



# Lake Clarendon State School

# Student Code of Conduct

## 2020 - 2023

### ***Every student succeeding***

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

*Queensland Department of Education  
State Schools Strategy 2019-2023*

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## Endorsement

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Principal Name: Sandra Wright

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Principal Signature:



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Date: 4-11-2020

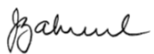
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School Council Chair Name: Janelle Zahmel

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School Council Chair Signature:



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Date: 10-11-2020

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## Purpose

Lake Clarendon State School is committed to creating a positive, supportive learning environment enabling each learner to move towards responsible self-management, whilst learning about how and why people behave the way they do. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also require different levels of support along the way.

The Lake Clarendon 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.

It is designed to facilitate very high standards of behaviour that learning and teaching in our school can be effective and students can participate positively within our school community. As a school community, we work with each other in positive and supportive ways to build relationships, focus on and model, practice and teach self-evaluation in all we do.

# Principal's Foreword

## Introduction

We believe that every student is capable of learning and, given the right conditions for learning, will demonstrate continual progress and success. We actively challenge our students to reach higher goals and keep them at a level of challenge that will lead to positive self-esteem and continual improvement.

Our wellbeing is based on building a positive learning culture by providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. Our school provides a rich learning environment that is open, respectful, caring and safe whilst ensuring quality classroom teaching practices, relevant policies and procedures and productive partnerships are utilized to optimize student wellbeing.

Lake Clarendon State School has five core values, Celebrate, Learning, Excellence, Respect and Attitude.

**Celebrate** - We maintain high expectations and celebrate achievements.

**Learning** - Our learning caters for individual differences, it is purposeful, and engages learners through ownership and collaboration.

**Excellence** - Learning is by having active minds and engaging the full range of opportunities and intelligences.

**Attitude** - We promote empathy and understanding in a warm and family orientated community, encouraging students to develop self-discipline and take responsibility for their learning.

**Respect** - We encourage student's self worth through acknowledging achievement and providing constructive feedback

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

Lake Clarendon State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Student Code of Conduct together over the last six months. 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

The Lake Clarendon State School P&C supports the new Student Code of Conduct. Members of the P&C were provided an opportunity to engage with the document and provide feedback considering the holistic needs, values and attitudes of our school's community. This was a valuable activity 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 Lake Clarendon Student Code of Conduct and to take time to talk with their children about the expectations, discussing any support they may need. To prepare for successful implementation of the new Student Code of Conduct, parent information sessions will be provided; allowing all parents to solidify a working knowledge of the document and expectations.

Bullying is a community-wide issue that can have particularly devastating impacts on our young people. We all have a role to play in combating bullying and the new Student Code of Conduct articulates the systems embedded to help students affected. It is important that every parent and child of Lake Clarendon State School knows what to do if subjected to bullying – regardless of where or how it occurs – including 21st century bullying constructs such as cyberbullying and digital messaging. Parents and children must know that schools provide education, support and advice to help address problems of bullying, and the flowchart on page 31 provides an excellent starting point to understand how to approach the school about these types of problems.

Parent who wish to discuss the Lake Clarendon State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the friendly P&C or join in future consultation by joining the Lake Clarendon State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

## Consultation

The consultation process used to inform the development of the Lake Clarendon State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff and the leadership team between September and November 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to agree or disagree and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the School Council for endorsement. The School Council unanimously endorsed the Lake Clarendon State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Lake Clarendon State School Student Code of Conduct, including parent information evenings, promotion through the school website and weekly newsletter. Any families who require assistance to access a copy of the Lake Clarendon State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

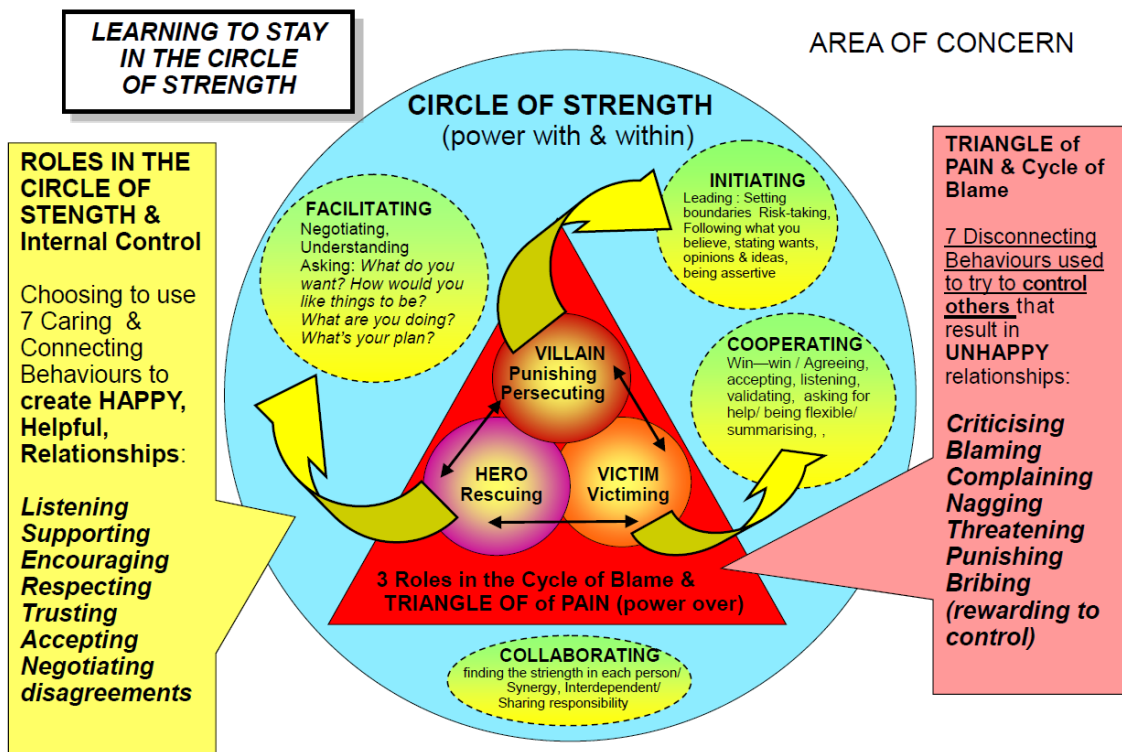
### **Review Statement**

The Lake Clarendon State 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

At Lake Clarendon State School we are responsive to learner needs in our classrooms. We consider an understanding of 'how' our students learn best in the delivery of teaching and learning. We focus on high quality instruction which is differentiated to ensure every student is successful. Our Lake Clarendon pedagogical framework defines what we teach and how we teach it. This is a process of continual improvement and teachers work collegially to achieve quality outcomes for all learners.

Within the classroom, quality relationships between teachers and learners, and between learners and learners is at the heart of all that we do. Each classroom also remains outcomes-driven. What we want for our learners affects the classroom practice. The whole school approach of "Learning to stay in the Circle of Strength" is a model for leading, managing and organising school operations to build the school's capability to achieve quality outcomes for learners both inside and outside the classroom.



## Consideration of Individual Circumstances

Our aim at Lake Clarendon State School is to create the conditions for each learner to move towards responsible self-management, whilst learning about how and why people behave the way they do. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also require individualised support along the way. Our behaviour management takes into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.



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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as 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.

## Student Wellbeing and Support Network

Our wellbeing is based on building a positive learning culture by providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. Our school provides a rich learning environment that is open, respectful, caring and safe whilst ensuring quality classroom teaching practices, relevant policies and procedures and productive partnerships are utilized to optimize student wellbeing.

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

## Whole School Approach to Discipline

At Lake Clarendon State School we are outcome-driven. What we want (our desired outcomes) determines what we do. The clarity of what we want, enables us to evaluate the success of our practices over time. Regarding behaviour, our agreed Quality Standard for learners is self-management with a focus on making socially responsible behaviour choices. This is founded on the evidence based Choice Theory of Dr William Glasser.

Our focus on teaching learners how to become self-managed is part of the day to day curriculum and conversations we have and has led to the establishment of a system to describe each learner's support needs in terms of self-management. Our agreed QUALITY STANDARD for learners is responsible self-management. We use levels (sometimes also called layers) outlined below as a description of how much support our school community needs to provide for each individual learner.

When discussing a learner's behaviour, we speak about being self-managed (level 1) or needing to be co-managed (levels 2 - 6). Learners receive varying layers of support according to their degree of self-management. In this way learners are guided to choose to be self-managed or supported to develop these skills. Layers of support and school support staff involved are illustrated below

Support Level	People needed to support student	Description of Support	Number of Students
Level 1 Gold	Self-managed	Self-managed (appropriate to individuals age)	Most students
Level 2 Blue	Self + Teacher	Teacher co-managing student regularly	Most Students
Level 3 Green	Self + Teacher + Parent/Carer	Parents/carers working closely with teacher to manage students behaviour	Some Students
Level 4 White	Self + Teacher + Parent/Carer + Principal	Principal required to provide support for student, family and teacher. Student support referral	3-4 Students across the school
Level 5 Red	Self + Teacher + Parent/Carer + Principal + Guidance Officer	Guidance officer required to provide intensive support to student, family, and teacher. Counselling, skill building, individual plans, parent and teacher support.	1-2 Students

At Lake Clarendon State School we believe that every student is capable of learning and, given the right conditions for learning, will demonstrate continual progress and success. This belief is reflected in our wellbeing approach which focuses on creating an effective environment for learning. Our staff take responsibility for nurturing professional relationships with students which are safe, supportive, and which help students to reach their full potential. We employ evidence based effective teaching strategies throughout all classes contributing to an environment which allows our students to succeed in their learning.

The development of the Lake Clarendon Student Code of Conduct is an opportunity to explain our self managed approach with parents and students, and gain their support to implement a consistent positive approach to teaching behaviour. The language and expectations of Choice Theory can be used in any environment, including the home setting for students. Ensuring the optimum conditions for success is a shared goal of our community.

Our school community is clear on the following expectations for learners. At Lake Clarendon State School we are all responsible for creating "The Laker Way". The following indicators are what we would see learners doing if they were being responsible and consistently self-managed.

<p><b>Care for yourself</b></p> <ul style="list-style-type: none"> <li>• I keep myself neat and clean eg: I shower and clean my teeth every day.</li> <li>• I wear my school uniform and shoes to school every day.</li> <li>• I wear a hat outside each day.</li> <li>• I wash my hands after I use the toilet.</li> <li>• I walk, not run on concrete and play safely.</li> <li>• I stop, think then make better choices</li> <li>• I think, 'Is what I am doing helping me?'</li> <li>• If I don't feel safe, I would move away and talk to an adult I can trust.</li> </ul>	<p><b>Care for others</b></p> <ul style="list-style-type: none"> <li>• I treat others well.</li> <li>• I speak politely to others. I don't swear.</li> <li>• I allow others to be safe. I choose 'Hands Off'.</li> <li>• I leave sticks, stones and other objects on the ground.</li> <li>• I solve my problems by talking.</li> <li>• I help others learn in class.</li> <li>• I leave other people's property alone.</li> <li>• I stay seated on the bus and follow the bus driver's instructions.</li> </ul>
<p><b>Care for your learning</b></p> <ul style="list-style-type: none"> <li>• I have everything I need ready before class.</li> <li>• I am on time for class.</li> <li>• I do the best job I can.</li> <li>• I listen with my lips together</li> <li>• I ask questions when I don't understand</li> <li>• I complete all my set work</li> <li>• I ask for help when I need it</li> <li>• I look after my books and property</li> </ul>	<p><b>Care for our school</b></p> <ul style="list-style-type: none"> <li>• I help keep our buildings and classrooms clean.</li> <li>• I eat in my own area</li> <li>• I put my litter in the bins.</li> <li>• I keep my desk and tray tidy.</li> <li>• I put things away after using them.</li> <li>• I return all books and things I borrow.</li> <li>• I look after our gardens, trees and wildlife. I stay out of 'out of bounds' areas.</li> </ul>

## Parents and staff

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

### Thoughtful

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

### Responsible

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

## Accountable

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

## Co-operative

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

## Kind

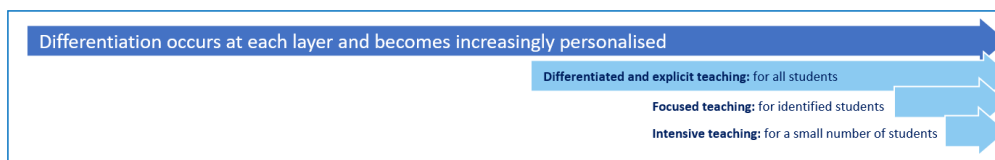
<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including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

## Differentiated and Explicit Teaching

Lake Clarendon is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. This involves teaching our co-developed behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce the expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Lake Clarendon 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 our Health Data Checks, Resilience and Behaviour surveys 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.



These three layers map directly to our layered approach discussed earlier in the Learning and Behaviour section. Green, Blue and Gold are differentiated and explicit teaching for all students, White is focussed teaching for identified students and Red is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students. (refer page 10 for full table of layers)

Every classroom in our school uses Maslow's hierarchy of needs, illustrated below, as a basis for developing their behaviour standards. Using this hierarchy, the class teacher works with all students to ensure they have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour. It is used as the basis of teaching expectations throughout the year and revisited regularly to ensure optimum conditions for student learning across the whole school.



## Focused Teaching

Approximately 3-4 of our students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These White Level students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Level 4 White	Self + Teacher + Parent/Carer + Principal	Principal required to provide support for student, family and teacher. Student support referral	3-4 Students across the school
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Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff work collaboratively with class teachers at Lake Clarendon State School to provide focused teaching. Focused teaching is aligned to the hierarchy of needs in order to form holistic information regarding the students wellbeing and learning needs in consultation with the parents/carers. Student progress is monitored by the classroom teacher/s to identify those who:

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

Lake Clarendon State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Zones of Regulation
- Feurenstein Enrichment
- Growth Mindset

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. At Lake Clarendon State School we occasionally have 1-2 students who move into our red level.

Level 5 Red	Self + Teacher + Parent/Carer + Principal + Guidance Officer	Guidance officer required to provide intensive support to student, family, and teacher. Counselling, skill building, individual plans, parent and teacher support.	1-2 Students
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Intensive teaching, involving frequent and explicit instruction, will allow these students to develop mastery of basic behavioural concepts, skills and knowledge. They will then be actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences back in their classrooms.

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 discipline and learning plans will be developed in consultation with outside multi-agencies to support the student. This approach will seek to address the acute impact of barriers to learning using the Hierarchy of Needs and also 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.

# Legislative Delegations

## Legislation

In this section of the Exemplar State College 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

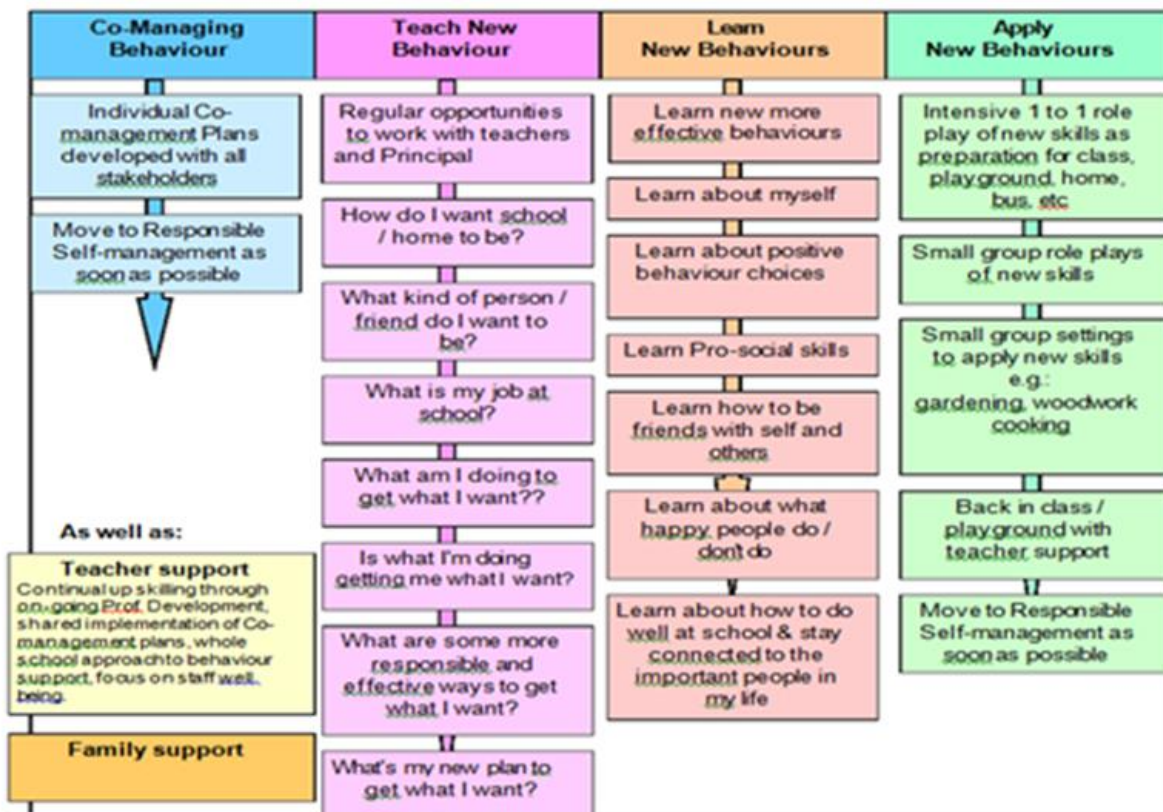
At Lake Clarendon State School we are responsive to learner needs in our classrooms. We consider an understanding of 'how' our students learn best in the delivery of teaching and learning. We focus on high quality instruction which is differentiated to ensure every student is successful. Our Lake Clarendon pedagogical framework defines what we teach and how we teach it. This is a process of continual improvement and teachers work collegially to achieve quality outcomes for all learners.

Within the classroom, quality relationships between teachers and learners, and between learners and learners is at the heart of all that we do. Each classroom also remains outcomes-driven. What we want for our learners affects the classroom practice. The whole school approach of "Learning to stay in the Circle of Strength" is a model for leading, managing and organising school operations to build the school's capability to achieve quality outcomes for learners both inside and outside the classroom.

Pre-requisites for the Lake Clarendon approach:

- Negotiated class expectations
- Quality teaching which is responsive to student learning needs
- Mutually respectful school and class culture
- Trusting and supportive class environment.

When patterns of socially inappropriate behaviour choices are observed in class or in the playground, the processes below may be implemented.



The majority of our students will be confident and capable of self-managing their behaviour to meet our expectations. Teachers will respond to low-level or minor problem behaviours through in-class corrective feedback, sanctions and rule reminders.

Some students will need additional support, time and opportunities to practise self-managing behaviours. These students may require focussed teaching, in-class corrective feedback, sanctions and rule reminders to correct the problem behaviour. However, if the low-level behaviour continues, it can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team for further determination of a disciplinary consequence.

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

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

## Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Gotcha system – converting points to monetary tokens
- 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?")
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)

## Focussed

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Gotcha system – converting points to monetary tokens
- 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 support personnel

## Intensive

School leadership team work in consultation with outside support agencies to address persistent or ongoing serious problem behaviour. This may include:

- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school
- 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 Lake Clarendon 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 Lake Clarendon State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

## Arrangements

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

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

## Structure

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

Possible agenda:

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

## Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations.

The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

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

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

### Temporary removal of student property

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

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

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

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

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

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

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

\*\* 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 Lake Clarendon State School:

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

### Parents of students at Lake Clarendon 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 Lake Clarendon State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### Students of Lake Clarendon 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 Lake Clarendon State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

### Purpose:

Lake Clarendon recognizes that electronic devices are an accepted and invaluable part of our modern lifestyle. This policy reflects the changing views and realities around the use of electronic devices. The increased ownership of devices such as mobile phones, digital cameras, smart watches, iPads/tablets, other electronic devices and personal electronic gaming consoles requires that Principals, teachers, students and parents take steps to ensure that these devices are used responsibly. Lake Clarendon State School acknowledges that some students may need to be in possession of a mobile phone at school for reasons relating to their safety travelling to and from school. The school recognizes that, when used responsibly, mobile phones and electronic devices can be useful tools to assist with communications and safety, as well as the development of academic and social skills. However, when these devices are misused, they can be very disruptive to teaching and learning and in some cases cause harm.

### Overview:

- To ensure the use of mobile phones and other electronic devices does not interfere with the effective conduct of the school and classroom activities.
- To protect the privacy of individuals and minimise opportunities for harassment.
- To prevent access by students to inappropriate information, images or voice recordings.
- To ensure that procedures are in place to minimise theft and damage of mobile phones and other electronic devices.

### Process:

- It is advised that parents give written permission to the principal for students to bring mobile phones or other electronic devices to school by outlining in writing the health, safety or personal reasons that justify the student being in possession of the device.
- Students with an electronic device must place the device in their locker within the classroom as soon as the student enters the school grounds.
- Students with a mobile phone must place the device in the locked box at the school administration office as soon as the student enters the school grounds.
- Parents wishing to communicate with their child during school hours must do so via the school phone.
- Mobile phones or other electronic devices, if brought to school, must not be taken onto the school playground/toilets during lunch breaks or into classrooms, meetings, assemblies, school excursions camps or other organised activities. However; cameras are permitted for use where otherwise else stated (ie: Year 5/6 camps).
- Students, who bring a mobile phone or other electronic device to school, must clearly label the device with their name.
- Lake Clarendon State School will not accept any responsibility for any loss, theft or damage to mobile phones or other electronic devices at school or school events. Nor will the school accept any responsibility for the loss, theft or damage of mobile phones whilst in possession of students travelling to and from school.
- Students must agree to and understand that the invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth) of such material will result in disciplinary action most likely suspension and contravenes the [Invasion of Privacy Act 1971 \(Qld\)](#);
- Students must not use mobile telephones or other such devices to threaten, bully, intimidate or otherwise harass other people through SMS or text message, photographic, video or other data transfer system available on the device or for any illegal activity. Such activities may incur disciplinary action including suspension and potentially police investigation.
- Students must agree to and understand that the sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will be subject to disciplinary action most likely suspension

- and potentially police investigation;
- Confiscation of the mobile phone or other electronic device will occur until such time as the parent or guardian is able to attend school to collect the device.
  - Repeated infringements may result in the withdrawal of the agreement to allow the student to bring the mobile phone or electronic device to school.
  - Laser pointers are banned from school. Any laser pointer found at school will be confiscated.

Please also refer to the BYOD Contract outlined in the SAILS BYO iPad Program Charter.

References:

It should be noted that it is a criminal offence (Section 85E of the Commonwealth Crimes Act) to use a mobile phone/electronic device to menace harass or offend another person. As such, if action as sanctioned by the Principal is deemed ineffective, as with all such incidents, the school may consider it appropriate to involve the police.

- Lake Clarendon State School Code of Conduct
- Lake Clarendon State School – Policy – Temporary Removal (Confiscating) of Student Property
- [Advice for state schools on acceptable use of ICT facilities and devices](#)



## Preventing and responding to bullying

### Purpose:

Establishing a safe, supportive and disciplined learning environment is part of the core business of Lake Clarendon State School – every student is capable of learning and, given the right conditions for learning, will demonstrate continual progress and success. To achieve this, a framework for establishing a safe environment through a positive learning culture– and then ensuring that environment is maintained – is provided through a range of programs and supportive structures.

### Program goals

This program aims to support the school behaviour expectations of **Care for Learning, Care for our school, Care for Others and Care for Yourself** and:

- Ensure that every student feels safe at LCSS – that is, **100% student agreement to 'I feel safe at my school' on School Opinion Survey data;**
- Ensure that every student feels that LCSS cares for them at school – that is, **100% student agreement to 'My teachers care about me' on School Opinion Survey data;**
- Promote the school values of Celebrate, Learning, Excellence, Attitude and Respect through encouraging all students to support positive behaviour and each other in a community of learners.

### Program underpinnings

This program is designed to work within guidelines provided by:

- Department of Education Training and Employment's [Safe, Supportive and Disciplined School Environment](#) procedure
- Lake Clarendon State School's [Code of Conduct](#)
- Glasser Choice Theory principles implemented at LCSS - *"Between stimulus and response there is a space. In that space lies our freedom and power to choose our response. In those choices lie our growth and our happiness."*
- Growth Mindset – the underlying beliefs we have about learning and intelligence. *If you believe your brain can grow, you behave differently.*

### Program structure

#### **Promoting a safe and supportive environment:**

All structures at Lake Clarendon State School are underpinned by the LCSS Code of Conduct for Students, and the Choice Theory elements outlined within that document. These structures are designed to ensure that students are explicitly taught how to behave in a safe and respectful manner, and positively supported in their choices regarding these expectations.

#### **Expectations and responsibilities of LCSS:**

- To provide a safe and supportive learning environment for all students
- To set and maintain high expectations for all students
- To provide a minimum service expectation and structured process for restoring a safe and supportive environment when complications occur
  - To listen and record concerns with respect and care

- To ensure the facts of the matter are discovered
- To explore options for resolution
- To put in place an agreement outlining the agreed resolution
- To ensure the agreed resolution is maintained and reviewed
- To ensure open and active communication pathways between home and school
- To provide resiliency and social/emotional learning opportunities for students
- To work through problem issues with students, parents and school staff in a respectful and professional manner
- To support all students to be *CLEAR* within the school environment.

### ***Expectations and responsibilities of Parents:***

- To be proactive and prompt in sharing information and alerting the school of issues
- To ensure students attend school regularly and on time for the full school day
- To work through problem issues with students and school staff in a respectful and professional manner
- To support students to maintain and abide by any resolution agreements made
- To support all students to be *CLEAR* within the school environment.

### ***Expectations and responsibilities of Students:***

- To attend school regularly, on time and for the full school day
- To learn and participate to the best of their abilities
- To accept others as they are and treat all with respect
- To behave in a safe and respectful manner at all times, in line with the Code of Conduct for Students
- To take responsibility for their own behaviour/ accept the consequences of their behavioural choices
- To support their fellow students to adhere to our school values by reporting bullying or other unsafe and disrespectful behaviour

Students who are not behaving in a safe or respectful manner are subject to a range of consequences, as outlined in our Code of Conduct for Students.

### ***Reporting bullying (unsafe or disrespectful behaviour)***

<http://behaviour.education.qld.gov.au/bullying-and-violence/schools/Pages/bullying-defined.aspx>

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

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 still need to be addressed and resolved.

People can be involved in bullying behaviour either as individuals, ring leaders, members of a group or as bystanders. Bystanders in particular have a major role to play in stopping bullying.

standing up for their fellow students and giving a voice to someone who is being prevented from finding their own.

In order to prevent bullying, or any other unsafe or disrespectful behaviour, it is vital that Lake Clarendon State School staff know that the problem exists. Students who witness or are the victims of this behaviour have a responsibility to tell the school about what they have seen or experienced.

### ***Restoring a safe and supportive environment***

When problems arise and bullying occurs, it is important to ensure that both parties are able to have a conversation where they are able to be heard and respected. To support this, Lake Clarendon School has developed a process that:

- Focuses on the facts
- Supports all parties to be heard, valued and respected
- Enables the restoration of a safe and supportive environment for all students
- Results in an agreed course of action (Plan) that outlines consequences if the agreement is broken

### ***The WDEP conversations***

In order to ensure that all parties have confidence that they will be respected and heard throughout the resolution process, LCSS implements the principles of Choice Theory Counselling to form the basis of resolution conversations.

**W** – What do you want?

(What do you want from...? What do you want for ...? What do you want to...? What don't you want?)

**D** - What are you doing?

(In the current situation...Total behaviour including acting, thinking, feeling & physiology)

**E** – Self-evaluation – Is what you are doing getting you what you want? Were the choices you were making successful? Were the choices you were making impacting others?

**P** – Plan - What are your options? When? Where? How? Who? Are there any different, more effective choices you can make in the future that will keep all parties safe at school?

These conversations are used to create a trusting environment and enable students to create positive change through their own choices. Students are taught to take responsibility for their actions and not to blame others for their choices.

## **Resources**

### ***Privacy statement***

Lake Clarendon State School is committed to protecting the privacy of all students. All information collated as part of investigations or mediations in response to bullying will be recorded securely on the Department of Education and Training One School system. Information stored as part of a student record is only accessible to school staff who require access to support student learning and wellbeing, and to parents/guardians of that student.



## Bullying response flowchart for teachers

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

Prep to Year 6 – Class teacher

Principal – Sandra Wright, 07 54666333

First hour  
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one  
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two  
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three  
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four  
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five  
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing  
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

## Cyberbullying

Cyberbullying is treated at Lake Clarendon State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays. In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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

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

## Student Intervention and Support Services

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

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

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

# 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](#).

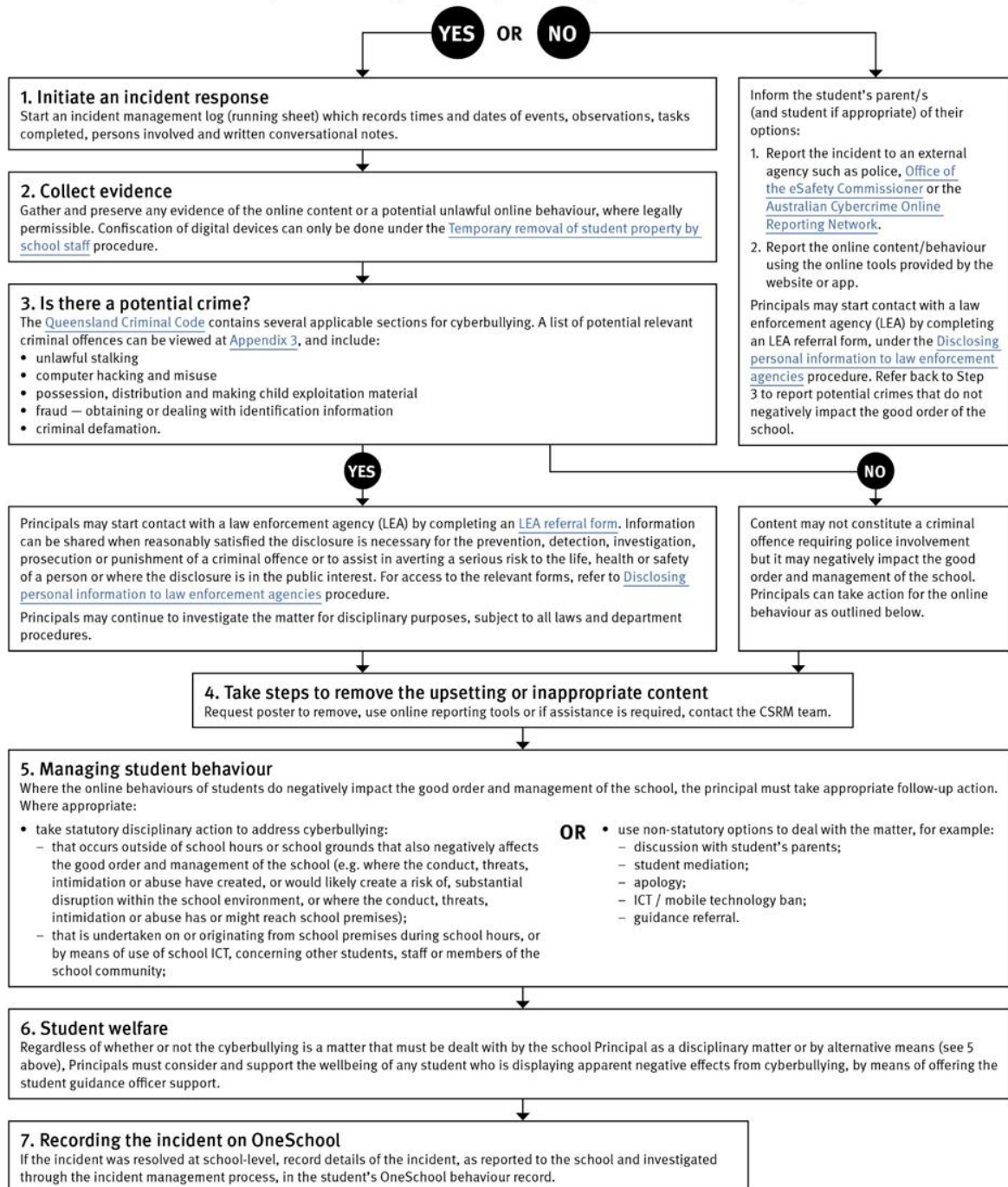
### Explicit images

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](#).

### Help

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?



### Resources:

[guide for parents](#)  
[Cyberbullying and reputation management](#)



## Appropriate use of social media

**Purpose:** 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.

### Overview:

- 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.

### Process:

- Parental and community feedback is important for our school. If you have a compliment, complaint or enquiry about an issue at our school, the best approach is to speak directly to the Principal about the matter, rather than discussing it in a public forum.
- We use social media to update parents of our school notices, please contact us directly with a compliment, complaint or enquiry due to privacy considerations.
- If you have raised an issue with our school or know that another person has, please refrain 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 our school, hinders a child's learning and/or affects our school community at large, contact the school principal.
- 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.

### Reporting inappropriate online behaviour:

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).

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 Lake Clarendon 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

## 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

Lake Clarendon State 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.

#### **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](http://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](#).