



Lockyer District State High School

Student Code of Conduct

2025-2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Lockyer District State High School's vision for students

Our students, working together to ensure that every day, in every classroom, students are working and achieving, becoming enterprising, resilient, creative adaptable and confident.

Lockyer District State High School's Behaviour Expectations.

Safe...Respect...Learn

Purpose

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



The *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.

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Endorsement

Principal Name:	Belinda Walker
Principal Signature:	
Date:	24/06/2025
P/C President and-or School Council Chair Name:	IAN TOUT
P/C President and-or School Council Chair Signature:	
Date:	24-6-25

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Principal's Foreword

Lockyer District State High School (LDHS) has a long and proud tradition of providing high quality education to students from across the Lockyer Valley. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

LDHS has three behaviour expectations: Safe, Respect and Learn. 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 safe, respectful and have a clear focus on learning. 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.

LDHS staff take an educative approach to discipline; meaning that behaviour can be taught and 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 bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this *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.

P&C Statement of Support

As members of the Lockyer District State High School School P&C Committee (LDHS P&C Association), we are proud to support the *Student Code of Conduct*. The inclusive, transparent, consultation process led by the school leadership team has ensured that all parents had opportunities to contribute and provide feedback on the final document. This has been an important aspect in the development of the *Student Code of Conduct*, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the *Student Code of Conduct*, and to take time to discuss with their children the expectations and any support they may need.

Any parents who wish to discuss the *Student Code of Conduct* and the role of families in supporting the behaviour expectations of student are welcome to join the LDHS P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Consultation

In recognition of the dynamic nature of the school environment, the *Student Student Code of Conduct* has been revised and updated following consultation with various stakeholders at various junctures.

The first official iteration of the *Student Code of Conduct* was endorsed in 2021. Since 2021, further extensive consultation has occurred with the community to identify what we, as a community, value in education. These identified values have then been used to underpin the systems, processes and practices that are the foundation of the *Student Code of Conduct*. The school's approach to pedagogy, behaviour expectations, acknowledgements and responses have all been reviewed and updated, reflecting these values and an approach that is more inclusive of the whole school community.

Innovative HR structuring to enhance the delivery of and access to interventions and supports regarding student wellbeing, which positively impacts the implementation of the *Student Code of Conduct* has also been subject to rigorous community consultation.

Discussions regarding, and drafted versions of the revised *Student Code of Conduct*, and specific contents, have been tabled at LDHS P&C Association meetings for consideration and feedback. The LDHS P&C Association endorsed the *LDHS 2025-2027 Student Code of Conduct* for implementation from July 2025. The *Student Code of Conduct* will be available on the school website. Any families who required assistance to access a copy of the *Student Code of Conduct*, including translation to a suitable language, are encouraged to contact the LDHS administration for support.

Review Statement

The *Student Code of Conduct* will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four (4) years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

All areas of Lockyer District State High School (LDHS) are learning and teaching environments and every interaction is a learning and teaching opportunity. Acknowledging the social nature of the school environment, at the core of our approach to learning and behaviour is positive relationships.

We acknowledge that all stakeholders feel safe, respected and learn best when the social relationships they have with those around them are positive. Our *Whole School Approach to Pedagogy* recognises the integral nature of the learning environment and student behaviour. Our *Whole School Approach to Pedagogy* utilises Effective Skills for Classroom Management as the framework, acknowledging the various complex components that support learning success. At LDHS, this is integrated with a multi-tiered support framework for addressing student behaviour: Positive Behaviour for Learning (PBL).

Our *Student Code of Conduct* outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting LDHS 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.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

- Safe
- Respect
- Learn

Our school expectations have been agreed upon and endorsed by staff, Student Council and LDHS P&C Association. The school expectations are aligned with the values, principles and expected standards outlined in the *Department of Education's Code of School Behaviour*.

Student Wellbeing

LDHS offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their child's LEAD Teacher, Year Level Coordinator, or the respective Head of Year and/or Deputy Principal, or 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. Education Queensland's [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.



1

Creating safe, supportive and inclusive environments

Schools do this by:

- providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
- developing an approach to wellbeing that supports the collective action of parents, support services and the wider community
- demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing
- making sure the physical environment and school policies and practices are accessible and inclusive of students and families
- planning for opportunities to promote and celebrate the traditions, values and cultures of the school community
- providing learning opportunities and environments that promote healthy lifestyle choices.

UNIVERSAL	FOCUSED INTERVENTION	INTENSIVE INTERVENTION
<ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) & Explicitly teaching PBL Lessons • A Whole-School Approach to Pedagogy • Communication with parents – newsletters; emails, social media etc • Parent & Community Collaboration • Student Support Services – EAL/D, Link & Launch, School based Youth Health Nurse, Chaplaincy, Youth Support Coordinator, Guidance Officer, Wellbeing Professional (Social Work) • Quality differentiated Teaching 	<ul style="list-style-type: none"> • Student Support Services Psychoeducational / intervention groups • Focused Teaching • Personalised Learning Records (PLR) • Adjustments to enable access to learning may include specialised technology; support or close supervision to enable participation in activities or the playground • Support from school staff – teacher aides; Head of Department, Year Level Coordinators, Head of Year. 	<ul style="list-style-type: none"> • Complex Case Management • Support from specialist staff - Speech Language Pathologist, Diabetes nurse • Individualised Curriculum Plans (ICP) • Adjustments to enable learning may include specialised equipment; specific planning for access to activities or facilities; closely monitored playground supervision • Part Time Timetable • Extensive support from school staff – teacher aides; Head of Department Year Level Coordinators, Head of Year. • Collaboration with appropriate external agencies



2 Building the capability of staff, students and the school community

Schools do this by:

- providing health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety
- identifying opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning
- communicating information and advice on the benefits of supporting young people to be healthy, confident and resilient
- respond positively to the needs of different groups within the school community
- strengthening connections with parents to support early interventions for students whose wellbeing is at risk
- increasing visibility of local support services to families whose children have higher levels of need
- supporting staff health and wellbeing and recognising the resulting benefits for students
- committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas
- committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas

UNIVERSAL	FOCUSED INTERVENTION	INTENSIVE INTERVENTION
<ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) lessons; acknowledgements and rewards • Zones of Regulation • NCCD professional learning • Parent & Community Collaboration • Communication with parents – newsletters; emails, social media etc 	<ul style="list-style-type: none"> • Rhythm to Recovery • Seasons For Growth • RAGE • Man vs World • Woman vs World • Trade skills • Bite Back • Classroom Problem Solving Meetings • Learning Connection Card • Curriculum Connection Card • Check and Connect • Uniform provisions • Discipline Improvement Plan • Berry Street Model 	<ul style="list-style-type: none"> • Classroom Case Support • Orange card • Purple card • Pink card • Functional Behaviour Assessment (FBA) • Psychoeducational tests such as Cognitive assessments (WISC); adaptive behaviour tests; etc. • Collaboration with appropriate external agencies



3

Developing strong systems for early intervention

Schools do this by:

- Planning and documenting school processes to support staff responding appropriately to students at risk.
- Recognising the early signs a student's wellbeing is at risk, and responding appropriately by noticing, inquiring, planning.
- Sharing responsibility for supporting students at risk by:
 - seeking support from Guidance Officers and Leadership Team as first responders.
 - encouraging students and families to access support services.
 - using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.

UNIVERSAL	FOCUSED INTERVENTION	INTENSIVE INTERVENTION
<ul style="list-style-type: none"> Partnerships with Allied Health Services Student Support Services – EAL/D, Link & Launch, School based Youth Health Nurse, Chaplaincy, Youth Support Coordinator, Guidance Officer, Wellbeing Professional (Social Work) 	<ul style="list-style-type: none"> Student Support Referral Collaboration with involved external agency/support networks Individual Risk evaluations Escalation curve 	<ul style="list-style-type: none"> Complex Case Management Risk management plans Individualised Curriculum Plans (ICPs) Adjustments to enable learning may include specialised equipment; specific planning for access to activities or facilities; closely monitored playground supervision Part Time Timetabling Mental Health Safety plans Return to school plan

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 [K–12 Curriculum, assessment and reporting framework \(November 2024\)](#).

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, such as those outlined below.

Drug education and intervention

LDHS implements drug intervention measures for students involved in other drug-related incidents (tobacco/vaping) at school, during school activities, or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community. The school uses the expertise of the School-based Youth Health Nurse to engage with students identified as engaging with tobacco/vaping at and when associated with the school.

The school incorporates a curriculum response to the education of students about the use of drugs and the harmful effects they can have on the individual.

Specialised health needs

LDHS 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

If a student requires medication at school, parents/carers need to complete an "Authorisation to Administer" consent form, this is also required if the student is self administering. All medication is to be labelled with the students name and prescribed dosage, including paracetamol or alternative medicines. This is also required for camps. All controlled medicines are to be kept at the main administration office or Inclusion Unit office. At the end of the year parents are to collect any remaining medication, otherwise these will be discarded at the local chemist.

If a student's medical details change from their initial enrolment it is the parent/carer's responsibility to update the school. If a student has been given a medical diagnosis such as, anxiety, ADHD, Autism, the parent/carer is required to inform the Deputy Principal of Inclusion or the Guidance Officer. This is to ensure that student needs are being accurately met and supported within our setting.

LDHS maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

LDHS implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a 'Student Plan'.

Suicide prevention

LDHS staff who notice suicide warning signs in a student, should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff. Our staff have an obligation to report safety issues of this nature. Referral through Child Safety or Queensland Police will be a very likely outcome and will be in consultation with the parent/caregiver.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, LDHS staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

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

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

Student Support Network

LDHS 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 LDHS 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 respective Guidance Officer, on the school phone number.

Role	What they do
Deputy Principal	<ul style="list-style-type: none">• monitor attendance, behaviour and academic data to identify areas of additional need.
EAL/D support	<ul style="list-style-type: none">• Academic support for students from a range of nationalities who require support due to English not being their first language.• Support students to celebrate culture, nationality and diversity in the school.
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.
Heads of Year	<ul style="list-style-type: none">• Coordinates transition to secondary school for students moving from Year 6 to Year 7• Leads implementation of social and emotional program (Belong, Believe, Achieve Program – BBA) in Years 7, 8, 9 and 10• Monitors student attendance Year 7-10, wellbeing and behaviour data, arranges intervention for students in Years 7 to 11• Heads of Year support the social and emotional learning of students, provide case management of students, manage student attendance and work hard to ensure the school is a safe, calm and respectful learning place. Heads of Year will manage year

	<ul style="list-style-type: none"> • 7,8, 9, 10 and 11 students.
LEAD Teacher	<ul style="list-style-type: none"> • supports transition to secondary school, fosters positive and inclusive environment and nurtures a sense of belonging through strong, trusting relationships • ensures holistic approach to student support is offered, with a focus on student engagement and wellbeing • fosters development towards independence in organisation, etc. • monitors attendance for the Form class they lead.
Link and Launch	<ul style="list-style-type: none"> • Designed to link Year 12 completers who are <i>not</i> in education, employment or training with a pathway to further study, vocational training or work • Works with external agencies to support students beyond school
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health • smoking, alcohol and other drugs.
School-based Police Officer	<ul style="list-style-type: none"> • The SBPO is appointed to a school to assist the school community and police in a variety of tasks including: • promoting positive relationships between the school community and police • assisting with the understanding of law/legal process and procedures, particularly in relation to young people • attending to police-related matters within the school community, where appropriate.
School Chaplain	<ul style="list-style-type: none"> • Actively and respectfully care for students and staff members from a diversity of beliefs and world views. This support may be physical, emotional and/or spiritual in nature. • Chaplains strengthen ties between school and external agencies as part of a holistic • approach to care.
Senior Transition	<ul style="list-style-type: none"> • Coordinate, monitor and review Senior Schooling Transition Programs • Promotion, selection and monitoring school based apprenticeships and traineeships • Promote, coordinate and review work experience and industry placement
Wellbeing Professional	<ul style="list-style-type: none"> • Staff in the role can be Social Workers, Psychologists or Guidance Officers • Employed in schools to support students with <i>Mild to Moderate</i> mental health presentations • The focus is to provide individual or group therapy, supports and referrals to reduce interference in learning • Supports can be provided to students, their caregivers, teachers and the wider school community

	<ul style="list-style-type: none"> • Referrals can be from the student, their caregiver, school staff and other agencies
Year Level Coordinators and Lead Teachers	<ul style="list-style-type: none"> • responsible for student welfare at each year level • provide continuity of contact for students and their families through schooling • ensure students feel safe and comfortable and want to come to school • nurture a sense of belonging to the home group, year level and school • monitors attendance for the cohort they lead.
Youth Support Coordinator	<ul style="list-style-type: none"> • provide individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as: <ul style="list-style-type: none"> ▪ attendance at school ▪ drug and alcohol support needs ▪ QCE/learning support ▪ suspension/exclusion/referral for behaviour support ▪ relationships/social skills ▪ conflict with family/peers/teachers ▪ transitions • social/emotional/physical wellbeing.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with our Guidance Officer.

Whole School Approach to Discipline

At Lockyer District State High School (LDHS) we believe discipline is about more than punishment and should be seen in a positive context. It is a word that reflects our belief 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 and consistent, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the *Student Code of Conduct* is an opportunity to explain the PBL framework (see below) with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL 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, student and school staff member.

The Behaviour Expectations Matrix outlines our Positive Behaviour for Learning (PBL) expectations and is displayed in all classrooms and key areas throughout the school. It serves as a guide to support students and visitors in understanding and meeting our behavioural standards.



Figure 1: *The Behaviour Expectations Matrix*

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is an evidence-based whole school process to improve learning outcomes for all students. PBL supports the LDHS community to work together to ensure that every day, in every classroom, every student is learning and achieving. It also supports the community to work collaboratively to assist students to become enterprising, resilient, creative, adaptable, confident individuals.

At LDHS we have embraced PBL and Effective Skills Classroom Management (ESCM) as evidence-based frameworks for facilitating high standards of behaviour through:

- Developing a common purpose and approach to pedagogy and responses to student conduct
- Establishing the pre-conditions for learning that maximise opportunities for students to be safe, respectful and learning through the consistent application of the school's *Whole School Approach to Pedagogy: Pedagogy Toolkit*, which uses ESCM as its framework
- Clarifying and clearly communicating expected behaviours:
 - *The Behaviour Expectations Matrix* has been developed to provide clear expectations appropriate to specific environments under the overarching headings of safe, respect, learn. This key message is displayed throughout the school.
- Explicitly teaching expected behaviours:
 - Expectations outlined in *The Behaviour Expectations Matrix* are taught to students in a similar manner to the teaching of academic skills as we cannot expect students to demonstrate skills without appropriate instruction.
- Encouraging expected behaviours by acknowledging it:
 - Focusing on expected demonstrated behaviours has been proven to result in an increase in these behaviours. As part of our PBL strategy we acknowledge students who demonstrate expected behaviours – refer to *Positive Acknowledgement Schedule for Expected Behaviours* table below. This strategy builds student skills, enhances relationships and has a positive impact on school culture.

<div>  MAXimise Learning - PBL belong ... believe ... achieve ... </div> <div> POSITIVE ACKNOWLEDGEMENT SCHEDULE FOR EXPECTED BEHAVIOURS </div> <div> belong ... believe ... achieve ... through being safe, respectful and committed to learning </div> <div>  </div>		
Acknowledgement / Reinforcement	Verbal or non-verbal recognition for demonstrating an expected behaviour. This may include general phrases, gestures or facial expressions directed at an individual student or group of students where it is obvious that the student/s will understand the reason for the recognition. Includes thumbs up gesture, high fives, offering a hand-shake, smiling and phrases such as 'Great choice' and 'Well done'. It may include more specific verbal recognition where the purpose for the recognition may not be obvious.	Daily
Credits Free & Frequent	Stamps and merit points are awarded freely and frequently to students for demonstrating expected behaviours. These are then traded for goods at Lockyer Stop & Shop.	Daily
Goodonya Award	Awarded to a student for consistently demonstrating Expected Behaviours for the fortnight. Awarded by either class or form teachers to students. Presented on Year Level Assembly.	Tri-Weekly Awarded at Year Level Assemblies
Postcard	Written praise addressed to a student or the parents / carers of a student who has demonstrated expected behaviours consistently, or for a student who has made significant progress in the demonstration of expected behaviours.	Ongoing
Gold-level	Awarded to regularly attending students (>90%) who have consistently demonstrated high standards of behaviour and effort towards learning (BPA >4 and EPA >4)	Quarterly
Excellence	Awarded to students who demonstrate excellence in Academic, Sporting & Arts pursuits, using specified criteria	Per-Semester
Rewards Activity	At the end of Terms 1, 2 & 3, Gold-level students participate in a Rewards Activity. At the end of Term 4, Gold and Green-level students participate in a Rewards Day.	Quarterly
Special Awards	Students who persistently demonstrate personal and social characteristics of value in serving the school are awarded "Special Awards" at the annual "Awards Ceremony"	Annually

Figure 2: Positive Acknowledgement Schedule for Expected Behaviours

- Discouraging inappropriate behaviours through consistent responses and consequences:
 - Ensuring that high expectations are upheld and fair and consistent consequences are applied where necessary.
- The following *Behaviour Response Flow Chart* supports all staff to understand how to respond to student conduct in ways that acknowledge expected behaviours, and provide appropriate response to breaches of expected conduct at various levels and in various contexts.

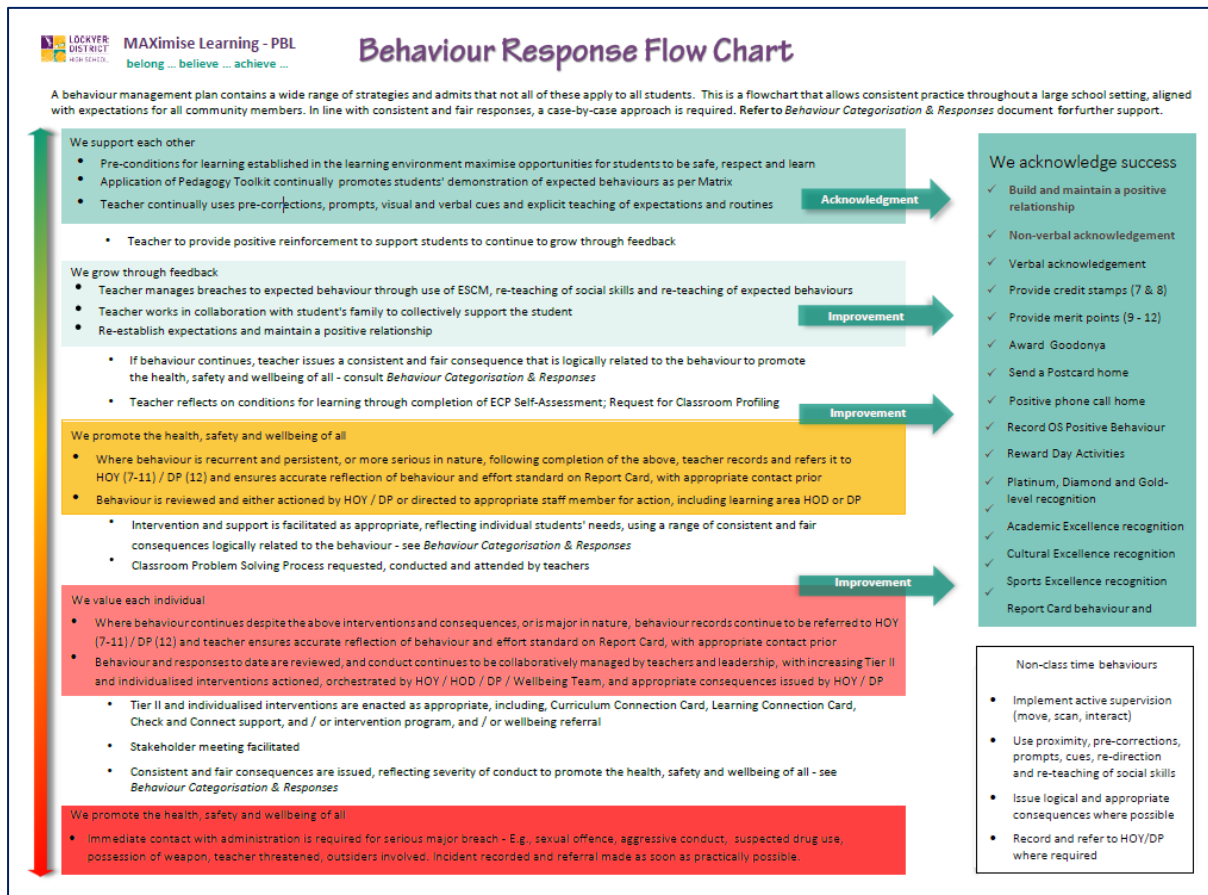


Figure 3: Behaviour Response Flow Chart

LDHS implements the following proactive and preventative processes and strategies to support student behaviour:

- Expected behaviours to promote the health, safety and wellbeing of all within the school community are introduced and taught routinely, at the beginning of the school year during Extended Form and then each week during BBA
- Expected behaviours that support learning success are identified and explicitly taught each lesson, relevant to the learning environment, learning experience and success criteria
- Behaviour expectations are highly visible in the school community
- Expected behaviour is acknowledged and reinforced frequently
- The use of *Effective Skills for Classroom Management* as the framework for the *Whole School Approach to Pedagogy*, frequent *Pedagogy Spotlight* sessions for all staff, frequent *Grow Together* professional development sessions for staff, and opportunities for staff to share their own successful practices through regularly scheduled *Whole School Approach to Pedagogy* meetings allows for the frequent and continual development of successful practices to support safe, respectful and learning-focused environments

- Processes exist to help identify and support targeted intervention where and for whom the demonstration of expected behaviours is challenging; these include, but are not limited to:
 - identification of the need for differentiated teaching and learning and the provision of reasonable adjustments, recorded in a student's *Personalised Learning Record*
 - frequent analysis of data sets that indicate a student's wellbeing and engagement, including attendance, effort rating and behaviour rating
 - sharing of data within and beyond the leadership team to support effective practice and intervention responses

Differentiated and Explicit Teaching

LDHS 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 practice these behaviours. School staff members reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

Teachers at LDHS 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):

- **Differentiation** for all students occurs at each level of planning and becomes increasingly personalised
 - o **Curriculum provision planning**
 - Providing learning areas and/or subjects in ways that respond to diverse needs of all students in the school community
 - o **Year and/or band planning**
 - Planning for effective coverage of the relevant standards in ways that respond to diverse needs of all students in the cohort
 - o **Unit Planning**
 - Planning units that are differentiated in ways that respond to diverse needs of all students in the class

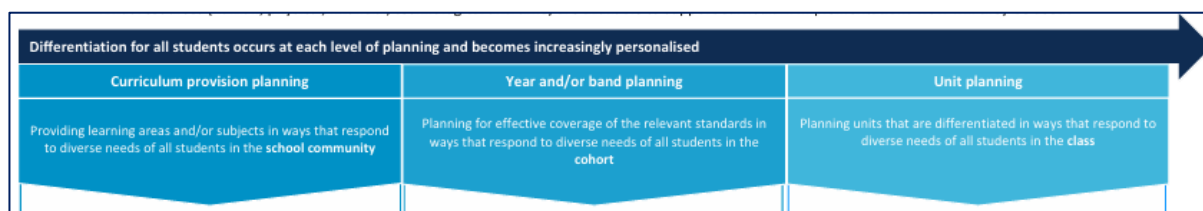


Figure 4 – excerpt from <https://education.qld.gov.au/curriculums/Documents/k-12-curriculum-assessment-reporting-framework.pdf>

These three layers map directly to the tiered approach discussed earlier in the 'Learning and Behaviour' section. For example, in the PBL framework:

- Tier I is differentiated and explicit teaching for all students;
- Tier II is focussed teaching for identified students; and,
- Tier III is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Multi-Tiered Systems of Support

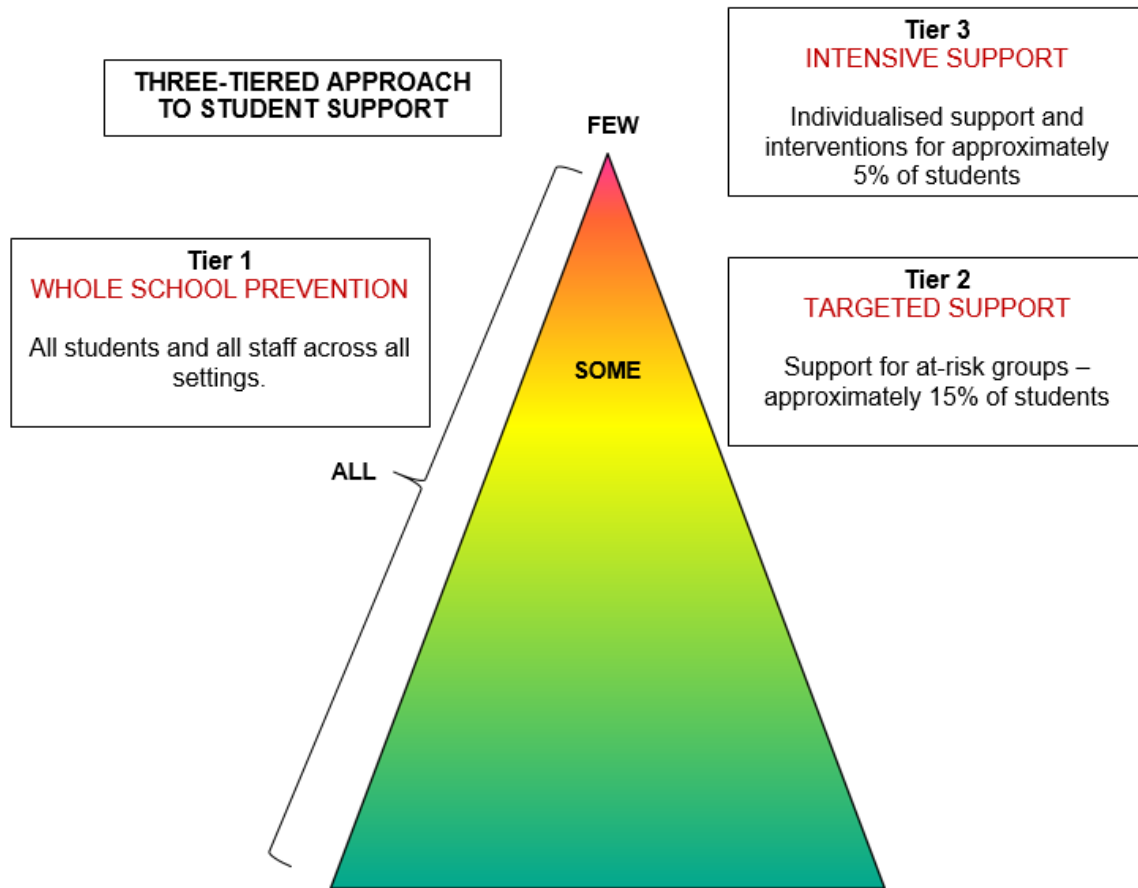


Figure 5: Multi-Tiered System of Support diagram

TIER 1

- Effective academic support
- Teaching school-wide expectations
- Active supervision/monitoring in common areas
- Positive reinforcement for all students
- Firm, fair, corrective discipline
- Effective classroom management

TIER 2

- Intensive social skills training and support
- Self-management programs
- School-based adult mentors
- Increased academic support and practice
- Alternatives to school suspension

TIER 3

- Intensive academic support
- School-based adult mentors
- Intensive social skills training
- Individualised, function-based behaviour support plans
- Parent training and collaboration
- Multi-agency collaboration

Tier	Prevention Description
TIER 1	<p><i>Universal practice supporting student conduct: promoting the health, safety and wellbeing of all</i></p> <p>At the core of universal behaviour support is the establishment of positive relationships between all stakeholders. Building positive relationships helps to create an environment that best supports student learning and engagement. The teacher-student relationship is critical and must balance care for the individual with the teacher's role as leader within the learning environment. Noting that respect and trust is best established when there is genuine and visible belief that each student can achieve, all stakeholders are treated fairly, and expectations are clear and consistently upheld.</p> <p>Integral to our practice is:</p> <ul style="list-style-type: none"> - Use of highly effective pedagogical practices, including differentiated teaching and learning, active engagement and active supervision to ensure the preconditions for the demonstration of behaviour expectations - Publication of expected behaviours in student diary, on school website, and ensuring they are highly visible around the school setting through use of signage - Cueing, prompting and pre-correcting to maximise support for students to demonstrate the expected behaviours - Expected behaviours are taught explicitly in BBA, and, as pertinent to the learning experience in each lesson; this is supported by the use of <i>Behaviour Focus</i> magnets displayed on whiteboards in every classroom - Behaviour expectations are aligned with the learning intent and success criteria of each lesson, making clear the behaviours that lead to student success in each learning environment <p><i>Reinforcing expected student conduct: acknowledging success</i></p> <p>At LDHS, integral to our pedagogical practice is leveraging the power of positive reinforcement to maximise the demonstration of expected behaviours, and establish a positive environment. Positive reinforcement supports students to grow through feedback, and illustrates our support for each other. Positive reinforcement is integral to our practice, a formal schedule and monitoring process has been developed (See page 15: Figure 2).</p> <p>An ongoing monitoring process is used to reflect and compliment the multi-tiered systems of support for responding to student conduct. Standards of behaviour and effort rating, as awarded on quarterly student reporting, is used in conjunction with student attendance rates, to identify students' standards of conduct and engagement with learning. This process allows for recognition of students who consistently demonstrate high standards of behaviour and a high level of engagement with learning, and identification of students whose behaviour and engagement would benefit from intervention. It allows for recognition and support to be targeted to individual students as appropriate. In the classroom this may look like:</p> <ul style="list-style-type: none"> • Whole class practising of routines (e.g. "Together, we will practise lining up quietly.") • Ratio of 5 positive to 1 corrective commentary or feedback to class

- Individual positive reinforcement for appropriate behaviour (e.g. “Thanks for using your manners there, Fred.”)
- Class-wide incentives and reminders of such (e.g. “I will be giving stamps to all who are up to date”)
- Give 20 second ‘take-up’ time for student/s to process instruction/s
- Reducing verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)

Redirecting student conduct: supporting each other

We acknowledge that it is realistic to need to redirect and reteach elements of expected student conduct from time-to-time. Strategies utilised to respond to student conduct that breach the expected behaviours are informed by the context, the student’s individualised needs, the specific behaviour, and the frequency and severity of the behaviour. Responsive strategies provide clear support to the student to re-align their actions with the expected actions, and support their re-engagement in the learning environment.

Consistent and fair consequences support students to understand how breaches of expected conduct impacts on the learning, and the health, safety and wellbeing of all within the school and learning environment. These responses are supported by a framework that offers predictable, consistent and fair consequences arranged along a continuum that reflects the varying severity of breaches. Where required, consistent and fair consequences are issued by teachers, that are logically aligned with the behaviour breach.

As a standard part of their practice, teachers continually use *Essential Skills for Classroom Management*. Teachers also regularly work in collaboration with students’ families to support students to uphold the highest standards of conduct. At times, staff may participate in a Classroom Problem Solving Team process, whereby reflection on the preconditions for learning are reviewed, and possible adjustments to meet the individualised needs of specific students are identified.

TIER 2

Targeted interventions supporting identified student conduct: valuing each individual

Students learn and demonstrate their academic abilities at differing rates, some of whom require additional and targeted instruction, and the mastery of personal and social capabilities that support demonstration of expected behaviours is the same. Some students will require more targeted, intensive and focused supports than our Tier I practices and processes provide.

Tier II interventions provide considered responses to students demonstrating moderate, ongoing breaches to the expected behaviours. These interventions occur alongside the continued enactment of Tier I practices and processes.

Key personnel within the school, including members of the Wellbeing Team and members of the school's leadership team, are appropriately placed to consider the needs of students not responding to Tier I practices and processes and orchestrate the facilitation of appropriate Tier II interventions based on each student's academic, social-emotional needs.

Tier II Interventions include, but are not limited to:

- Targeted social skilling, through participation in specific learning experiences that target the development of specific social and personal capabilities
- Closer monitoring of engagement and conduct with identified target areas and goals:
 - Curriculum Connection
 - Learning Connection
 - Check and Connect

Typically, Tier II interventions consider the function of a student's conduct. At times, adjustments can be made to support the function to be met with a behaviour that aligns with the expected behaviours. At other times, the actions of the student that are in breach of the expected conduct need to be discouraged and replacement expected behaviours taught.

Consistent and fair consequences support students to understand how breaches of expected conduct impacts on the learning, and the health, safety and wellbeing of all within the school and learning environment. These responses are supported by a framework that offers predictable, consistent and fair consequences arranged along a continuum that reflects the varying severity of breaches. Typically, consistent and fair consequences in response to students demonstrating moderate, ongoing breaches to the expected behaviours are issued by Heads of Year, Heads of Department, Deputy Principals, or the Principal.

TIER 3

For students who are not responding to Tier I and Tier II processes and interventions, a more individualised and intensive approach is required, with an aim to reduce the intensity and severity of the conduct that is in breach of the expected behaviour. These interventions occur alongside the continued enactment of Tier I practices and processes and Tier II interventions.

Tier III interventions are highly individualised in nature and involve:

- a case-management approach
- consideration of the function of behaviour and completion of a functional behaviour assessment, or, competing pathways assessment
- individual support planning, which, often, involves the Wellbeing Team
- ongoing monitoring and review

Processes that may be undertaken as part of Tier III interventions include:

- Frequent stakeholder meetings / contacts
- Investigative assessment regarding learning needs
- Safety planning
- Individual risk evaluation
- Individual Behaviour Support Plan
- Discipline Improvement Plan

Where required, the school may also engage the services of external agencies in an effort to ensure the most appropriate support for the student's learning needs, and their health, safety and wellbeing.

Consistent and fair consequences in response to persistent and major breaches of expected conduct are issued by Heads of Year, Deputy Principals, or the Principal.

Consideration of Individual Circumstances

Staff at LDHS take into account students' individual circumstances when teaching expectations and responding to inappropriate behaviour or applying disciplinary consequences.

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. While we understand the interest of other students, staff, and parents to know what consequence 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 (Deputy) Principal to discuss the matter.

Legislative Delegations

Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 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

(All of the above are available here: <https://ppr.qed.qld.gov.au/delegations-and-authorisations>)

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. As a standard part of their practice, teachers continually use the *Essential Skills of Classroom Management* (ESCMs). In order to achieve the desired outcomes, teachers regularly work in collaboration with students' families to support students to uphold the highest standards of conduct.

Consistent and fair consequences support students to understand how breaches of expected conduct impacts on the learning, and the health, safety and wellbeing of all within the school and learning environment. These responses are supported by a framework that offers predictable, consistent and fair consequences arranged along a continuum that reflects the varying severity of breaches. Where required, consistent and fair consequences are issued by teachers, that are logically aligned with the behaviour breach. Further supports to staff to identify behaviours exist in the *Behaviour Categorisation* (Appendix A) document.

At times, staff may participate in a Classroom Problem Solving Team process, whereby reflection on the preconditions for learning are reviewed, and possible adjustments to meet the individualised needs of specific students are identified. This may include a functional behaviour assessment, to identify behaviours and replacement behaviours.

Additional supports and interventions will be required for some students to further develop their personal and social capabilities, and their understanding and execution of the expected behaviours. Some students will need additional support, time and opportunities to practise expected behaviours. Tier II and Tier III interventions are considered, orchestrated and facilitated by members of the school's leadership team, and the Wellbeing Team.

To promote the health, safety and wellbeing for all, at times, responses to behaviour are more intensive and serious in nature. Typically, responses to students demonstrating moderate, ongoing breaches to the expected behaviours, or major breaches, are issued by Heads of Year, Heads of Department, Deputy Principals, or, the Principal. Further supports to staff to identify behaviours exist in the *Behaviour Categorisation* (Appendix A) document.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that impact on the health, safety and wellbeing of others, or interferes with the good order and management of the school.

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. "Moving quietly as it is lesson time, we will walk to the Library.")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines (e.g. "Together, we will practise lining up quietly.")
- Corrective feedback (e.g. "Raise hand to speak.")
- Behaviour expectation reminders (e.g. "Remember, walking when exiting the classroom.")
- 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
- Redirection
- Low voice and tone for individual instructions
- Re-teach behaviour expectations: Provide demonstration of expected behaviour
- Direction to surrender prohibited or regulated item
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom through "Buddy" process). The buddy process relies on the temporary removal of a student to another class to vary a pattern of behaviours that an individual student is engaging in that is persistently disruptive during that lesson. A "buddied student" should be provided with class work to complete while "buddied". At the end of the lesson the student must return to the classroom teacher for (1) individual behaviour correction and (2) to ensure that the class work was completed. If the work is not completed, it should be completed as a detention. A "buddying incident" should be recorded in OneSchool. The staff member should contact home to inform the carer of the incident.
- Detention is administered by classroom teachers/other staff as a consequence for conduct contrary to expected behaviours inside or outside of class. Detentions should be given for (1) correcting problem behaviour and/or (2) finishing uncompleted classwork with the support of the staff member. Lunch time detentions cannot be for longer than 20 minutes per episode.

Focussed

Teachers are supported by other school-based staff (Learning Area Head of Department, Head of Year, Guidance Officer, Deputy Principal, Principal) to address breaches to expected behaviour. This may include:

- Classroom Problem Solving Team process
- Closer monitoring of student engagement and conduct with individualised goals, via:

- Curriculum Connection
- Learning Connection
- Check & Connect
- HOY / DP issued lunch detention
- HOY / DP issued after-school detention
- Stakeholder meeting with parents and external agencies
- Competing pathways process / Practical-Functional Behaviour Assessment
- Temporary removal of student property (e.g. mobile phone)
- Focussed social-skilling instruction
- Personal and social capability intervention as provided by Wellbeing Team
- DP issued short term suspension

Intensive

Intensive responses and interventions are highly individualised in nature and involve a case-management approach; consideration of the function of behaviour; and may include the completion of a functional behaviour assessment or competing pathways assessment; ongoing monitoring and review.

Processes that may be undertaken as part of intensive responses and interventions include:

- Frequent stakeholder meetings / contacts
- Investigative assessment regarding learning needs
- Safety planning
- Individual risk evaluation
- Individual Behaviour Support Plan
- Discipline Improvement Plan
- Where required, the school may also engage the services of external agencies in an effort to ensure the most appropriate support for the student's learning needs, and their health, safety and wellbeing

Consistent and fair consequences in response to persistent and major breaches of expected conduct are issued by Heads of Year, Deputy Principals, or, the Principal and may include:

- 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 (or delegate) 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 LDHS, the use of any SDA is considered a very serious decision. It is typically only used by the Principal (or delegate) when other appropriate options have been exhausted, the student's behaviour impacts on an individual or the good order and management of the school, or the student's behaviour is so unsafe that continued attendance at the school is considered a risk to the safety, wellbeing or good order of the school community.

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

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 LDHS should attend a reentry meeting before the student returns 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.

At the reentry meeting, parents and applicable staff members are invited to attend the reentry meeting to support the student's successful return to school. It may be offered as a support for the student to assist in their successful reengagement in school following suspension, and an opportunity to organise daily progress check ins.

Arrangements

The invitation to attend the reentry meeting will be communicated via telephone (email only if unable to contact verbally) and in writing. Reentry meetings are typically kept small with only the Principal or their delegate attending with the student and their parent/s and support personnel required to support the student's successful return to school.

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

Structure

This meeting should be focussed on making the student and their family feel welcome back into the school community. If additional items are raised a separate meeting should be organised to discuss.

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, interpreters), provision of written and/or pictorial information and other relevant accommodations. The Wellbeing Support Staff, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Lockyer District State High School (LDHS) 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 (QPS).

The following items are explicitly prohibited at LDHS 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, vapes and e-cigarettes)
- alcohol and imitation alcohol products
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers, caps)
- 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).
- chewing gum, permanent marker, correction fluid, energy drinks, metal rulers.
- items of clothing with inappropriate words or graphics
- Mobile phones will be confiscated if they are used between the hours of 8.50am and 3.10pm. Additionally, if it is assumed that the phone contains images of other people engaging in dangerous or illegal activities or images of student/staff, the phone may be confiscated outside of these hours.

*No knives of any type are allowed at school, including butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel or metal ruler. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

**See page 10 for the administration of medications to students by school staff.

Responsibilities

State school staff at LDHS:

- do not require the student's consent to search school property such as desks or laptops that

are supplied to the student through the school;

- may seize items made at school that could be considered dangerous
- may seize a student's bag where there is suspicion that the student has a prohibited, dangerous or illegal item in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent 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;
- may have occasion due to emergency 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);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the QPS and the student's parents should be called to make such a determination.

Parents and students at LDHS:

- ensure students 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 *Student Code of Conduct*
 - is illegal
 - puts the health, 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;
- the parent or student, is to collect temporarily removed property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Temporary removal of student property by school staff procedure

1. Classroom teachers and other school staff can temporarily remove student property if it poses a risk to the learning, safety or good order and management of the school.
2. Teachers request the item from students. If during class time, teachers secure the item in the classroom and either return the item at the end of the lesson and record in OneSchool (referring the incident to the relevant HOY), or, if deemed dangerous, must take the item to Admin (record in OneSchool and refer to relevant DP). Items that are not to be returned to the carer or surrendered to QPS, should be returned to the student the same school day.
3. Members of Administration can temporarily remove student property and can return the item to the student same day or can liaise with carers to collect the item. Prohibited items will be returned to carers, illegal items will be surrendered to a member of the QPS and parents will be notified.

Use of mobile phones and other devices by students

In a world that is increasingly connected and reliant of technology, LDHS supports the appropriate use of devices that support and increase learning outcomes while ensuring all staff and students are safe. One of our key values is an orderly learning environment and this policy has been developed to ensure our school is free of unnecessary distractions, allows all teachers to teach and all students to learn in a setting that promotes positive social interactions.

Definition: Mobile phones and electronic devices for the purpose of this policy includes: mobile phones, portable music players, smart watches, air buds/headphones, AI glasses, portable speakers and gaming devices. New technology will be allowed at the Principal's decision.

LDHS has a policy of no mobile phones/electronic devices. This does not include laptop/tablet computers that are part of our BYO devices program. Our school office has always and will continue to accept messages from parents to pass onto students.

This policy is designed to increase student engagement and success at school through the removal of a significant disruptor of learning. Students do not need a mobile phone in the learning environment – whether it be to check the time, to make calculation or to take photos. All of our classrooms have a clock and LDHS has a bell system used to support the daily routine of the school; calculators are an essential item for a range of subjects and should be considered an essential item; and our school owns numerous suitable devices that can be borrowed to take photos or videos. These school owned devices are purchased through the *Student Resource Scheme*.

School Expectations

All students will have their mobile phone and/or electronic device turned off and out of sight from when the first bell rings at 8:50am until the final bell at 3:10pm

It is **unacceptable** for students of LDHS to use a mobile phone or other device:

- ***whilst on school grounds or when representing the school***
- in an unlawful manner;
- to download, distribute or publish offensive messages or pictures;
- to create inappropriate, obscene, inflammatory, racist, discriminatory or derogatory language;
- to share language and/or make threats of violence that may amount to bullying and/or harassment, or even stalking;
- to insult, harass or attack others or use obscene or abusive language;
- to commit plagiarism or violate copyright laws;
- to ignore teacher directions in the use of social media, online email and internet chat
- send spam email (junk mail);
- to knowingly download viruses or any other programs capable of breaching the department's network security;
- to use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets, playground or classroom;
- to invade someone's privacy by recording personal conversations or daily activities, capturing people's images and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material;
- including Bluetooth functionality under any circumstances;

- to take into exams or use during class assessment.

Students wishing to have their mobile phone or device stored safely at school can present them to the office, where the device will be labelled and kept securely by the school until collection.

Students with medical needs who need to keep the device on them must provide medical documentation to support this and the arrangement will be approved by the Principal or appropriate Deputy Principal.

The use of mobile phones and devices during school activities outside the school grounds (such as excursion, sport and camps) will be at the discretion of the relevant staff supervising the activity.

Consequences

Across the school calendar year, the following consequences for failing to meet the expectation outlined above are that students who are accessing their device will:

1. On the first occasion the student will be directed to the office to surrender the phone to be stored for the remainder of the day. Students can collect the phone at the end of their school day.
2. On the second occasion students will be directed to the office to surrender their phone and it will be collected by a parent or guardian.
3. On the third and subsequent occasions of accessing a mobile phone or electronic device at school, this will constitute repeated refusal to follow instructions and consequences will be in line with the school's code of conduct and could include, but not be limited to an external suspension.

Refusal to comply with the directions given to surrender a phone will result in 'third' occasion consequences.

Preventing and responding to bullying

LDHS 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.

LDHS has a **Student Representative Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

Leadership

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



Inclusion

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

Student voice

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

Partnerships

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

Support

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

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. At LDHS 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 LDHS our staff will work quickly to respond to any matters raised of this nature in collaboration with students and parents. Students are encouraged to seek support of the Wellbeing Team and where appropriate, staff will formally refer students to the Wellbeing Team (see page X).

Cyberbullying

Cyberbullying is treated at LDHS 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 their form class teacher, support staff member or make a report through Stymie.

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 QPS

Students enrolled at LDHS 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 QPS. 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 a Deputy Principal at our 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

LDHS 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 LDHS 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 consequences such as suspension or exclusion from school.

LDHS utilises the Stymie services to provide students, parents and the community with an avenue to report bullying. Refer to the information below.



Figure 6: Stymie QR Code - <https://stymie.com.au/>

[Stymie.com.au](https://stymie.com.au/) encourages students to support their peers by making anonymous notifications through the stymie website. These notifications will be about other students who you see being bullied/cyber bullied or experiencing any kind of harm at LDHS. You can also make notifications about illegal activity and any other kind of harm to your school community. The notifications can include evidence such as screenshots of social media conversations or messages and are automatically forwarded to the appropriate adult You Can Put Who Is Receiving Them If You Want To here at LDHS. The first confidential conversation we have will be with the student who is experiencing harm - they will know they are not alone.

LDHS is committed to supporting all of you in being able to make positive choices about bullying and harm in our community. Please use it. Use it responsibly and thoughtfully and know that you can make a difference.

HOW DO I MAKE A NOTIFICATION?

1. Go to stymie.com.au
2. Make a detailed notification of information in the 'what happened' box. You can also include a screenshot of any evidence of online harm.

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 or member's of the 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. In some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.



Figure 7: Social media and the school community brochure available - <https://behaviour.education.qld.gov.au/resources-publications/Documents/social-media-and-community-online.pdf> (see larger image below of page 1 and 2)





Figure 8: PAGE 1 *Social media and the school community* brochure available - <https://behaviour.education.qld.gov.au/resources-publications/Documents/social-media-and-community-online.pdf>



Figure 9: PAGE 2 Social media and the school community brochure available - <https://behaviour.education.qld.gov.au/resources-publications/Documents/social-media-and-community-online.pdf>

Safe, Respectful inside and outside of school

Our school aims to make safe, respectful learners and partners with our school community to ensure that while at and while representing our school, our students are fulfilling the school's Behaviour Expectations. Our school believes that all students have a responsibility to follow the Behaviour Expectations while representing the school. This includes while wearing the school uniform at school and in the general community.

There may be instances where the school may respond to behaviour issues raised by members of the community. Examples include: safe road use, respectful interactions with members of the public, and bringing the school into disrepute.

There may be instances where the school may make reactive responses and apply consequences to students who do not follow the schools behaviour expectations while representing the school.

Parents and community members are expected to be safe and respectful when interacting with all members of the school community. LDHS promotes the *Parent and Community Code of Conduct* published by the Department of Education (see Figure 8).






Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents¹ and other members of our diverse community into schools across Queensland.

Working together with their school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	<ul style="list-style-type: none"> • be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns 	<ul style="list-style-type: none"> • using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	<ul style="list-style-type: none"> • (parents) ensure their child attends school ready to learn • support the Student Code of Conduct 	<ul style="list-style-type: none"> • taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy. 	<ul style="list-style-type: none"> • valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

¹The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

²The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

Figure 10: Parent and Community Code of Conduct <https://education.qld.gov.au/parents/community-engagement/Documents/parent-community-code-of-conduct.pdf>

Restrictive Practices

School staff at Lockyer District State High School (LDHS) 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 needs and are recorded in advance with consultation and agreement of the parents/carers. 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, the parent/carer will be notified, and a focused review will be conducted with all staff involved in the incident. By completing the focused review it is suggested that further proactive strategies or options can be discussed and shared to support when managing similar events in the future.

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code

- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

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

Conclusion

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

For further information regarding complaints see Figure 9 below or go to:

<https://www.qld.gov.au/education/schools/information/contact/complaint#other>

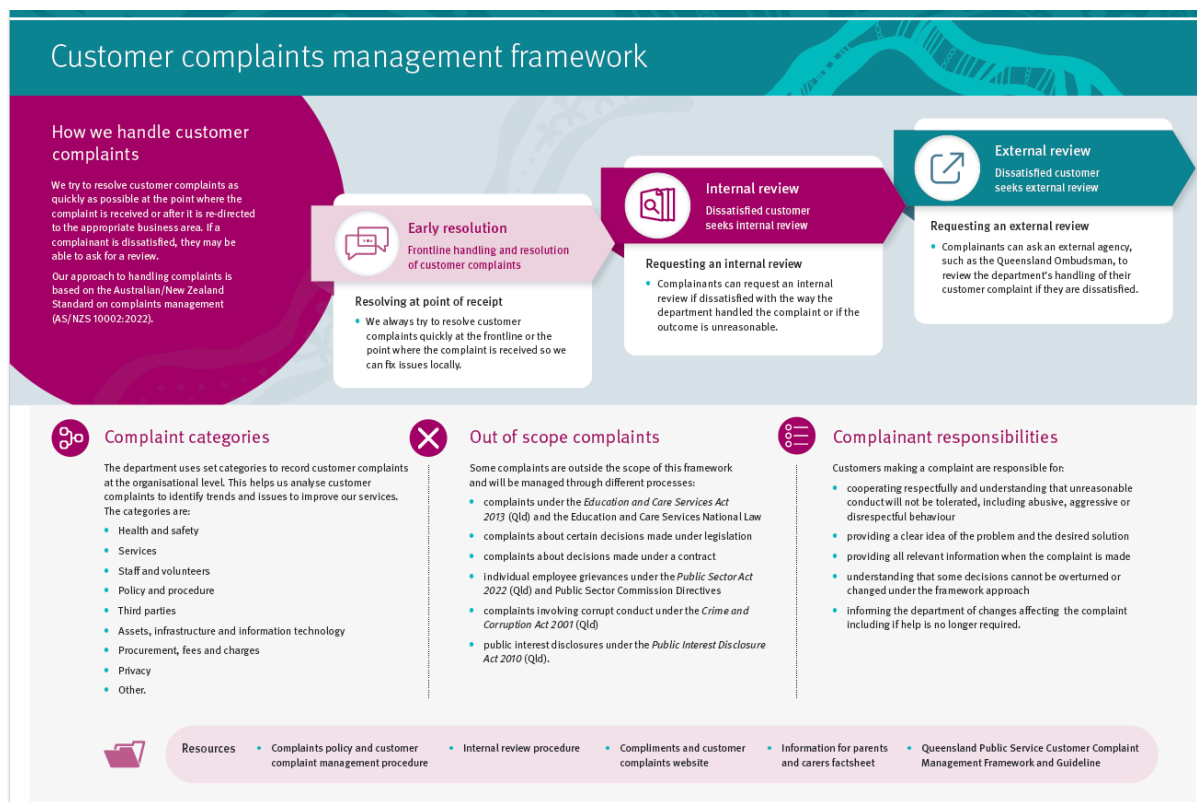
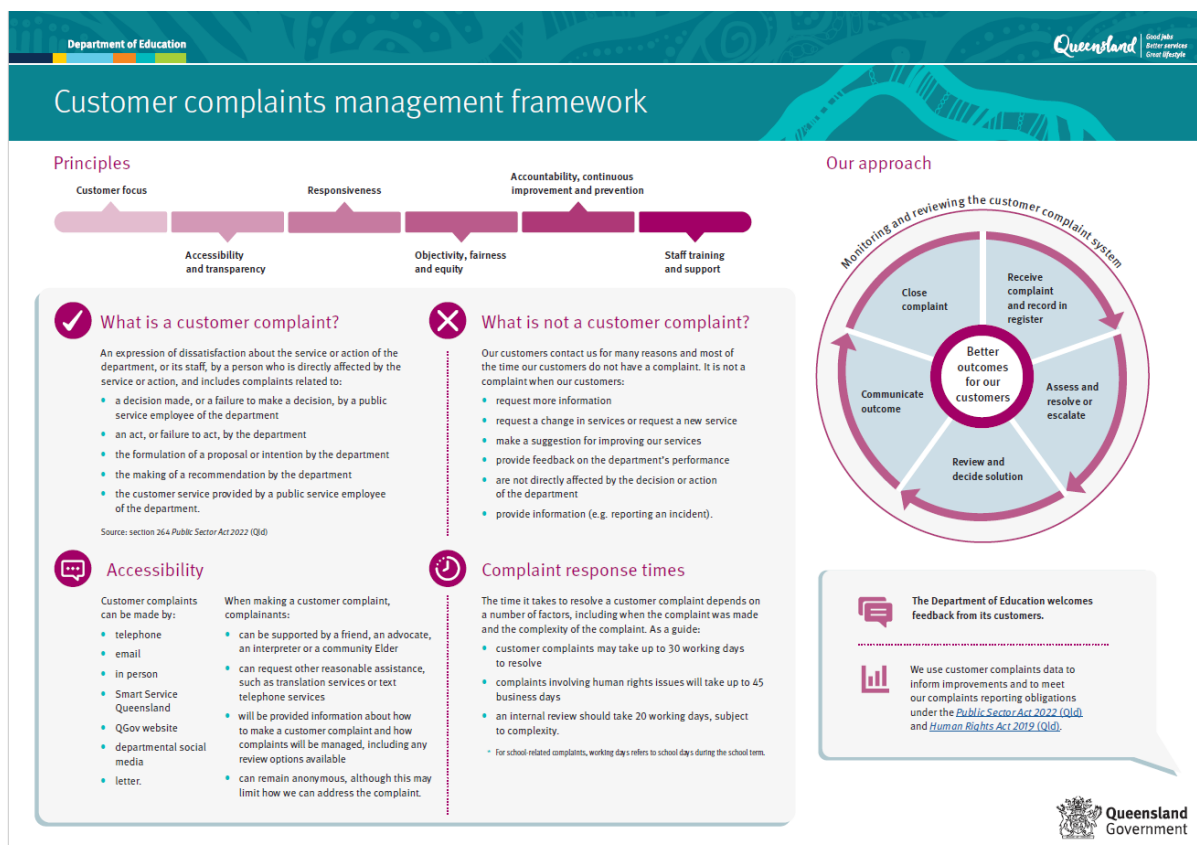


Figure 11: Customer complaints management framework <https://ppr.qed.qld.gov.au/attachment/customer-complaints-management-framework.pdf>

GLOSSARY

WORD	DEFINITION
Accountability	The fact or condition of being responsible for what you do and able to give a satisfactory reason for it.
Classroom Problem Solving	The ability to understand the environment, identify complex problems, review related information to develop and evaluate strategies and implement solutions to build the desired outcomes.
Constitute	To be able to be considered as something, to form or comprise, consistent of, make up, or represent.
Cueing	To give someone a signal to do something for example a quick verbal or non-verbal reminders of an expected classroom behaviour.
Curriculum Intervention	An educational approach that aims to address specific issues or challenges within an existing curriculum. Is an action taken by a school to support a student access the curriculum.
Debrief	Upon completion of an event, task or incident a series of questions may be asked in order to obtain useful information to improve a situation.
Differentiated	Differentiated in this document refers to the teaching and learning practices within the school and more specifically the classroom. Differentiated means the instructions or tasks are adjusted so the student is able to understand and access the task, activity or classroom learning.
Defusing	To make a difficult situation calmer by reducing or removing the cause.
Deliberately	To consciously or intentionally behave in a specific way.
Detachment	In the <i>Student Code of Conduct</i> detachment is used to encourage staff to disengage or disconnect from their emotions to maintain a state of calmness in dealing with a situation.
Differentiated Teaching	Is the tailoring of teaching instruction and lessons to meet each student's individual interests, needs and strengths. It provides several learning options or different paths to learning to help students take in information and make sense of concepts.
Disciplinary	Disciplinary in the <i>Student Code of Conduct</i> is often related to Disciplinary Consequences or Student Disciplinary Absences. Disciplinary means that there is some form of actions in response to a behaviour. Disciplinary consequences and decisions may include suspension or exclusion of a student. They can also include other strategies such as detention, discipline improvement plans, etc.

Effective Skills for Classroom Management	Provide for safe, supportive and well-ordered learning environments which promote high standards of achievement and responsible behaviour in all students.
Eliminate	To completely remove or get rid of something.
Emotional Arousal	Is a state of heightened physiological activity like strong emotions - anger or fear.
Employ (in context)	In the <i>Student Code of Conduct</i> the word employ is use in two different contexts. One is to engage employ. The second meaning relates to strategies staff with utilise (employ) or make us of when working with students.
Enacting	To put into practice.
Escalate	To increase in extent, or intensity or become more serious.
Evaluate	In the <i>Student Code of Conduct</i> this work is used in relation to decision making and to assess decisions made.
Explicit	To state something clearly and in detail, leaving no room for confusion or doubt.
Extensive	Students with disability and very high support needs are provided with explicit targeted measures and sustained levels of intensive support. These adjustments are highly individualised, comprehensive and ongoing.
Humiliating	This means to make someone feel ashamed, foolish or embarrassed. In The <i>Student Code of Conduct</i> this word is used in the Critical Incidents section and states “to avoid humiliating the student.”
Individual Support Plan	These plans aim to increase student’s understanding and demonstration of productive, positive social behaviours to enable learning and participation in school.
Multi-tiered System of Support (MTSS)	This is a framework that helps educators to identify students’ academic, behavioural, and social- emotional strengths and challenges and provide differentiated support for students based on their needs.
Nationally Consistent Collection Data (NCCD)	The NCCD is an annual count of the number of students with disability in schools. It is based on data provided by schools on the number of students with disability who receive adjustments to access and participate in education on the same basis as their peers.
Occurrence	Refers to an incident or event.
Pedagogy	The practice of how teachers teach.

Personal and Social Capabilities	In the Australian Curriculum students develop personal and social capability as they learn to understand themselves and other, and manage their relationships, lives, work and learning more effectively.
Precorrections	A pre-correction tells students how to approach a new task or situation. A teacher will identify what may be challenging and explicitly teach the correct response, using action-oriented language.
Proactive	Means intending or intended to produce a good or positive outcome. Avoid a problem rather than waiting until there is a problem.
Prompting	Prompting sounds and looks like a pre-correction but you use it to remind students of expectations for familiar tasks or situations.
Restrictive Practices	Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include: <ul style="list-style-type: none"> • seclusion • physical restraint • containment • mechanical restraint • chemical restraint, and • clinical holding.
Seclusion	Seclusion is one of the forms of Restrictive Practices whereby a student is removed from a classroom or situation for their safety or the safety of themselves and/or the wellbeing of other students.
Stakeholders	A person or persons with an interest or concern in something and in this case connected to education and learning.
Substantial	Students who have a higher level of support to meet their needs and are provided with essential adjustments and considerable adult assistance.
Supplementary	Students are provided with adjustments that are additional to the strategies and resources already available for all students within the school.
Transparency	To be open and honest in your actions, interactions and communications.
Use of a Carriage Service	This is a service such as social media, email, mobile phone that is used for carrying communications.
Wellbeing	The state of being comfortable, healthy and positive.

Appendix A

BEHAVIOUR CATERGORISATION TABLE			
ONESCHOOL CATEGORY	DEFINITION		EXAMPLES OF STUDENT BEHAVIOUR
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	MINOR	<ul style="list-style-type: none"> Swearing at another student Referring to or about a student using offensive and insulting terms
		MAJOR	<ul style="list-style-type: none"> Directing offensive and highly insulting terms at a staff member Ongoing offensive and insulting terms directed at others – see Bullying as the ongoing nature of this means the behaviour constitutes <i>Bullying</i>
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism, use of artificial intelligence.	MINOR	<ul style="list-style-type: none"> Copying work in class Copying work in assessment Plagiarism in assessment, including self-plagiarism Sharing assessment tasks/information Submitting assessment work that has been created using artificial intelligence
		MAJOR	<ul style="list-style-type: none"> Accessing assessment tasks prior to assessment by way of using technology inappropriately or accessing physical locations of the school
Bomb Threat / False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	MINOR	<ul style="list-style-type: none"> Verbal threat of explosion to cause panic through false alarm Use of social media or other carriage service to threaten explosion to cause panic through false alarm
		MAJOR	<ul style="list-style-type: none"> Verbal threat of explosion to cause panic through actual event Use of social media or other carriage service to cause panic through actual event
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	MINOR	<ul style="list-style-type: none"> Single instances – see Abusive Language, Disrespect, Fighting, Harassment, Physical Aggression Ongoing (repetitive occurrences across multiple episodes) delivery of offensive, insulting or threatening terms or actions in person, via other people or via social media / carriage service Taking or using photos, videos or voice recordings of another person without their permission (eg. sending a photo of one person to another person, creating a mild meme using a person's photo and posting it to social media, etc.)
		MAJOR	<ul style="list-style-type: none"> Ongoing delivery of offensive, insulting or threatening terms or actions in person, via other people or via social media / carriage service despite multiple school-based interventions Taking or using photos, videos or voice recordings of another person without their permission, accompanied by derogatory and/or harmful messaging (eg. sending a photo of one person to another person, creating a mild meme using a person's photo and posting it to social media, etc.)

Charge Related Suspension	A charge-related suspension may be imposed if the principal is reasonably satisfied that the student has been charged with a serious offence or an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	MAJOR	<ul style="list-style-type: none"> Any charges that are 'serious offences' as that term is defined under the Education (General Provisions) Act 2006. Section 282(1)(f) provides that a ground for suspension is if a student has been charged with a serious offence.
Defiance	Student refuses to follow directions given by school staff	MINOR	<ul style="list-style-type: none"> refusal to surrender regulated / prohibited items such as mobile phone, aerosol can, etc. failure to respond to given instruction explicitly stating refusal to comply refusing to verbally respond to staff member failure to respond to a given instruction where safety is of immediate concern swearing in response to teacher instruction (not at teacher)
		MAJOR	<ul style="list-style-type: none"> Ongoing (repetitive occurrences across multiple episodes) refusal to follow directions given by staff Ongoing (repetitive occurrences across multiple episodes) refusal to surrender regulated / prohibited items such as mobile phone, aerosol can, etc. Ongoing use of profanity in response to teacher instruction (not at teacher)
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	MINOR	<ul style="list-style-type: none"> Making inappropriate comments during teacher instruction Purposefully demonstrating verbal or written disrespect
		MAJOR	<ul style="list-style-type: none"> Ongoing delivery of offensive, insulting or threatening terms or actions in person, via other people or via social media / carriage service despite multiple school-based interventions Ongoing (repetitive occurrences across multiple episodes) comments delivered during teacher instruction Ongoing (repetitive occurrences across multiple episodes) delivery of rude messages to adults or students without intention to insult or threaten
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	MINOR	<ul style="list-style-type: none"> Making unwanted and unnecessary noise that distracts from the teacher's ability to teach and students' ability to learn such as continuously tapping a pen / pencil, calling out, talking, singing, humming, whistling, asking questions or making comments not related to the learning or task Causing movement that distracts from the teacher's ability to teach and students' ability to learn such as wandering around the classroom, throwing objects unlikely to cause harm (such as paper plane, eraser, etc.) Directing gestures, using body language and / or commenting through windows, doorways, etc. to gain the attention of students in another class Seeking the attention of peers by touching / taking belongings
		MAJOR	<ul style="list-style-type: none"> Entering another class with intention to disrupt Behaviour that has the potential to escalate to significant issues

Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	MINOR	<ul style="list-style-type: none"> • Not complying with dress code • Wearing of inappropriate / offensive items • Persistent non-compliance with dress code – monitored by BBA Teacher
		MAJOR	<ul style="list-style-type: none"> • Ongoing persistent non-compliance with dress code - see Defiance
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	MINOR	<ul style="list-style-type: none"> • Student creates and/or signs forms impersonating others, including a parent/caregiver • Student signs person's name on class leave pass
		MAJOR	<ul style="list-style-type: none"> • Creating a false social media account to cause harm to others (also see Bullying) or to bring the reputation of the school into disrepute • Signing as a parent/caregiver in an attempt to allow for participation in >medium-risk activities • Creating fake medical documentation in an attempt to gain an AARA, etc.
Fighting	Student is involved in mutual participation in an incident involving physical violence.	MINOR	<ul style="list-style-type: none"> • At least two parties engage mutually in play fighting, including shoving, pushing, poking, punching, kicking, slapping • At least two parties continue to engage in play fighting following direction by staff member to stop – see Defiance
		MAJOR	<ul style="list-style-type: none"> • At least two parties engage mutually in acts of violence, including punching, hitting, kicking or slapping with the intent to cause physical harm • Premeditated or preorganised engagement of at least two parties in acts of violence, including punching, hitting, kicking or slapping with the intent to cause physical harm
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	MINOR	<ul style="list-style-type: none"> • Comments directed towards another that pertain to any element of his/her identity • Use of derogatory names directed towards another person that pertain to any element of his/her identity (eg. sped, gay, ranga, nigger, etc.) • Directing disrespectful hand gestures (such as giving the finger, etc.) towards another
		MAJOR	<ul style="list-style-type: none"> • Ongoing (repetitive occurrences across multiple episodes) delivery of harmful messages related to any element of a person's identity – see Bullying • Actions that constitute sexual harassment
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting)	MINOR	<ul style="list-style-type: none"> • Directing anger towards property, resulting in minor damage to the property (eg. snapping own pencil, punching the back of an empty chair, ripping off leaves from a tree, etc.) • One student directing anger and/or acts of physical contact towards another

	with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	MAJOR	<ul style="list-style-type: none"> Directing anger at school property, resulting in damage to the property One student directing anger and/or acts of physical violence towards another
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	MINOR	<ul style="list-style-type: none"> Student damages personal or school property, but not maliciously
		MAJOR	<ul style="list-style-type: none"> Student damages school or another's/others' property intentionally, such as punching a hole through a wall, vandalising toilets (eg. writing on the walls with permanent marker, blocking the toilet with excessive amounts of toilet paper or other material, etc.) Large scale deliberate damage to school property, such as smashing windows
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	MINOR	<ul style="list-style-type: none"> Throwing paper, plastic bottle or other item across an environment that is unsafe and inconsiderate but is unlikely to cause harm or injury to another Not using context-specific equipment of practical learning environments (such as in a Science Lab, Kitchen, Workshop, sporting lesson) correctly
		MAJOR	<ul style="list-style-type: none"> Throwing desk, brick, hammer, or other item across an environment that has the potential to likely harm or injure another person or the built environment Misusing context-specific equipment of practical learning environments (such as in a Science Lab, Kitchen, Workshop, sporting lesson) in a way that seriously jeopardises the safety of others (eg. shooting a nail gun into the air, allowing excessive gas to escape from the gas tap, etc.)
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	MINOR	<ul style="list-style-type: none"> Deliberate non-completion of learning activities during a lesson as a result of not participating and not attempting tasks Deliberate non-completion of learning activities due to failure to be prepared for learning with all required equipment, including a device Not participating in practical learning activities, such as sitting out during games and drills in HPE Not completing set homework tasks Non-submission of assessment, including failing to meet checkpoints and non-submission of drafted work
		MAJOR	<ul style="list-style-type: none"> Persistent non-completion of learning activities during a lesson as a result of not participating and not attempting tasks Ongoing non-participation in learning activities due to failure to be prepared for learning with all required equipment, including a device Ongoing non-participation in practical learning activities, such as sitting out during games and drills in HPE Persistently not completing set homework tasks Persistently not submitting assessment, including failing to meet checkpoints and non-submission of drafts

Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements, including a vape / vapes.	MAJOR	<ul style="list-style-type: none"> • Being in possession of a vape, drug paraphernalia, such as a bong, cone, etc. • Being in possession of a vape and/or an illicit drug on school property • Smoking a vape, and/or smoking, inhaling, ingesting or injecting an illicit drug on school property or in school uniform (including filmed in uniform) • Sharing a vape and/or an illicit drug with others on school property or when in school uniform • Selling a vape and/or an illicit drug to others on school property or when in school uniform
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	MAJOR	<ul style="list-style-type: none"> • Being in possession of a cigarette, tobacco or alcohol on school property • Inhaling or ingesting a cigarette, tobacco or alcohol on school property or in school uniform (including filmed in uniform) • Sharing a cigarette, tobacco or alcohol with others on school property or when in school uniform • Selling a cigarette, tobacco or alcohol to others on school property or when in school uniform
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	MINOR	<ul style="list-style-type: none"> • Student is in breach of the <i>Mobile Phone & Electronic Devices</i> policy, including using such devices between 8:50am – 3:10pm • Student is in breach of IT Agreement, including using or attempting to use inappropriate websites on the school network, sharing own or using another's username and password
		MAJOR	<ul style="list-style-type: none"> • Ongoing (repetitive occurrences across multiple episodes) instances of student breaching <i>Mobile Phone & Electronic Devices</i> policy • Use of network to attempt or successfully hack or impose a cyber-attack • Installing monitoring or other inappropriate software onto the school network
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	MINOR	<ul style="list-style-type: none"> • Removing items from another's desk or bag • Hiding another student's bag • Student takes item/s but returns the item/s voluntarily or upon teacher instruction
		MAJOR	<ul style="list-style-type: none"> • Stealing student or staff property of significant value, with the intent of keeping it
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	MINOR	<ul style="list-style-type: none"> • Student leaves school grounds during class time • Student leaves school grounds to go to the corner shop during break and returns for class • Student leaves school grounds to collect fast food from another person, and promptly re-enters grounds
		MAJOR	<ul style="list-style-type: none"> • Ongoing (repetitive occurrences across multiple episodes) instances of student leaving the school grounds during the school day

Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	MINOR	<ul style="list-style-type: none"> • Student is significantly late to class (eg. >10 minutes after lesson start time) • Student leaves class without permission but returns during the lesson • Student leaves the class before being dismissed • Student does not attend timetabled lesson • Student attends another location rather than timetabled classroom
		MAJOR	<ul style="list-style-type: none"> • Ongoing (repetitive occurrences across multiple episodes) instances of student not attending at least one whole timetabled class, but remaining on school grounds
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	MINOR	<ul style="list-style-type: none"> • Possession of aerosol cans • Use of aerosol spray when no one else is around • Use of aerosol spray when others are present, but not maliciously • Possession of a lighter or matches
		MAJOR	<ul style="list-style-type: none"> • Directing aerosol spray towards others deliberately • Using combustibles to ignite materials or cause explosion
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	MAJOR	<ul style="list-style-type: none"> • Possession of object crafted into sharp implement • Possession of knife, gun or other weapon that could cause bodily harm