



Laidley District State School

# Student Code of Conduct 2020-2023

## ***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:	Mr Chris Muir
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Principal Signature:	
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Date:	08-12-2020
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P/C President and-or School Council Chair Name:	Mr Nick Storr
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P/C President and-or School Council Chair Signature:	
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Date:	08-12-2020
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## Purpose

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

Laidley District State School's Student Code of Conduct is designed to facilitate high standards of behaviour to provide innovative opportunities that empower students, embrace diversity and engage our community through the core values of being *respectful, responsible and resilient*.

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.

## Principal's Foreword

Laidley District State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Laidley District State School has three core values, Respect, Responsibility and Resilience.

<b>Respect</b>	for self and others
<b>Responsibility</b>	be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment
<b>Resilience</b>	never give up; try at everything; through triumphs and difficulties, hold your head high.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Laidley District State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our 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 mean on purpose behaviour. 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 the students, teachers, parents and other members of the community for their work in bringing this Laidley District State 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.

# Learning and Behaviour Statement

All areas of Laidley District State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating student well-being and positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Shared expectations for student behaviour are explicit to everyone, assisting Laidley District State School to create and maintain a positive and productive learning and teaching environment, where **all** school community members have clear and consistent expectations and understandings of their role in the educational process.

Laidley District State School's Student Code of Conduct reflects the values of our community.

## Our Values:

- Respect
- Responsibility
- Resilience

Positive and productive partnerships with parents and carers is key to ensure success for any behaviour strategy. Consistency in messages to students is essential. Parent/carer partnerships are required throughout each of the multi-levelled systems of support.

## Multi-Levelled Systems of Support

Laidley District State School uses multi-levelled systems of support (MLSS) as the foundation for our integrated approach to learning and behaviour. MLSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MLSS, school staff match increasingly intensive interventions to the identified needs of individual students, including emotional intelligence.

Level	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and <a href="#">UR Strong</a> <i>Friendology</i> expectations. This involves:</p> <ul style="list-style-type: none"><li>• all staff having consistent and high expectations of behaviour following our whole school behaviour process</li><li>• teaching behaviours in the setting they will be used</li><li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li><li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li><li>• co-teacher or teacher aide support as required</li><li>• behaviour trackers for UR Strong <i>Mean on Purpose</i> behaviours.</li></ul>

2

Targeted instruction and supports for **some students** (10-15%) are more intense than Level 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required behavioural standards.

Level 2 supports build on the supports provided at Level 1, and may prevent the need for more intensive interventions. Level 2 supports are provided to small groups of students as required, offering more time and/or explicit instruction in particular aspects of UR Strong expectations. The types of interventions offered at this level will vary according to the needs of each student and may include:

- B Block (support services block) small group intervention and support
- reinforcement of UR Strong strategies including, 'talk it out bench' and 'quick comebacks'
- individual playground timetable or check-in
- individual behaviour action plan from UR Strong implemented by classroom teacher
- social skills programs implemented by Chaplain or Guidance Officer.

If the school data indicates that more than 10-15% of students require targeted services, then a review of Level 1 is needed to address the basic implementation and quality of instruction.

3

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 or on an individual basis.

Level 3 supports continue to build from Levels 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Level 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- 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.

Some strategies used include:

- individual playground supervision timetables
- B Block used to support and regulate individuals
- behaviour action plan from UR Strong for individuals implemented by administration

Level 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Level 1 and Level 2 supports and organisation is recommended.

## Consideration of Individual Circumstances

Staff at Laidley District 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 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 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 '*mean-on-purpose*' behaviour, involves your child. You can be assured that school staff take all matters very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families and respect the decisions made by the principal or their delegate when dealing with behaviour incidents.

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

## Student Wellbeing

Laidley District State School offers a range of programs and services to support the wellbeing of students in our school.

Our overarching behaviour program which supports emotional intelligence and wellbeing is UR Strong *Friendology 101*.

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

The UR Strong *Friendology 101* program was developed to work in partnership with UR Strong Schools and communities to provide a clear plan of action to help prevent “*mean-on-purpose*” (bullying) behaviour in children.

This program centres on a school-wide positive relationship strategy, designed to shift schools towards a culture of kindness and respect. The key factors include:

- A consistent, whole-school approach so that teachers and parents are using the same language to support students.
- A skills-based strategy that empowers students to self-govern and make healthy choices in their relationships.
- Kid-friendly language and pedagogy that promotes learning, retention, and application of knowledge and skills.
- Proactive system that teaches interpersonal skills and conflict-resolution at a young age.

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](#).

As a school we acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

## 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.

### *Specialised health needs*

Laidley District State 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.

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*

Laidley District State 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. All medications are required to be provided to the school in labelled and meter dosage packets, i.e., Webster packs or similar. Staff will not alter provided medications, for example, split a tablet into two halves for a half dose.

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.

\*\* 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**).

## Student Support Network

Laidley District State School is proud to have a comprehensive Student 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 Laidley District 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 representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the principal.

Role	What they do
Indigenous Teacher Aide	<ul style="list-style-type: none"> <li>provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>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</li> <li>assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Anglicare	<ul style="list-style-type: none"> <li>provides counselling and support for families and students regarding routines, conflicts, school engagement, overall health and wellbeing.</li> </ul>
Speech-Language Pathologist	<ul style="list-style-type: none"> <li>provides assessment for student development in the area of speech-language support</li> <li>constructs and supports the implementation of support programs for student development.</li> </ul>
Partnership with Kambu Medical and Wellbeing Centre	<ul style="list-style-type: none"> <li>provides support for Indigenous families requiring assistance in any facet of lifestyle, health, wellbeing.</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>healthy eating and exercise</li> <li>relationships</li> <li>personal and family problems</li> <li>feeling sad, worried and angry.</li> </ul> </li> </ul>

Regional Based School Nurse	<ul style="list-style-type: none"> <li>• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li> <li>• provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li> </ul>
Chaplain	<ul style="list-style-type: none"> <li>• provides individual and, at times, group support to students to assist their engagement with education and training</li> <li>• support students to overcome barriers to education such as <ul style="list-style-type: none"> <li>○ attendance at school</li> <li>○ learning support</li> <li>○ suspension/exclusion/referral for behaviour support</li> <li>○ relationships/social skills</li> <li>○ conflict with family/peers/teachers</li> <li>○ social/emotional/physical wellbeing.</li> </ul> </li> </ul>

## Whole School Approach to Discipline

Laidley District State School uses a multi-levelled system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Our belief is 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.

The language and expectations of our multi-levelled support can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

## Behaviour Expectations

		Classrooms: Inside, Outside, Hall/Parade	Entering/ Leaving School	Play/ Undercover Areas	Eating Areas/ Supervised Eating	Toilets	Moving About	Tuckshop	Bus Lines & Shelter * Bus Code	Excursions/ Off Campus		
At Laidley District State School we value PRIDE, HONOUR and ACHIEVEMENT.	Be Responsible	<b>ALL SETTINGS</b>										
		Right place, right time, doing the right thing		Follow instructions the first time		Use equipment properly		Follow the dress code		Demonstrate honesty and kindness		Use Friendology 101
		Stay on task	Use crossings Use gated entries Walk orderly Walk bikes & scooters Arrive late – sign in Leave early – sign out	Play school approved games  Return equipment  Leave when the first bell rings – drink and toilet	Sit to eat  Rubbish in bins	Go to toilet - wash hands - leave  Toilet time in your time		Orderly lines  Straight There, Straight Back		Two lines	Rubbish in bins  Orderly lines	Follow the rules
Be Respectful		<b>ALL SETTINGS</b>										
		Care for self, others and property / Golden Rule – “Treat others as you expect to be treated” / Use manners / Take turns / Use correct names / Demonstrate honesty and kindness / Follow instructions the first time / Use Friendology 101										
		Raise your hand and wait to speak  One speaker at a time  Quiet in, quiet out	Keep pathways clear	Follow game rules	Own food / own drink  Left-over food goes home	Only lock/unlock own door  Keep area clean  Flush the toilet  One person per toilet		Give way to others  Quiet around buildings		Buy for you only  Use your own money		
Be Resilient		<b>ALL SETTINGS</b>										
		Use 'Quick comeback' and report		Use the 'Talk it out' bench		Uphold the values of the <i>Friendology 101</i> program		Turn things around – learn from your mistakes				

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Laidley District State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Based on the school motto of PRIDE, HONOUR and ACHIEVEMENT are three universal behaviour expectations – Be Responsible; Be Respectful; Be Resilient. A set of behavioural expectations in specific settings has been attached to each of our three values. The School Wide Expectations Teaching Matrix above outlines our agreed values and specific behavioural expectations in all school settings.

These expectations are communicated to students via the following strategies:

- Behaviour lessons conducted by classroom teachers in Friendology 101(URStrong) and reminders,
- Reinforcement of learning from behaviour lessons on School Parades,
- Behaviour Walls in classrooms – displaying Behaviour Expectations (Be Responsible, Be Respectful, Be Resilient), class rewards information,
- Use of developed resources.

Laidley District State School implements the following proactive and preventative processes and strategies to support student behaviour and well-being:

- A section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Induction of the Laidley District State School Student Code of Conduct is delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

## **Reinforcing expected school behaviour**

At Laidley District State School, communication of our key messages about behaviour is backed up through positive reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system have been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

- **Classroom Rewards**

Each classroom teacher will create a classroom reward system that is relevant to the class. This reward system will directly link to house points. House points will be collected by House Captains on a regular basis.

- **Schoolwide Recognition**

Laidley Legend Badges – levelled in Bronze, Silver and Gold. Students complete an application for each level, based on the school values and attendance greater than 93%.

- **Rewards Day**

Rewards Day happens every term to celebrate the great behaviour of the students who do the right thing. All students are eligible to attend rewards day activities each term, unless they have been issued with a school suspension during that term. This data is generated from the OneSchool referrals.

- **The House Trophy**

We have 4 houses – Narda, Warrego, Cunningham and Liverpool. For different areas and events within the school, individuals can earn House Points for their School Houses. i.e. Parade certificates, music endeavours, in morning line-up under E Block, or other curriculum or community advancement. Each week on parade, the weekly tally of House points will be announce. At the end of the term the winning house is presented with the **House Trophy**.

- **High and Low Ropes**

The Laidley District Ropes program reinforces the school values and behavioural expectations. The program is aligned with the Australian Curriculum.

## **Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

- **Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour by using the reflection questions, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. Utilising the UR Strong *Friendology 101 Program*, students are taught the skills to manage *Friendship Fires* and *Mean-on-Purpose* behaviours.

- **Targeted behaviour support:**
  - **Playground and Classroom Monitoring**

These are the students at Laidley District State School who are identified through our data as needing targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Students are monitored from OneSchool data and followed up according to the *Office Referral for Classroom Behaviour* and the *Playground Referral*. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported - *Debriefing Report*.

Students whose behaviour indicates a need for specialised intervention, are provided with intensive behaviour support and are referred to the Student Support Services (SSS) Meeting.

### **Intensive behaviour support: Behaviour Support Team**

Laidley District State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student
- works with the School Behaviour Leadership Team to achieve continuity and consistency
- supervises play for individual student support, and
- construct rostered areas for designated play.



# Disciplinary Consequences

## Consequences for unacceptable behaviour

Laidley District State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A referral form is used to record all minor and major problem behaviour. Staff member completing the referral will enter this data onto OneSchool.

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you 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 problem behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following **consequences**:

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

**Ongoing Minor** problem behaviour may further result in students being sent to Buddy Class and receiving time-out detention enforced by the classroom teacher (purpose being to provide make up work time for the student). If students are sent to Buddy Class, parents will be contacted by the class teacher and it will be noted on OneSchool as a Major incident.

**Major** behaviours are ongoing, threatening, dangerous or prohibited and result in an immediate referral to Administration because of their seriousness.

When major problem behaviour occurs, staff members state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and sends the student to Administration. Parents will be contacted and appropriate consequences will be administered.

## 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

## Focussed

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
- 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 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
- 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 Laidley District 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, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Laidley District State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### Arrangements

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

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

### **Structure**

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

Possible agenda:

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

### **Reasonable adjustments**

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

## Major and Minor Behaviours

	Behaviours	Proactive – Strategies to Re-Direct	Reactive - Consequences
<b>Minor</b>	<ul style="list-style-type: none"> <li>• Disruptive</li> <li>• Dress code</li> <li>• Late</li> <li>• Lying/Cheating</li> <li>• Non-compliant with routine</li> <li>• Physical misconduct</li> <li>• Possess prohibited items /Prohibited items – e.g. chewing gum, caps or aerosol cans, not handing in electronic devices</li> <li>• Property misconduct</li> <li>• Refusal to participate in program of instruction</li> <li>• Non-directed verbal misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Redirect with visual cues OR planned ignoring</li> <li>• Diversion/Alternate activity</li> <li>• Verbal reminder of correct behaviour</li> <li>• Re-direct using class reward system for other children</li> <li>• Showing correct behaviour</li> <li>• Discuss in transition time at the start of next session</li> <li>• Remind of safety concerns</li> <li>• Offer help for off task behaviour</li> <li>• Warning and / or time to calm down</li> <li>• Quiet word with individual about behaviour</li> <li>• Re-direction using class reward system, specifically instructing child how to earn a reward</li> <li>• Remind of option to access break space and take some.</li> </ul>	<p>Minor consequences to Major consequences</p> <p>Break Space ↓</p> <p>Buddy Class ↓</p>
<b>Major</b>	<ul style="list-style-type: none"> <li>• Bullying/harassment</li> <li>• Defiant/threat/s to adults</li> <li>• Continuously Disruptive</li> <li>• Combination and progression of minor incidents</li> <li>• IT misconduct (check individual IT contracts)</li> <li>• Misconduct involving objects (stealing or interfering with others’ property)</li> <li>• Continuous non-compliance with routine</li> <li>• Other conduct prejudicial to the good order and management of school (suspension)</li> <li>• Aggressive physical misconduct – e.g. throwing a chair at someone</li> <li>• Possess prohibited items /Prohibited items</li> <li>• Property misconduct– e.g. vandalism</li> <li>• Continuous refusal to participate in program of instruction</li> <li>• Substance misconduct involving illicit (illegal) substance</li> <li>• Substance misconduct involving tobacco and other legal substances – e.g. spraying an aerosol can or asthma puffer</li> <li>• Inappropriate sexual behaviour (physical, verbal, symbolic)</li> <li>• Threat/s to others</li> <li>• Truant/skip class</li> <li>• Verbal misconduct when directed at someone else in a threatening manner including racist comments and taunts</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher directed break space</li> <li>• Use of buddy class</li> <li>• Office Referral and then consequent follow up</li> <li>• Calmly remind child of safety issues and where they need to be so we can work out the problem</li> <li>• Calmly re-directing child to a safe area, communicating concern regarding their problem rather than focusing on consequences</li> <li>• Refer straight to the office if physical aggression or dangerous situation.</li> </ul>	<p>Lunch time Detention with class teacher ↓</p> <p>Office Referral ↓</p> <p>Suspension ↓</p> <p>Exclusion ↓</p> <p>Queensland Police</p> <p>* These steps can be fast tracked at principal’s discretion.</p>

**Classroom Management Process: (These visuals are displayed prominently in each class)**



Reflection Questions



Break Space



Buddy Class



Make Up Class Learning Time



Office Referral

**Reflection Questions**

1. What are you doing?
2. What should you be doing?
3. Do you need to go to **Break Space**?
- YES / NO
4. Then what do you need to do

➤ **Reflection Questions**

Used by teacher to redirect and as a first step in the classroom management process.

➤ **Break Space**

The student is sent to the Break Space table located in the classroom until they are willing and able to comply. It is critical to support the student in a solution-focused manner when they re-join the class group.

➤ **Buddy Class**

The student will be directed to Buddy Class in another classroom for additional time out. The student will return to their classroom when they are deemed ready to learn without disrupting the teaching and learning environment. Parents contacted and behaviour recorded on OneSchool as a major.

➤ **Make Up Class Learning Time**

If a student has been sent to Buddy Class the teacher will provide time at lunch to catch up on missed work.

➤ **Office Referral or In-School Detention (Administration)**

Persistent and or serious disturbances will result in the student issued with an Office Referral which may lead to an In-School Detention for the following day. Parents are notified.

➤ **School Intervention and Recording of Student's Inappropriate Behaviour**

The student is referred to the SSS and a Case Manager (usually the classroom teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision-making processes, incidents of inappropriate behaviour are recorded in OneSchool.

➤ **External Assistance**

A functional behaviour assessment may be completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. The assessment is used to inform the development of an Individual Behaviour Support Plan.

➤ **Monitoring and Review**

Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case-conferences with staff members, parents/carers, the classroom teacher, specialist personnel and external agencies, as necessary.

### **Ensuring consistent responses to problem behaviour**

At Laidley District State School staff members are provided with appropriate professional development and/or training to issue consequences for problem behaviour. Through Behaviour and Well-Being training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive Behaviour and Well-Being lessons from UR Strong *Friendology 101* about how to respond when other students display problem behaviour. Students are taught strategies to deal with *Mean-on-Purpose* behaviours and *Friendship Fires*. Students are taught appropriate ways to respond when a staff member re-directs their behaviour or consequences are applied.

Bus Behaviour- All Laidley District buses run under the [Code of Conduct for School Students Travelling on Buses](#) policy in conjunction with Queensland Transport. All Bus behaviour must be reported to the bus companies so that it can be dealt with under their Code of Conduct. The school does liaise with these companies and will support consequences in line with the bus company, especially if deemed moderate or severe.



### Parents and staff

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

#### Thoughtful

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

#### Responsible

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

## Accountable

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

## Co-operative

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

## Kind

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

# Legislative Delegations

## Legislation

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

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

## Delegations

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

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

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

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

## School Policies

Laidley District 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
- 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 Laidley District 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.

## Responsibilities

### State school staff at Laidley District 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 Laidley District 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 Laidley District 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 Laidley District 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 Laidley District 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, Laidley District State School has determined that explicit teaching of responsible use of electronic 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. Students are not explicitly instructed on how to use mobile phones at Laidley District State School.

It is also agreed that time and space should be provided at school where personal technology is not permitted. As such, at Laidley District State School, all personal devices, mobile phones, tablets, etc are to be handed into the office by students when they arrive at school. These devices are kept securely in the office by staff and ticketed for student safety of collection. Personal devices are to be collected each afternoon before departing school. When submitting devices to the office, students are to ensure the devices are switched OFF. Students found to not have handed in a device will be asked to do so immediately and could be subject to disciplinary action.

### Responsibilities

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 Laidley District 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 Mean On Purpose Behaviours

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

Laidley District State School actively engages in the UR Strong *Friendology 101* Program which explicitly targets behaviours previously known as 'Bullying', which are referred to within our school as *'Mean on purpose'* behaviours.

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.

### **'Bullying' (Mean on purpose behaviours)**

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.

These behaviours are referred to (from the UR Strong program) as *'Friendship Fires'*. These conflicts are still considered serious and need to be addressed and resolved. At Laidley District State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. Each incident reported to staff at Laidley District State School is addressed and investigated. Students are supported through the UR Strong processes to respond to negative situations and friendship issues. Student behaviours are tracked through OneSchool and UR Strong 'trackers' by individual classroom teachers. Students identified as requiring assistance as a perpetrator of 'Mean on purpose' behaviour or as a victim of such behaviour, are supported through steps on how to address their behaviour or reactions. Students are explicitly instructed through class lessons on how to resolve friendship issues. The

program directly teaches the value of self, good friendships, how to maintain healthy relationships and how to identify unhealthy relationships.

## **Cyberbullying**

Cyberbullying is treated at Laidley District 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. Alternatively, the Deputy Principal can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Laidley District 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 principal.



# Laidley District 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](#).

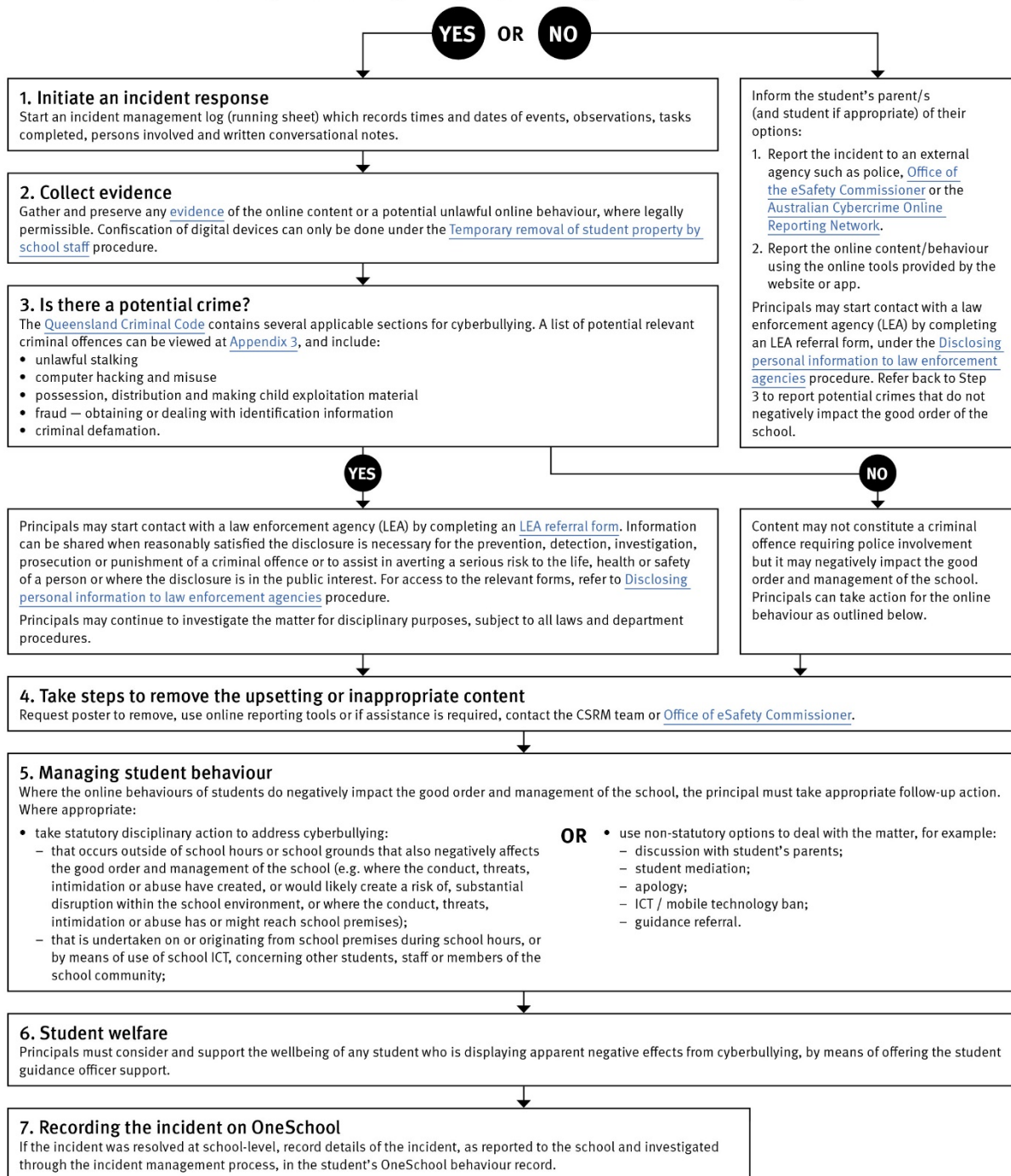
### Explicit images

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 Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Cybersafety and Reputation Management (CRM)

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

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

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

## Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Laidley District 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.

## Appropriate use of social media

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

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

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

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

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

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

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

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the

school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### **Possible civil or criminal ramifications of online commentary**

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

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

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

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

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

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

## Restrictive Practices

School staff at Laidley District 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.

## Related Procedures and Guidelines

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

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