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Laidley State High School

Student Code of Conduct

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

Purpose

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

The Laidley State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to student disciplinary absences.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy safe workplace.

Contact Information

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School website address:	www.laidleyshs.eq.edu.au
Contact Person:	Michael Clarkson (Principal)

Endorsement

Principal Name:	Michael Clarkson
Principal Signature:	
Date:	28-02-2026

P/C President and-or School Council Chair Name:	
P/C President and-or School Council Chair Signature:	
Date:	

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Purpose

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Our Motto

“Strive to Excel

Our Vision

“Aspring Together… A World of Oppurtunities”

Positive Behaviour for Learning Principles

Respect, Responsibility, Safety and Learning

Values (ASPIRE)

Ambition, Self-Belief, Perseverance, Integrity, Respect and Empathy

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Principal's Foreword

Laidley State High School's vision, "Aspiring Together… A World of Opportunities," shapes every student's experience at our school. We work in partnership with families and our local community to prepare and inspire students to embrace the opportunities and challenges of an ever-changing, increasingly technological world.

Our school celebrates the diverse backgrounds, life experiences and aspirations of our students. We foster a supportive culture where staff guide students to develop their skills, capabilities and positive personal values. Students are encouraged to be respectful, responsible and safe learners who make meaningful contributions as engaged members of their local communities.

Our vision is underpinned by our six ASPIRE values, which guide the way all members of our school community think and act. These values are: **Ambition, Self-belief, Perseverance, Integrity, Respect and Empathy.**

We pride ourselves on providing a safe, disciplined and inclusive learning environment where every student has the opportunity to achieve their best through a wide range of academic, cultural, sporting and civic pursuits.

At Laidley High, we offer an extensive selection of academic and vocational subjects designed to align with students' individual career goals and life pathways. Guided by the belief that "it takes a village to raise a child," we purposefully build strong partnerships with families, employers, businesses, community organisations, service providers and neighbouring schools to enhance the education and personal development of our students.

A vibrant program of sporting, cultural, civic and leadership activities enriches the social, physical and emotional development of our students. Participation in these extra-curricular pursuits fosters active engagement in learning and creates cherished, life-long memories of their schooling journey.

Michael Clarkson
Principal
Laidley State High School

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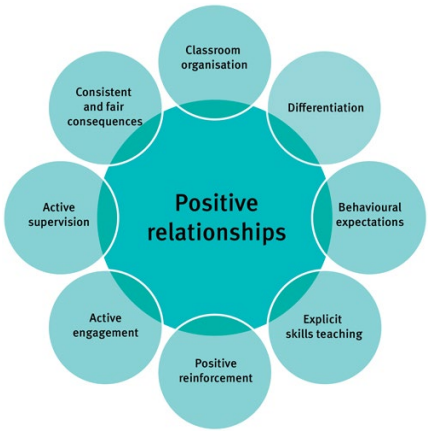
Learning and Behaviour Statement

At Laidley State High School, we are dedicated and committed to promoting respect, learning and responsibility in a safe, supportive and positive learning environment for the whole school community. Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across our school. Laidley State High School staff and the school community are supported to implement positive, preventative and proactive approaches to address the diverse academic and social needs of every student in all learning environments.



We take an instructional approach to behaviour where expected behaviours are explicitly taught and clear, consistent boundaries are established in all areas of the school environment. Staff take a ***proactive, positive and preventative*** approach to ensure all students receive the appropriate level of support to help them to be successful at school. Students on a frequent basis are positively recognised and rewarded when the expected behaviour is achieved and demonstrated. We acknowledge that our young people will make mistakes as they explore and develop their personal moral compass which enables them to distinguish right from wrong, good choices versus poor choices and ultimately take responsibility for their own actions.

At Laidley State High, we balance the rights and responsibilities of the individual with the best interest of the whole community. Within our school community there is a strong recognition that teachers and students deserve the right to teach and learn without disruptive behaviour hindering their academic success and engagement of learning.

It is also recognised that adults within school and the wider community play a critical role in guiding and supporting our young people to build strong character and develop positive behaviours. This is achieved by providing clear standards and expectations, modelling appropriate behaviours, applying natural consequences and assisting young people to make good decisions about their actions. This is best achieved when strong partnerships, positive communication and shared values and beliefs exist between students, parents, teachers and school administration. We believe *"It takes a village to raise a child*".

Our school community and P& C has identified and endorsed the following school-wide PBL Principles.

Laidley SHS PBL Principles

- **Be Respectful**: Treating self, others and the environment with care and consideration.
- **Be a Learner**: Taking ownership of your actions and accepting consequences for your actions.
- **Be Responsible**: Acquring knowledge and skills, and developing the ability to apply these in real-life situations.
- **Be Safe**: Acting in ways that protect the wellbeing of yourself, others and property.

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Our school also encourages all members of our community to model the following values, which coincide with our PBL Principles, when interacting with and within our school community. The school **ASPIRE** values are:

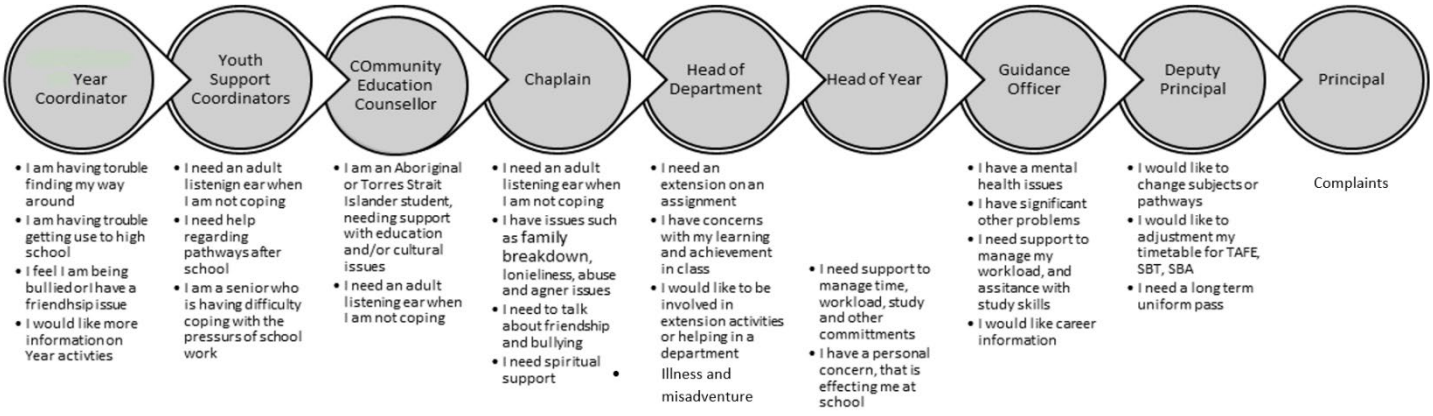
- **Ambition:** The desire to set worthwhile goals and show determination to achieve these
- **Self Belief:** Recognising your strengths and weaknesses, feeling worthwhile as a human being and having confidence in your ability
- **Perseverance:** Doing what needs to be done to the best of your ability, despite the challenges that arise
- **Integrity:** Being honest with yourself and others and being morally and ethically responsible for what you say and do
- **Respect**: Treating others with decency and showing regard, for self, others and your environment
- **Empathy:** Understanding, accepting and being considerate towards the feelings, beliefs and perspectives of others.

Student Wellbeing and Support Network

Laidley State High School is proud to have a comprehensive Wellbeing Team in place to help the social, emotional and physical wellbeing of every student. This team works collaboratively with inclusion, Positive Behaviour for Learning and year level case management teams within the school. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Laidley State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate staff member.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer on the school phone number.



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Student Wellbeing Risk Matrix		*Presentation Styles*				
		Examples of presentations				
		Friendships, classroom difficulties	Family difficulties	Safety concerns – threats from students Suicidal / Self Harm statements – no plan	Student Protection	Suicidal Ideation with a plan / active self-harm
Impact of presentation	**Insignificant impact** and/or minor disruption	Back to class; appointment made with ASL/Year Co/YSC/ Chaplain	Back to class; appointment made with ASL/Year Co/YSC/ Chaplain	Back to class; appointment made with ASL/YSC/ Chaplain	Referral to HOY	Escort to GO/ DP/ Principal
	Minor Impact and/or requires a de-escalation response	Back to class; appointment made with ASL/Year Co/YSC/ Chaplain	Back to class; appointment made with ASL/Year Co/YSC/ Chaplain	Back to class; appointment made with ASL/YSC/ Chaplain	Referral to HOY	Escort to GO/ DP/ Principal
	Moderate Impact and/or requires a immediate response	Immediate intervention by ASL/Year Co/YSC/ Chaplain	Immediate intervention by ASL/YSC/ Chaplain	Immediate intervention by ASL/YSC/ Chaplain	Referral to HOY	Escort to GO/ DP/ Principal
	Major impact and/or requires immediate intervention	Referral to HOY	Referral to GO	Referral to HOY	Referral to GO/ DP/ Principal	Escort to GO/ DP/ Principal
	Serious and critical impact causing a serious injury, requiring an emergency response; or action that is illegal	Referral to DP	Referral to GO	Escort to GO/ DP/ Principal	Escort to GO/ DP/ Principal	Escort to GO/ DP/ Principal

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REACH OUT.COM	ReachOut.com is Australia's leading online youth mental health service, where you can get the help you need, where and when you need it.
headspace	www.headspace.org.au Information and services for young people and their families and friends can be accessed through this website, headspace centers, and the online counselling service. www.eheadspace.org.au
BITE BACK	Do you want to focus your mind? Build stronger connections with people?At www.BiteBack.org.au you can amplify the good in your life. The more often you get involved, the bigger the change can be!
youth beyondblue	Going through tough times? Stress, anxiety and feeling down can affect anyone, and in fact happens to a lot of us at some point in our lives. Find out more at youthbeyondblue.com
Black Dog Institute	A free online course for 14-16 year olds to assist with the development of resilience and how to be mentally stronger. https://www.blackdoginstitute.org.au/
The Brave Program.	The BRAVE Program is an interactive, online program for the prevention and treatment of anxiety. This FREE program has been designed by UQ and is fun too! www.brave-online.com
Kids Helpline 1800 55 1800	Kids Helpline http://kidshelpline.com.au/ 1800 55 1800 / Lifeline 13 11 14
stymie. #saysomething stymie.com.au	Stymie.com.au encourages you to support your peers by making anonymous notifications through their site. These notifications will be about other students who you see being bullied or experiencing harm at Laidley State High School. The notifications can include evidence such as screen shots of Facebook conversations or text messages and are automatically forwarded to the appropriate adult at Laidley High. The first conversation we have, will be with the student who is experiencing harm – they will know they are not alone. More information can be found at www.stymie.com.au and www.facebook.com/stymieau
SAFEMinds.	SAFEMinds is a professional learning and resource package for schools and families that enhances early intervention in mental health support for children and young people in schools. https://safeminds.org.au/

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Lives Lived Well	Developed by Lives Lived Well, the Low Intensity Mental Empowerment (LIME) Program offers a refreshing approach to mental health support, equipping you with practical skills to thrive today and in the future. https://www.liveslivedwell.org.au/our-services/mental-health/lime/

Laidley State High School's Student Support Team includes:

Role	What They Do
Principal	• Provide leadership and support to the personnel implementing the Code and associated student support. • Review and monitor the effectiveness of whole School practices . • Assist the Deputy Principal in continuous monitoring and reviewing the effectiveness of school practices. • Provide support to staff, students, parents/carers with high educational, social and emotional needs. • Referrals to Department of Child Safety. • Part time and re-entry processes. • Accurately record events into OneSchool
Deputy Principals	• Liaise with support team to assist/support students • Liaise with external agencies to assist/support students • Liaise with parents and carers to assist/support students • Proactively and reactively manage student behaviour • Part time and re-entry processes. • Manage student course structure and subject selectors • Manage student vocational and transitional opportunities • Monitor attendance, behaviour, academic data to identify areas of added support • Accurately record events into OneSchool
HOSES	• Provides support to targeted student groups to achieve academically and socially with reasonable adjustments and supports tailored to meet learning needs • Case Management including AARA's • Accurately record events into OneSchool
Guidance Officer	• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • Assists students with specific difficulties, acting as a mediator or providing information on other life skills • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process. • Mental Health plans and supports including AARA's • Out of home care students • Accurately record events into OneSchool

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Youth Support Coordinator	• Provides individual and, at times, group support to students to assist their engagement with education and training
	• Support students to overcome barriers to education such as
	  o attendance at school
	  o drug and alcohol support needs
	  o QCE/learning support
	  o suspension/exclusion/referral for behaviour support
	  o relationships/social skills
	  o conflict with family/peers/teachers
	  o social/emotional/physical wellbeing.
	• Social and/or emotional support through assisting students to develop positive behaviour and constructive social relationships
	• Educational support through assisting with classroom activities (under the direction of a teacher)

Chaplain	• Social and/or emotional support through assisting students to develop positive behaviour and constructive social relationships • Spiritual support through providing an additional dimension to the school's care, guidance and support of students with spiritual and/or religious needs. • Educational support through assisting with classroom activities (under the direction of a teacher)
Community Education Counsellor	• Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. • Indigenous in class teacher aide support

School-Based Youth Health Nurse	• Provides individual health consultations with assessment, support, health information and referral options related to:
	  o healthy eating and exercise
	  o relationships
	  o personal and family problems
	  o feeling sad, worried and angry
	  o sexual health
	  o smoking, alcohol and other drugs.
	• Any health related concerns

Heads of Department	• Coordinates and supports curriculum pathways of students in their KLAs. • Actively supports student academic wellbeing through supporting teachers in engaging students into the classroom. • Monitors and supports student engagement in class and implements intervention strategies for students who are struggling with their school studies.

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Head of Year	• Responsible for student well-being of their assigned year level cohorts • Oversees the rollout of Career and Personal Development program • Responsible for student well-being in the classroom and playground • Nurtures a sense of belonging to the year level • Point of contact between school, parent/guardian and student • Assists students to resolve issues (social, emotional or academic) • Accurately record events into OneSchool • Source and implement various programs to enhance student welfare and engagement
Year Level Coordinators	• Provides continuity of contact for students and their families through the six years of schooling • Ensures students feel safe and comfortable and want to come to school • Nurtures a sense of belonging to the home group, year level and school. • Celebrates positive engagement and behaviour • Responsible for Career and Personal Development program. • Supports the organisation of PBL.

Our school is supported by regional and state-wide support services which are available to supplement the school network. These may include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Guidance Officer.

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Student Wellbeing and Support Network

Laidley State High School aims to develop the leadership potential of every student. Students are provided a world of opportunities to develop their leadership skills through engagement in a number of programs and systems which are heavily supported and encouraged by all members of teaching staff and student support team.

All students are engaged in our school wide PBL matrix which is designed to celebrate positive and proactive choices made by all within and beyond the school community. Students are encouraged and supported to have a strong and active student voice through their student leaders which include:

- School and Vice School Captains
- Junior School Captains
- House Captains (Junior and Senior)
- Student Council Executives
- Senior leaders (Year 12)
- Leadership positions (Junior and Senior) – Performing Arts, Visual Arts, Band, Well-being, Indigenous
- Care Captains (all year levels)

All students are exposed to and participate in our Career and Personal Development (CPD) program which is targeted at each individual cohort's developmental needs. The CPD program involves the delivery of the well-being curriculum including exposure to a number of external guest speakers and programs. These include: University of Queensland Outreach Program, University of Southern Queensland, Brainstorm productions, Elevate, DVAC, You Choose, Red Frogs, RACQ to name a few. We also operate a specialised CPD program in the specific areas of Touch Excellence and Indigenous Students in which the CPD program is developed with specific needs of these groupings in mind to develop their sense of well-being. Additionally, students are able to complete Short Course in Career Education in Year 10 which contributes to their QCE.

First Nations students are also supported through a mentoring program through Kambu and Deadly Choices.

Students participate in year level parades to celebrate the achievements within their respective cohort and to build a sense of belonging. Year co-ordinators supported by their respective Head of Year and Deputy Principal work with their students as a team to build comradery amongst their respective cohorts.

PBL Teaching	(Weekly)	✓ Students complete 'Do Now' activities or 'PBL Explicit Lessons' to reinforce the PBL focus.
Year Level Parades	(Fortnightly)	✓ Recognise positive achievements of students within year level ✓ Focus on wellbeing of students ✓ Disseminate year level specific information
ASPIRE Parades	(One per term)	Recognise students' achievements in areas of: ✓ Attendance

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		✓ Learning engagement ✓ Academic achievement
PBL Rewards / Points	Daily/Weekly/ One per term	✓ Points through DAYMAP ✓ PBL Rewards Shop ✓ Rewards Day ✓ Splurge Day
PBL Rewards Trip	One per term	✓ Celebration day for eligible students who have met the requirements of the PBL Passport.
PBL Luncheon	Term 4	✓ Luncheon provided to all students eligible based on the PBL passport to celebrate their achievements.

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Laidley State High School Behaviour Referral Matrix

- This behaviour referral matrix outlines the staff responsible for managing various minor and major behaviours and the range of suitable responses to consider utilising.
- Referral pathways for major behaviours and patterns of minor behaviour (after staff have utilised a comprehensive range of management strategies to manage the behaviour themselves).
- The behaviour referral matrix must be read in conjunction with the *Laidley SHS Behaviour Referral and Consequences Flowchart.*

<table>
<tr><td rowspan="2">MAJOR</td><td>DEPUTY PRINCIPAL & PRINCIPAL</td><td colspan="2">POSSIBLE RESPONSES</td></tr>
<tr><td>These MAJOR behaviours should be referred direct to school administration:
• Possession, distribution or use of dangerous or illegal items
• Physical assault or fighting
• Threats to personal safety
• Serious aggression or intimidation towards staff
• Deliberate and serious/costly damage to property
• Illegal use of school/personal IT
• High impact or repetitive bullying, sexual harassment and discrimination
• Disruption or non-attendance at Re-Engagement room
• Persistent, high-impact behaviours (defiant, disrespectful, disruptive, unsafe and/or non-compliant) referred by HoD/HoY
• Physical and/or verbal aggression, intimidation threats to wellbeing</td><td colspan="2">• Exclusion
• Charge Related Suspension
• Cancellation of Enrolment
• Managed Attendance Plan
• Long Term Suspension
• Short Term Suspension
• Discipline Improvement Plan
• Re-Engagement Room
• Reflection Room (20 minutes)
• Restitution
• Temporary loss of a specific privilege
• Privilege temporarily withdrawn due to behaviour
• Referral to Wellbeing Hub, First Nations Hub, SBYHN
• External agency referral
• Contact parent/s or guardian/s
• PTEP
• IBSP
• Risk Assessment
• Safety Plan
• PBL Eligibility
• Isolate from class</td></tr>
<tr><td rowspan="3">MAJOR</td><td>HEAD OF DEPARTMENT</td><td>HEAD OF YEAR</td><td colspan="2">POSSIBLE RESPONSES</td></tr>
<tr><td>Classroom or Academic</td><td>Playground or Wellbeing</td><td colspan="2" rowspan="2">• Re-Engagement Room
• Reflection Room (20 minutes)
• Monitoring Card
• HoD/HoY consequence
• Litter Duty
• Restorative Activity
• Temporary loss of a specific privilege
• Privilege temporarily withdrawn due to behaviour
• Referral to Wellbeing Hub, First Nations Hub, SBYHN
• External agency referral
• Rule Reminder
• Restorative conversation
• Contact parent/s or guardian/s
• Isolate – Seating plan arrangement</td></tr>
<tr><td colspan="2">These MAJOR behaviours should be referred direct to HoDs or HOYs</td></tr>
<tr><td>• Possession or use of banned items
• Swearing
• High risk/impact unsafe behaviour and HSW breaches
• High-impact non-compliant, defiant, disrespectful and/or disruptive behaviours
• Theft and damage to property
• Plagiarism or cheating
• Non-attendance at re-issued teacher catch up.</td><td>• Possession or use of banned items
• Derogatory comments or swearing
• High risk/impact unsafe behaviour and HSW breaches
• High-impact non-compliant, defiant, disrespectful and/or disruptive behaviours
• Theft and damage to property
• Bullying, sexual harassment and discrimination
• Disruption or non-attendance at Reflection room</td></tr>
</table>

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	Patterns of MINOR behaviours should be referred to HoDs or HoYs after a comprehensive range of management strategies have been implemented • Pattern of inappropriate use of ICT, mobile phones or personal devices • Pattern of low-impact non-compliant, defiant, disrespectful and disruptive behaviours • Pattern of low risk/impact unsafe behaviour and HSW breaches • Pattern of inappropriate use of ICT, mobile phones or personal devices • Pattern of low-impact non-compliant, defiant, disrespectful and disruptive behaviours • Pattern of low risk/impact unsafe behaviour and HSW breaches • Uniform non-compliance • **Pattern of truancy within school grounds**	• Temporary removal of student's property
MINOR	**TEACHERS** **Teachers manage MINOR behaviours using a comprehensive range of management strategies.** **Staff refer MAJOR behaviours and patterns of MINOR behaviours to HoDs, HoYs or Deputy Principals as outlined above.** **RESPECT** • Swearing, speaking disrespectfully or demonstrating a lack of manners • Non-compliance with school rules • Non-compliance or defiance towards staff direction • Using or touching equipment without appropriate permission **RESPONSIBILITY** • Banned or inappropriate use of ICT or personal devices • Being unprepared for class • Late to class or truancy from class within school grounds • Incorrect uniform • Littering **LEARNING** • Calling out and/or disrupting the learning of others • Non-participation in class activities • Non-completion of classwork and homework • Asking inappropriate questions • Unauthorised use of ICT • Late or non-submission of drafts and assessment **SAFETY** • Unsafe behaviour and HSW breaches • Inappropriate ICT use • Leaving bags as trip hazards • Not keeping hands, feet and objects to oneself • Entering out of bounds areas **NON-TEACHING STAFF** **Non-teaching staff manage MINOR behaviours using a range of management strategies. Non-teaching staff can refer MINOR behaviour to teachers.** **Non-teaching staff refer MAJOR behaviours and patterns of MINOR behaviours to HoDs, HoYs or Deputy Principals as outlined above.**	**POSSIBLE RESPONSES** • Restorative activity (e.g., teacher catch up to discuss behaviour and complete work) • Litter duty • Buddy class referral • Restorative conversation • Contact parent/s or guardian/s • Isolate – Seating plan arrangement • Temporary removal of student's property • Record on OneSchool **REDIRECTION STRATEGIES** • Verbal reminder, teach and/or reteach expected behaviour • Waiting and scanning • Selective attending • Offer help for off-task behaviour • Provide choice • Issue warning • Fidget tool • Seating plan • Quiet/private conversation with student • Discuss in transition time at the start of next session • Acknowledge appropriate behaviour • Verbal reminder, teach and/or reteach expected behaviour • Soft summer rain • Cueing (behaviour and/or curriculum) • Instruct, scan and interact • Redirect with visual or nonverbal cues • Waiting and scanning • Selective attending • Quiet/private conversation with student

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Whole School Approach to Discipline

Laidley State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Laidley State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Laidley State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

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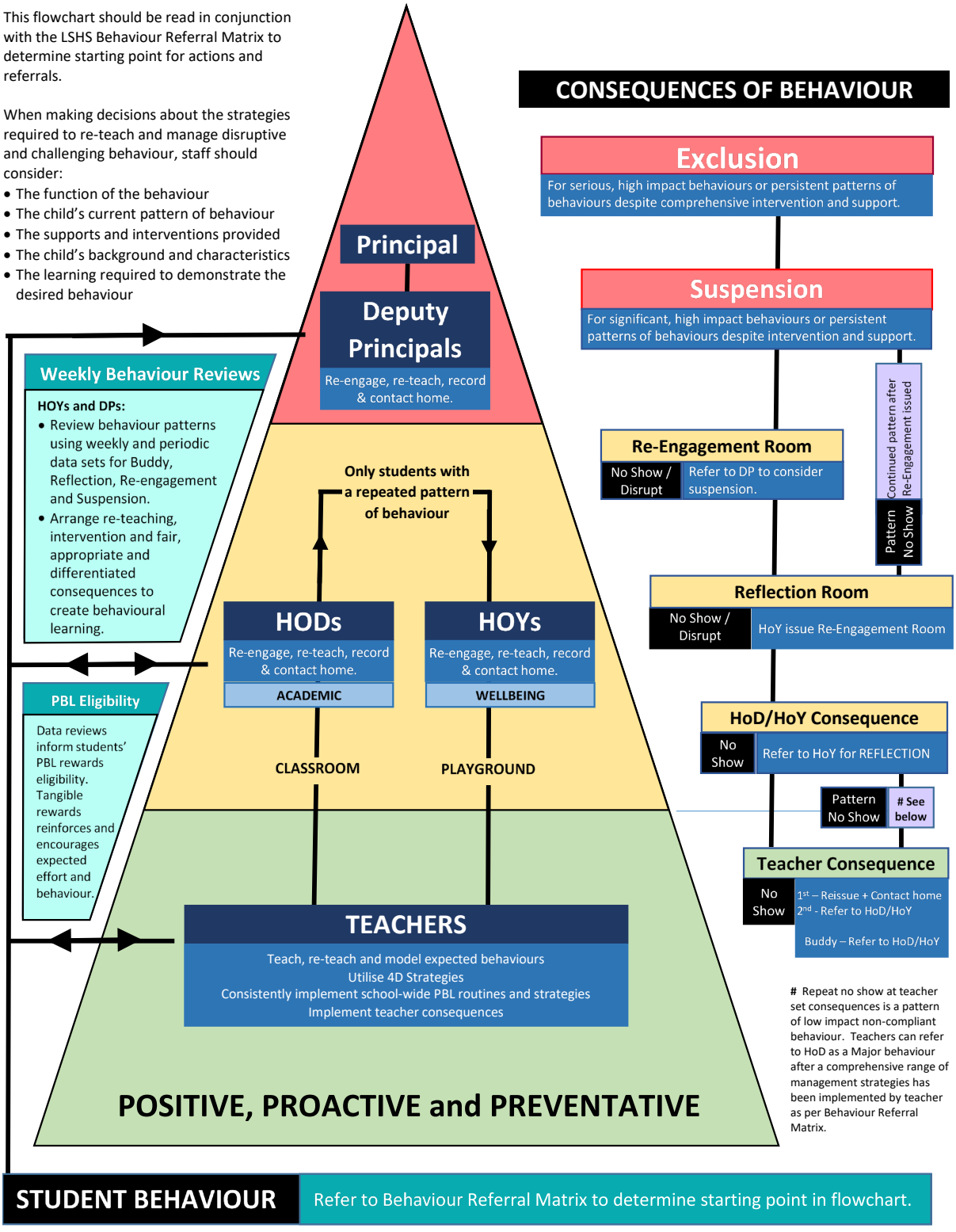
Behaviour Referral & Consequences Flowchart

This flowchart should be read in conjunction with the LSHS Behaviour Referral Matrix to determine starting point for actions and referrals.

When making decisions about the strategies required to re-teach and manage disruptive and challenging behaviour, staff should consider:

- The function of the behaviour
- The child's current pattern of behaviour
- The supports and interventions provided
- The child's background and characteristics
- The learning required to demonstrate the desired behaviour



Repeat no show at teacher set consequences is a pattern of low impact non-compliant behaviour. Teachers can refer to HoD as a Major behaviour after a comprehensive range of management strategies has been implemented by teacher as per Behaviour Referral Matrix.

STUDENT BEHAVIOUR Refer to Behaviour Referral Matrix to determine starting point in flowchart.

Updated 13/05/2025

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PBL Expectations

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 (PBL) principless in place for students, where students are expected to be a learner, be responsible, be safe and be respectful.

Students
Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Laidley State High School.

PBL Defintions
This Positive Behaviour for Learning (PBL) poster outlines the four core expectations at Laidley State High School. Students are encouraged to *Be a Learner* by acquiring and applying knowledge in real-life situations. They are also expected to *Be Respectful*, *Be Responsible*, and *Be Safe*, demonstrating care, accountability, and actions that promote wellbeing. These values aim to support a positive, productive, and inclusive school environment.

PBL Rewards Menu

The PBL Rewards Menu offers students a range of incentives to recognise positive behaviour choices. Students can redeem their points for vouchers, items, in-school privileges, or food, with options ranging from tuckshop credit and excursion vouchers to handballs and VIP line access. High-point rewards include fuel vouchers, formal tickets, and senior jacket discounts. This system encourages students to stay engaged, make positive choices, and feel valued for their contributions.

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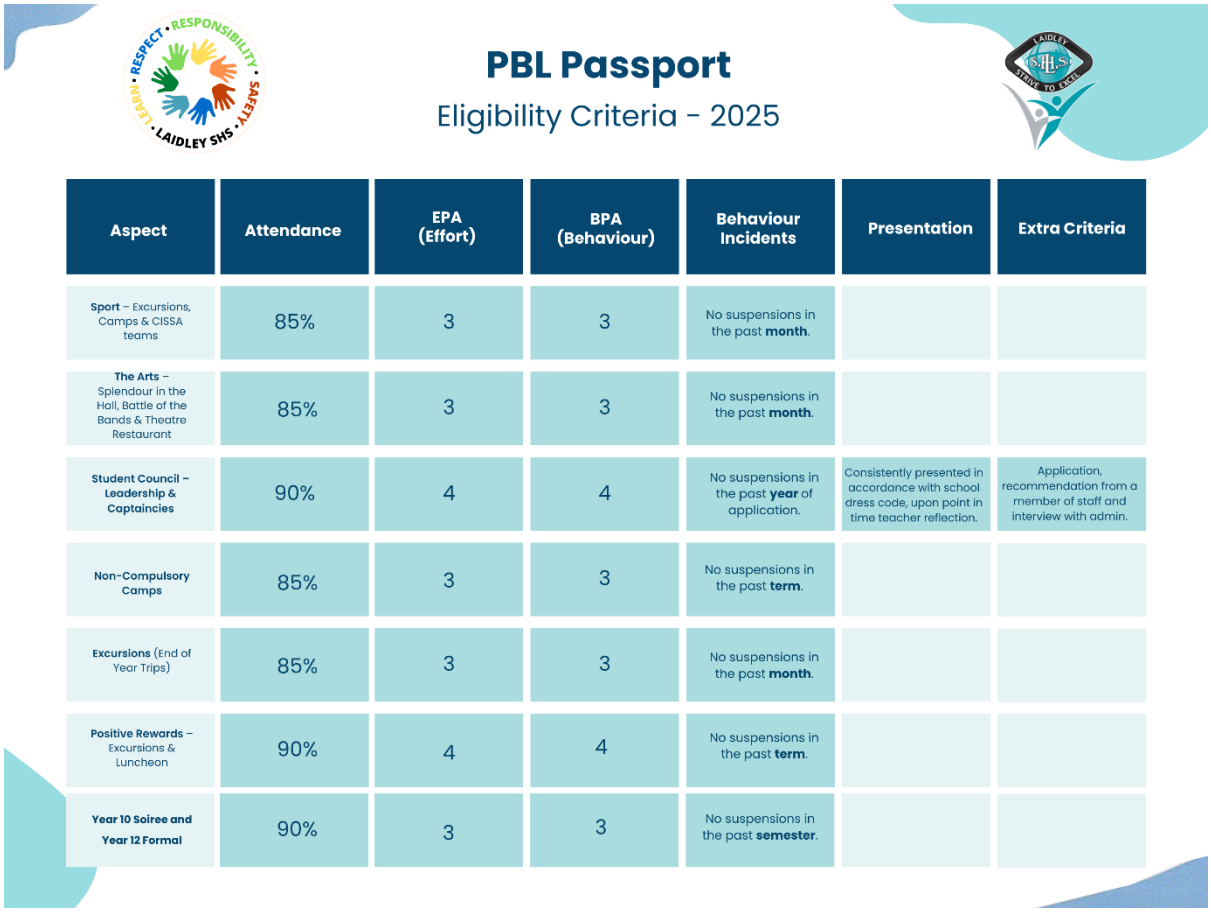
PBL Passport

The PBL Passport sets clear eligibility criteria for participation in school events and leadership roles at Laidley SHS. It ensures students meet expectations around attendance, effort, behaviour, and presentation, promoting fairness and consistency. Criteria vary slightly depending on the activity, with higher expectations for roles like Student Council and Positive Rewards. This system reinforces the school's PBL values by recognising and rewarding students who consistently demonstrate positive engagement.



Aspect	Attendance	EPA (Effort)	BPA (Behaviour)	Behaviour Incidents	Presentation	Extra Criteria
Sport – Excursions, Camps & CISSA teams	85%	3	3	No suspensions in the past **month**.		
The Arts – Splendour in the Hall, Battle of the Bands & Theatre Restaurant	85%	3	3	No suspensions in the past **month**.		
Student Council – Leadership & Captaincies	90%	4	4	No suspensions in the past **year** of application.	Consistently presented in accordance with school dress code, upon point in time teacher reflection.	Application, recommendation from a member of staff and interview with admin.
Non-Compulsory Camps	85%	3	3	No suspensions in the past **term**.		
Excursions (End of Year Trips)	85%	3	3	No suspensions in the past **month**.		
Positive Rewards – Excursions & Luncheon	90%	4	4	No suspensions in the past **term**.		
Year 10 Soiree and Year 12 Formal	90%	3	3	No suspensions in the past **semester**.		

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

Respect

What we expect to see from you	What you can expect from us
You speak respectfully to all staff, students, and community members.	We will model respectful communication and interactions at all times.
You support school policies and decisions, even if you seek further clarification.	We will clearly explain decisions and processes and take time to answer questions respectfully.
You work with the school to address concerns calmly and constructively.	We will listen to your concerns and work collaboratively to find solutions.

Responsibility

What we expect to see from you	*What you can expect from us*
You ensure your child attends school regularly and on time with their required equipment for learning. The school will be notified promptly of any absences or any change in details.	We will monitor attendance and follow up to support regular engagement.
You encourage your child to complete homework and meet deadlines.	We will provide appropriate, purposeful learning tasks and deadlines with support if needed.

Safety

What we expect to see from you	What you can expect from us
You follow school procedures when entering or exiting the grounds.	We will maintain clear safety procedures and signage.
You notify the school of any legal, custody, or medical information relevant to your child's safety.	We will treat sensitive information confidentially and use it to ensure student wellbeing.
You speak calmly and appropriately in front of students.	We will maintain a calm, safe environment for every student, every day.

Learning

What we expect to see from you	*What you can expect from us*
You value education and talk positively about learning at home.	We will provide a safe, engaging, and inclusive learning environment.
You encourage your child to try their best and take pride in their work.	We will acknowledge student effort and celebrate success.

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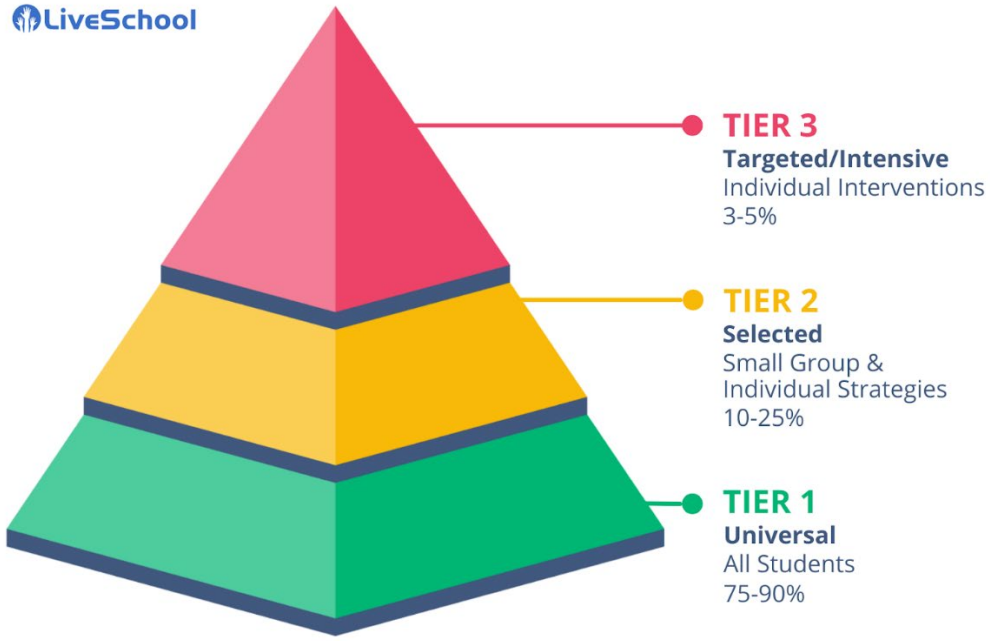
PBL Framework

A whole school approach shapes, supports and recognises appropriate behaviours in all students. Standards of positive behaviour are facilitated using a three-tiered approach. This approach outlines whole school provision of universal, targeted and intensive supports. Each layer provides progressively more personalised supports for students.



Tier 1 – Universal

All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Postive Behaviour for Learning (PBL) expectations.

Tier 2 – Targeted Teaching

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

Tier 2 supports build on the lessons provided in Tier 1 and are provided in small groups of students with similar needs.

Tier 3 – Intensive Teaching

Individualised services for few students (generally 2-5%) who require the most intensive support we can provide. These are usually delivered in very small groups or on an individual basis. At this level, we determine the underlying reasons for the student's behaviour using a functional behaviour assessment (FBA) and the student's needs to develop an indiviualised support plan. Student plans can include goals related to both academics as well as behaviour support.

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Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, 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.

Differentiated and Explicit Teaching

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

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

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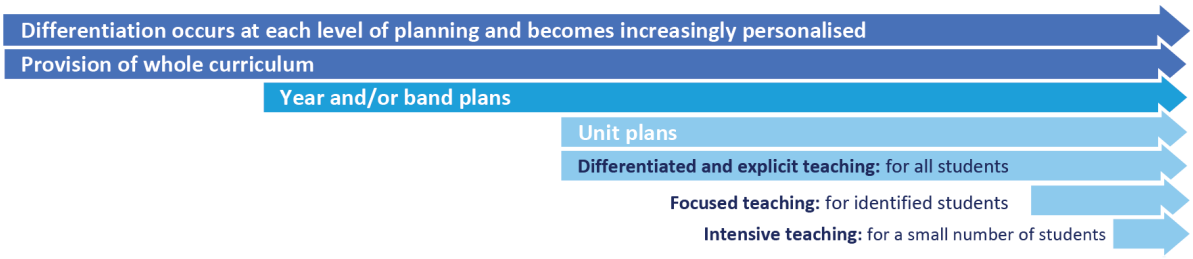
There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is 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 below, 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.

		PBL PRINCIPLES			
		Be Respectful	Be a Learner	Be Responsible	Be Safe
SCHOOL CONTEXT	In & Out of School	Respect others and environments	Try your best	Own your behaviour and exercise self control	Wear full uniform with pride
	Learning Areas	Consider the rights of others	Have all equipment needed for class	Be actively engaged	Stay in your class all lesson
	Playground & Pathways	Keep left and give way	Be lined up for class by the second bell	Rubbish in the bin	Hands and feet to yourself
	Toilets	Respect others' privacy	Straight there, straight back	Report inappropriate behaviour	Be hygienic
	Technology	Phones away for the day	Laptops are for learning purposes	Follow school technology policies and procedures	Be cybersmart

At Laidley State High School, we are driven by 4 principles:
RESPECT LEARNING Responsibility Safety

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Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These 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.

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, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Laidley State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and 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.

Laidley State High 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:

- Top Blokes
- RAP
- RAGE
- Bella Girls
- Kokoda

For more information about these programs, please speak with the Head of Year or Deputy Principal.

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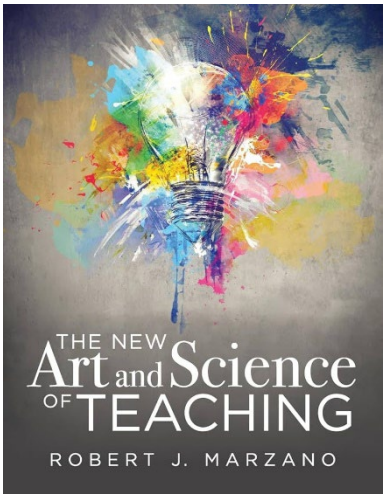
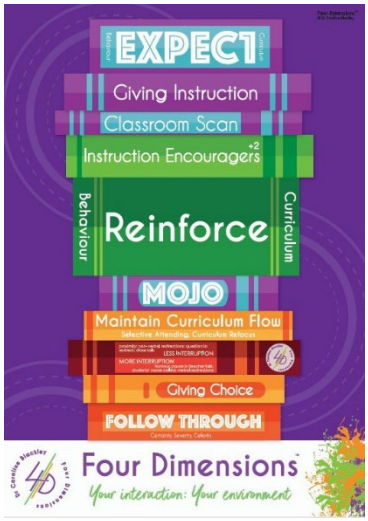
The New Art of Science and Teaching – Pedagogical Framework

Laidley State High School is proud to be a NASOT (New Art and Science of Teaching) school, using this evidence-based pedagogical framework to drive high-quality teaching and learning across all classrooms. Developed by Dr. Robert Marzano, NASOT supports teachers in building deep student engagement, improving academic achievement, and refining instructional strategies. At Laidley SHS, NASOT underpins our shared language of teaching practice, focusing on clear learning intentions, responsive feedback, and student-centred strategies that foster curiosity, critical thinking and a sense of belonging. This consistent approach helps ensure every student has access to effective, research-informed teaching every day.

The Four Dimensions Framework by Carolyn Blackley

In addition to implementing the NASOT framework, Laidley State High School also draws on the *Four Dimensions of Effective Classroom Practice* developed by Dr Caroline Blackley to strengthen classroom management and promote student engagement. This model supports teachers to build strong relationships, maintain high expectations, and implement consistent routines that maximise learning time. By focusing on relational practice, explicit expectations, strategic responses, and instructional alignment, the Four Dimensions approach helps create calm, orderly, and productive learning environments. Together with NASOT, it forms a cohesive foundation for effective teaching that meets the diverse needs of our students.





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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. 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.

Legislative Delegations

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

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

Delegations

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

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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 authroisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Tier 1 – Differentiated / Universal Behaviour Support

Classroom teachers are responsible for managing low-level or minor behaviours through in-class strategies that are grounded in the Four Dimensions of Effective Classroom Practice. These practices focus on creating predictable, relational, and instructional environments.

EXPECT (Behaviour & Curriculum)

Used proactively to set students up for success.

Teachers set clear and consistent expectations for both behaviour and learning by:

- Explicitly teaching classroom routines and rules that align with school-wide expectations.
- Giving concise, calm, and specific instructions to promote active engagement.
- Structuring curriculum delivery in ways that reduce uncertainty and maximise access.
- Using the *language of learning* and *language of expectations* to create clarity and consistency (e.g. "In this task, I expect…" or "When we're learning, we…").

REINFORCE (Productive & Proactive Behaviour)

Used frequently to build engagement and strengthen relationships.

Teachers reinforce positive behaviour and effort by:

- Using non-verbal cues (smiles, nods, proximity) to encourage engagement.
- Providing **descriptive verbal feedback** that connects behaviour to learning outcomes (e.g. "You're showing great focus by getting started straight away").
- Celebrating small wins and maintaining a consistent 4:1 ratio of positive to corrective feedback.
- Embedding acknowledgement of positive behaviour into routines and transitions.

✅ **Expect** and **Reinforce** form the **Green Footprint** and should be used approximately 80% of the time to promote a positive, proactive classroom climate.

RE-DIRECT (Curriculum Focus & Flow)

Used when students are off-task or disengaged, to return attention to the learning.

Teachers re-direct behaviour calmly and purposefully by:

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- Using least-intrusive strategies such as scanning, pausing, proximity, or non-verbal prompts.
- Re-focusing the student back to the task with learning-oriented language (e.g. “The next step is…” or “What do you need to do to finish this part?”).
- Prompting students with a choice where appropriate to return control to the learner.
- Avoiding confrontation by staying neutral and focused on the learning task, not the misbehaviour.

FOLLOW THROUGH (Certainty & Return to Learning)

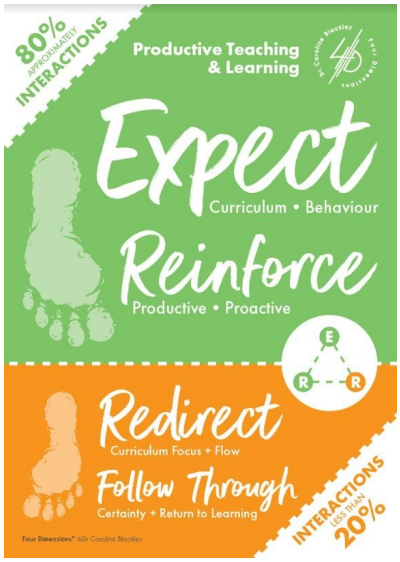
Used when a student does not respond to redirection, to maintain boundaries and support learning recovery.

Teachers follow through consistently and fairly by:

- Enforcing logical consequences (e.g. completion of missed learning, loss of privilege).
- Using calm, neutral language to uphold the expectation (e.g. “You've made the choice to sit out—I'll check in with you when you're ready to rejoin”).
- Conducting **restorative conversations** to repair relationships and re-engage students.
- Applying appropriate in-school consequences such as:
    - Teacher-led restorative conversations during break times
    - Removal of privileges linked to behaviour
    - Natural consequences (e.g. replacing or fixing damaged property)
    - Referral to Comprehensive Case Management Team for ongoing patterns
    - Seeking a financial contribution for damage to school or personal property

After a staff member has utilised their 4D strategies the following in school disciplinary actions and proactive strategies are available to be utilised depending upon the nature of the minor behaviour.

- Frequently rewarding positive behaviours through rewards in the PBL passport and PBL point distribution
- Striving to provide feedback at a ratio of 4 positives to 1 negative
- Teacher issued consequences
- Restorative conversation
- Natural consequence related to the incident
- Referral to Comprehensive Case management Team
- Financial contribution if school or personal property has been damaged
- Removal of privileges



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Tier 2 – Focussed / Targeted

Class teacher is supported by other school-based staff to address in-class and out of class problem behaviour. Staff with the following roles are accessible to teaching staff to support the targeted needs of Tier 2 students: Head of Year, Youth Support Co-ordinator, Guidance Officer and Community Education Councillor. Supports may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student Behaviour Plan, Discipline Behaviour Plan)
- Case management
- Targeted skills teaching in small group
- Reflection/Re-engagement room
- Student Service and Guidance Support
- Self-monitoring / behaviour cards
- Check In Check Out Strategy
- Referral to Tier 2 Team for team based problem solving
- Stakeholder meeting with parents and external agencies
- Referral to support programs (e.g. TB, RAP, RAGE, FF, Bella Girls)
- ASLs

Tier 3 / Intensive

School leadership team work in consultation with Student Support Services to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based on individual support plan
- 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 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 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 school.
- DIP
- Transition to work
- Part-time timetable
- Work experience (L1, 2, 3)

Use of mobile phones and other devices by students

The Use of Personal Technology Devices* at School

This statement reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. It should be read in conjunction with the school's Mobile Phone and Other Electronic Devices policy located on the school website, school prospectus and in student diaries.

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Bringing Personal Technology Devices to School
Laidley SHS recognises the importance of digital technology within today's curriculum. With the introduction of a BYOx program, the school understands the requirements for safety and security of personally owned devices (such as personal computers, phones, cameras, digital video cameras or MP3) while at school. Students who bring these devices to school are responsible for them as there is a small risk of damage and theft if they are left unattended or not handled in appropriate ways. The school accepts no liability for accidental or intentional damage by any person whether on or off the school site.

While these items provide access to digital curriculum opportunities and are useful learning tools there are expectations on how these devices can be used in the school.
These expectations include students following the explicit instruction of their teachers in relation to when, where and how these devices are used within classes.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises may be submitted to the office as per the phone away for the day policy. When mobile phones are confiscated as per the Temporary removal of student property policy they will be stored at the office. A register will be kept in the office and the phone will be securely stored in the office. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Breaches of this prohibition may result in other disciplinary measured being applied, in particular if these are repeated breaches. This may include requiring the device to be collected from school by parents or being banned form bringing the personal technology device to school for a period of up to one month, or longer if deemed necessary by school administrators.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal Technology Device Etiquette
Bringing personal technology devices (other than a device recognised as part of the BYOx program) to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during class time, assemblies or other time where students are under instruction by a staff member. Personal technology devices may be used at morning tea and lunch breaks and before and after school, provided that they are used within these guidelines.

Recording Voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by their being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Laidley State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not photograph or record images of members of the school community or school facilities unless they have the express permission of a teacher and the persons being

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recorded. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying [1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have occurred or will occur.

Students involved in recording, disseminating material (through text messaging, display, Facebook, internet uploading etc.) and/or knowingly being a subject of a recording without appropriate permission will be in breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text Communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of Cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

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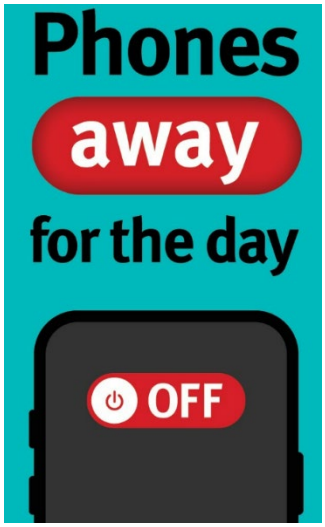

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person, who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party, to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

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 other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* *Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, mobile phones, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), earphones and other devices of a similar nature.*

ICT and School-Owned Devices

When using school-owned ICT facilities or devices, students must:

- Act in accordance with the Laidley State High School Student Code of Conduct.
- Understand the responsibilities associated with digital access, including maintaining the security of their login details and not misusing resources.
- Report any harmful or inappropriate content immediately to a teacher.
- Acknowledge that all activity on the Department of Education network may be monitored.

Students and parents should be aware that:

- Access to ICT facilities enhances learning, but responsible use is essential.
- The school is not responsible for data stored on school-owned or student-owned devices.
- Any inappropriate use of ICT systems may result in disciplinary consequences and restricted access.

By following these expectations, students can develop digital literacy in a safe and supportive environment while contributing to a focused and respectful learning culture.

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Bullying response flowchart

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.

Key contacts for students and parents to report bullying:
Year 7 to Year 12 – Care Teacher
Heads of Year and Year Coordinators

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

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Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour 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 immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. 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")

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

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- PBL point 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

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists

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- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

Students who are suspended from Laidley State High 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

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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.

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School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

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* 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. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** 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 Laidley State High School:

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

Parents of students at Laidley State High School

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

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Students of Laidley State High School

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

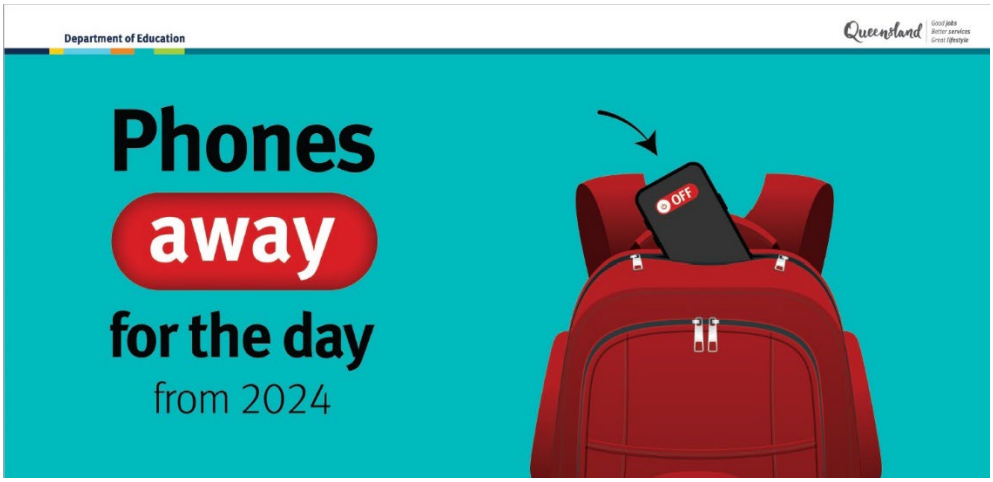
Use of mobile phones and other devices by students

In alignment with the Queensland Government's "Away for the Day" policy.

At Laidley State High School, we support the Queensland Government's position that mobile phones and smart devices should be *away for the day*—off and out of sight during school hours, including before school, during breaks, and between classes. This policy exists to minimise distractions, reduce cyberbullying, and promote face-to-face social interaction and learning.

Students may be granted a medical exemption through a formal process. Any student misusing a device will be required to immediately hand it in at the office. Repeated misuse will result in escalated consequences in accordance with the Laidley State High School Student Code of Conduct.

In exceptional cases where a mobile phone or device is genuinely required for **curriculum purposes**, classroom teachers may apply for a **temporary exemption form** for that specific lesson or task.



Digital Literacy and Responsible Use

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Digital literacy—the ability to live, learn and work effectively in a digital world—is a key skill for students today. However, the benefits of digital technology can quickly be undermined by misuse, especially when it disrupts learning or causes harm to others.

In consultation with our school community, Laidley State High School recognises the importance of explicitly teaching responsible and ethical use of digital technologies. This includes building the confidence and knowledge to navigate online environments safely. Supporting digital literacy is a **shared responsibility** among students, staff, and parents.

We also value the importance of providing students with time and space where digital devices are set aside, encouraging engagement in personal interaction, active play, and social-emotional learning. Posters around the school clearly indicate **technology-free zones and times**, and all community members are expected to respect these shared expectations.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

Students are expected to:

- Keep their mobile phone off and out of sight from the start of the school day until the final bell, including before and after school within school grounds and during lunch breaks.
- Only use mobile phones when a teacher has organised a temporary exemption for curriculum-based activities.
- Be courteous, respectful and follow teacher instructions around any approved use of digital technologies.
- Follow all school and Department of Education guidelines regarding responsible use of devices and the internet.

Students must not:

- Use a mobile phone or device during school hours unless a temporary exemption has been granted.
- Record, photograph, or film others without explicit permission.
- Send or distribute offensive, inflammatory or discriminatory content.
- Bully, harass, or intimidate others through any digital platform.
- Use mobile devices to cheat during assessments.
- Access or share inappropriate or unlawful content.
- Violate copyright, commit plagiarism, or knowingly download viruses or malicious software.

Preventing and responding to bullying

Laidley State High School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Laidley State High School has student leadership body, with diverse representatives to promote strategies to improve student wellbeing, safety and learning outcomes. The following are the core elements of the Australian Student Wellbeing Framework:

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

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

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

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

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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Cyberbullying

Cyberbullying is treated at Laidley State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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.

Students or parents who wish to make a report about cyberbullying should approach their Care teacher, Wellbeing Hub staff, Youth Support Coordinator, Year Coordinator, Head of Year or Deputy Principal.

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

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

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

Stymie

Stymie is a confidential online reporting platform that empowers students to stand up against bullying and harmful behaviours. It allows students to anonymously notify their school about issues such as bullying, cyberbullying, harassment, self-harm, or concerns for a peer's wellbeing. Reports can include evidence such as screenshots or messages and are sent directly to school staff who can respond appropriately.

Stymie helps create a safer, more supportive school environment by giving students a voice and encouraging early intervention.

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Laidley State High 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.

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cybersafety and Reputation Management (CRM)

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

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

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

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

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

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

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

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Laidley State High School **– Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Laidley State High School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Laidley State High School **– Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Laidley State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) 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.

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Restrictive Practices

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

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

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

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

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

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

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

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

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

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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

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made, and identify acceptable decision options for future situations

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