



Lockyer District State High School

Student Code of Conduct 2024 - 2026

Lockyer District 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

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024



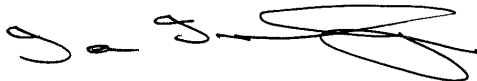
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Endorsement

Principal Name: Ian Insley

Principal Signature:



Date: 22-01-2024

P/C President and
School Council

Chair Name: James Poole

School P & C
President
Signature:



Date: 22-01-2024

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

Principal's Foreword

Lockyer District State High School 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.

Lockyer District State High School 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.

Lockyer District State High School staff take an educative approach to discipline; that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of 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 Lockyer District State High School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Lockyer District State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by our school leadership team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Lockyer District State High School 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 Lockyer District State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Lockyer District State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Lockyer District State High School 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 Lockyer District State High School 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 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 the school's P&C Meetings for consideration and feedback. The P&C Association endorsed the Lockyer District High School 2024 – 2027 Student Code of Conduct for implementation from January 2024. A communication strategy has been developed to support the implementation of the Lockyer District High School Student Code of Conduct, including promotion through the school website, newsletter and school social media platforms. Any families who require assistance to access a copy of the Lockyer District High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Lockyer District High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four 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 SHS 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 Classroom Management as the framework, acknowledging the various complex components that support learning success. At Lockyer, this is integrated with a multi-tiered support framework for addressing student behaviour, Positive Behaviour for Learning.

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 plain to everyone, assisting Lockyer District High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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, School Council and school P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education's Code of School Behaviour.

Multi-Tiered Systems of Support

Positive Behaviour for Learning

Positive Behaviour for Learning is an evidence-based whole school process to improve learning outcomes for all students. PBL supports the Lockyer District High School 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.

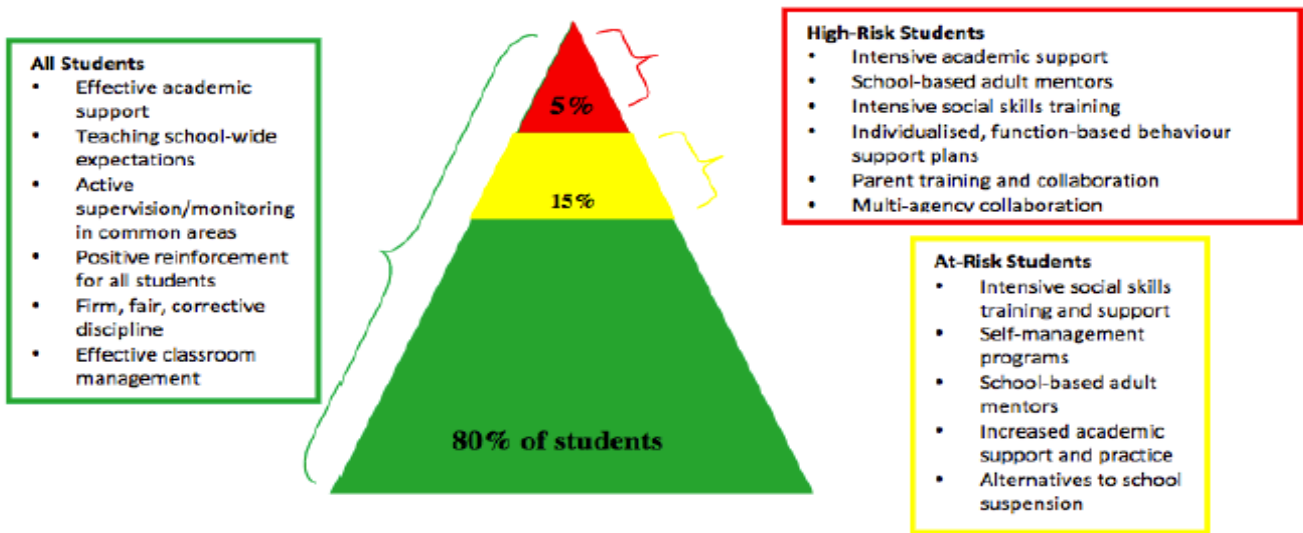
At LDHS we have embraced PBL and *Effective Classroom Management* as evidence-based frameworks for facilitating high standards of behaviour through:

- 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, respect and learn through the consistent application of the school's Whole School Approach to Pedagogy: Pedagogy Toolkit, which uses *Effective Classroom Management* as its framework
- Clarifying and clearly communicating expected behaviours: A matrix has been developed that provides 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 matrix are taught to students in a similar manner to the teaching of academic skills as we can't 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.
- Discouraging inappropriate behaviours through consistent responses and consequences: Ensuring that high expectations are upheld and fair and consistent consequences are applied where necessary.
- Developing and enacting a process for ongoing monitoring of student behaviour: Reviewing and using behaviour data in a proactive manner helps to ensure we are addressing the needs of our school community.
- Effective classroom practices including classroom organisation, differentiated teaching and learning and active supervision.
- Community involvement: All community members are encouraged to contribute through participation at meetings and providing feedback through other avenues.

Lockyer District High School 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 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 *Sharing Pedagogical Practices* 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



Tier	Prevention Description
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>As such, 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 where behaviour expectations are aligned with the learning intent and success criteria of each lesson, making overt the behaviours that lead to student success in each learning context <p><i>Reinforcing expected student conduct: acknowledging success</i></p> <p>At Lockyer District High School, 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. While positive reinforcement is integral to our practice, a</p>

formal acknowledgement schedule and monitoring process has been developed. The acknowledge schedule includes recognition via inclusion of the following:

- Non-verbal and verbal acknowledgements
- Stamps (Years 7 & 8)
- Merit points (Years 9 – 12)
- Goodonyas
- Postcards
- Positive phone calls to parents
- Reward Day activities
- Academic, Cultural and Sporting Excellence recognition

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.

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. Further supports to staff in appropriate responses to student conduct exist in *Behaviour Categorisation & Responses* that is available for staff to consult and reflected in the *Disciplinary Consequences* section of this Code of Conduct.

As a standard part of their practice, teachers continually use pre-corrections, prompts, visual and verbal cues, parallel cuing, explicit redirection, offering choices and individual conferencing to redirect student conduct. 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.

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 Student 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 eliminated, and as such, discouraged.

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 Years, Heads of Departments, Deputy Principals, or, the Principal. Further supports to staff in appropriate responses to student conduct exist in *Behaviour Categorisation & Responses* that is available for staff to consult and reflected in the *Disciplinary Consequences* section of this Code of Conduct.

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 Student 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 Years, Deputy Principals, or, the Principal. Further supports to staff in appropriate responses to student conduct exist in *Behaviour Categorisation & Responses* that is available for staff to consult and reflected in the *Disciplinary Consequences* section of this Code of Conduct.

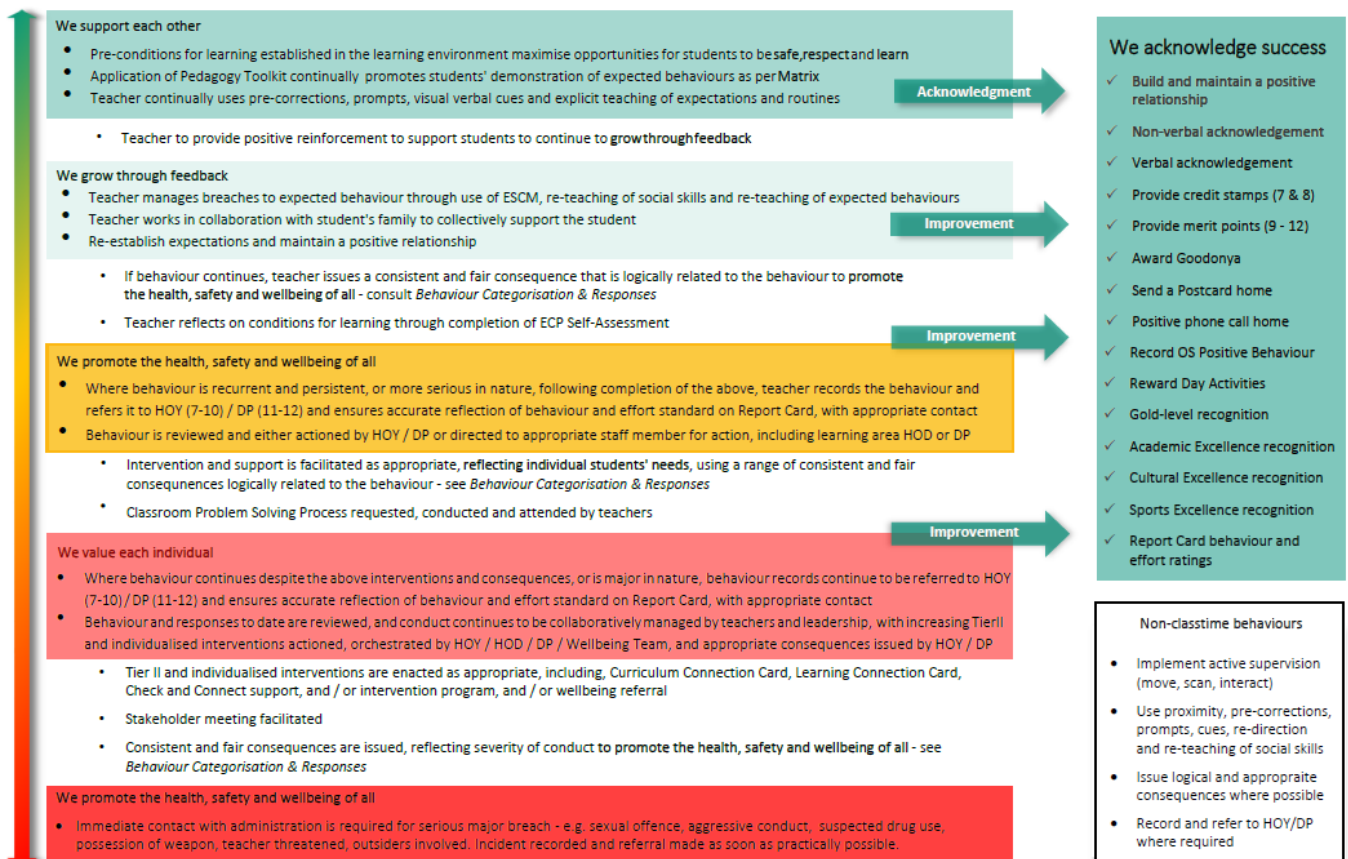
The following *Behaviour Response Flow Chart* supports all staff to understand how to respond to student conduct in ways that acknowledge expected behaviours, and provide appropriate response to breaches of expected conduct at various levels and in various contexts.



MAXimise Learning - PBL
belong ... believe ... achieve ...

Behaviour Response Flow Chart

A behaviour management plan contains a wide range of strategies and admits that not all of these apply to all students. This is a flowchart that allows consistent practice throughout a large school setting, aligned with expectations for all community members. In line with consistent and fair responses, a case by case approach is required. Refer to *Behaviour Categorisation & Responses* document for further support.



Consideration of Individual Circumstances

Staff at Lockyer District State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations

home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff, and parents to know what 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.

Student Wellbeing

Lockyer District State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their child's LEAD(P) Teacher, Year Level Coordinator, or the respective 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. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

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

Policy and expectations

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

Drug education and intervention

Lockyer District State High School implements drug intervention measures for students involved in other drug-related incidents (tobacco) 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 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

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

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

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

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

Lockyer District State High School 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

Lockyer District State High School 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

Lockyer District State High School 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, Lockyer District State High School staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

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

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

Student Support Network

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

Students can approach any trusted school staff member at Lockyer District State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student 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
Guidance Officers	<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.
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• social/emotional/physical wellbeing.
Deputy Principals	<ul style="list-style-type: none">• monitor attendance, behaviour and academic data to identify areas of additional need.
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.

LEAD(P) 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.
Community Education Counsellor	<ul style="list-style-type: none"> • Provide academic support for indigenous students and develops community links to promote indigenous culture in the school.
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.
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 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.
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 (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 10 <p>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 7,8, 9 and 10 students.</p>
School-based Police Officer	<p>The SBPO is appointed to a school to assist the school community and police in a variety of tasks including:</p> <ul style="list-style-type: none"> • 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.

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 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 Lockyer District State High School Student Code of Conduct is an opportunity to explain the PBL framework 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.

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



BEHAVIOUR EXPECTATIONS MATRIX

At Lockyer District High School the actions and behaviours of each of us confirm that we **belong... believe... achieve...** through being safe, respectful and committed to learning.

SAFE

RESPECT

LEARN

POSITIVE,
PURPOSEFUL
INTERACTIONS

- We practice self control

- We value each individual
- We act in a friendly and compassionate manner
- We listen actively
- We speak respectfully and calmly

- We support each other
- We acknowledge success

SAFE AND
SUPPORTIVE
ENVIRONMENT

- We follow instructions
- We promote the health, safety and wellbeing of all

- We take pride in our appearance
- We care for property and surroundings

- We embrace learning
- We are punctual, prepared and willing to learn
- We seek support
- We grow through feedback
- We do our best

As part of our PBL strategy we acknowledge students who demonstrate expected behaviours. This strategy builds student skills, enhances relationships and has a positive impact on school culture.



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belong ... believe ... achieve ...

POSITIVE ACKNOWLEDGEMENT SCHEDULE FOR EXPECTED BEHAVIOURS



belong ... believe ... achieve ... through being safe, respectful and committed to learning

Acknowledgement / Reinforcement	<i>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.</i>	Daily
Credits Free & Frequent	<i>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.</i>	Daily
Goodonya Award	<i>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.</i>	Tri-Weekly Awarded at Year Level Assemblies
Postcard	<i>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.</i>	Ongoing
Gold-level	<i>Awarded to regularly attending students (>90%) who have consistently demonstrated high standards of behaviour and effort towards learning (BPA >4 and EPA >4)</i>	Quarterly
Excellence	<i>Awarded to students who demonstrate excellence in Academic, Sporting & Arts pursuits, using specified criteria</i>	Per-Semester
Rewards Activity	<i>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.</i>	Quarterly
Special Awards	<i>Students who persistently demonstrate personal and social characteristics of value in serving the school are awarded "Special Awards" at the annual "Awards Ceremony"</i>	Annually

Parents and staff

We are proud that our schoolwide Behaviour Expectations Matrix encompasses the actions and behaviours we expect of all of our school community members, including students, families, staff and the wider community in engaging with the school and all parties associated.



BEHAVIOUR EXPECTATIONS MATRIX

At Lockyer District High School the actions and behaviours of each of us confirm that we **belong... believe... achieve...** through being safe, respectful and committed to learning.

SAFE

RESPECT

LEARN

**POSITIVE,
PURPOSEFUL
INTERACTIONS**

- We practice self control

- We value each individual
- We act in a friendly and compassionate manner
- We listen actively
- We speak respectfully and calmly

- We support each other
- We acknowledge success

**SAFE AND
SUPPORTIVE
ENVIRONMENT**

- We follow instructions
- We promote the health, safety and wellbeing of all

- We take pride in our appearance
- We care for property and surroundings

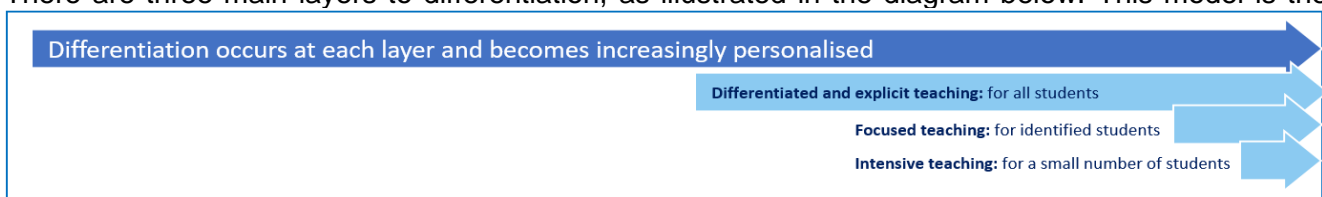
- We embrace learning
- We are punctual, prepared and willing to learn
- We seek support
- We grow through feedback
- We do our best

Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the



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.

Legislative Delegations

Legislation

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

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

- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

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

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

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

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

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. As a standard part of their practice, teachers continually use pre-corrections, prompts, visual and verbal cues, to support the demonstration of expected behaviours, and they provide acknowledgement of successful demonstration of such. Similarly, parallel cuing, explicit redirection, offering choices and individual conferencing to redirect student conduct is used as general teacher-practice to redirect student conduct at times. Teachers also 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 in appropriate responses to student conduct exist in *Behaviour Categorisation & Responses* that is available for consultation.

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.

Additional supports and interventions will be required for some students to further develop their personal and social capabilities, and their understandings 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 Student Wellbeing Team.

To promote the health, safety and wellbeing for all, at times, responses to behaviour are more intensive and serious in nature. 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, responses to students demonstrating moderate, ongoing breaches to the expected behaviours, or major breaches, are issued by Heads of Years, Heads of Departments, Deputy Principals, or, the Principal. Further supports to staff in appropriate responses to student conduct exist in *Behaviour Categorisation & Responses* that is available for staff to consult and reflected in the *Disciplinary Consequences* section of this Code of Conduct.

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

Differentiated

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

- Pre-correction (e.g. “*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*.”)
- Ratio of 5 positive to 1 corrective commentary or feedback to class
- 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
- 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*”)
- Redirection
- Low voice and tone for individual instructions
- Give 20 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- 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 Student Wellbeing Team

Intensive

Intensive responses and 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; 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 Years, 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 Lockyer District State High School, 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 or the student's behaviour is so unsatisfactory 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 Lockyer District State High School will be required to attend a re-entry meeting on/before the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is mandatory for the student to attend a re-entry meeting. Parents and applicable staff members are invited to attend the re-entry 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 re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing. Re-entry 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

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with

the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

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

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

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

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

- Mobile phones will be confiscated if they are used during class time or if it is assumed that the phone contains images of other people engaging in dangerous or illegal behaviours or images of staff.

* 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.

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

Responsibilities

State school staff at Lockyer District State High School:

- 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 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 police and the student's parents should be called to make such a determination.

Parents of students at Lockyer District State High School:

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

Students of Lockyer District State High School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Lockyer District State High School Code of Conduct
 - is illegal

- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it 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 DP), 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, Lockyer District State High School 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, portable speakers and gaming devices.

Lockyer District State High School 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 Lockyer District State High School to use a mobile phone or other device:

- ***whilst on school grounds from the first bell of the day until the final bell at 3:10pm;***
- in an unlawful manner;
- to download, distribute or publish offensive messages or pictures;
- and their own person, to use inappropriate, obscene, inflammatory, racist, discriminatory or derogatory language;
- and their own person, to use language and/or make threats of violence that may amount to bullying and/or harassment, or even stalking;
- and their own person to insult, harass or attack others or use obscene or abusive language;
- and their own person to commit plagiarism or violate copyright laws;
- or their own person 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, to cheat during exams or assessments;
- 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:

The 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 after the final bell at 3:10pm.
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

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

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

Lockyer District State High School 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:

1. 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.

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach 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 Queensland Police Service.

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

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

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

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

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

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Safe, Respectful inside and outside of the school

Our school 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 make a proactive response to behaviour issues raised by members of the community. Examples include: safe road use, respectful interactions with members of the public.

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.

Restrictive Practices

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

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

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

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

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

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

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

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

All incidents of restrictive practices will be recorded 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](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)

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

3. **External review:** contact a review authority

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

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

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