



Laidley State High School

# Student Code of Conduct 2021-2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

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 discipline.

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

## Contact Information

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Contact Person: Michael Clarkson (Principal)

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## Endorsement

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Principal Name: Michael Clarkson

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Principal Signature:

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Date:

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School Council Chair Name: Carolyn Jackwitz

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School Council Chair Signature:

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Date:

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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 closely with families and our local community to prepare and inspire students to take advantage of the opportunities and challenges that exist in a dynamic, ever changing and increasingly technological world.

Our school recognises and embraces the diverse backgrounds, life experiences and aspirations of our students. A supportive culture exists with staff focused on guiding students to develop their skills, capabilities and positive personal values. Students are encouraged to be respectful, responsible and safe learners and make meaningful contributions as engaged members of their local communities.

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

We pride ourselves on providing a safe, disciplined and inclusive learning environment where students can participate and achieve their best through a range of academic, cultural, sporting and civic pursuits.

At Laidley High, we offer a broad range of academic and vocational subjects that match students' chosen careers and life pathways. We believe that *"It takes a village to raise a child"*. As a result, we purposefully develop close partnerships with families, employers, businesses, community organisations, service providers and other schools to enhance the education and personal development of our students.

A program of sporting, cultural, civic and leadership activities enhances the cultural fabric of our school and enriches the social, physical and cultural development of our students. Participation in extra-curricular pursuits is encouraged as this fosters active engagement in learning and provides cherished, life-long schooling memories.

### Our Motto

*"Strive to Excel"*

### Our Vision

*"Aspiring Together... A World of Opportunities"*

### Positive Behaviour for Learning Principles

*Respect, Responsibility, Safety and Learning*

### Values (ASPIRE)

*Ambition, Self-belief, Perseverance, Integrity, Respect and Empathy*

SCHOOL VALUES		4 Key Principles	
A	Ambition	Respect	Treating self, others and the environment with care and consideration
S	Self Belief	Responsibility	Taking ownerships of your actions and accepting consequences for
P	Perseverance	Learning	Acquiring knowledge and skills, and developing the ability to apply those in real life situations
I	Integrity	Safety	Acting in ways that protect the wellbeing of yourself, others and property
R	Respect		
E	Empathy		

## 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
- Be a Learner
- Be Responsible
- Be Safe

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:

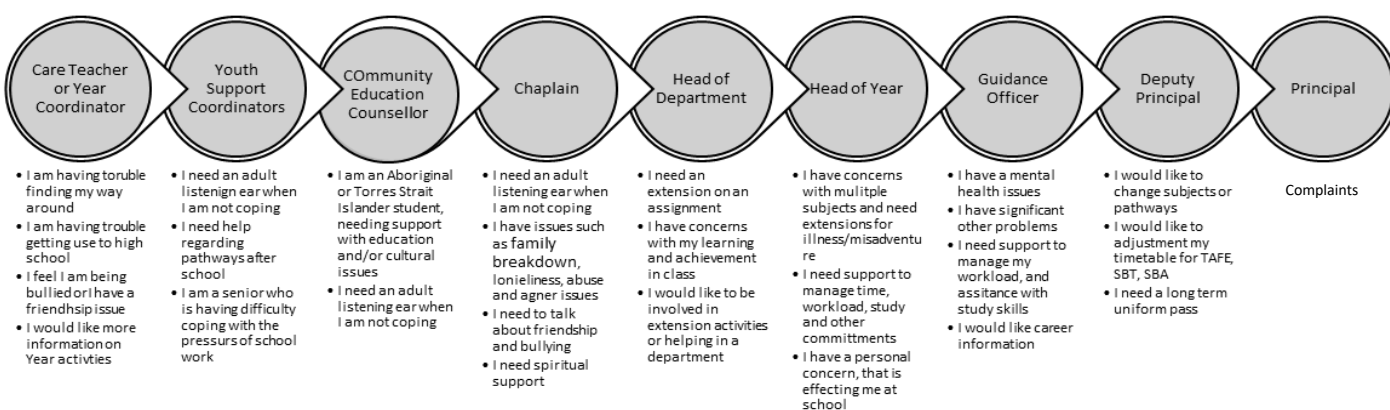
- **Ambition:** The desire to set worthwhile goals and show determination to achieve these
- **Self Belief:** Recognising your strengths and weaknesses, feeling worthwhile as a human being and having confidence in your ability
- **Perseverance:** Doing what needs to be done to the best of your ability, 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 Student Support Team in place to help the social, emotional and physical wellbeing of every student. This team works collaboratively with the Special Education, Positive Behaviour for Learning and Diverse Learners 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 representative of the Student Support team. Staff who identify or are concerned about a student have the ability to complete a complex referral form and submit to the Student Support team for processing.

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.



	<p><a href="http://ReachOut.com">ReachOut.com</a> is Australia's leading online youth mental health service, where you can get the help you need, where and when you need it.</p>
	<p><a href="http://www.headspace.org.au">www.headspace.org.au</a> Information and services for young people and their families and friends can be accessed through this website, headspace centers, and the online counselling service. <a href="http://www.eheadspace.org.au">www.eheadspace.org.au</a></p>
	<p>Do you want to focus your mind? Build stronger connections with people? At <a href="http://www.BiteBack.org.au">www.BiteBack.org.au</a> you can amplify the good in your life. The more often you get involved, the bigger the change can be!</p>
	<p>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 <a href="http://youthbeyondblue.com">youthbeyondblue.com</a></p>

 <p><b>Black Dog Institute</b></p>	<p>A free online course for 14-16 year olds to assist with the development of resilience and how to be mentally stronger.  <a href="https://www.blackdoglms.com/moodle/">https://www.blackdoglms.com/moodle/</a></p>
 <p><b>The Brave Program.</b></p>	<p>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! <a href="http://www.brave-online.com">www.brave-online.com</a></p>
 <p><b>Kids Helpline</b> 1800 55 1800</p>	<p>Kids Helpline <a href="http://kidshelpline.com.au/">http://kidshelpline.com.au/</a> 1800 55 1800 / Lifeline 13 11 14</p>
 <p><b>stymie.</b> #saysomething stymie.com.au</p>	<p>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 <b>Laidley State High School</b>. 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 <a href="http://www.stymie.com.au">www.stymie.com.au</a> and <a href="https://www.facebook.com/stymieau">www.facebook.com/stymieau</a></p>
 <p><b>SAFEMinds.</b></p>	<p>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.</p>
 <p><b>NewAccess</b> Developed by <b>Beyond Blue</b></p>	<p>Developed by Beyond Blue, NewAccess is a free and confidential mental health coaching program for anyone feeling stressed or overwhelmed about everyday life issues, such as work, study, relationships, health or loneliness.</p>

**Laidley State High School's Student Support Team includes:**

Role	What They Do
Principal	<ul style="list-style-type: none"> <li>• Provide leadership and support to the personnel implementing the Code and associated student support.</li> <li>• Review and monitor the effectiveness of whole School practices .</li> <li>• Assist the Deputy Principal in continuous monitoring and reviewing the effectiveness of College practices.</li> <li>• Provide support to staff, students, parents/carers with high educational, social and emotional needs.</li> <li>• Referrals to Department of Child Safety.</li> <li>• Part time and re-entry processes.</li> <li>• Accurately record events into OneSchool</li> </ul>
Deputy Principals	<ul style="list-style-type: none"> <li>• Liaise with support team to assist/support students</li> <li>• Liaise with external agencies to assist/support students</li> <li>• Liaise with parents and carers to assist/support students</li> <li>• Proactively and reactively manage student behaviour</li> <li>• Part time and re-entry processes.</li> <li>• Manage student course structure and subject selectors</li> <li>• Manage student vocational and transitional opportunities</li> <li>• Monitor attendance, behaviour, academic data to identify areas of added support</li> <li>• Accurately record events into OneSchool</li> </ul>
HOSES	<ul style="list-style-type: none"> <li>• Provides support to targeted student groups to achieve academically and socially with reasonable adjustments and supports tailored to meet learning needs</li> <li>• Case Management including AARA's</li> <li>• Accurately record events into OneSchool</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• 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</li> <li>• Assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> <li>• Cognitive assessments to support verifications under the categories of Intellectual Disability and Speech Language Impairment</li> <li>• Mental Health plans and supports including AARA's</li> <li>• Out of home care students</li> <li>• Accurately record events into OneSchool</li> </ul>
Youth Support Coordinator	<ul style="list-style-type: none"> <li>• Provides individual and, at times, group support to students to assist their engagement with education and training</li> <li>• Support students to overcome barriers to education such as               <ul style="list-style-type: none"> <li>○ attendance at school</li> <li>○ drug and alcohol support needs</li> <li>○ QCE/learning support</li> <li>○ suspension/exclusion/referral for behaviour support</li> <li>○ relationships/social skills</li> <li>○ conflict with family/peers/teachers</li> <li>○ social/emotional/physical wellbeing.</li> </ul> </li> </ul>
Chaplain	<ul style="list-style-type: none"> <li>• Social and/or emotional support through assisting students to develop positive behaviour and constructive social relationships</li> <li>• Spiritual support through providing an additional dimension to the school's care, guidance and support of students with spiritual and/or religious needs.</li> </ul>



	<ul style="list-style-type: none"> <li>• Educational support through assisting with classroom activities (under the direction of a teacher)</li> </ul>
Community Education Counsellor	<ul style="list-style-type: none"> <li>• Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> <li>• Indigenous in class teacher aide support</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ feeling sad, worried and angry</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs.</li> </ul> </li> </ul>
Heads of Department	<ul style="list-style-type: none"> <li>• Coordinates and supports curriculum pathways of students in their KLAs.</li> <li>• Actively supports student academic wellbeing through supporting teachers in engaging students into the classroom.</li> <li>• Monitors and supports student engagement in class and implements intervention strategies for students who are struggling with their school studies.</li> </ul>
Head of Year	<ul style="list-style-type: none"> <li>• Responsible for student well-being of their assigned year level cohorts</li> <li>• Responsible for the Personal and Career Development program</li> <li>• Responsible for student well-being in the classroom and playground</li> <li>• Nurtures a sense of belonging to the year level</li> <li>• Point of contact between school, parent/guardian and student</li> <li>• Assists students to resolve issues (social, emotional or academic)</li> <li>• Accurately record events into OneSchool</li> </ul>
Year Level Coordinators	<ul style="list-style-type: none"> <li>• Provides continuity of contact for students and their families through the six years of schooling</li> <li>• Ensures students feel safe and comfortable and want to come to school</li> <li>• Nurtures a sense of belonging to the home group, year level and school.</li> <li>• Celebrates positive engagement and behaviour</li> </ul>

*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.*

## 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 behaviour level system 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 Personal and Career Development (PCD) program which is targeted at each individual cohort's developmental needs. The PCD 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, Love Bites, You Choose, Red Frogs, RACQ to name a few. We also operate a specialised PCD program in the specific areas of Touch Excellence and Indigenous Students in which the PCD program is developed with specific needs of these groupings in mind to develop their sense of well-being.

Indigenous students are also supported through a mentoring program through Kambu and an operational Indigenous girls group supported by USQ.

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.

<b>Year Level Parades</b>	(Fortnightly)	<ul style="list-style-type: none"> <li>✓ Recognise positive achievements of students within year level</li> <li>✓ Focus on wellbeing of students</li> <li>✓ Disseminate year level specific information</li> </ul>
<b>ASPIRE Parades</b>	(One per term)	Recognise students' achievements in areas of: <ul style="list-style-type: none"> <li>✓ Attendance</li> <li>✓ Learning engagement</li> <li>✓ Academic achievement</li> <li>✓ Behaviour level</li> </ul>
<b>PBL Rewards / Points</b>	Daily/Weekly/ One per term	<ul style="list-style-type: none"> <li>✓ Point through DAYMAP</li> <li>✓ PBL Rewards Shop</li> <li>✓ Rewards Day</li> </ul>
<b>Level 1 &amp; 2 Excursion</b>	One per term (1-3 only)	<ul style="list-style-type: none"> <li>✓ Celebration day for Level 1 &amp; 2 students</li> </ul>
<b>Level 1 Luncheon</b>	Term 4	<ul style="list-style-type: none"> <li>✓ Level 1 luncheon provided to all Level 1 students to celebrate their achievements</li> </ul>

## 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, our primary focus of discipline is to teach and re-teach a young person to make better choices in the future, as opposed to, implementing a systematic punitive consequence. We believe the real learning occurs when a student can successfully reflect upon, own their behaviour and articulate the impact their behaviour has had upon members to the school community and their self. Discipline 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 consequences which are ultimately applied support the teaching process through clear alignment with the behaviour and the desired outcome.

Positive behaviours are encouraged, rewarded and celebrated in a variety of ways including:

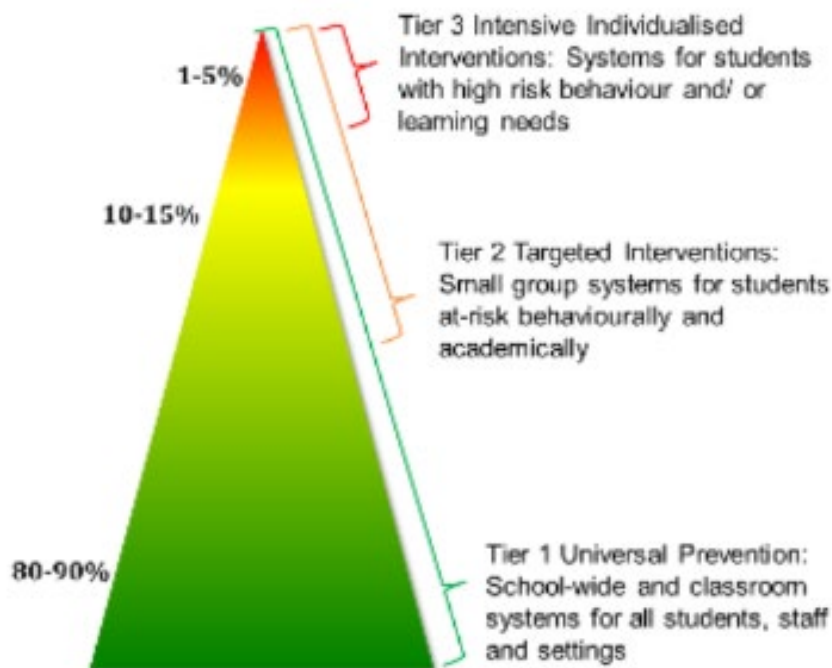
- Behaviour level system
- ASPIRE parades (held every term)
- Level 1 and 2 excursions
- PBL rewards
- Level 1 luncheon

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 school administration.

## 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 Positive Behaviour for Learning (PBL) expectations.

### Tier 2 – Targeted Teaching

Targeted instruction and supports for some students (generally 10-15%) are more intense than 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 individualised support plan. Student plans can include goals related to both academics as well as behaviour support.

## PBL Expectations

Our staff are committed to delivering a high quality 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) expectations in place for students, be respectful, be a learner, be responsible and be safe.

Below is our school PBL matrix which displays our school rules and expectations for everyone to follow. These school rules and expectations are explicitly taught during Personal Career and Development lessons (PCD), reinforced through all interactions and rewarded through the schools positive rewards programs.



		PRINCIPLE			
		RESPECT	LEARNING	RESPONSIBILITY	SAFETY
		SCHOOL RULE			
		<i>Be Respectful</i>	<i>Be a Learner</i>	<i>Be Responsible</i>	<i>Be Safe</i>
<b>SCHOOL CONTEXT</b>	Whole School	<ul style="list-style-type: none"> <li>Respect all environments</li> <li>Treat others with kindness through appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Persevere with your best and celebrate success</li> <li>Fully engage in learning</li> </ul>	<ul style="list-style-type: none"> <li>Remember, with rights comes responsibility</li> <li>Own your own behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Follow school rules and procedures</li> <li>Exercise self-control</li> </ul>
	Learning Areas	<ul style="list-style-type: none"> <li>Consider the rights of others to teach and learn</li> <li>Remember that everyone is equal</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared and willing to learn</li> <li>Have a growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>Ask three before me</li> <li>If you're late, you have to wait</li> </ul>	<ul style="list-style-type: none"> <li>Right place, right time</li> <li>Use equipment as intended</li> </ul>
	Playground and Pathways	<ul style="list-style-type: none"> <li>Be a good sport</li> <li>Stop, look, listen</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to class on bell</li> <li>Straight there, straight back</li> </ul>	<ul style="list-style-type: none"> <li>Sit, eat, stay</li> <li>See something, do something</li> </ul>	<ul style="list-style-type: none"> <li>Keep left and keep out of the gardens</li> <li>Slip, slop, slap</li> </ul>
	Excursion and Off Campus	<ul style="list-style-type: none"> <li>Represent with pride</li> <li>Show courtesy to all</li> </ul>	<ul style="list-style-type: none"> <li>Be actively engaged</li> <li>Be present in the moment</li> </ul>	<ul style="list-style-type: none"> <li>Be organised and on time</li> <li>Take advantage of opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Stay alert</li> <li>Follow adult instructions</li> </ul>
	Virtual Community	<ul style="list-style-type: none"> <li>Protect privacy</li> <li>Use technology appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Know your rights and live up to your responsibilities</li> <li>Bring fully prepared devices</li> </ul>	<ul style="list-style-type: none"> <li>Care don't share</li> <li>Report</li> </ul>	<ul style="list-style-type: none"> <li>Be cyber-smart</li> <li>Secure your devices</li> </ul>

## Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. As a school we endeavour to maintain high standards and a consistency of consequence all while considering the needs of the individual. Taking all facets of individual circumstances into account makes the decision making process a very complex space. This means that not everyone will appear to be treated the same however all individual's will be treated equitably. 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/personal circumstances. These are all matters that our teachers and school leaders consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the relevant Deputy Principal to discuss the matter.

## Differentiated and Explicit Teaching (Tier 1)

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.

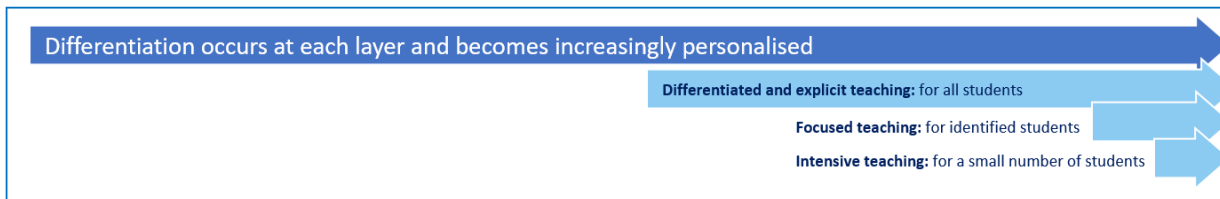
Teachers at Laidley State High School vary:

- what students are taught,
- how they are taught and
- how students are able to demonstrate/be assessed in 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.

Laidley State High School differentiates for students through the inclusion of literacy support classes (reading and writing focussed), short cycle intervention specialising in filling numeracy gaps, specialised classes made up of small numbers with a focus on the individual behavioural and academic needs of students and the addition of co-teaching classes across the core curriculum areas of Mathematics, English and SOSE in the junior secondary years.

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



The three layers of differentiation map directly to the three tiers in the PBL framework discussed earlier in the Learning and Behaviour section.

*Tier 1 - Universal for all students.*

*Tier 2 - Focussed/targeted teaching for identified students.*

*Tier 3 – Intensive teaching for a small number of students.*

Our school expectation is that every classroom teacher utilises the following documents (PBL Expectations Matrix, Classroom Behaviour Management Plan, Classroom Rules, Critical Routines and PBL lessons) to teach, re-teach and celebrate positive behaviour choices made by all students. Using these documents, the classroom teacher works with all students to explicitly teach what each of the expectations look, sound and feel like in their classroom. The PBL matrix is on display in every classroom, used as the basis of teaching expectations through the year and revisited annually in PBL meetings to address any new or emerging issues.

*For further information please see reference to the Parent Handbook link via the school website link*

**PBL Parent Handbook**

## Focused Teaching (Tier 2)

A small percentage of 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 or outside the classroom. 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:

- Check and Connect (Check in)
- Functional Behaviour Assessment.

Laidley State High School invests in a "teach, re-teach" philosophy to encourage all students to make good behavioural choices. Students who required more focused teaching to meet behaviour expectations can be exposed to this re-teaching philosophy in the following environments:

1. Reflection room: Students engage in a reflective process around the behaviour/s which led to being issued the reflection room. This may include discussion with Head of Year and or completion of a reflection task sheet.
2. Re-engagement room: Students are expected to engage in one or more of the following activities while in the re-engagement room – 1. Classroom work/assessment 2. BKSBS 3. Activity in relation to behaviour/s which has led to being issued re-engagement 4. Engagement in a program provided by Student support team.
3. Return from suspension interview and program: Students, parent/guardian and Deputy Principal engage in a reflective conversation around the non-desired behaviour and use this time to set positive goals which will allow the student to move forward in a successful manner. Deputy Principals may use a range of strategies to support the student to re-engage into the learning environment. These may include: Behaviour card, Attendance card, Re-engagement room, Discipline Improvement Plan, Individual Support Plan.



## Intensive Teaching (Tier 3)

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, the availability of trained staff in educational support programs and 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.

Laidley State High School deliver internal programs and a number of external programs in partnership with external agencies. We have staff trained to deliver the following programs: Drumbeat and Rage (Anger management), Seasons (grief), Feeling Fantastic, Manage the Bull. Our school works with a number of external agencies to deliver specialised programs to meet the complex needs of our students. These external agencies include: ICYS (Ipswich Community Youth Services), DISCO, Anglicare, Family/Child/Connect, NOFFS, Lives Lived Well and New Access, TRUE and Life without Barriers.

## 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”.

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

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

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

## Disciplinary Consequences

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

Laidley State High School makes systematic efforts to prevent problem student behaviour by using proactive strategies, teaching and reinforcing expected behaviours on an ongoing basis. In class corrective feedback, rule reminders and predictable consequences are 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. A small percentage of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, predictable consequences and rule reminders continue to display low-level problem behaviour. Students who continually demonstrate a pattern of low-level behaviour which is interfering with the teaching and learning process will be referred by staff to a Head of Department (behaviour occurring in one subject/faculty area only) or Head of Year (behaviour occurring over a number of subjects/faculties) to determine the most appropriate disciplinary action. On some occasions it may be deemed appropriate for the Head of Department or Head of Year to refer to the Deputy Principal to determine the most appropriate disciplinary action.

For a smaller percentage of students, 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 Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student’s 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. This is clearly demonstrated by the Laidley State High School Behavioural Referral and Consequence flowchart.

# LAIDLEY STATE HIGH SCHOOL

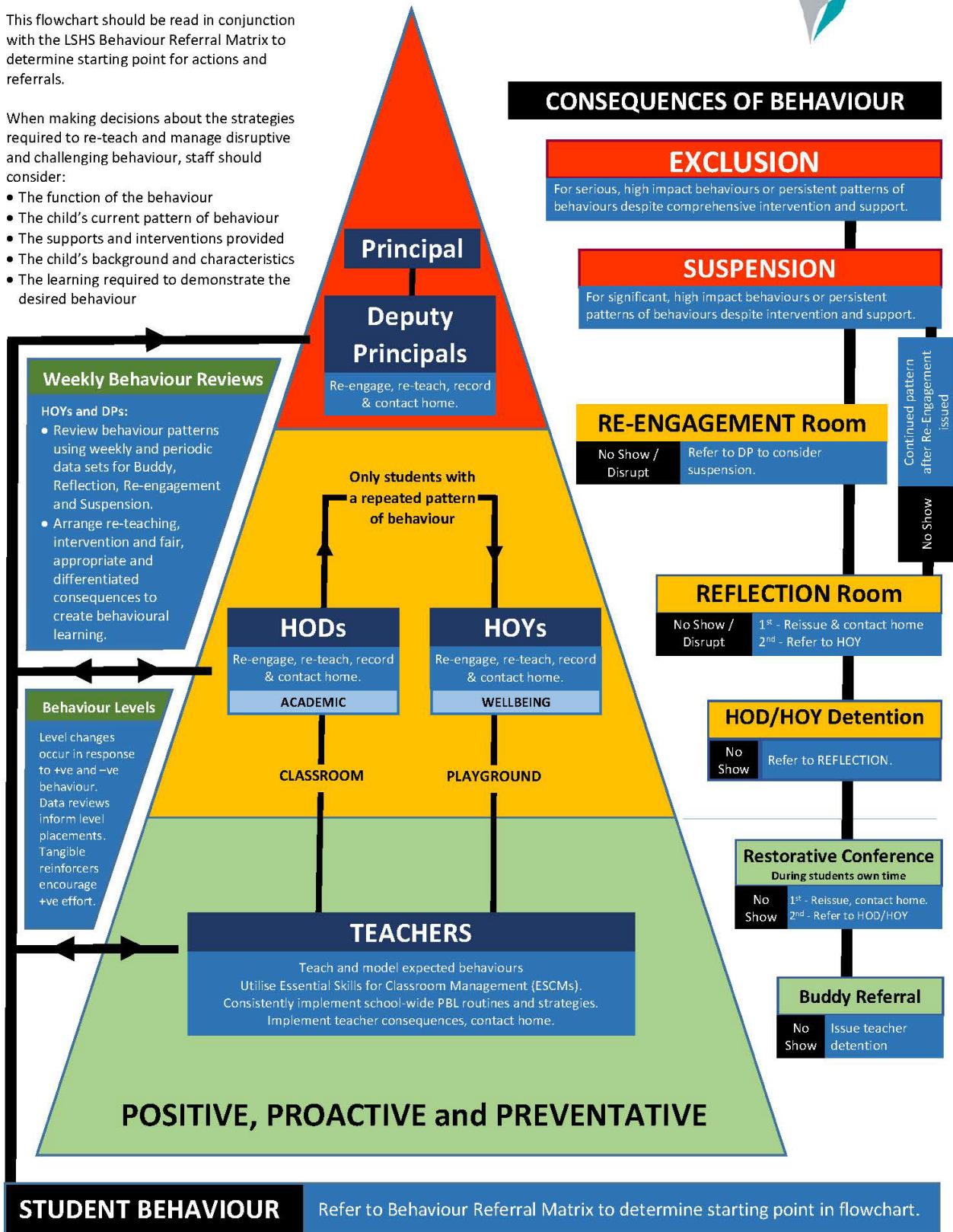
## Behaviour Referral & Consequences Flowchart



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



## Tier 1 - Differentiated / Universal

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

The use of the *10 Essential Skills for Classroom Management: Language of Expectation*

- **Skill 1. Establishing Expectations** – Making rules  
So that everyone is clear about what is, and what is not, regarded as responsible and safe in a particular context.
- **Skill 2. Giving Instructions** – Telling students what to do  
Clear, short instructions help students understand what they are expected to do and cue that they need to be actively engaged with the curriculum.
- **Skill 3. Waiting and Scanning** – Stopping to assess what is happening  
It gives students' time to process the direction and indicates non-verbally to students that you mean what you say.
- **Skill 4. Cueing with Parallel Acknowledgment** – Praising a particular student to prompt others  
It cues other students to match the behaviour that is being acknowledged. It is an alternative to a redirection, so can help you to avoid nagging or becoming too prescriptive.

If Student on task, then . . .

*Language of Acknowledgement*

- **Skill 5. Body Language Encouraging** – Smiling, nodding, gesturing and moving near  
It takes no time. It promotes a positive tone in the classroom. It is an integral part of communication and strengthens relationships.
- **Skill 6. Descriptive Encouraging** – Praise describing behaviour  
It describes to students the behaviour that will enable them to learn. It reinforces the rules. It tells students about their competence. It strengthens your relationship with students.

If Student off task, then

*Language of Correction*

- **Skill 7. Selective Attending** – Not obviously reacting to some bad behaviour  
It avoids unintentionally reinforcing off-task or disruptive behaviour, decreasing the likelihood that this behaviour will be repeated. It gives you time to think about how to handle the student's behaviour in a productive way. It gives you time to attend to other students who are on-task. It is a powerful modelling device implying: "I can stay focused on my work despite the disruption."
- **Skill 8. Redirecting to the Learning** – Prompting on-task behaviour  
Initially, it provides a least-intrusive, positive, learning-focused prompt to resume on-task activity, reducing the need for further correction. It puts the responsibility onto the student.
- **Skill 9. Giving a choice** – Describing the student's options and likely consequences of their behaviour  
It provides the student, or group, with information about your expectations and the logical consequences of the choice. It puts the responsibility on the student.
- **Skill 10. Following through** – Doing what you said you would

After a staff member has utilised their ESCM 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
- Striving to provide feedback at a ratio of 4 positives to 1 negative
- Teacher issued restorative conference in students time
- 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 in conjunction with the behaviour level system in place

## Tier 2 – Focussed / Targeted

Class teacher is supported by other school-based staff to address in-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
- Comprehensive 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

## 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.

## 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 the student's behaviour and continued attendance at the school is considered a risk to the safety or wellbeing of the school community or other options have been exhausted.

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

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

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

Students who are suspended from Laidley State High School may be required to attend a re-entry meeting on, or prior to, the day of their scheduled return to school. Laidley State High School considers the use of re-entry meetings as part of a critical feature of the overarching approach to behaviour.

The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is a strategic option for schools to use to support rebuilding positive relationships between the student, family and school staff.

The meeting is a support for the student to assist in their successful re-engagement in school following suspension. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

The details of the re-entry meeting will be communicated in writing. Re-entry meetings are generally short and kept small with only the Principal or their delegate attending with the student and their parent/s. In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student and parents.

The structure of the re-entry 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 supports to prevent reoccurrence of problem behaviour
- Identify opportunities for ongoing monitoring and communication between school and family
- Discuss a plan for ongoing support.

## 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 as displayed in the school diary
- 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, broken glass)
- drugs\*\* (including tobacco, vaping instruments and alcohol)
- aerosol deodorants or cans (including spray paint)
- energy drinks and chewing gum
- 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).
- Mobile phones from students who are not following school process and procedures

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

#### **Students** of 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

### **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.

#### **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 confiscated by school staff. 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 measures 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 from 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 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<sup>1</sup> 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

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

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***

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, Tamagotchis, laptop computers, PDAs, Blackberrys, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods and devices of a similar nature.*

## Preventing and responding to bullying

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

#### **Purpose**

1. Laidley State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Laidley State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Laidley State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At Laidley State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### **Rationale**

1. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
2. The anti-bullying procedures at Laidley State High School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to. At Laidley State High School we have implemented "STYMIE" an online anonymous reporting system which encourages any member of our community to stand up and report any behaviour which they deem not appropriate.

## **Prevention**

3. The school Anti Bullying Policy published in the annual school prospectus outlines a range of prevention strategies that students are taught to check enable them to deal with bullying incidences effectively. The behaviour management processes outlined in this Responsible Behaviour Plan for Students will be utilised by the school to create a happy, supportive and safe learning environment for all members of our school community.
4. Laidley State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

We also analyse on a monthly basis behaviour reporting in One School and report back to staff. We both inform and develop appropriate strategies for unacceptable behaviour

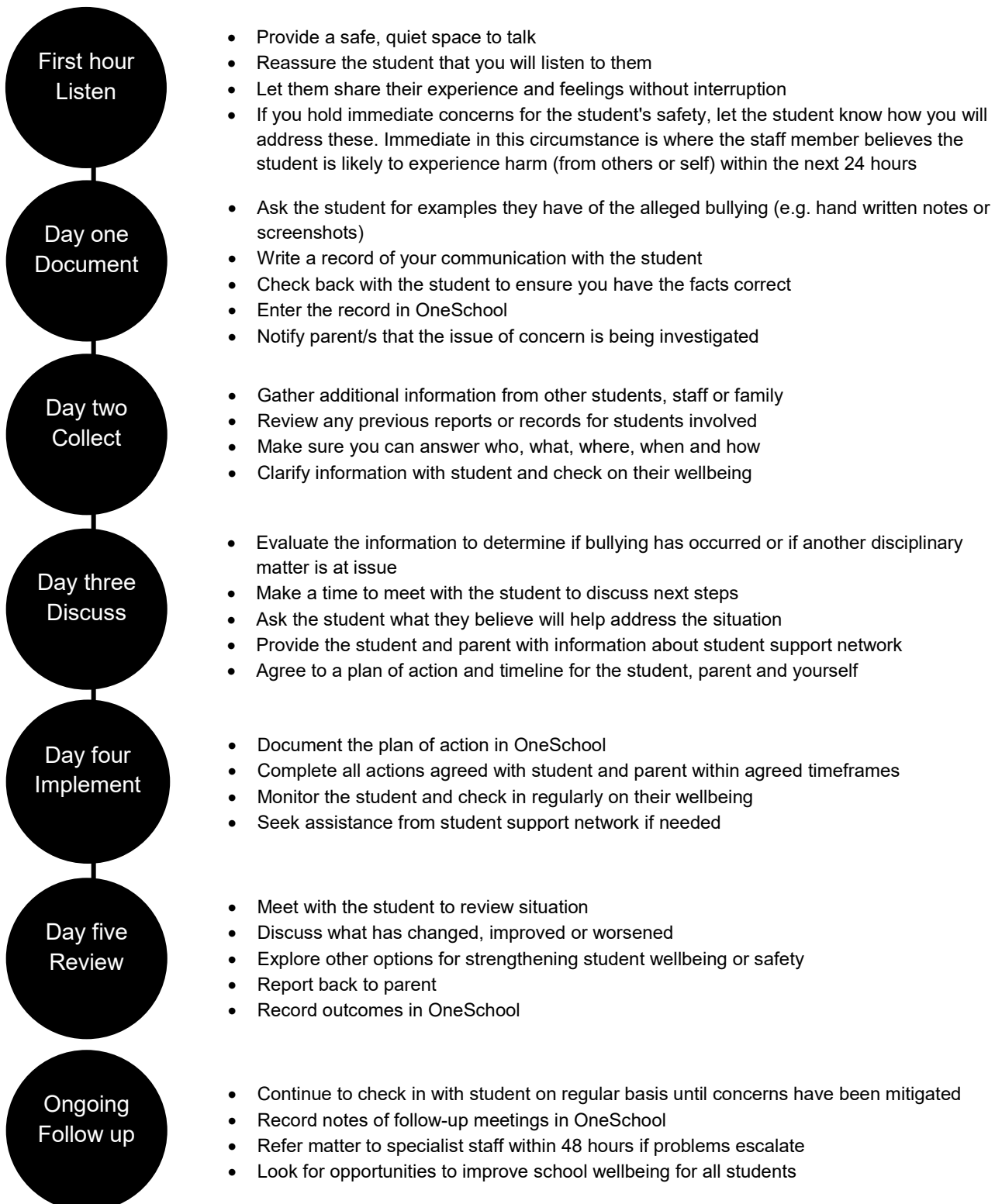
## Bullying response flowchart

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



## Appropriate use of social media

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

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

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

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

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

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

## What about other people's privacy?

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

## What if I encounter problem content?

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

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

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. This section of the Student Code of Conduct should clearly detail what behaviour is expected of students, how this will be reinforced and possible consequences for failing to meet these standards.

It is also advisable for schools to consider including information about cybersafety and reputation management in this section of the Student Code of Conduct, including a flowchart about how incidents are managed.

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

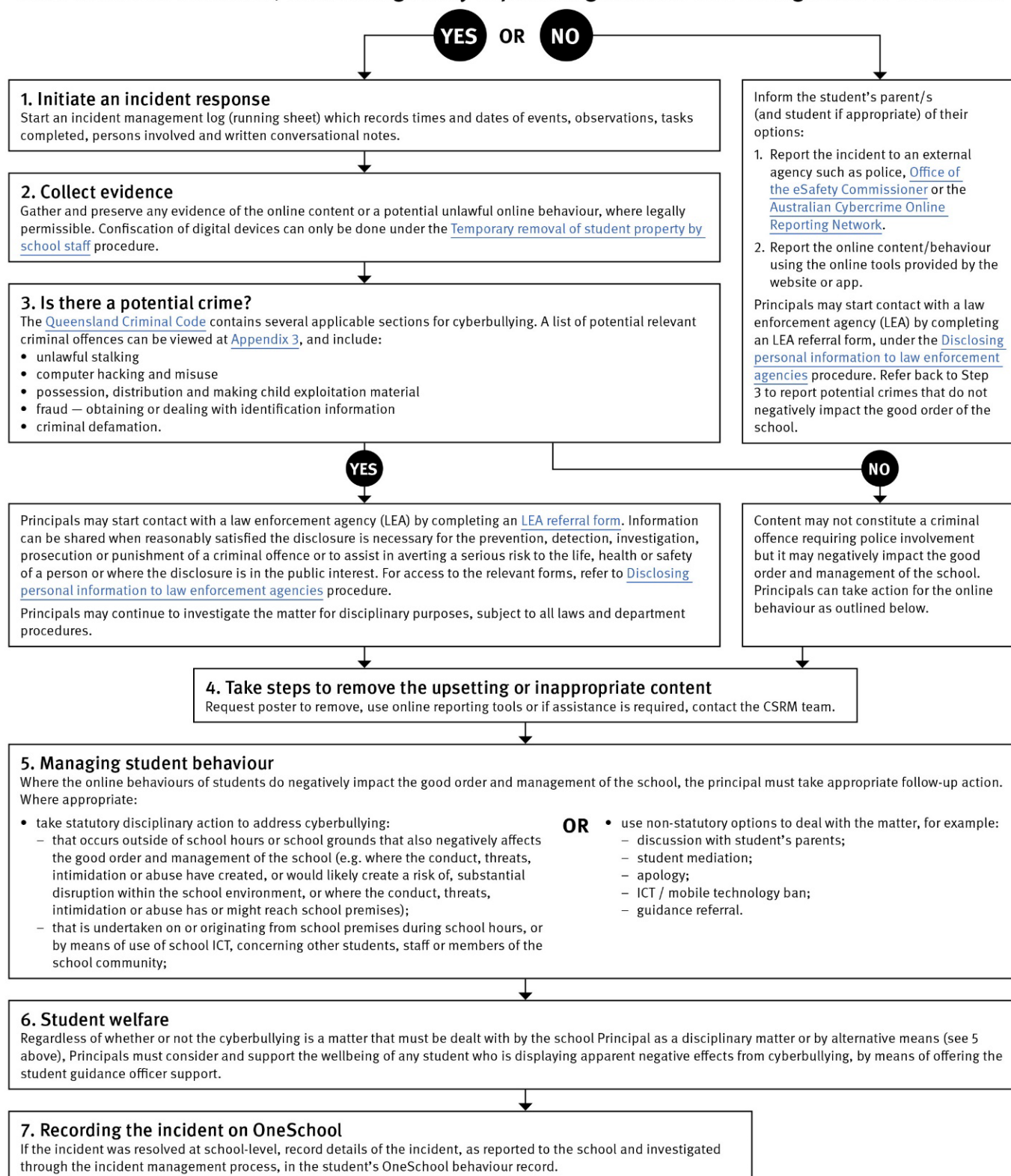
### Explicit images

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

### Help

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

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





## 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 made, and identify acceptable decision options for future situations

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's wellbeing, behaviour and learning. *This may include reference to*

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Resources

This section of the plan should describe or link to government resources and supports that may assist staff, students and parents in the area of student behaviour or wellbeing.

- [Australian Professional Standards for Teachers](#)
- [Bullying No Way](#)
- [eheadspace](#)
- [Kids Helpline Online Services - 24/7 Kids Helpline](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Student Wellbeing Hub](#)
- [Raising Children Network](#)
- [Queensland Department of Education School Discipline](#)

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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

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

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

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

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