Lockrose State School

Student Code of Conduct

2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community,

July 2020

July 2020   engage purposefully in learning and experience academic success. Queensland Department of Education
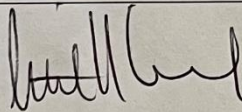
State Schools Strategy 2019-2023

Contact Information

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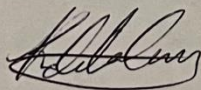## Endorsement

Principal Name: Mitch Woodland
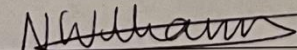
Principal Signature:

Date: 5/5/2022

Parent Name : Kristy de la Cruz

Parent Signature:

Date: 5/5/2022

Staff Representative Name: Nicole Williams

Staff Representative   Signature:

Date: 5/5/2022

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Purpose

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

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

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

Principal's Foreword

Lockrose State School is committed to providing quality education that nurtures and extends academic, social, emotional, spiritual, and physical development of all students within a safe, respectful and disciplined learning environment. The focus for students and staff is on developing caring relationships, promoting high expectations, acquiring values and encouraging meaningful involvement that supports their lifelong learning, health and social emotional well-being.

Lockrose State School is a PBL school. We focus on the positives to encourage desired behaviours. This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Education
Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

In partnership with parents the school accepts its role in providing opportunities for children to develop positive commitments to themselves, their school peers, their families and their community. The Code of Conduct, through its whole-school approach, leads to the development of positive social behaviours that empower students to manage their own emotions, interpersonal behaviour and academic learning.

A supportive school environment is one where:
- All members of the school community feel safe and are valued;
- Social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organization;
- School practices involve a planned continuum from positive to preventive actions for all students, to responsive actions for specific individuals and groups;
- Non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community;
- Suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected.

Consultation

Consultation Process

The initial exercise was is use the Statewide Exemplar and customize and reduce the document to suit our school. The draft document was shared with staff for further refinement and the idea of intergrating PBL key documents as appendices and the PBL philosophies was generated.

The document was then forwarded to the behaviour coach and her team for proofreading and further suggestions.

A final draft document was sent to the parents and citizens in the community for final ideas, refinements and suggestions.

Review Statement

The Lockrose State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

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

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Lockrose State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

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

Drug education and intervention
Lockrose State School implements drug intervention measures for students involved in drugrelated incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

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

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

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

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

Lockrose State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health
Lockrose State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention
Lockrose State School school staff who notice suicide warning signs in a student will seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Lockrose State School staff follow suicide intervention and prevention advice by ensuring:
• the student is not left alone
• their safety and the safety of other students and staff is maintained
• students receive appropriate support immediately
• parents are advised
• all actions are documented and reported.

Suicide postvention
In the case of a suicide of a student that
has not occurred on school grounds,

Lockrose State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

Student Support Network

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

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

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

Role	What they do
Head of Special Education	☐ assists the school and staff support children with learning or social issues
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a oneon-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.
Speech Pathologist	☐ assists the school and staff support children with a speech or/and language difficulties
Positive Behaviours for Learning coach	☐ assists the school and supports staff to guide and manage behaviours across the school
Chaplain	• provides individual and, at times, group support to students to assist their engagement with education • support students to overcome barriers to education such as o attendance at school o relationships/social skills o conflict with family/peers/teachers o social/emotional/physical wellbeing.

There are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

Whole School Approach to Discipline

Lockrose State 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.

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 Lockrose State 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.

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) expectations in place for students, being Responsible, being Safe, being Respectful and being a Learner.

Students

In Appendix 1 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 Lockrose State School.

Parents and staff

Appendix 2 explains the PBL expectations for parents when visiting our school and the standards we commit to as staff. Following these expectations also assists our students and is a meaningful way for adults to support young people.

The Lockrose State School Anti-Bullying Compact

Appendix 3 is The Lockrose State School Anti-Bullying Compact to be signed on enrolment that acknowledges a commitment to follow school guidelines around behaviour and bullying.

Majors and Minors

Appendix 4 is a matrix of Majors and Minors. This is to assist the determination as to whether a behaviour is a minor or major event and possible behaviour consequences. It is stressed that this is a guide only and that individual circumstances may necessitate a variation to the consequence or classifaction.
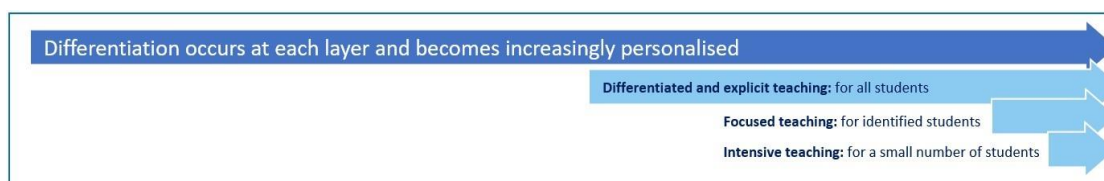
Differentiated and Explicit Teaching

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

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

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

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

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 as in Appendix 1. Each week an expectation is taught across the school. Where possible the current expectations are discussed in the newsletter.

Suggested Differentiated Behaviour Strategies

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control

- ☐
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- 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

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 Lockrose State 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.

Lockrose State School has a range of staff available 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 program to address specific skill development for some students:
- Functional Based Assessment.

Suggested Focussed Behaviour Strategies

The class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- ☐
- ☐

- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
  Teacher coaching and debriefing
  Stakeholder meeting with parents and external agencies

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

Suggested Intensive Behaviour Strategies

School leadership team work to address persistent or ongoing serious problem behaviours. 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
- 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.

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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.

Majors and Minors

The Majors and Minors matrix (Appendix 4) is developed in line with PBL strategies and offers an idea of how behaviours could be viewed and how incidences may be handled.

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

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

Reasonable adjustments

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

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

School Policies

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

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

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 Lockrose State School and will be removed if found in a student's possession:

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

- alcohol aerosol deodorants or cans (including spray paint) explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. 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 Lockrose State School:
- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Lockrose State School
- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Lockrose State School Student Code of Conduct and is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment o 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 Lockrose State School
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that: o is prohibited according to the Lockrose State School Code of Conduct o is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment o 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.

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Use of mobile phones and other devices by Students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Lockrose State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Mobile phones are to be handed into administration, being signed in and out.

Responsibilities

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

It is acceptable for students at Lockrose State School to:
- use devices for o   assigned class work and assignments set by teachers
    - o   developing appropriate literacy, communication and information skills
    - o   authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - o   conducting general research for school activities and projects
    - o   communicating or collaborating with other students, teachers, parents or experts in relation to school work
    - o   accessing online references such as dictionaries, encyclopaedias o   researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- seek teacher's approval where they wish to use a mobile device (including a phone) under special circumstances.

It is unacceptable for students at Lockrose State School to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Lockrose State School Student Code of Conduct. In addition students and their parents should:
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
o the school is not responsible for safeguarding information stored by students on departmentallyowned student computers or mobile devices
o schools may remotely access departmentally-owned student computers or mobile devices for management purposes
o students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and Responding to Bullying

Our staff know student learning is optimised when students 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.

To reduce bullying behaviours at Lockrose State School, the following diagram and explanations give direction.

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the the Principal, staff and students at Lockrose State School is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

Bullying

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Lockrose State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal

support staff. 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 Lockrose State School are

familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Lockrose State School – A suggested flowchart, if possible, for teachers when the need arises to address bullying.

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
	☐ Engage the student as part of the solution
	☐ 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 student and check in regularly on their wellbeing
	☐ Seek assistance from student support network if needed
Day five Review	☐ Meet with the student to review situation
	☐ Discuss what has changed, improved or worsened
	☐ Explore other options for strengthening student wellbeing or safety
	☐ Report back to parent

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

Cyberbullying

Cyberbullying is treated at Lockrose State 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels).

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 Lockrose State 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.

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

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

Students who have been subject or witness to bullying have access to a range of internal

support staff. 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 Lockrose State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

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.
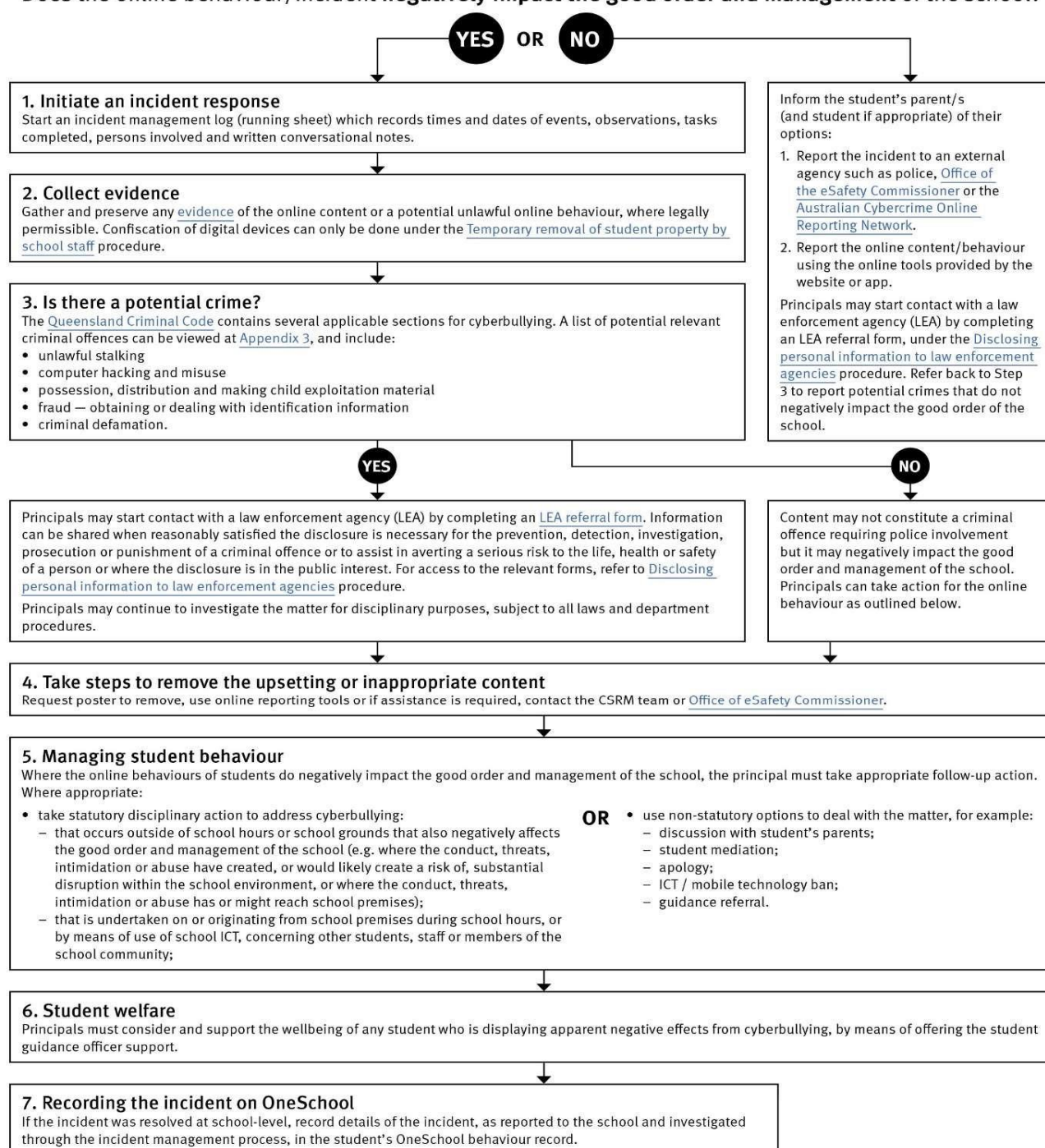
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process 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.

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.

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

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.

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.

Restrictive Practices

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

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

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

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

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

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

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

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

Critical Incidents

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

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

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

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

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

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)

- [Behaviour Foundations professional development package](#) (school employees only)

- [Bullying. No Way!](#)

- [eheadspace](#)

- [Kids Helpline](#)

- [Office of the eSafety Commissioner](#)

- [Parent and community engagement framework](#)

- [Parentline](#)

- [Queensland Department of Education School Discipline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)

Legislative Delegations

Legislation

In this section of the Lockrose State 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

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

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

2. Internal review: contact the local Regional Office

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

3. External review: contact a review authority

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

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:
- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet

Matrix of Student Behaviour Expectations

Lockrose State School
Hard work brings rewards

	Being Responsible	Being Respectful	Being Safe	Being a Learner
Before School	• Arriving at school at a suitable time (8.15am – 8.30am) • Being prepared for school – being organised • Going directly to designated/right areas • Going to Breakfast Club as soon as you arrive at school on Mondays, Wednesday	• Respecting your belongings, other students, teachers and parents • Sitting quietly in the designated areas • Following instructions the first time you're asked • Using pleasant words to your friends • Using whisper voices • Using good manners with everyone -Saying "Hello" -Taking turns -Eating nicely • Remember to Stop, Look, Listen • Hands up if you have a question	• Following the road rules • Wearing a helmet if you are riding your bike • Not talking to strangers over the fence or on the way to school • Staying in the designated areas at school • Walking on the walk- ways and in the under-covered area • Asking the teacher first if you want to leave the shed or library • Keeping your hands and feet to yourself • Not leaving the school grounds after you enter the school	• Completing homework • Reading or other quiet activities • Following instructions by adults the first time asked • Watching and learning from other people who set good role models. • Being a role model to peers and younger students Being punctual
Classroom	• Following instructions, routines and procedures quickly • Staying on task and not being distracted Being organised- having your gear ready • Doing my best- neat work being completed	• Knocking on the door and waiting to enter classrooms • Being considerate of others' learning • Allowing the teacher to teach	• Asking permission to leave the room • Using furniture and equipment appropriately	• Doing my personal best • Seeking help when needed • Staying on task • Completing set tasks on time
Playground and Undercover Areas	• Being in the right area • Being a problem solver- learning to solve your own issues with people • Stopping play as soon as the bell goes • Returning equipment as soon as the bell goes • Picking up rubbish and recycling where possible	• Playing fairly – taking turns, inviting others to play, being a good sport, following rules • Caring for the environment, eg trees, plants, flowers by walking on paths, not removing plants	• Staying in the school grounds at all times • Only participating in approved school games • Wearing shoes and socks at all times • Make sure objects stay on the ground • Being Sun Safe - wearing a broad brimmed hat and sunscreen	• Learning new games • Learning by our mistakes • Trying hard

Queensland Government

Outside Classrooms	• Playing in the correct area • Walking on concrete/ pathways • Keeping outside areas tidy • Picking up your rubbish • Stopping play when the bell goes • Getting a drink and going to the toilet as soon as the bell rings • Hats off and sitting quietly in two lines outside classroom/ in shed when bell rings	☐ Using good manners and speaking appropriately to adults and students ☐ Giving way to adults on the walkways ☐ Walking past classrooms quietly during class time ☐ Respecting personal property belonging to others ☐ Listening to instructions given by teachers and teacher aides ☐ Caring for the school environment especially the gardens and fauna	Walking on the pathways ☐ Keeping hands and feet to self ☐ Staying in the right area at all times ☐	Watching adults and students who are role models and make good choices Knowing the routines ☐
Toilets	Using quiet voices • Keeping the toilet area tidy • Picking up rubbish • Not playing in the toilet areas • Using toilets as intended	☐ ☐ Respecting the privacy of others ☐ Waiting turns Using toilets as intended	☐ ☐ ☐ Washing hands after using the toilet Not ☐ playing in the toilets Walk only	
Tuck Shop	• Staying in the right area to eat and drink • Putting rubbish in the bins • Sitting quietly when eating and drinking	☐ Speaking politely to other children and to the helpers in the Tuck Shop	☐ Sitting quietly in the under-covered area to eat and drink	
Walkways	• Walking on the left side of the pathways • Waiting politely when walkways are crowded • Lining up quietly	☐ Allowing others to pass and taking turns	☐ ☐ Walking at all times Keeping arms and hands close to your body	
Bus Queues and Bike Racks	• Lining up in the correct place quietly • Looking after younger children • Locking your bike up each day	Always being polite to adults and other children in the bus queue and on the bus ☐ Walking your bike in the school grounds and across the road ☐	Sitting down on the bus ☐ Keeping all parts of your body inside the bus ☐ Following the ☐ Teachers' instructions ☐ Listening to the bus driver and following instructions ☐ Waiting inside the gate Wearing a bike helmet ☐ ☐	☐ ☐ Learning the road rules, particularly for pedestrians Learning Queensland Transport Bus Code of Conduct

Appendix 2   Expectations for Adults

Being Responsible

What we expect to see from you	What you can expect from us
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the school newsletter as the primary means of notifying parents about school news, excursions or events.
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

What we expect to see from you	What you can expect from us

You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Being Safe

What we expect to see from you	What you can expect from us
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Being Respectful

What we expect to see from you	What you can expect from us
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise people are different and will be nonjudgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Being a Learner

Appendix 3

Lockrose State School
Hard work brings rewards

Lockrose State School Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Lockrose State 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.

Lockrose State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Lockrose State 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.
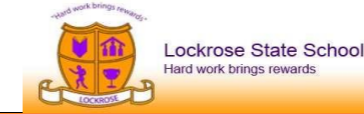
I agree to:
- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Minor & Majors

Lockrose State School
Hard work brings rewards

Behaviour	Definition	Trivial or Minor (Dealt with in situ, usually a rule reminder)	Major All majors entered into OneSchool.
Inappropriate/ Abusive Language	Any spoken, written, or non-verbal communication that insults, mocks, belittles, or slanders another person will be considered inappropriate.	One off incidents of name calling such as four eyes, fatso … Put-downs, taunts, or slurs of an offensive nature, directed at a situation	Abusive Language Offensive swearing at people within the school community, sexual connotations towards others, hostile threats either written, spoken, or non-verbal e.g., Suck my d^*k, I'm going to bash you. Offensive communications targeting race, gender, religion and disability.
Possible Logical Consequences	For all trivial & minors ,Clarifying conversations Rule reminder ,Problem solving Appropriate problem solving to develop strategies for this person if it happens again Verbal Warning re: inappropriate language Rule reminder and discuss what is inappropriate language followed by an apology to people who may have been offended by the language.	Recorded on OneSchool. May lead to a loss of privileges (e.g, in-school withdrawal, playtime withdrawal, out of school suspension)	
Physical Contact/ Aggression	Any incidence in which a student engages in inappropriate physical contact with another student, staff member or community member.	Accidental contact, or petty non-consensual contact (e.g., trip into, brush past) Continued non-consensual pinching, non-aggressive poking and tapping, chasing, shoving. "Not keeping hands/feet or objects to self."	Fighting/Physical Aggression Punching, biting, hitting, kicking, grabbing, choking, head butting that involves contact to another. Spitting & snotting at others. Any intimidation through sexual connotations. Severe intensity of fighting (e.g., gang mentality) –
Possible Logical Consequences	Clarifying conversation to find out the cause of – the why? – with all people involved Rule reminder and problem solving of how to deal with the issue next time in an appropriate manner (e.g., giving appropriate strategies)	Phone call to parent of both victim & perpetrator May lead to a loss of privileges (e.g, in-school withdrawal, playtime withdrawal, out of school suspension) Police may be notified Sexual misconduct – notification through department of child safety (SP-4) Continual physical aggression towards others may lead to exclusion.	
Harassment	Any unwanted persistent physical, verbal, and/or emotional annoyance with the intent to cause harm either physically or emotionally (that is reported)	One off teasing or name calling Persistent teasing or name calling.	Continued teasing or name calling that causes the individual to be emotionally upset about or distressed over e.g., continued exclusion out of a group, gang mentality, going out of ones way to inflict verbal taunts to another, rumours/gossip of another student
Possible Logical Consequences	Teachable moment Restorative practices Parents may be contacted	Recorded on OneSchool. If not resolved may result in a loss of privileges (e.g., in-school withdrawal, playtime withdrawal, out of school suspension)	
Bullying	Bullying is when someone (or a group of people) with more power than you repeatedly and intentionally uses negative words and/or actions against you, which causes you distress and risks your wellbeing.	There are five forms of bullying 1. Physical – e.g. hitting, poking, tripping, pushing or damaging someone's belongings 2. Verbal - e.g. name calling, insults, homophobic or racist remarks and verbal abuse. 3. Social – e.g. lying, spreading rumours, playing a nasty joke, mimicking and deliberately excluding someone 4. Psychological – e.g. intimidation, manipulation and stalking. 5. Cyber – e.g. using technology (such as e-mail, mobile phones, chat rooms, social networking sites etc.) to verbally, socially or psychologically bully.	
Possible logical Consequences		Recorded on OneSchool. Withdrawal of privileges. If not resolved may result in a form of suspension (e.g., in-school withdrawal, playtime withdrawal, out of school suspension) May lead to exclusion May lead to notification through department of child safety (SP-4)	

Queensland Government

Defiance	Refusal to comply with a reasonable request – normally associated with safety and/or the good order/operation of the school	A refusal e.g., No, don't want to Repeated refusal to comply with a reasonable request	Overt Defiance Continued refusal to comply accompanied by abuse or aggressive physical gestures e.g., tantrum/swearing/ throwing of furniture
Possible Logical Consequences	Loss of privileges		Recorded on OneSchool. May lead to a loss of privileges (e.g, in-school withdrawal, playtime withdrawal, out of school suspension) May lead to exclusion Police may be called
Disruption	Behaviour causing an interruption in a class, school routines or school activity and/or the good order/operation of the school	Petty interruptions – e.g., joke telling, noise making, getting out of chair without purpose Repeated noise making that causes irritation of others and/or irrelevant questions/statements, or movement around the room causing disruption e.g., continuous whistling, tapping, rocking chairs/tables	Continual disruptions, possibly in volving others which may lead to loud talk, yelling, screaming, noises with materials; horseplay/ rough-housing,
Possible Logical Consequences	Teachable moment Loss of privileges – sent to other classroom. Detention – uncompleted work to be completed under the supervision of the classroom teacher (not in the office or foyer, not on duty take to the classroom) Letter may be sent home to parents to inform of behaviour.	Letter may be sent home to parents to inform of behaviour. May lead to a loss of privileges (e.g, in-school withdrawal, playtime withdrawal, out of school suspension)	

Technology Misuse/Abuse	The use of technology in a way that is used for bullying/harassing/threatening to others or that is not age appropriate	Possession of MP3/ipod/DS/mobile phones during school hours. (these items should be handed in to office on arrival and collected on departure) Misuse - Inappropriate websites (non-curriculum sites/games or without permission or pornography), using other people's password, mobile phones not turned off, in the bag or handed in at the office.	Abuse Used to harass or bully others e.g., emails/texting of a threatening/harassing/bullying nature, face book entries, mobile phone used to harm others through calls/photos or texting
Possible Logical Consequences	MP3/ipod/DS games to be confiscated and returned by end of day. Locked out of system Confiscation of item	Confiscation of item ,Parents notified Locked out of system ,Loss of privilege May lead to a loss of privileges (e.g, in-school withdrawal, playtime withdrawal, out of school suspension) May lead to exclusion ,Police may be notified	
Out of Bounds/Truancy	Areas that are designated as unsafe or outside direct supervision	Retrieving a ball within the school grounds that is out of bounds or out of school grounds that doesn't pose a safety risk, or where the students return to designated area when askedAreas that have been closed and students are caught in that area	Leaving the school ground without permission with the intent to abscond/truant
Possible Logical Consequences	Teachable moment Time out	Call the police ,Call the parents Recorded on OneSchool. May lead to a loss of privileges (e.g, in-school withdrawal, playtime withdrawal, out of school suspension)	
Tobacco/Alcohol /Drugs	Students in possessions of or using tobacco, alcohol. Student is under the influence of, is in possession of or is dealing in illegal drugs		Cigarettes, cigars, or smokeless tobaccos product, possessing, consuming or being under the influence of alcohol Using, possessing, selling or distributing drugs in school buildings or on school grounds at any time, in school vehicles or buses or at any school sponsored activity, function, event whether on or off school grounds
Possible Logical Consequences		Confiscation of item , loss of privileges Parents notified ,Police notified May lead to notification through department of child safety (SP-4)…,May lead to exclusion.	
Theft/forgery	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without the person's permission and/or affects the good order/operation of the school	Classroom consumables that can be easily replaced.	Signing another person's name with the intent to mislead or defraud Entering into another person's personal possessions and obtaining items without permission. E.g., lunches, wallets, money, school property Persistent theft of classroom consumables

| Consequences | Replacement of item by the offender at their cost | Restitution of item at cost to parents & student
May lead to a loss of privileges   (e.g., in-school withdrawal, playtime withdrawal, out of school suspension)
Police may be notified | |