



# Lakes Creek State School

**Be Respectful, Be Responsible, Be Safe, Be a Learner**

## Student Code of Conduct

# 2021-2023

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

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

*Queensland Department of Education  
State Schools Strategy 2020-2024*

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## Purpose

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

The Lakes Creek 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.

At Lakes Creek State school we implement and promote the Positive Behaviours for Learning (PBL) framework to foster a supportive school environment and look to re-teach desired behaviours through positive interactions.

### ***Our School Positive Behaviours for Learning Vision:***

***Building a safe and inclusive community where the success of EVERY student matters. 'Creating long lasting, respectful relationships'.***




## Contact Information

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Contact Person:	Lachlan Moore – Principal, Lakes Creek State School

## Endorsement

Principal Name:	Lachlan Moore
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Principal Signature:	
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Date:	25/11/2020
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P/C President and-or School Council Chair Name:	Noni Ryan
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P/C President and-or School Council Chair Signature:	
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Date:	25/11/2020
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# Learning and Behaviour Statement

“At Lakes Creek State School our first priority is to teach to our school values as well as role modelled desired behaviours to our students”



Lakes Creek State School develops and implements curriculum that is inclusive and responsive. Our planning includes strategies for supporting students and enriching and extending students as we acknowledge that **one size doesn't fit all**.

We believe every student has the ability to learn and should be able to demonstrate progress in their learning.

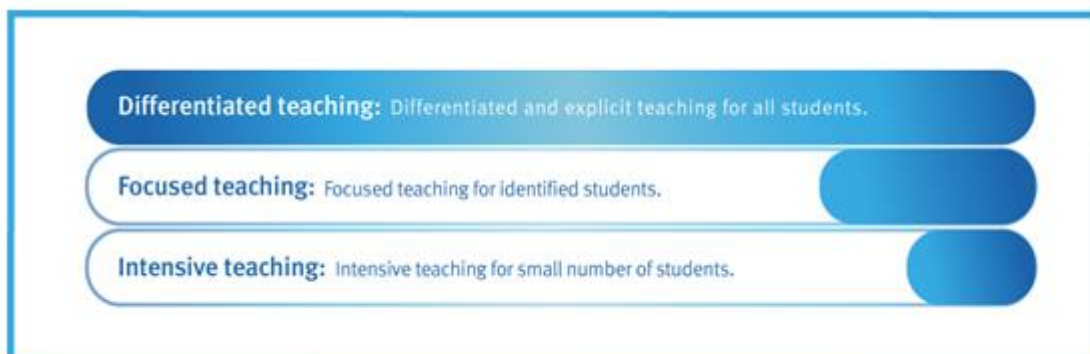
A whole school approach ensures a cohesive response to diverse learning needs and consistent practice in a culture of ongoing improvement which sets high expectations, monitors student progress

with school-wide analysis and discussion of student achievement data, and supports student learning with quality teaching focused on improving the achievement of every student.

A whole school approach to curriculum provision, using a continuum of support, caters for the learning needs of all students.

This includes those in need of learning support or behaviour support; those who have educational support needs arising from disability; those who are gifted and talented; and those learning English as an additional language or dialect (EAL/D), or a combination of these. Cultural and linguistic background and socio-economic status contribute to the diversity and complexity of student learning needs.

At Lakes Creek State School we direct support to different levels of student needs. By using the below three layers of support we provide increasingly focused and personalised teaching and intervention at each successive year layer through increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff.



## Universal Design for Learning

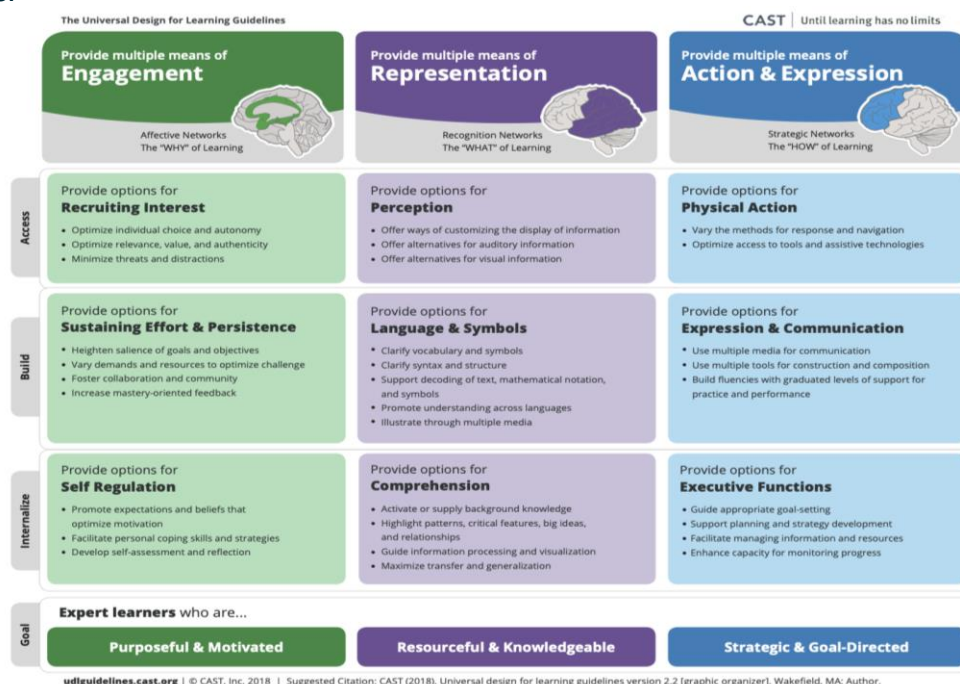
What is Universal Design for Learning? Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL guides the creation of learning outcomes, resources and assessments that work for everyone. This approach is underpinned by research in the field of neuroscience and is designed to improve the learning experience and outcomes for all students, including students with disabilities, students from diverse cultural and socio-economic backgrounds and international students.

UDL is based on the idea that there is no such thing as a 'typical' or 'average' student and that "when it comes to learning, variability is the rule not the exception". UDL is not about any single specific teaching practice. It is instead a combination of best practice approaches to engage students and challenge them to think critically. It helps instructors meet the learning needs of a diverse student body through a combination of instructional modalities, formats, and technologies.

When applying UDL to teaching, follow these three core principles that enable greater flexibility to meet individual needs. These principles guide the design of learning outcomes, assessments, methods and resources. UDL really is simply good teaching; many instructors at UNSW Sydney already incorporate practices that are well aligned with UDL principles.

- Multiple modes of student engagement that tap into learners' interests, challenge them appropriately, and motivate them to learn
- Multiple methods of representation that give learners a variety of ways to acquire information and build knowledge
- Multiple means of student action and expression that provide learners with alternatives for demonstrating what they have learned

At Lakes Creek State School we utilise the UDL Framework to be inclusive and engage all of our students from Prep to Year 6. Staff look to develop students into motivated, knowledgeable and goal orientated learners through a wide range of lessons resources and assessment opportunities that build student capabilities and internalizing good learning practices.





## Student Wellbeing and Support Network

Lakes Creek State School is proud to have 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 Lakes Creek 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.

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"> <li>provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> </ul>
Community Elder	<ul style="list-style-type: none"> <li>provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Inclusion Teacher	<ul style="list-style-type: none"> <li>plan for and support teachers that have students with disabilities, sensory processing requirements, learning difficulties and extension of learning requirements.</li> </ul>
Chaplin	<ul style="list-style-type: none"> <li>provide counselling for students</li> <li>role model appropriate behaviours and encourage positive student behaviour</li> <li>Provide programs to support students both socially and emotionally.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>leadership of Student Support Network to promote an inclusive, positive school culture</li> <li>monitors attendance, behaviour and academic data to identify areas of additional need.</li> </ul>

It is also important for students and parents to understand 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, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

## Whole School Approach to Discipline

Lakes Creek 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.

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

The development of the Lakes Creek 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.

### ***School Wide Positive Behaviours for Learning***

# School **W**ide **P**ositive **B**ehaviours for **L**earning

Positive Behaviours for Learning (PBL) is a school-wide system for managing behaviour in a positive way. The purpose of PBL is to teach behavioural expectations in the same manner as any core curriculum subject. This is reinforced through a reward system focusing on positive behaviours.

Our School focuses on four behavioural expectations, these are:

- Be a Learner
- Be Safe
- Respectful
- Be Responsible



Although behavioural expectations are valued, being a learner is the first value stated as it supports the school's improvement agenda which focuses on academic improvement, attendance and our school motto; "Live through learning".

How we (staff, students and parents) can be positive and align with the SWPBL:

- Icy Cup 'Gotcha' Vouchers: This reward system is instant positive acknowledgment of student behaviour. A voucher can be rewarded on the spot for a student demonstrating behavioural expectations in the class, playground and even out of school events. These vouchers go into the draw which is completed at school parades. Winners receive Icy Cups if their voucher is pulled out.
- Classroom Behaviour Management Chart: This chart is used to record when a student has demonstrated 'green level' behaviours during that school day. A system of rewards is in place as they meet the required number of green days. The highest level, 40 Green Days, is rewarded by invitation to a special event. Regular Analysis of this data allows identification of areas of concern that need to be taught specifically
- Above and Beyond Behaviour Awards: Our 'Gotcha's are not just used on potentially getting a prize from the prize box at parade. Gotcha's are accumulated by students over the term and are tallied in the last week of term. Students getting achieving over a certain amount of Gotcha's will receive an Above and Beyond Certificate. Over 30 Gotcha's achieves a bronze level certificate, over 50 achieves a silver level certificate and over 70 achieves a gold level certificate.
- Student Leadership Programs: Students in years 4 and 5 can run for Junior and Senior badges which will help them achieve leadership positions in year 6. Students collaborate with staff around the school values they have demonstrated both in class, outside of the class, in specialist lessons and in the community. Students meeting all standards based on school values will receive their badges.
- Lakes Creek Football Program: Students in the upper school are given the opportunity to be involved in our school football program during terms 2 and 3. Students collaborate and develop a list of above the line and below the line expectations for the team and are given the opportunity to participate in Friday sports.

## Lakes Creek State School Values Matrix

	Walkways/Lining Up	Tuckshop	Playgrounds/Ovals/Courts	Parade	Eating Area	Bus Shelter	Toilet	Learning Areas
<b>LEARNER</b>	<ul style="list-style-type: none"> <li>Move directly to class</li> <li>Walk quietly</li> </ul>	<ul style="list-style-type: none"> <li>Always follow staff directions.</li> <li>Be on time</li> <li>Make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>Play in my correct area always</li> <li>Move directly to class line by second bell</li> </ul>	<ul style="list-style-type: none"> <li>Move directly to parade</li> <li>Sit in my classes designated place</li> <li>Actively look and listen and use manners</li> </ul>	<ul style="list-style-type: none"> <li>Eat my healthy foods first</li> <li>Understand that food gives me energy and helps me with my learning</li> </ul>	<ul style="list-style-type: none"> <li>Follow the road rules</li> <li>Always follow staff direction</li> </ul>	<ul style="list-style-type: none"> <li>Be water wise</li> <li>Keep food away from toilets</li> <li>I do what I have to, and get out</li> </ul>	<ul style="list-style-type: none"> <li>Stay on task</li> <li>Attempts all tasks and activities at level</li> <li>Complete homework</li> </ul>
<b>SAFE</b>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to ourselves</li> <li>Keep Walkways clear</li> <li>Use stairs as intended</li> </ul>	<ul style="list-style-type: none"> <li>Line up in 1 line</li> <li>Keep hands, feet and objects to ourselves</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to ourselves</li> <li>Use all equipment as intended</li> <li>Be Sun safe, wear a hat</li> <li>Follow staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to ourselves</li> <li>Follow staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>Walk safely in the eating area</li> <li>Ask politely to leave the area</li> <li>Use all equipment as intended</li> <li>Lunchboxes are placed in the correct areas</li> </ul>	<ul style="list-style-type: none"> <li>Stay off the road, use the crossings and walkways</li> <li>Walk to the bus and other pick up areas</li> <li>Walk bike and scooters out of school grounds</li> <li>Wear a helmet when riding scooter and bikes</li> <li>Keep hands, feet and objects to ourselves</li> </ul>	<ul style="list-style-type: none"> <li>Walk in the toilet block</li> <li>Wash my hands with soap</li> <li>Inform the office of unsafe incidents</li> <li>Keep the floors dry</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to ourselves</li> <li>Use equipment safely and as intended</li> <li>Walk safely</li> <li>Put things away were they came from</li> </ul>
<b>RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Respect the learning of the other students/ classes</li> </ul>	<ul style="list-style-type: none"> <li>Speak politely and use manners</li> <li>Quietly wait in line for my turn</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Follow the rules of the game</li> <li>Show sportsmanship</li> <li>Wait in line for equipment at the sports shed</li> <li>Respect the environments, example plants in gardens and wildlife around the school</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge events appropriately</li> <li>Respect the National Anthem</li> </ul>	<ul style="list-style-type: none"> <li>When the whistle blows three times stop speaking and raise my hand ready for play</li> </ul>	<ul style="list-style-type: none"> <li>Use my manners</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Look after the schools property</li> <li>Respect others privacy</li> <li>Keep the area clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>Be kind to others</li> <li>Respect own, others and school properties</li> <li>Follow school rules and directions</li> <li>Use voice appropriately</li> </ul>

<p><b>RESPONSIBLE</b></p>	<ul style="list-style-type: none"> <li>• Keep the walkways clean and tidy by using the bins provided</li> <li>• Walk in two lines and stay close to my partner</li> <li>• Get to lining up areas on time</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and have enough money to pay for my lunch before I line up</li> <li>• Buy my food only</li> <li>• Stay in the queue in the order I arrive</li> </ul>	<ul style="list-style-type: none"> <li>• Look after all equipment</li> <li>• Engage in activities at the correct time</li> <li>• Return equipment at the first bell</li> <li>• Use my Hi5</li> </ul>	<ul style="list-style-type: none"> <li>• Wear my school uniform with pride</li> <li>• Sit and stand silently when instructed to</li> <li>• Take pride in everyone's achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Sit down and eat my lunch in my classes designated area</li> <li>• Put rubbish in the correct bin</li> <li>• Only eat food from my lunchbox.</li> <li>• Clean up any mess I make</li> <li>• Pack up and close my lunchbox</li> </ul>	<ul style="list-style-type: none"> <li>• Report to staff on duty the bus I am taking</li> <li>• Put my rubbish in the bin</li> <li>• Sitting on the seats with my bag quietly</li> <li>• Wait at the gate for your vehicle to stop</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that toilets are not play areas</li> <li>• Report damage or problems</li> <li>• Use the soap, toilet paper and hand towels as intended</li> </ul>	<ul style="list-style-type: none"> <li>• Look, listen and learn</li> <li>• Have school pride by wearing uniform correctly</li> <li>• Is prepared for each day</li> <li>• Accept responsibility for own behaviour</li> </ul>
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### **PBL for Parents and Staff**

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

#### **Learners**

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You seek 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 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 and our facebook page as the primary means of notifying parents about school news, excursions or events.

#### **Respectful**

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at school, in the community and at home about our school and school staff.	We will ensure positive behaviours are role modelled for all students.
You recognise people are different and will be non-judgemental, fair and equitable to others and the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You help your child to see the strengths and benefits in diversity and difference in classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

#### **Responsible**

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

### Safe

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You support your child to meet the learning and behavioural expectations of the school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You approach a 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.

### ***Essential Skills to Classroom Management***

Essential Skills for Classroom Management at LCSS follows the key elements of behaviour management:

- *setting clear expectations*
- *correction through positive reinforcement*
- *timely acknowledgment*
- *appropriate correction.*

Essential Skills in classroom management are not a substitute for well-planned, innovative and engaging curriculum. Fry and Long explain that, 'the mere use of exciting classroom materials and activities is not the answer to behaviour problems in classrooms' (cited in MACER 2005, p 14). 'If teachers cannot obtain student cooperation to proceed with instruction, then it is most unlikely that teaching of any level of effectiveness will ensue' (MACER 2005, p 14).

Behaviour management fits within a broad educational context. To specifically address student learning needs, teachers must understand behavioural development as well as the range of cognitive and physical differences that influence student learning styles and abilities. When students are provided with relevant curriculum and tasks that allow them to succeed, the need for management conversations in classrooms is reduced.

At Lakes Creek State School the ESCM is embedded throughout our behavioural process. Teachers are encouraged to use the language of expectation using essential skills 1-4, then support students on task using skills 5-6 (language of acknowledgement) and address students off task using skills 7-10 (language of correction).

<b>Essential Skill</b>	<b>Description</b>
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1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

## Zones of Regulation

The Zones of Regulation program offers a conceptual framework used to teach students self-regulation. It uses 4 colours to help students identify how they are functioning in a particular moment. It is a system that categorises the complex feelings and states that students experience and it improves their ability to recognise and communicate how they are feeling in a safe, non-judgemental way. However, it does not stop here. It ALSO helps students learn strategies or tools to help them move between Zones.

If You're  and You Know It....

**Blue**

1. Take 5 deep breaths
2. Sing a song in your head
3. Count how many things you see that are blue
4. Write about how you feel
5. Take a break—get a drink

**Green**

1. That's wonderful!
2. Keep up the good work!
3. Keep listening
4. Keep participating
5. Keep sitting up straight

**Yellow**

1. Take 5 deep breaths
2. Recall a happy memory
3. Count how many things you can see that are yellow
4. Draw a picture
5. Walk away—Hi 5
6. Take a movement break

**RED**

1. Walk away—Hi 5
2. Take 10 deep breaths
3. Drink water
4. Count how many things you see that are red
5. Take a break

### What is Self Regulation?

- “The ability to do what needs to be done to be in the optimal state for the given situation” (Kuypers, 2011)
- We analyse a situation; we know how we are supposed to respond; we respond in the expected manner
- Involves regulating sensory needs, emotions and impulses to meet the demands of the environment, reach set goals and behave in a socially appropriate manner.
- May be referred to as “self-control”, “self-management”, “anger control”, and “impulse control”.

We can definitely point out to students when they are in the Red and Yellow Zone. BUT – if the different colours are only used to point out when students are not doing what they are expected to do, then they will be unwilling to practise the Zones. And POSITIVE reinforcement must be used when they are in the Green Zone or when they are making efforts to stay in the Green Zone. This can be a verbal acknowledgement.

## Consideration of Individual Circumstances

Staff at Lakes Creek 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 punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

## Differentiated and Explicit Teaching

Differentiated learning is a pedagogical approach that identifies and monitors the individual needs of students and matches these with ways of teaching. It focuses on HOW something is taught and centres the learner as pivotal in all classroom activity. Teachers are aware of their students' diverse backgrounds and know that they are academically, culturally, linguistically, economically, socially and motivationally diverse. To maximise student outcomes, teachers consider this diversity when designing educational programs to cater for individual needs.

Refer to policy ["A whole school approach to support student learning"](#)

### Teacher Practice

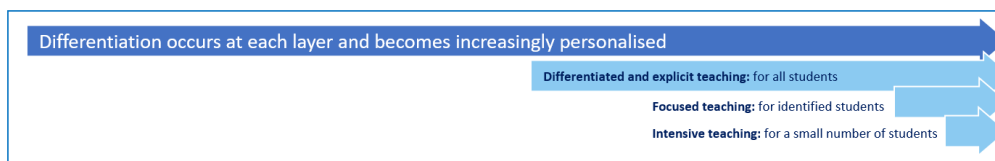
Classroom teachers in their day-to-day teaching acknowledge that the particular learning needs of individual children are the starting place to consider differentiated learning. To ascertain these learning needs, teachers monitor the progress of their students to see where they are at within a particular learning task. Teachers can monitor this progress through identifying:

- Difficulties students might be having with the content,
- Skills and processes
- Student strengths and their levels of readiness

- Students' interests and motivations
- The ways students learn.

This monitoring then informs classroom teaching and learning activities so that each individual student's learning needs, including high-achieving students, can be catered for.

Lakes Creek State School staff provide differentiated teaching to respond to the particular learning needs of all students as a regular part of curriculum provision. We implement Explicit Instruction Model 'I do; We do; You do' by explicitly teaching expected behaviours and provide opportunities for students to practise. Through 'Rapid Recall Routines' students are provided continuous reinforcement of these expected behaviours, provided feedback and correction and further opportunities to practice.



## 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 Lakes Creek 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.

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

- RAGE Program
- A2B
- Shine Program
- Deadly Choices
- Brave Hearts

- RACQ Steers Ahead
- Rumbles Quest
- Zones of Regulation
- Functional Based Assessment.

For more information about these programs, please speak with the Principal.

## **Intensive Teaching**

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

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

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

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

# Legislative Delegations

## Legislation

In this section of the Lakes Creek 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, such as deputy principals.

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

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

## Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

### Differentiated

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

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

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

## Focused

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

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

## Intensive

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

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



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

## School Disciplinary Absences

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

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

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

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

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

### Re-entry following suspension

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

re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### **Arrangements**

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

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

### **Structure**

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

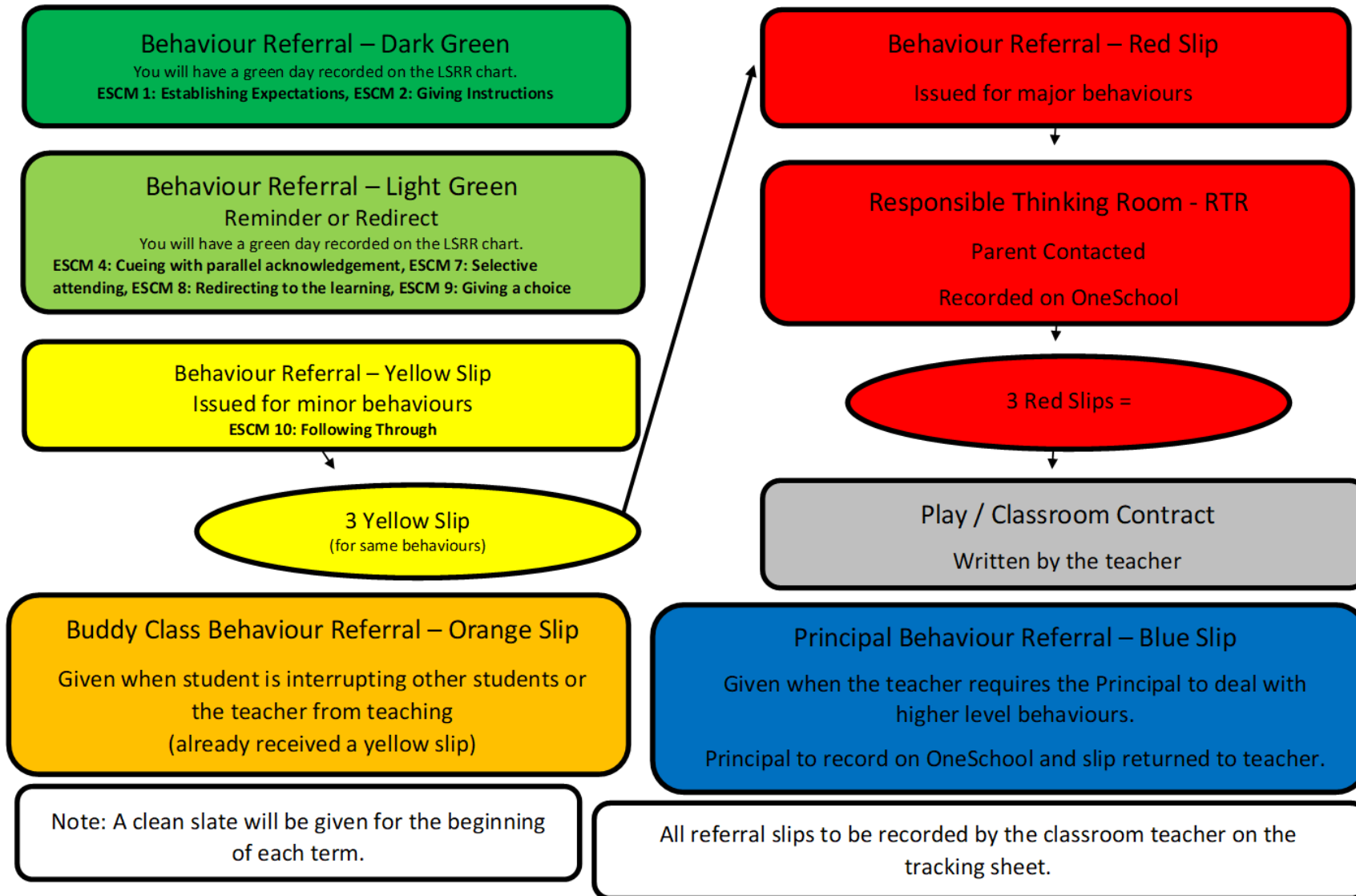
Possible agenda:

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

### **Reasonable adjustments**

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

## Behavioural Referral Chart



## Lakes Creek State School Defined Behaviour Categories

Behaviour Chose only 1 category when One School reporting	Definition		RTS Days
	Minor	Major	
Bullying/Harassment	Name calling	Repeated actions including teasing/intimidation, taking personal items/belongings, physical provocation,	2
Defiant/threat/s to others		Threatening verbal, physical or gestural interactions directed toward staff - indicating the intent to injure or cause physical or emotional harm	2
Disruptive	Consistent on task calling out or disrespectful comments	Consistent off task calling out eg. Inappropriate language, noises or back chatting – that interrupts teaching and learning.	1
Dress code	No Hat in play, refusal to tuck shirt in when asked	Removal of closed in shoes. Exposing yourself with intent.	1
IT misconduct	Unauthorised and inappropriate use of school technology, but without causing harm/distress to others e.g. accessing non-offensive but inappropriate sites; changing computer settings; or providing personal information to web sites	Unauthorised and inappropriate use of school technology causing distress to others. This may involve; - targeting another student or staff member through social media - downloading inappropriate content (e.g. adult material) - causing damage to school network through hacking	1
Lying/Cheating	Unfair play during sporting or academic activities resulting in significant gain for student and/or causing distress to others.	Lying to get others in trouble Lying about a major issue when there is visible evidence	1
Non-compliant with routine	Continual failure to follow standard school routines such as walking in line, waiting for instruction before leaving class etc.	Refer to Disruptive or Truant / Skip class	1
Physical misconduct	Non-threatening physical interactions or rough play (e.g. inappropriate contact games) which persists after a warning	Fighting/physical aggression - actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with objects, kicking, hair pulling, scratching, dacking, bra snapping etc.)	2
Possess prohibited items	Possession of banned items: Mobile Phones, electronic music devices as per policy. Aerosol sprays, chewing gum, energy drinks, skate boards, computer games.	Student is in possession of knives or other objects readily capable of causing bodily harm (including look-alike knives or fake guns, explosives) or adult material	1
Property misconduct	Taking items from others, without return – erasers, pencil cases. Low level graffiti (easily removed).	Damage to equipment or school property. Major graffiti / vandalism of school property & vegetation. Theft of items of value	1
Refusal to participate in program of instruction	Failure to complete homework.	Failure to complete or participate in set task, class activity, assessment. Deliberate resistance to complete task.	1
Third Minor Referral		Accumulation of three yellow slips of same behaviour.	1
Truant/skip class	Refer to Refusal to participate in program of instruction	Refusal to go to class or leaving classroom out of sight and school grounds without permission – call Police Link 13 14 44	1
Verbal misconduct	Inappropriate language that is non-threatening and used within peer-to-peer conversations (e.g. swearing), after a warning.	Abusive language/ obscenities directed at adults or peers with intent to cause distress	2

## Minors and Majors – How we respond at LCSS

At Lakes Creek State School we always try to use logical / natural consequence to match the disruption.

Consequences should provide an *opportunity to learn*, rather than punish. Using your professional judgement is always paramount.

For e.g.

- A child is running on cement
- Redirection given – remember we walk on cement
- No OneSchool entry required

	Definition	Examples of strategies	Procedures to Respond
<b>M I N O R</b>	<p><i>Behaviours that</i></p> <ul style="list-style-type: none"> <li>• are dealt with 'in situ', by the adult present (<b>playground or classroom</b>) <b>NOT to be sent to Referral room</b></li> <li>• do not require administrator involvement</li> <li>• do not significantly violate the rights of others</li> <li>• do not put others at risk of harm</li> <li>• are not chronic.</li> </ul>	<p><b>More than one strategy can be used. List is least to most intrusive.</b></p> <p>Cueing with parallel acknowledgement                      Selective attending                      Non-verbal cue use                      Non-verbal redirection                      Rule reminder                      Questioning to redirect                      Verbal direction                      Discussion about effects                      Give a choice                      Move student in the room                      Restorative conversations – student/ teacher conference                      Buddy class – use of chill out book / corner                      Loss of lunchtime / work catch-up                      Loss of privilege (eg free time)</p>	<ol style="list-style-type: none"> <li>1. Refer student to expectation to follow</li> <li>2. Describe expected behaviour</li> <li>3. Continued minor behaviour display</li> <li>4. Use ESCM strategies</li> <li>5. If not successful a yellow slip is written</li> <li>6. Entry to OneSchool after a total of 3 yellow slips of the same behaviour have been received. OneSchool entry should briefly outline all behaviours from three yellow slips. Use the <b>Third Minor Referral</b> reference in regards to behaviour category.</li> </ol> <p><b>NOT everything has to be One Schooled – if it is a chronic issue, patterns of behaviour, students sent to buddy class – OneSchool and contact parent</b>  <i>Minor OneSchool incidents are not followed up by others.                      Minor OneSchool referrals for non-classroom behaviour should be referred/discussed with class teacher.</i></p> <p><b>Records of Minor incidents are made for tracking purposes.</b></p>
<b>M A J O R</b>	<p><i>Behaviours that require</i></p> <ul style="list-style-type: none"> <li>• Referral to Responsible Thinking Room</li> <li>• violate the rights of others</li> <li>• put others at risk of harm</li> <li>• are chronic.</li> <li>• administrator involvement</li> </ul>	<p><b>More than one strategy can be used. List is least to most intrusive.</b></p> <p>Parent contact                      Withdrawal from class to Buddy Class or Office(physical misconduct)                      Withdrawal from playground                      After school detention (with Admin &amp; parental approval)                      Restorative conversations – facilitated conference                      Referral to Student Support Services                      Modified timetable / Program Management                      Complex Case Management                      Short-term Suspension                      Long-term Suspension                      Cancellation                      Exclusion</p>	<ol style="list-style-type: none"> <li>1. Refer student to School expectation to follow. (Reactive rule referral.)</li> <li>2. Describe expected behaviour</li> <li>3. Complete OneSchool behaviour incident as soon as possible – timely reporting = timely action</li> <li><b>4. Referring teacher to call parent and add referral to RTR Folder.</b></li> <li>5. Referring teacher to document contact and consequence in OneSchool with referral to referring staff.</li> </ol> <p><b>Students who display continued inappropriate behaviour will be recommended for further support.</b></p>

## School Policies

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

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

### Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Lakes Creek 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 Exemplar State College:

- 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 Exemplar State College

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

### Students of Exemplar State College

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

## Use of mobile phones and other devices by students

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.

Mobile phones will not be used by students during school time or on school grounds at Lakes Creek State School. If a child brings a mobile phone to school they are to hand it to the office at the beginning of the day and collect it at the end of the school day. Any time a parent needs to get a message to a child at school they are to ring the school office (074932 6333).

It is **unacceptable** for students, parents and staff at Lakes Creek State School to:

- use a mobile phone or other devices in an unlawful manner
- 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

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 Lakes Creek 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:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes

- 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
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- 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

Lakes Creek State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Lakes Creek State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

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

#### 4. Partnerships

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

#### 5. Support

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

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

### Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Lakes Creek 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 Lakes Creek 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.

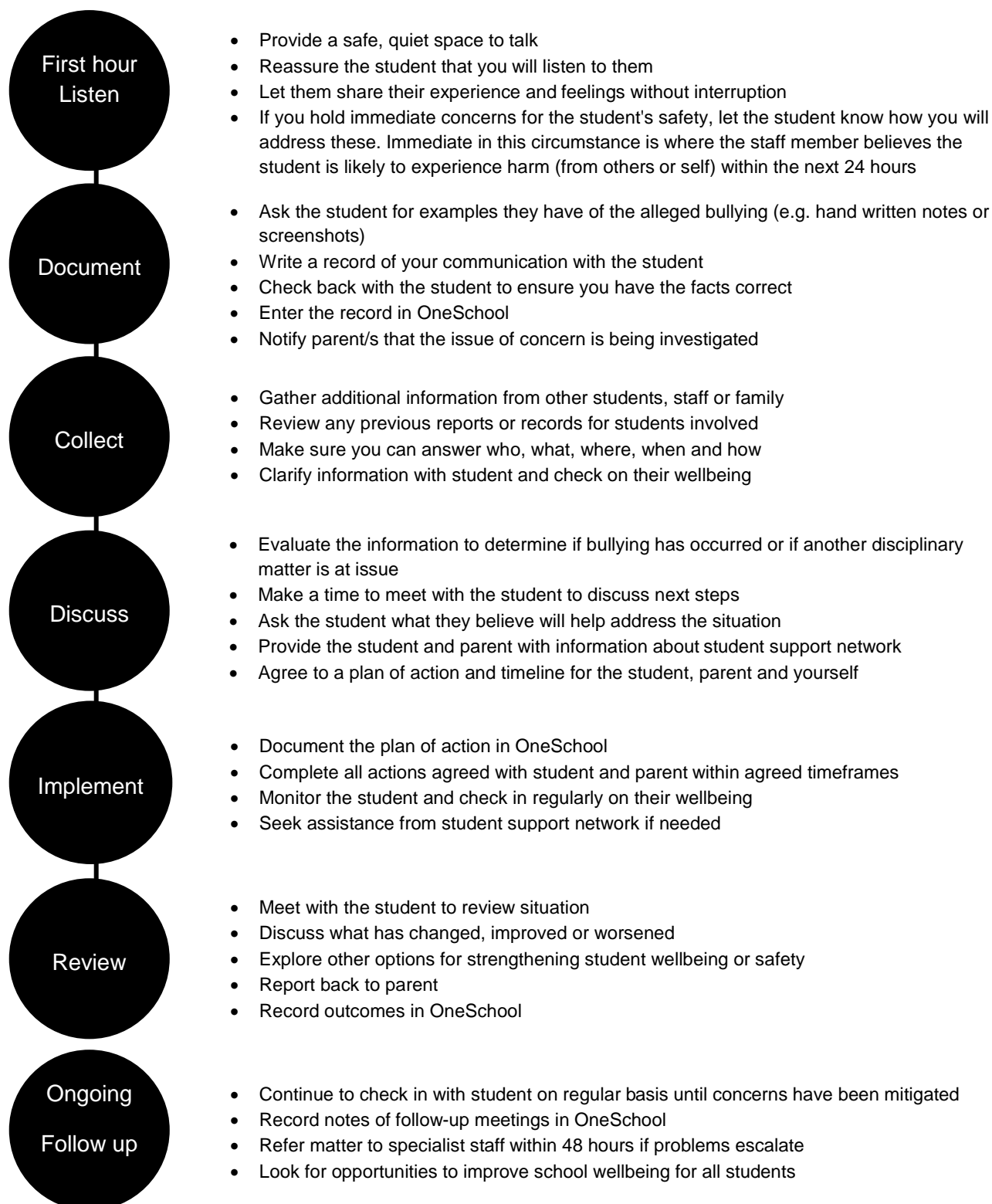


## Bullying response flowchart for teachers

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

**Prep to Year 6** – Class teacher

**Principal** – Lachlan Moore, Principal, email: admin@lakescreekss.eq.edu.au, phone : 074932 6333



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Lakes Creek 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Principal Lachlan Moore.

## 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**

Lakes Creek 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, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Lakes Creek 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.

### **Lakes Creek State School– Anti-Bullying Compact**

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

#### **Lakes Creek State School– Anti Bullying Compact**

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

## 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.

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

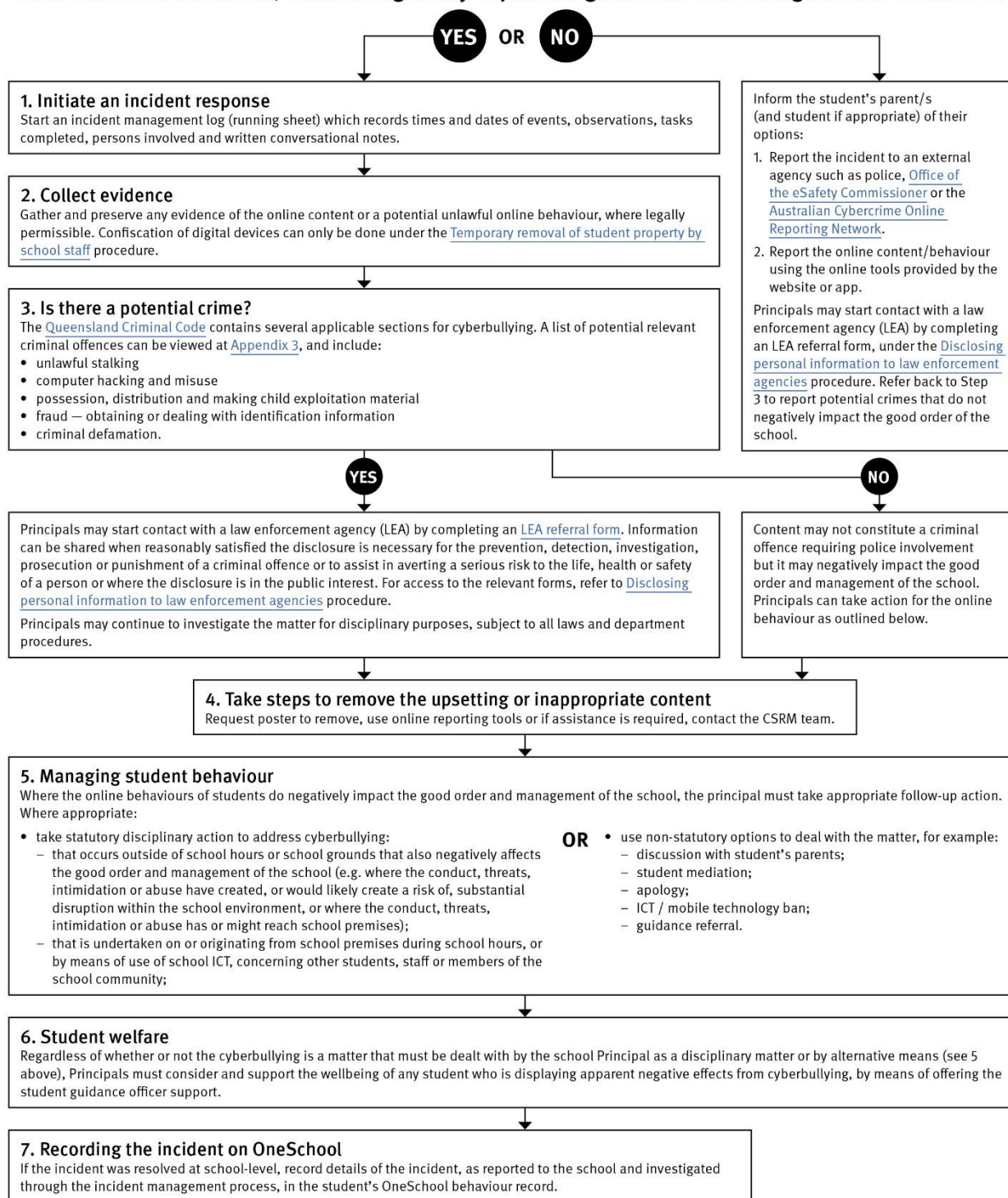
### Explicit images

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

### Help

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

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





## Restrictive Practices

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

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

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

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

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

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

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

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

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



## Critical Incidents

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

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

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

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

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

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. *This may include reference to*

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

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Lakes Creek 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](http://www.ombudsman.qld.gov.au).

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

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