



McDowall State School

Student Code of Conduct 2023-2026

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

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Endorsement

Principal Name:	Imogen Stager
<i>Principal Signature:</i>	<i>Imogen Stager</i>
Date:	7 th November 2022
School Council Chair Name:	Kathy Paskin
School Council Chair Signature:	<i>Kathy Paskin</i>
Date:	7 th November 2022

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Purpose

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

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

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

McDowall State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can deliver results and students can assume increasing levels of self-responsibility for their learning and engagement within our school community.

Many people maintain that most of a child's learning experiences take place in a classroom. It is true that the classroom is the main meeting place of children and their teacher. **The 'teacher' is the something special.** Together, in partnership with others, teachers create an environment that is rich with the excitement of learning. Through determined effort, creating a lively, exciting learning space that appeals to its occupants that **'breathes the joy of learning'** you can be sure that learning is taking place. Within this space, **the teacher is the 'leader of learning'**. The teacher 'manages' the elements in play. Other parts of the school are used as learning centres but the designated classroom becomes each teacher's castle. To the child, each classroom is almost a magic castle. It sparkles with excitement. It is a pleasant place, an ever-changing place, with plenty to do; and it contains - **'my teacher'**. Many classrooms sparkle. They are places that children are anxious to enter. They attract children just as a magnet attracts iron filings. A dull classroom is one that children are ever anxious to escape from, and only enter because someone says they must.

Whole School Approach to Discipline

There are minimal standards of behaviour throughout the McDowall State School that everyone are expected to uphold whether they be students under the supervision of any adult (not only classroom teachers) or whether they be staff / parents / visitors to our school.

The **Code of Conduct for Students** governs behaviour throughout the school. Every teacher maintains a **Classroom Discipline Plan**. eg. A set of rules, reinforcements and consequences that are in effect at all times in each classroom. Complementary to these elements is an integrated programme of instruction focusing on the teaching of responsibility. The Classroom Discipline Plan is an evolving framework built around the professional discretion of the teacher but complementing school philosophy and direction, in responding to both the collective and individual needs of students.

A '**Student Conduct Booklet**' is provided to each parent at time of student enrolment. The booklet directly addresses values of this school and the school rules of respect for yourself, respects for others and take responsibilities for your own actions.

McDOWALL STATE SCHOOL

The McDowall State School delivers excellence in professional quality preparatory and primary education services.

The purpose of the McDowall State School is to implement the Australian preparatory and primary curriculum and deliver effective professional teaching services within a supportive school learning environment facilitating achievement of personal excellence.

The vision is for all students to experience success and to assume increasing levels of self-responsibility in the achievement of pre-determined learning outcomes within a supportive learning context strengthened by partnerships.

We will achieve the best outcomes for all students through a commitment towards:

SCHOOL RULES	SCHOOL MOTTO
Respect for Yourself	Courtesy in conduct
Respect for Others	Honesty in judgement
Take Responsibility for Your Own Actions	Knowledge on which to base informed decisions

SCHOOL CREED

This is our school, Let peace be here. Let the rooms be full of contentment. Let love abide here, Love of our Earth, Love of mankind and Love of life itself. Let us remember that as many hands make a house, So many hearts make a school.

McDOWALL STATE SCHOOL VALUES

We will **achieve** the best outcomes for all students through a commitment towards:

1. Focus on the Child

Our collective decision-making, goodwill and endeavour is to benefit enrolled children.

2. Quality Curriculum

Teachers being able to interpret, construct, implement and review the best curriculum possible.

3. Effective Teaching Resulting in Learning

Supporting highly skilled teaching practitioners to achieve the best outcomes for all students.

4. Partnerships – Staff, Students, Parents and Community

Parents and community actively supporting and complementing school operations, investing additional funding, resources, time, facilities and opportunities to make 'Our Great State School' even better.

5. Best Outcomes for All Students

We aspire to achieve the best learning outcomes for all enrolled students. We acknowledge that parents should always access the 'most appropriate school programme' at which-ever school location for the specific learning needs of their child.

We will **achieve** the best outcomes for all students through an on-going commitment towards:

1. Focus on the Child.	
A child's right to learn.	Experience of success, personal satisfaction and pride.
A child's responsibility toward self, others and their education.	Individualised attention.
A child's right to make decisions and learn through consequence.	Awareness and tolerance of individual differences.
Achievement of individual excellence.	Mutual respect and recognition.
Firm but understanding approach in meeting high expectations.	Positive, supportive learning experience.
	Broad curriculum to encompass individual potential.

2. Quality Curriculum.	
Well planned in terms of expectation, sequence and timing.	Efficiency, competency and consistency with clear expectation.
Visionary leadership and outlook.	Explicit expectations, standards and tracking student progress.
Continua-based outlining student learning journey Prep-Yr.6.	Specific curriculum checkpoints for learning support and intervention.
Effective time management and balance.	Extension and progression according to student aptitude.
Socially just access, inclusion and participation for all students.	
Resource-based support for work units.	

3. Effective Teaching Resulting in Learning	
Emphasis on essential skills across all Key Learning Areas:	Responsiveness to changing individual needs.
Literacy	Educationally researched innovation.
Numeracy	Relevant, challenging and purposeful teaching.
Socialisation and personal development	Resource enhanced curricular continua.
Thinking and problem-solving	Competent, professional educators.
Preparation for life-long learning.	Supportive, secure and safe environment.

4. Partnerships	Staff, Students, Parents and Community.
Shared commitment, ownership of activity and accountability. Pride and belonging in the school, community and nation. Teaching and learning partnerships benefiting student learning. Team work and mutual acknowledgement.	Collaborative partnership in school decision-making. Open and honest communication. Approachability and courtesy. Community skilling and information.
5. Best Outcomes for All Students	Staff, Students, Parents and Community.

McDOWALL STATE SCHOOL EXPECTATIONS

- McDowall State School expects high standards of personal achievement and behaviour.
- Teaching is effective, inclusive and engaging. It is curriculum informed and is constructed around respectful relationships between staff and students.
- A whole school approach, effective school organisation and leadership, enhances productive, positive behaviour.
- Partnerships with parents, the wider school community and other support agencies contribute to productive, positive behaviour.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate student behaviour consider both the individual circumstances and actions of the student and the needs and rights of school community members.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- ✓ The rights of all students to learn.
- ✓ The rights of teachers to teach.
- ✓ The rights of all to be safe.

A clear expectation of conduct is effected on a daily basis. This expectation demands that individuals account for their actions and meet clearly articulated responsibilities to the school community.

School Expectations

All MEMBERS of the SCHOOL COMMUNITY are expected to:

- ✓ Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

STAFF are expected to:

- ✓ Maintain high standards of ethical behaviour as established in the Department of Education and Training's Code of Conduct.
- ✓ Maintain high standards of professional behaviour as established by Professional Standards that may apply.

STUDENTS are expected to:

- ✓ Participate actively in the McDowall SS education programme.
- ✓ Take responsibility for their own behaviour and learning.
- ✓ Demonstrate respect for themselves, other members of the school community and the school environment.
- ✓ Behave in a manner that respects the rights of others, including the right to learn.
- ✓ Co-operate with staff and others in authority.

PARENTS are expected to:

- ✓ Demonstrate an active interest in their child's schooling and progress.
- ✓ Co-operate in partnership with the school to achieve the best outcomes for their child.
- ✓ Support school staff in maintaining a safe and respectful learning environment for all students.
- ✓ Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.
- ✓ Contribute positively to behaviour support plans that concern their child.

The SCHOOL is expected to:

- ✓ Provide a safe, clean, secure and supportive learning environment.
- ✓ Provide inclusive and engaging curriculum and teaching.
- ✓ Initiate and maintain constructive communication and relationships with students and parents.
- ✓ Promote the skills of self-management and self-responsibility.

Student behaviour that does not comply with the expected standards is not acceptable.

Consequences are expected to be applied to:

- Provide the opportunity for all students to learn.
- Ensure the safety of staff and students.
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will always be considered. A range of consequences are used by the school, including (a) Enrolment suspensions (b) Enrolment exclusions; and (c) Cancellations of Enrolment.

"We celebrate student success and teach students to assume self-responsibility."



Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

McDowall State School offers a range of supports for the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Student Support Network

McDowall State School is proud to have a comprehensive support 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 trusted school staff member at McDowall State 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 person to support them.

Parents who would like more information about the student support roles and responsibilities are invited to contact the the school Principal on the school phone number.

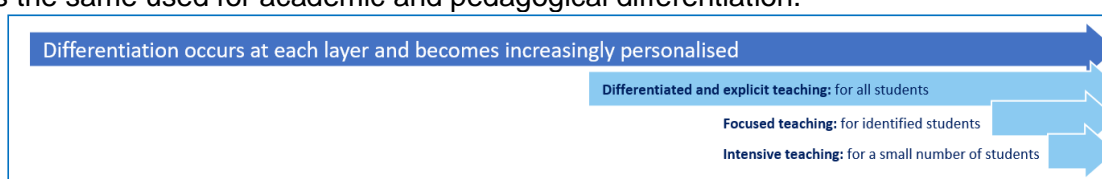
Role	What they do
Deputy Principals	<ul style="list-style-type: none"> • leadership of student by year levels to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
Defence School Mentor	<ul style="list-style-type: none"> • monitors the social and emotional wellbeing of Defence students • enhances awareness and appreciation of the unique Defence lifestyle in schools and communities • provides support to children during times of parental absence.
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.

Differentiated and Explicit Teaching

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

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

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



Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at McDowall State School to provide focused teaching. Focused teaching is monitored by the Child Needs Team and Classroom Teacher/s to identify those who:

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

McDowall State School has a range of Student Support (Child Needs Team) staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

For more information about these programs, please speak with the Head of Special Education Services or your child's respective Deputy Principal.

Intensive Teaching

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at McDowall State School follows 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 School Leadership Team immediately for determination of a disciplinary consequence.

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

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

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

- Reminders of incentives or class goals.
- Redirection.
- Low voice and tone for individual instructions.
- Give 30 second 'take-up' time for student/s to process instruction/s.
- Reduce verbal language.
- Break down tasks into smaller chunks.
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class.
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour.
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour.
- Reprimand for inappropriate behaviour.
- Warning of more serious consequences (e.g. removal from classroom)
- Detention.

Focused

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

- Functional Behaviour Assessment.
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group.
- Token economy.
- Detention.
- Behavioural contract.
- 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.
- Stakeholder meeting with parents and external agencies .

Intensive

School Leadership Team work in consultation with Student (Child Needs) Support Team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based Individual Support Plan.
- Complex case management and review.
- Stakeholder meeting with parents and external agencies including regional specialists.
- Temporary removal of student property (e.g. mobile phone).
- Short term suspension (up to 10 school days).
- Long term suspension (up to 20 school days).
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities).
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school).

- Exclusion (student is excluded from a particular State School site, a group of state schools or all state schools in Queensland for a defined period of time or permanently).
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

At McDowall State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension (11-20 days), charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from McDowall State School are required to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school.

The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for parents to attend a re-entry meeting. It is requested as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

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

Possible Agenda:

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

Reasonable adjustments

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

Delegations

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

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

School Policies

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

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

Temporary Removal of Student Property

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

In determining what constitutes a reasonable time to retain student property, the Principal or State School staff will consider:

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

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be

supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at McDowall State School:

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

Parents of students at McDowall State School;

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

Students of McDowall State School;

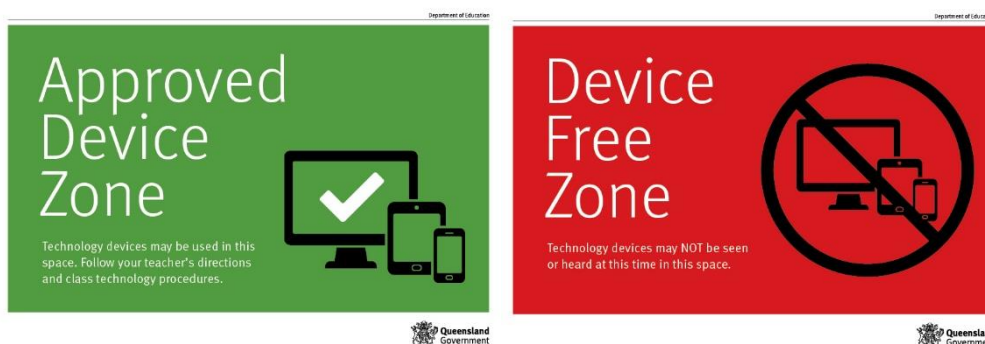
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the McDowall State School Code of Conduct;
 - is illegal;
 - puts the safety or wellbeing of others at risk;
 - does not preserve a caring, safe, supportive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

Use of Mobile Phones and Other Devices by Students

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

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

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



Responsibilities

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

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

- use mobile phones or other devices for:
 - assigned class work and assignments set by teachers;
 - developing appropriate literacy, communication and information skills;
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school;
 - conducting general research for school activities and projects;
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work;
 - accessing online references such as dictionaries, encyclopaedias, etc;
 - researching and learning through the department's eLearning environment.
- be courteous, considerate and respectful of others when using a mobile device.
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning.

- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at McDowall State School to:

- use a mobile phone or other devices in an unlawful manner;
- use a mobile phone in technology-free designated spaces or times;
- download, distribute or publish offensive messages or pictures;
- use obscene, inflammatory, racist, discriminatory or derogatory language;
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking;
- insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and internet resources;
- damage computers, printers or network equipment;
- commit plagiarism or violate copyright laws;
- ignore teacher directions for the use of social media, online email and internet chat;
- send chain letters or spam email (junk mail);
- knowingly download viruses or any other programs capable of breaching the department's network security;
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets;
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material;
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments;
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the McDowall State School Student Code of Conduct. In addition students and their parents should:

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

Preventing and Responding to Bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

McDowall State School has a **Student Council**, with diverse representatives from each Year Level meeting regularly with a Senior Teacher and/or Deputy Principal to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council meeting are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at McDowall State School, we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance);
- not liking someone or a single act of social rejection;
- one-off acts of meanness or spite;
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At McDowall State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

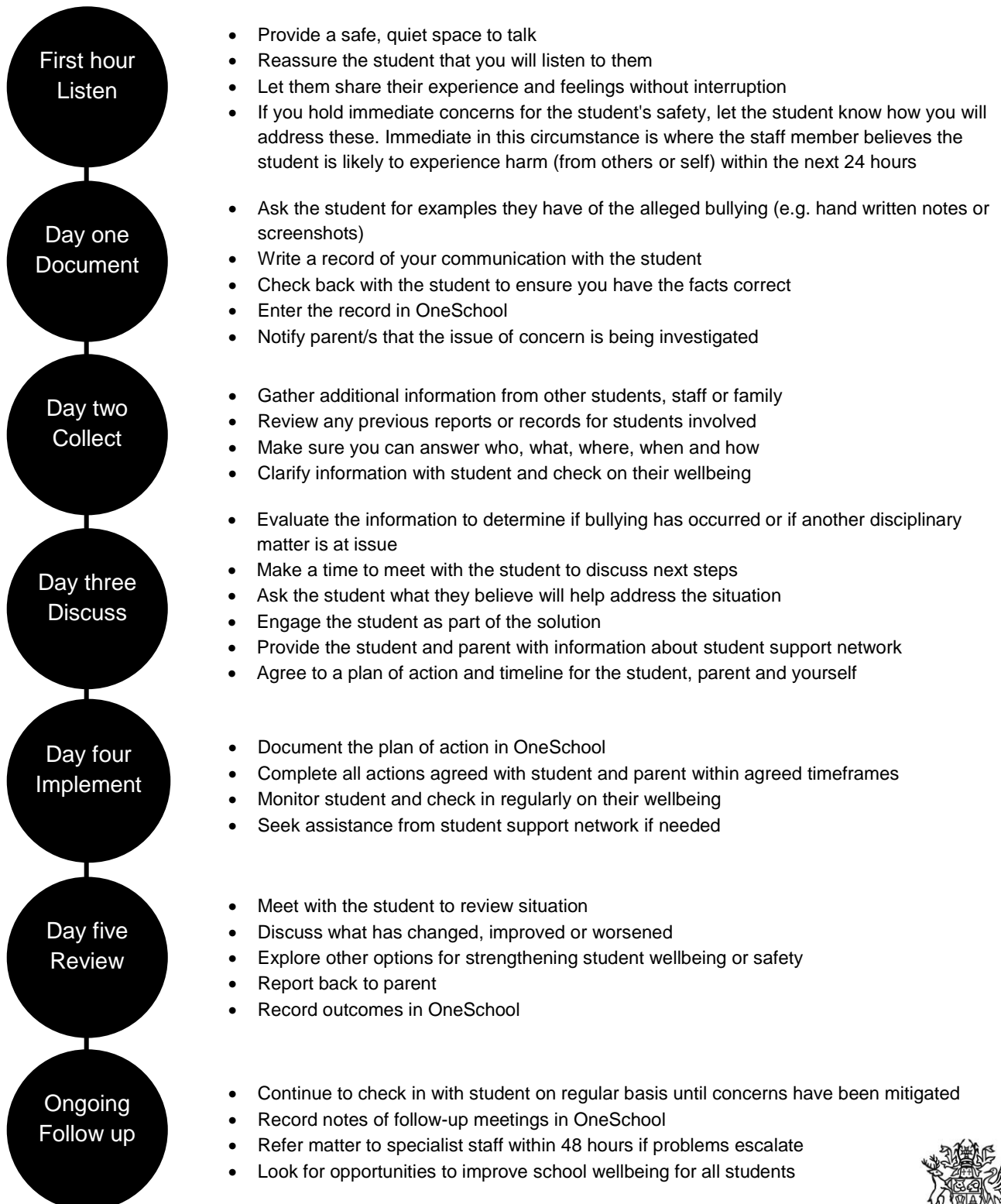
McDowall State School - Bullying Response Flowchart for Teachers

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 and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher.

Deputy Principals: (a) P-1 (b) 2-4 (c) 5-6 or (d) Head of Special Education.



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the respective Deputy Principal P-1, 2-4, 5-6 or Head of Special Education Services.

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

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

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

McDowall State School - Cyberbullying Response Flowchart for School Staff

How to manage online incidents that impact your school

Student protection

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

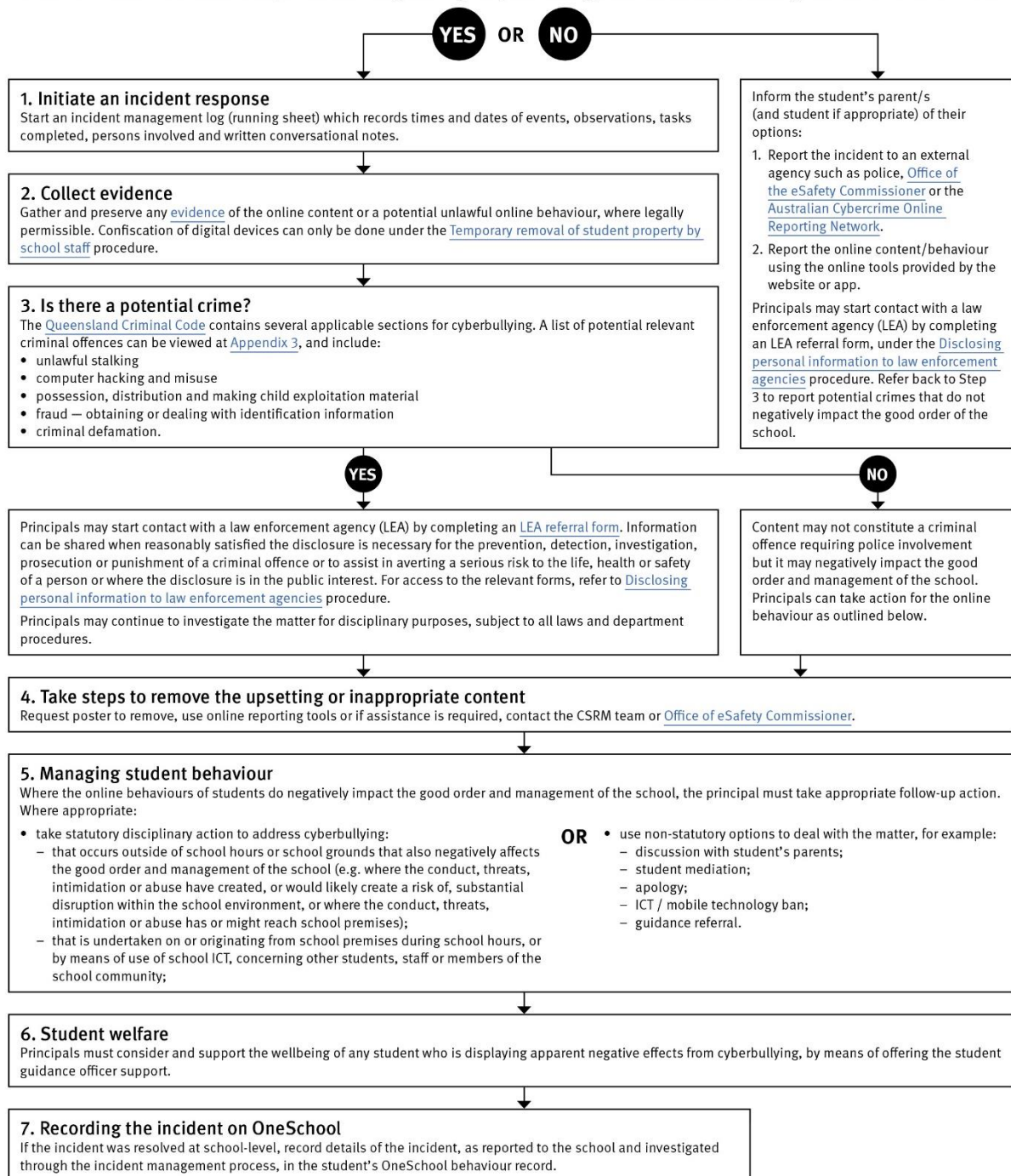
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at McDowall State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

McDowall State School – Anti-Bullying Compact

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

The McDowall State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

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

Student's signature:

Parent's signature:

School representative signature:

Date:

Appropriate Use of Social Media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

- refrain from responding;
- take a screen capture or print a copy of the concerning online content;
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the 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 McDowall State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

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

Resources

TEACHING RESPONSIBILITY

There are six important principles in succeeding to teach responsibility to children:

1. **Every child is different.** They are unique and respond to discipline and responsibility differently. Although some things must be done uniformly, different children require different kinds of motivation. (eg. more expectation or more sensitivity)

2. **Expectations determine performance.** Children do exactly what is really expected of them (and they can tell if you are faking it).

3. **Example is the best teacher.** Once in a while everyone must step back and look at themselves. If trying to teach children something we have yet to learn, our first step must be to change ourselves. The connection between respect and responsibility. Eg. If you show respect for things, for work, for other people, then you see these things as being important and thus show responsibility for them. Children will watch and do likewise.

4. **Consistency is crucial.** Consistency and follow-through are the hardest part of teaching responsibility. We all look at a child and develop aspirations as to what they will become with age. If these children realise what is expected they would be amazed but this expectation is counter balanced by the shock that teachers / parents undergo when they realise what is required of them in order to make that dream come true. Adults need pretty thick skins to be consistent. The amount of responsibility children learn depends on our consistency and our follow-through - no matter how difficult it may be. There is nothing more challenging in terms of patience, understanding and courage.

5. **Children learn from what is really happening.** Some teachers and parents are good at manipulating their children. They manipulate them to be polite or to get 'A's at school and children learn but not what teachers and parents think they are teaching. They learn to manipulate. We must teach principles and give initiative and responsibility to our children. We must be genuine ourselves - with prime concern being their welfare, their learning and wellbeing and not our convenience, our reputation and image to others.

6. **Pride is the sustaining force behind responsibility.** Children sustain responsibility as they learn to feel the right kind of pride in themselves, in their maturity and individuality. They learn to internalise responsibility for work as they learn to take pride in the job they do, for things as they take pride in their belongings, for potential as they find pride in who they are becoming and so on. Only constructive praise focused on demonstrated skills lead to productive pride.