permission.
- Are not permitted near any car parked in the school grounds.

- Are not permitted unsupervised within 10 metres of the fence line. They are not to interact with members of the public, who are in the vicinity of the fence line or who enter the grounds, except to give them directions to the office.
- Are not to enter the bush on the boundaries of the school.
- Are not to enter out of bounds areas which are those areas not easily visible by staff on playground duty.

Privacy

- Are not permitted to use digital recording/player devices without permission.
- Treat images and footage of Mansfield High students, staff and any persons on the school grounds with respect and must not distribute them on the internet or share them on social media unless permission is granted by the Executive Principal.

Canteen

- Wait in line to be served, with hats on and are under the direction of the staff member on duty.

Travelling to and from School Requirements

Mansfield students:

- Arrive approximately 15 minutes before the bell unless in a supervised activity or using the library for research as no before school supervision is provided.
- Depart within approximately 15 minutes of school finishing unless in a supervised activity or using the library for research as no after school supervision is provided.
- Do not leave the school grounds after arriving to visit local businesses or parks.
- The school does not recommend that skateboards, scooters, electronic scooters, rollerblades or similar as a means of transport to and from school. However, if students do use these as a mode of travel, they need to be secured in either the P or C Block bike racks and all students must comply with the Queensland Road Safety regulations applicable to this equipment.
- No matter which method of transport is used to travel to school, the safety of the student as well as those around them must be considered at all times.

Walking to School

- Always observe pedestrian road rules.
- Cross the road at lights and designated crossings and are safety conscious.

Riding Bikes to School

- Always adhere to the road rules and the law e.g. must wear helmets.
- Do not ride in the school grounds.
- Bikes need to be walked along footpaths surrounding the school when there is high pedestrian traffic.
- Only access the bike racks when placing or retrieving their bike.
- Lock their bike in the bike racks.

Driving Cars or Riding Motorbikes

- Register their details with the Year 11 and 12 Deputy Principal.
- Must not transport any other student, except for immediate members of their family.
- Abide by road rules.
- Park in appropriate places only which does not include the school grounds.
- Only in special cases where agreement between parents and the Deputy Principal have been arranged will permission be granted for one student to drive another.

Catching a Bus

- Behave in an exemplary way.
- Abide by the Education Queensland & Queensland Transport Code of Conduct (see below).

If any students experience trouble with transport, they must visit the Student Services Hub for help.

The Transport Code of Conduct

This Code of Conduct has been formulated by Education Queensland and Queensland Transport and applies to all students attending schools in Queensland and who use buses either to travel to and from school or for other school related activities, such as excursions and sport.

Students must ensure that they have made arrangements so that they pay for their journey at all times.

BEHAVIOUR	EXAMPLES OF HOW STUDENTS MEET THE CODE
Respect other people and property.	<p>Treat other people and their possessions with respect.</p> <ul style="list-style-type: none"> • Always stand and offer their seats to adults or anyone in need of a seat e.g. young children. • Follow the bus driver's directions without argument. • Not wait on private properties. • Not interfere with bus property, equipment, shelters and signs by marking or damaging them in any way.
Wait for the bus in an orderly manner.	<ul style="list-style-type: none"> • Wait well back from the bus until it stops and allow other passengers to leave the bus first. • Stand quietly without calling out or shouting. • Not push other people in the line or push into the line.
Whilst on the bus, students conduct themselves in an orderly manner.	<ul style="list-style-type: none"> • Always follow instructions from the driver about safety on the bus. • Show their bus pass, ticket, go card or ID upon request. • Sit properly on a seat if one is available (in an allocated seat if directed by the driver). • If standing, remain in the area designated by the driver. • Store school bags under the seat or in appropriate luggage areas. • Speak quietly and do not create unnecessary noise. • Wear a seat belt where fitted. • It is not appropriate for students to: <ul style="list-style-type: none"> • Bully or harass other students or the driver or other road users. • Place feet on the seats. • Fight, spit, use offensive language or behave poorly in other ways. • Throw any article around or from the bus. • Consume food or drink, or play music without permission of the driver. • Smoke (prohibited on all buses). • Travel under the influence of illegal drugs, alcohol or volatile substances. • Allow any portion of their body to protrude out of the bus windows. • Stand forward of the front seat. • Use a mobile phone to send threatening messages, or photograph others without consent. • Distract drivers through use of mobile phones or hand-held devices.
Use designated stops.	<ul style="list-style-type: none"> • It is the responsibility of students to disembark at their correct designated stop.
When alighting from the bus, do so in an orderly manner.	<ul style="list-style-type: none"> • Wait until the bus stops before standing to get off. • Alight from the bus in a quiet and orderly fashion. • Never cross the road in front of the bus. Wait until the bus has moved away and it is safe to do so. • Use crossings or traffic lights if available.
In case of an emergency or a breakdown, follow the driver's directions.	<ul style="list-style-type: none"> • Follow the instructions of drivers at all times. • Wait until the bus stops before standing to get off. • Leave the bus in a quiet and orderly fashion. • Wait in the area indicated by the driver.

Appendix C - Uniform @ Mansfield

Mansfield all students wear the school uniform and to ensure uniformity, all items apart from shoes need to be purchased from our school's uniform shop. It is usually open on Tuesdays, Wednesdays and Thursdays from 7.30 am until 10.00 am. Refer to the MSHS website for a complete [uniform guide](#).

Girls' Formal Uniform

Item	Description	How / when worn
Blouse	White poly rayon with Mansfield teal trim on collar, short sleeves, chest pocket. Buttoned down front. All buttons done up. School badge on pocket. A long-sleeved Mansfield blouse may be worn. However, there is no compulsion to wear this blouse. (This is a special order. To be ordered with four weeks' notice)	Appropriate size will not allow the stomach to be seen when arms are raised. The blouse is not worn tightly. While the wearing of an undershirt is allowable during Winter, this is not to be visible at the collar or sleeves.
Skirt OR Slacks (Optional) OR Shorts (Optional)	Mansfield teal pleated skirt. Mansfield teal slacks. Mansfield teal shorts.	To be worn between bottom of kneecap and mid-calf. Please leave a generous hem. Worn on the waist. Adjust waist by tightening buttons at back. Worn on the waist. Adjust waist by tightening buttons at back. To be worn to mid-knee. Adjust waist by tightening buttons at back.
Socks	Short white socks with teal scalloped picot trim on turnover.	To be worn folded over. Need to buy large enough so that the sock does not look like an anklet sock.
Tights	(Optional) Opaque beige tights as supplied through our uniform shop.	To always be in good condition. Must be worn with formal socks folded over.
Hair Ribbon	The only hair adornment is teal ribbon as available at our uniform shop. It is to be 50–100 cm in length.	It must be worn around the hair over hair ties that are similar to the student's hair colour. Hair is tied back at the nape of the neck.
Head Scarf/Religious /Cultural Head coverings	A plain white, navy, teal or black non-transparent head scarf with no ornamentation may be worn for religious or cultural reasons.	

Boys' Formal Uniform

Item	Description	How / when worn
Shirt	Mansfield teal short sleeved collared shirt with white piping on sleeve and pocket. School badge on chest pocket. The shirt is of a conventional button-through style. The top button is not done up.	It must be worn tucked into shorts or trousers. The collar must be turned down. Long sleeved shirts must be worn by some students. A white undershirt may be worn during Winter. This is not to be visible at the sleeves.
Shorts / Trousers	Poly rayon mid-grey shorts with two pleats on each side at front, six belt loops and zip at front. Two pockets at front and inner pocket on back right. Trousers are in the same style and fabric. Both items are only available at our uniform shop.	The length of the shorts is to the top of the knee. Shorts and trousers must be worn with the belt described below. Trousers are to be worn to the top of the heel at the back.
Belt	Black 30 mm leather belt with plain silver buckle and black keeper. For reasons of uniformity, belts are available only at our uniform shop.	Shorts and trousers must be worn with the designated belt.
Socks	Long mid-grey with Mansfield teal stripes at top are worn with shorts. May wear short plain mid-grey or black socks or MSHS long mid-grey socks with long trousers.	Garters must be used if long socks are not self-supporting. Top of sock must be turned over appropriately and be worn just below the knee.
Head Scarf/Religious /Cultural Head coverings	A plain white, navy, teal or black non-transparent head scarf with no ornamentation may be worn for religious or cultural reasons.	

Common Items

Item	Description	How / when worn
Shoes	Black laced-up polished leather school shoes of plain, conventional design (with heels – maximum 2 cm) and black laces – not leather sport shoes. No laces around the shoes. Just plain black with no silver or gold. Soft low/no heel ballet-like shoes are not acceptable. See the uniform shop for some acceptable shoe styles.	Laces are to be tied tightly with a bow at the top. The backs must always be firm to support the heel. Shoes must be in good order and polished.
Jumper	Poly-cotton V necked with school badge on left chest. Teal and white stripes on bottom of sleeves and at neckline. Neither tight nor sloppy.	Sleeves are not to be pulled over the hands. They are to remain in good condition.
Blazer	(Optional) Junior Navy with school badge on front pocket. Orders are to be pre-paid.	May be worn with or instead of the jumper.
Scarf	(Optional) Navy polo fleece with small badge embroidered on end.	May be worn without the jumper on cold days only and not during Summer months.
Hat	All students must wear the formal school hat, which is navy with the school badge on the front.	To be worn at all times with the formal uniform, except inside buildings. The badge is to be facing the middle of the student's front and the brim is turned down parallel with the ground. Hats are named prominently INSIDE the crown.

Sports Uniform (Boys and Girls)

Item	Description	How / when worn
Shirt	White polo shirt with teal side panels and collar and buttoned at neckline. School badge on left chest.	Shirt is not tucked in. Only the top button is undone.
Long Sleeved Shirt	This is similar to the short-sleeved version. However, it must usually be ordered four weeks ahead of time.	Shirt is not tucked in.
Shorts	Teal basketball style shorts. School badge on bottom front left leg.	To be worn at a length that finishes at the top of the knee.
Long Sports Pants	Teal Mansfield long sports pants.	May be worn instead of the Mansfield sports shorts School sports socks are to be worn.
Sports Shoes	Students are permitted to wear supportive sports running shoes of any colour	Laces are to be tied tightly with a bow at the top. Shoes are to be clean and in good order. Slip on shoes, boots, canvas 'Vollies' or leisure type shoes are not acceptable.
Socks	Short white socks with MANSFIELD written twice around the top.	They are worn up. Students must change into them for sport.
Cap	All students must wear the school sports cap for HPE lessons and also in training and competitive sport. The formal hat may be worn with the sports uniform at other times.	The badge is to be facing the middle of the student's front and the brim is turned down parallel to the ground. The brim is one centimetre above the eyebrows. Caps are to be worn at all times with the sports uniform, except inside buildings.
Swimming	Suitable one-piece swimmers.	To be worn modestly. Sun shirt may be advisable.

Wearing of the sports uniform:

Mansfield students:

- Wear correct sports uniform during sport or physical education.
- Change into the sports uniform at the lunch break prior to Physical Education or at the start of the Physical Education lesson if no break is prior. Students will change back into their formal uniform at the end of the Physical Education lesson or the following lunch break if the break is immediately after the Physical Education lesson.
- Wear full sports uniform if engaging in high intensity activity on the ovals at lunchtime. They may wear their sports shoes with their formal uniform if participating in lower-level activity.
- Wear their full sports uniform if they are participating in training at school after 7.30 am.
- Wear their full sports uniform or full formal uniform if they are leaving sports training before 4.00 pm.
- May wear the complete sports uniform home if they have competed in inter-school sport or sport during MAP.

Wearing of school hat and sports hat:

- The formal uniform is only to be worn with the formal hat.
- The sports hat OR formal hat may be worn with the sports uniform when students are not playing sport.
- The sports hat is to be worn with the sports uniform when students are training or involved in competitive sport.

Dance Uniform

The only variation is:

- Rather than the usual sports shorts, students are to wear the Mansfield Dance slacks.
- Students must wear the school sport socks and hair must be presented in the usual manner.

Music Performance Uniform

For Boys	Long black pleated front formal micro fibre trousers (school logo on the back) Long sleeved micro fibre teal shirt (school badge) Black socks and shoes School's black belt Music Tie
For Girls	Long black pleated front formal micro fibre trousers (school logo on the back) Long sleeved micro fibre teal shirt with black trim & school badge Black socks and shoes Hair tied back and off the face with the school teal ribbon.

School Backpack and School Sports Bag

Mansfield students:

- Must use the Mansfield High School backpack.
- Will name their backpack on the tag as well as obviously inside. Bags are not to be named obviously on the outside, and will remain free of graffiti.
- Will attach a small appropriate identifying item/ribbon on a zip.
- Wear the backpack correctly for health and safety reasons. Unnecessary school items should be left at home.
- Are to use the Mansfield High School sports bag if they need to carry an extra bag to school for sporting equipment or other items. All students must have this bag.
- May use the school kit bag if further storage is required, in addition to the other two bags. The purchase of the school kit bag is not compulsory.
- Use Mansfield High School bags only.

Appendix D - Attendance @ Mansfield

Every day counts – students who attend school all day, every day learn better, and achieve more positive outcomes. Regular attendance and punctuality are necessary for you to achieve the best results possible.

What if you are late for school?

- Swipe in at the Student Services Hub using your ID card and hand in your note of explanation.
- If you do NOT have a note, see the options below

What to do if you are absent from school/or late to school

To explain student attendance, parents are required to complete one of the following:	
Respond to the daily text message sent by the school	Include: Student name. Year level. Date of absence. Reason for absence.
Respond to email sent by the school	
Send a text message 0429 360 340	
Send an email absences@mansfieldshs.eq.edu.au	
Leave a Q Parent message	
Phone and leave a voicemail 3452 5366	
Bring a written note from parent/caregiver	

To explain student attendance, parents are required to complete one of the following:

Respond to the daily text message sent by the school

Include:

Student name. Year level.

Date of absence. Reason for absence.

Respond to email sent by the school.

Send a text message **0429 360 340**.

Send an email absences@mansfieldshs.eq.edu.au.

Leave a Q Parent message.

Phone and leave a voicemail on 3452 5366.

Bring a written note from parent/caregiver.

Please note:

- Every student absence/late arrival must be explained.
- If the absence/late arrival is not explained within two days, make up time must be completed.
- If a student is likely to be absent for several days, parents are asked to inform the school.

What to do if you need to leave school during the day

- Bring a note from your parent/guardian requesting permission to leave school at a specific time.
- Hand it in to the Student Services Hub BEFORE going to Period 1.
- You will be issued with a receipt to show to your teacher for permission to leave class during the day.
- Before leaving the school grounds, report to the Student Services Hub where you will swipe your ID card again to register the departure time and receive an authorisation receipt.
- To Remember:
- Schools must enforce compulsory attendance for any enrolled student.
- Student attendance is monitored and enforced as part of legislated requirements of the state.
- Once a student is in Year 11 or older than 16 years, they must maintain an attendance rate higher than 85%. In cases where a student cannot attend at this rate, all absences need to be explained with reasonable explanations and documentation to support the maintenance of their school enrolment (e.g. letter from a medical practitioner or special circumstances).

Mansfield State High School

Working it out sheet



Name:	Roll Class:	Date:
Sent from (Teacher):	Period/Time:	
Sent to (HOD, DP):		
Where:		
When:		
What I did:		
What I should have been doing?		
<i>These actions were against the following Rights / Responsibilities / Rules.</i>		
<small>(Use your Student Handbook to identify and record the specific Right violated, Responsibility not accepted and/or Rule broken.)</small>		
I am going to solve this problem by:		
Student's Signature:	Parent's Signature (after consequences are entered):	
Consequences (School use only)		
Teacher's/Administrator's signature:	Date:	
<small>This Working It Out sheet must be taken home, signed by a Parent/Guardian and returned to the issuing DP the next day.</small>		

Mansfield State High School Statement Sheet



Name:		Roll class:
INCIDENT DETAILS		
Date:	Time:	Place:
What happened:		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
Who was in <u>involved</u>:	Who <u>witnessed</u>:	
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	
Signature:	Today's date:	



Mansfield State High School Learning Agreement

Student's name: _____

Roll class: _____ Date: _____

Modify the wording as needed, this can be as specific as required for each student

I understand that my actions/behaviours have affected people, place, feelings etc.....

To create a safe, productive learning environment at Mansfield State High School I will make better choices by:

- work to the best of my ability in class *or allow the teacher to teach and ask questions when the teacher is ready...*
- complete all homework and assignments on time and to an acceptable standard
- behave in a responsible, respectful and safe manner that does not infringe on the rights of others to learn
- attend school regularly and punctually *or arrive by 8.25 am and attend every lesson*
- comply with all school rules and follow directions both in class and in the school grounds *or bring my own handball and play safely or do as I am asked the first time for all teachers*
- comply with presentation requirements of our school

I can do better if I use these strategies/ strengths:

Parent responsibility will be _____

School responsibility - the school will: _____

e.g. monitor attendance/behavior card/check in weekly/provider negotiate strategies/advise teachers/organise support GO etc.

Should I not employ the above strategies/comply with any of these conditions, I (pick one) my enrolment at this school might be cancelled/ my subject choices may be reviewed/ may be placed on a behaviour card/ will be placed on an attendance plan/ suspension/ other

A formal review may be conducted **at the end of the term**

Student's signature _____ Parent's signature _____ School's signature _____

Mansfield State High School Discipline Improvement Plan



Student Name: _____

Student problem: [behaviour/incident]

[Insert description of behaviour(s)/ incident(s) that has led to the requirement for this plan.]

School support

[Insert description of support, resources, program/ strategies to assist the student's improvement.]

Expected behaviour

- You will be punctual, attend school and participate in all classroom learning activities for the next 2 weeks.
- You will attend and participate in the [name of program] (e.g. drug and alcohol) run by [staff member name] for [number] weeks.
- You will meet with your year coordinator on [Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers].
- You will check in and check out daily with [staff member name] every morning at 8:30 am for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily behaviour monitoring sheet signed by relevant staff and your parents.

Consequences for non-compliance

- Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed).

People who can support you

Include name of school support people

Dates

Start date	
Review date	

Agreement

I/We agree to [student name's] plan outlined above and understand that this plan will begin on [day month year] and be reviewed on [day month year].

Student's signature	Date
Parent/s signature	Date
Principal's signature	Date
Other	Date

Appendix I – Weekly Behaviour Sheet



Mansfield State High School Weekly Behaviour Sheet

TEACHERS OF				ROLL CLASS			
DEPUTY/HOD				TERM/WEEK			
MONDAY						DATE:	
At the end of each period, please indicate whether this student's behaviour has been SATISFACTORY (✓) or UNSATISFACTORY (X) AND make a comment.							
PERIOD	SUBJECT	TEACHER CODE	✓	X	COMMENTS PLEASE	TEACHER NAME	TEACHER'S SIGNATURE
1							
2							
3							
4							

Parent's/Guardian's Signature:

Date:

TUESDAY						DATE:	
At the end of each period, please indicate whether this student's behaviour has been SATISFACTORY (✓) or UNSATISFACTORY (X) AND make a comment.							
PERIOD	SUBJECT	TEACHER CODE	✓	X	COMMENTS PLEASE	TEACHER NAME	TEACHER'S SIGNATURE
1							
2							
3							
4							

Parent's/Guardian's Signature:

Date:

WEDNESDAY						DATE:	
At the end of each period, please indicate whether this student's behaviour has been SATISFACTORY (✓) or UNSATISFACTORY (X) AND make a comment.							
PERIOD	SUBJECT	TEACHER CODE	✓	X	COMMENTS PLEASE	TEACHER NAME	TEACHER'S SIGNATURE
1							
2							
3							
4							

Parent's/Guardian's Signature:

Date:

THURSDAY						DATE:	
At the end of each period, please indicate whether this student's behaviour has been SATISFACTORY (✓) or UNSATISFACTORY (X) AND make a comment.							
PERIOD	SUBJECT	TEACHER CODE	✓	X	COMMENTS PLEASE	TEACHER NAME	TEACHER'S SIGNATURE
1							
2							
3							
4							

Parent's/Guardian's Signature:

Date:

FRIDAY						DATE:	
At the end of each period, please indicate whether this student's behaviour has been SATISFACTORY (✓) or UNSATISFACTORY (X) AND make a comment.							
PERIOD	SUBJECT	TEACHER CODE	✓	X	COMMENTS PLEASE	TEACHER NAME	TEACHER'S SIGNATURE
1							
2							
3							
4							

Parent's/Guardian's Signature:

Date:

COMMENTS/NOTES

Appendix J – Behaviour Sheet

Mansfield State High School Behaviour Sheet



Monday

STUDENT							
DATE		ROLL CLASS		DEPUTY PRINCIPAL /HEAD OF YEAR			
<i>At the end of each lesson, please indicate whether this student's behaviour has been entirely satisfactory or not AND make a comment.</i>							
PERIOD	SUBJECT	SATISFACTORY	UNSATISFACTORY	ON TIME	COMMENTS	TEACHER NAME	TEACHER'S SIGNATURE
1							
2							
3							
4							
PARENT'S/GUARDIAN'S SIGNATURE:				DATE:			

Mansfield State High School Behaviour Sheet



Tuesday

STUDENT							
DATE		ROLL CLASS		DEPUTY PRINCIPAL /HEAD OF YEAR			
<i>At the end of each lesson, please indicate whether this student's behaviour has been entirely satisfactory or not AND make a comment.</i>							
PERIOD	SUBJECT	SATISFACTORY	UNSATISFACTORY	ON TIME	COMMENTS	TEACHER NAME	TEACHER'S SIGNATURE
1							
2							
3							
4							
PARENT'S/GUARDIAN'S SIGNATURE:				DATE:			

Mansfield State High School Uniform Exemption Form



Students who are seeking an exemption from complying with Mansfield State High School's presentation requirements listed in the Student Handbook, need to complete this form. Exemptions from complying with the presentation requirements **may be granted** on Medical, religious or Cultural grounds.

Student name: _____ **Year Level:** _____

Documentation Documentation is required for an exemption to be considered and **must be provided** by either a Medical Professional, Cultural Leader or Religious Representative.

Exemption Details	Please tick 1 of the following grounds for exemption	Please tick 1 or more of the following items
	<input type="checkbox"/> Medical <input type="checkbox"/> Religious <input type="checkbox"/> Cultural	<input type="checkbox"/> Facial hair <input type="checkbox"/> Hat <input type="checkbox"/> Jewellery <input type="checkbox"/> Shoes <input type="checkbox"/> Sports Uniforms <input type="checkbox"/> Other: Please specify _____

Exemption Dates From: _____ To: _____ School Year: _____

Submission The exemption form and supporting documentation needs to be submitted to the students Year Level Deputy Principal by emailing DPS@mansfieldshs.eq.edu.au After consulting with the Executive Principal, the Deputy Principal will notify applicants if their exemption has been approved or not.

Note:

- Submission of exemption forms and documentation does not mean that students are automatically exempt from compliance with Mansfield State High School's uniform policy.
- Students must provide proof of an exemption to staff on request.
- The Executive Principal has the final say on exemptions and their decision is final.

Office use only			
Approved	Sticker provided	Scanned and uploaded to OneSchool	Added to exemption list