



# LAKELAND STATE SCHOOL

2020 – 2023

## STUDENT CODE OF CONDUCT

### *Every student succeeding*

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

Lakeland State School is committed to providing an environment where all are able to achieve by working and acting within a set of structures that allows them to feel safe and respected.

The Lakeland State Schools' 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 and behaviour. Its emphasis is on building positive relationships, an understanding of individual circumstances and the responsibility that we all have within the school community in sharing and maintaining an ordered environment where all can thrive.

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## Endorsement

Principal Name: Ruth Ernst

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

P/C President Name: Stefanie O'Kane

P/C President Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## Principals' Foreword

Lakeland State schools motto of TRUST, HONOUR, and RESPECT is encapsulated in the student code of conduct outlined in this document. Further, it is a representation of a community, which has held these values high over history and continues to demonstrate such today.

To Trust – we have confidence and hope.

To Honour – we work and engage with integrity.

To Respect – we show regard and consideration.

It is a privilege to lead our school community into the future with these values.

Ruth Ernst.

## Consultation

The Student Code of Conduct was developed after consultation with staff and parents.

Sessions involving staff reviewed the past Behaviour Management Plan. Strengths and weaknesses of the past plan were noted. Our overall goals, expectations and the means in which these are to be communicated and consequences were further examined.

## Learning and Behaviour Statement

Lakeland State School endorses a whole school approach that is intended to promote and support appropriate behaviours in all students.

Lakeland State School chooses to adopt the Positive Behaviour for Learning framework as a means to revise and develop the following:

- ❖ Procedures for recognising, promoting and teaching pro-social behaviours
- ❖ Procedures for applying fair and logical consequences for inappropriate behaviour
- ❖ Procedures for collecting relevant data to assess the effectiveness of these strategies
- ❖ Procedures for ensuring a systematic and consistent approach in relation to these strategies across all school contexts.

## Student Wellbeing and Support Network

Staff at Lakeland State School employ a range of programs and services to support the wellbeing of students in our school. This allows all students to begin at tier level 1.

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. Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Lakeland State School we deliver and integrate the PAUSE program.

Pause is a program which is specifically designed to deliver improvements in teacher and student wellbeing. The PAUSE program is implemented through processes which involve staff, students' and parents learning about Neuroscience, Mindfulness and Positive Education. Teachers implement PAUSE in their classroom through a set of lessons which are delivered in a similar manner to the lessons associated with the Department of Education's Positive Behaviour for Learning (PBL).

The PAUSE pedagogy requires teachers to teach using the interdependencies of the Essential Skills of Classroom Management (ESCMs), the observations of specific student behaviours, in combination with their knowledge of neuroscience and the Six PAUSE behaviours in order for them to cue students effectively with automaticity.

In learning how to emotionally self-regulate their behaviour, students can improve their capability to learn and act thus enabling them to better achieve their individual learning while at school. When students are better able to self-regulate their own behaviour and understand why other students may misbehave, this creates a classroom environment which facilitates wellbeing and order for all.

Additionally, Lakeland State School uses 'You Can Do It' program to build capability.

The YCDI program is a capability building framework that aims to help ALL children to achieve to the best of their ability and to develop social-emotional-behaviour wellbeing that will set them up for life.

The YCDI program is based around 5 keys to success: Getting Along, Organisation, Persistence, Confidence and Resilience and the 12 Positive Habits of the Mind and how these work together to help students gain success academically, socially and emotionally.

A chaplain who visits weekly complements these programs.

## Whole School Approach to Discipline

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning expectations in place for students, Be Safe, Be Respectful, Be a Learner and Take Responsibility.

Our whole-school approach includes the following key strategies.

### A school wide focus on the LAKELAND State School 'Code of Behaviour'

Our own Code of Behaviour focuses on four primary categories – Safety, Respect, Learning and Responsibility. These translate directly into the school's three core rules:

- a. **Be Safe**
- b. **Be Respectful**
- c. **Be a Learner**
- d. **Take Responsibility**

This ensures that Lakeland State School has an environment that:

- Promote students' best interests in being and acting **safe**, being treated with and showing **respect**, and being able to **learn** and allowing others to do so.
- Protects and reinforces students' right to learn and the teacher's right to teach.
- Acknowledges students and staffs responsibility in creating an ordered and safe environment.

### The systematic teaching of expectations

As part of the ongoing development of the Positive Behaviour Support process, a teaching framework exists in order to explicitly teach and reinforce the behaviours valued by our Code of Behaviour.

A series of lessons around the four core school rules – ***Be Safe, Be Respectful, Be a Learner Take Responsibility*** is located in G drive to be implemented by teachers as part of our whole school focus on developing positive social skills.

A matrix outlining expectations is displayed and available to explain detailed behaviour expectations in specific locations and situations.

A series of lessons is delivered throughout the year detailing these expectations.

Each week expectations are reinforced at the whole school assembly.



## The following matrixes indicates acceptable behaviours at Lakeland State School.

In order to determine which behaviours we wish to see our students using, we have developed the following 'expectations matrix'. This details what each of our three rules 'looks like' or 'sounds like' in regard to student behaviour. Some of these behaviours apply to all settings (for example, we expect that across each area of the school students will use polite language), whereas other behaviours may be more specific to a particular routine or area

Be Safe								
ALL AREAS	CLASSROOM and OTHER LEARNING AREAS	UNDERCOVER AREAS	PLAYGROUND	STAIRS, RAMPS and VERANDA	TOILETS	LEAVING SCHOOL	TENNIS COURT	Online
Use equipment appropriately	Enter and exit room in an orderly manner	<u>Sit to eat</u> in your own area	Participate in school approved games	Rails are for hands	Wash and dry hands	Only use <u>your</u> bike	Food or drink left off court	Use sites as instructed
Keep hands, feet, mouth and objects to yourself	Walk	Walk on the concrete	Wear shoes on oval	Carry items	Walk	Walk bike to the gate and across the road	Keep each other safe	Report any unusual Web interaction
Ask permission to leave any setting	Use equipment properly	Carry food in lunch boxes and put lunch boxes away	Sticks and stones to remain on the ground	Keep passageway clear at all times	Flush toilet	Leave bike at rack	Be aware of others	
Move away and talk to an adult you trust when you don't feel safe	Line up quietly and be on time	Keep your food to yourself	Be sun safe: wear a broad brimmed hat and your sun safe school uniform	Move peacefully	Paper towel in bins	Wait behind fence for road marshal	Use equipment correctly	
Follow safety rules and teacher directions immediately	Sit still	Wear hat during play	Use water safely	Walk on the veranda and ramp	No food or drink		Wear hat	
Use space appropriately	Move in an orderly manner in the classroom		Use playground as intended or directed	Stay on path not the garden	Wash and dry hands with soap			
			Chasing games stay on the grass.		Play outside			
					Keep hands away from floor			
					Leave frogs where they are.			



## Be a Learner

ALL AREAS	CLASSROOM and OTHER LEARNING AREAS	UNDERCOVER AREAS	PLAYGROUND	STAIRS, RAMPS and VERANDA	TOILETS	LEAVING SCHOOL	TENNIS COURT	online
<p>Be on time</p> <p>Accept outcomes for your behaviour</p> <p>Go to the toilet and get a drink at the bell</p> <p>Be in the right place at the right time</p> <p>Follow instructions straight away</p> <p>Solve problems and make good choices</p> <p>Cooperate with others</p> <p>Do your best</p>	<p>Be prepared, ready and organised</p> <p>Be prepared to complete set tasks for class including homework and home-reading</p> <p>Take an active role in classroom activities and work hard to learn new things</p> <p>Keep work space tidy</p> <p>Do your best at all times and be confident</p> <p>Be honest and trustworthy</p> <p>Ask questions when needed</p> <p>Sit up straight with feet on the floor</p>	<p>Eat a balanced meal.</p> <p>Place food waste in compost bin.</p>	<p>Be a problem solver</p> <p>Return equipment</p> <p>Try different games</p> <p>Look around /be aware – people &amp; environment</p> <p>Try playing with different people</p> <p>Help others (especially younger students)</p>	<p>Organise your bag and belongings</p>	<p>Use toilets during breaks</p> <p>Use quiet voices</p> <p>Set a good example to younger peers</p> <p>Read signs</p>	<p>Leave school promptly</p> <p>Use road safety rules</p>	<p>Try a variety of games</p> <p>Follow instructions</p> <p>Be prepared to try new things</p> <p>Establish rules for games prior to playing</p>	<p>Read carefully</p> <p>Stay on task given</p> <p>Follow instruction</p>

Be Respectful								
ALL AREAS	CLASSROOM and OTHER LEARNING AREAS	UNDERCOVER AREAS	PLAYGROUND	STAIRS, RAMPS and VERANDA	TOILETS	LEAVING SCHOOL	TENNIS COURT	Online
<p>Respect others personal space and property</p> <p>Treat other the way you want to be treated</p> <p>Allow others to be different</p> <p>Get along with others</p> <p>Care for equipment</p> <p>Clean up after yourself</p> <p>Use polite language, tone and manners</p> <p>Wait your turn</p> <p>Respect teacher's decision</p> <p>Be a good role model</p>	<p>Raise your hand to speak</p> <p>Respect each other's right to learn</p> <p>Talk in turns one at a time</p> <p>Allow others to concentrate</p> <p>Be a good listener</p> <p>Return books and borrowed things</p>	<p>Share playing areas</p> <p>Look at those who are speaking to you</p> <p>Put rubbish in the bin straight away</p> <p>Care for wildlife and environment.</p> <p>Use polite tone</p> <p>Keep voices at a appropriate level for the activity</p> <p>Allow others to eat at their own pace.</p> <p>Talk one at a time</p> <p>Stay in place until given instruction to leave area</p>	<p>Play fairly – take turns, invite others to join in and follow rules</p> <p>Care for the environment e.g., plants, animals, insects and furniture.</p> <p>Walk around gardens</p> <p>Pick up rubbish</p> <p>Use polite tone</p> <p>Keep voices at a appropriate level for the activity</p>	<p>Walk quietly and orderly so that others are not disturbed</p> <p>Walk past other working without comment or distraction</p> <p>Remove shoes before entering the classroom</p>	<p>Respect the privacy of others.</p>	<p>Wait for parents in undercover area.</p> <p>Help pack away equipment.</p>	<p>Share play space</p> <p>Follow game rules</p>	<p>Use equipment correctly</p> <p>Keep volume down</p> <p>Be respectful to others by logging off and shutting down at end of sessions</p> <p>Use chat when instructed.</p> <p>Use appropriate language</p>

## **Take Responsibility**

- Follow the expectations of Be Safe Be Learner and Be Respectful without complaint
  - Acknowledge you can make a mistake and show that you are sorry.
  - Use strategies to control your emotions and demonstrate you are trying

## Recognition of Appropriate Behaviour

A crucial component of our **Student Code of Conduct** is the acknowledgment and recognition of students' positive behaviours, either as an individual or as part of a group.

Examples at our school include:

- Reward System – class money and banking with class shop for behaviour related awards and sticker book linked to Lucky Dip Prize Box for work related awards
- Awards as recognition for actioning rules at assembly
- Feedback about a students' positive actions to others in order to demonstrate or re-teach appropriate behaviour
- Awarding particular class or out-of-class responsibilities to students
- Positive letters/phone calls to parents/carers
- Newsletter notifications of student achievements
- Publicly displaying student work and sharing with others

## Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, we will not disclose or discuss this information with anyone but the students' 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 principal to discuss the matter.

## Differentiated and Explicit Teaching

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

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

### **There are three main layers to focused and intentional teaching**

Tier 1 - differentiated and explicit teaching for all students.

Tier 2 - focussed teaching for identified students.

Tier 3 - intensive teaching for a small number of students.

Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated previously, as a basis for developing their behaviour standards.

Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom.

The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## Legislative Delegations

- [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 \(Cwth\)](#)

## Disciplinary Consequences

The disciplinary consequences model used at Lakeland State 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.

Support through reminders of the strategies taught through PAUSE and teacher employment of Essential Skills of Classroom Management will assist students to meet expectations.

For a small number of students, may need additional support to meet expectations. The principal in consultation with staff and other relevant stakeholders will make the determination of this need. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Class teacher provides in-class responses to low-level or minor problem behaviour.

This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")

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

## Focussed Support

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

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

## Intensives Support

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

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

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

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



## School Disciplinary Absences

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

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

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

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

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

### **Re-entry following suspension**

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

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

### **Arrangements**

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

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

### **Structure**

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

Possible agenda:

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

### **Reasonable adjustments**

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

## School Policies

The Lakeland State School discipline policy is designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment.

The responsibilities for students, staff and visitors are 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 students' 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 determines 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 Lakeland State School and will be removed if found in a students' possession:

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

- inappropriate or offensive material, (e.g. racist literature, pornography, extremist propaganda).

**\*\* 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 Lakeland State School;**

- do not require the students' consent to search school property such as desks or laptops that are supplied to the student through the school.
- may seize a students' bag where there is suspicion that the student has a dangerous item, (for example, a knife), in their school bag, prior to seeking consent to search from a parent or calling the police.
- 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 however, in an emergency circumstance search a students' property (where necessary) without the students' consent or the consent of the students' parents, for example 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 students' parents should be called to make such a determination.

### **Parents of students at Lakeland State School**

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

### **Students of Lakeland State School**

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

## The Use of Personal Technology Devices at School.

In today's information and communication rich society, students have access to a variety of personal technologies. Mobile phones and other personal technology devices are becoming increasingly popular with school-age children and there is no denying that these devices are a valuable form of communication when used appropriately. To prevent misuse however, it is important that our school has clear guidelines with regards to students using and bringing these devices to school.

### Mobile Phones

All students have access to the school phone system if they need to contact their parents or carers. All contact with parents during the course of the school day is through the school phone system and is supervised by office staff. There are times when students need to make contact with parents after school, particularly if they are attending certain out of school activities after 2:30 PM. If this necessitates the bringing of a mobile phone to school, then the following guidelines will apply:

1. The phone is turned off on entry to the school grounds and handed to the class teacher.
2. The phone is to be stored in the "Secure Store place" during school time.
3. The phone is to be returned to the student at 2:30pm and can be turned back on when the student leaves the school grounds.

### Other Personal Technology Devices

Students must not bring valuable technology devices such as digital cameras, video cameras, MP3 players or portable gaming consoles to school as there is a risk of damage or theft. They can also cause distractions and disruptions to student learning. Such devices will be confiscated by staff and may be collected from the school office at the end of the day.

Any personal technology device used contrary to this policy may be kept for longer than a day for the purposes of disciplinary investigation, when it will only be returned in the presence of a parent or carer. Devices containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of the device for investigation purposes.

### Inappropriate Use of Mobile Phones or Personal Technology Devices

Students who use personal technology devices inappropriately are considered to be in breach of this policy and may be subject to discipline, including suspension and exclusion, and in some cases referral to police.

- record and disseminate images or sound for the purpose of causing embarrassment to individuals or the school, or for the purpose of bullying and harassment including racial and sexual harassment;
- send text messages that contain obscene language and/or threats of violence;
- record inappropriate behaviours or incidents (fighting, vandalism, pranks) for dissemination among the student body or outside the school
- cheat during exams or assessments

### Special Circumstances

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example, to assist with a medical condition or disability, or for a special class project) should seek the approval of the Principal.

\* Personal Technology Devices includes, but is not limited to, games devices such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

## Preventing and Responding to Bullying

### Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

#### Purpose

Lakeland State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

#### 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.

Lakeland State School has a 'zero tolerance' to bullying. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours are unacceptable at Lakeland State School. Students should not engage in ongoing name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language

- young carers or children in care

At Lakeland State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

## Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Lakeland State School are an addition to our schoolwide support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

## Prevention

Addressing student behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide behaviour support practices will be maintained at all times. This will ensure that:

- Our behaviour support processes will always remain the primary strategy for managing student behaviour, including preventing the subset of bullying behaviour
- All students know the four school rules and are taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas.
- All students receive high levels of positive reinforcement for demonstrating expected behaviours.
- A high level of quality active supervision is maintained in all areas.

### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher, or

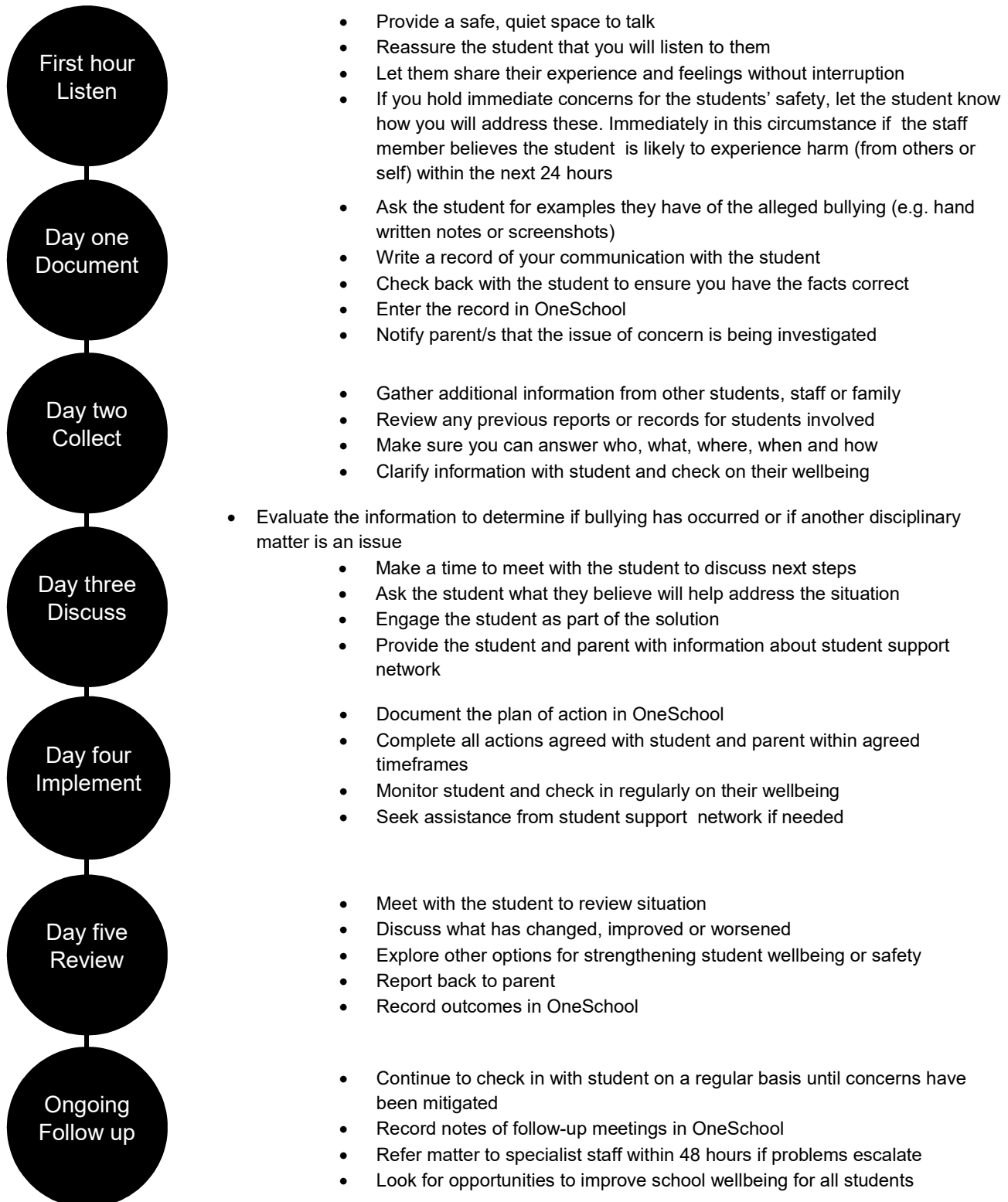
**Principal – Ruth Ernst 07 40602147**

*The following flowchart explains the actions Lakeland State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.*

## Lakeland State School

### Bullying response flowchart for teachers

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





## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the principal class who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Lakeland State School may face in-school disciplinary action, such as detention or removal 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 to the principal.

# Lakeland State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

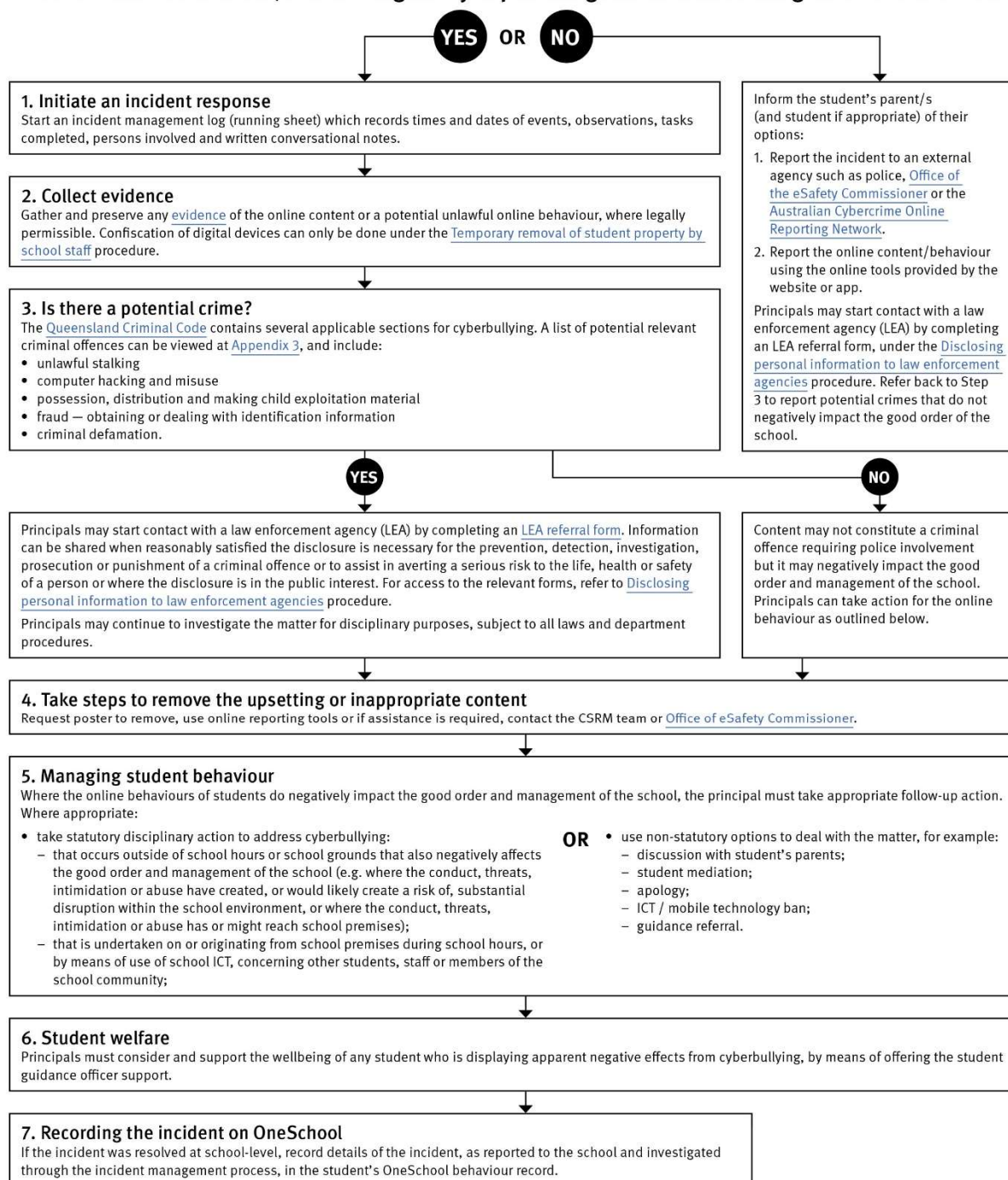
### Explicit images

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

### Report

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

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

## Laws and consequences of inappropriate online behaviour and cyberbullying

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

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying.

Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal defamation.

There are significant penalties for these offences.

Lakeland State School strives to create positive environments for its community at all times of the day, including while online. To help in achieving this goal expect all to engage in positive online behaviours.

### Possible civil or criminal ramifications of online commentary

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

### What about other people’s privacy?

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

### What if I encounter problem content?

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is

not a time to try and to punish or discipline the student; it is a crisis management period only.

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

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

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



## Related Procedures and Guidelines

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

- 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
- 

## Useful Resources

<https://kidshelpline.com.au/>

<https://raisingchildren.net.au/>

<https://parentguides.com.au/>

## Conclusion

Lakeland State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. We encourage open communication and acknowledge there may be times when parents will need to inform us of issues occurring at school that they believe are affecting their child

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.

It is important to contact the school as early as possible after the incident you are concerned about, to make an appointment with the principal to discuss and attempt to resolve the matter.