

# Lowood State High School



## Student Code of Conduct 2024-2027

***Equity and Excellence: realising the potential of every student***

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

Queensland Department of Education


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## Endorsement

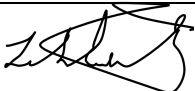


Principal Name: Stacey Beu

Principal Signature: 

Date: 4/12/23

P&C President: Tony Lukritz

P&C President Signature: 

Date: 01/12/23

# Contents

<b>Purpose</b> .....	4
<b>P&amp;C Statement of Support</b> .....	5
<b>Learning and Behaviour Statement</b> .....	6
Student Well-being.....	6
Student Support Network.....	9
<b>Whole School Approach to Discipline</b> .....	12
Positive Behaviour for Learning (PBL).....	12
Recognition of Expected Behaviour .....	14
Differentiated and Explicit Teaching for All Students.....	14
Consideration of Individual Circumstances.....	16
<b>Disciplinary Consequences</b> .....	17
Differentiated.....	18
Focussed .....	18
Intensive .....	19
Behaviour Categories .....	19
School Disciplinary Absences .....	21
<b>School Policies</b> .....	23
Prohibited Items.....	23
Temporary Removal of Student Property .....	24
Use of Mobile Phones and Other Devices by Students .....	25
Preventing and Responding to Bullying.....	28
Appropriate Use of Social Media .....	30
Acts of Physical Aggression or Fighting .....	31
Sexual Assault and Sexual Harassment .....	32
<b>Restrictive Practices</b> .....	33
<b>Critical Incidents</b> .....	34
<b>Resources</b> .....	35

## Purpose

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

The Lowood State High School *Student Code of Conduct* sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. It is about:

- The behavioural expectations of Lowood State High School
- How staff support students to meet those expectations
- How staff respond to inappropriate student behaviour

Its purpose is to facilitate high standards of behaviour from all in the school community to:

- Prioritise learning and teaching within the school
- Support all students to experience success
- Enable staff to enjoy a safe workplace

We believe that school is a place where young people learn to adopt behaviours that support them to be:

- Productive and resilient members of the community
- Confident and diligent members of the workforce
- Lifelong learners

The *Student Code of Conduct for Students* will apply during the following times:

- On school grounds during school hours
- On school grounds outside of school hours
- School incursions, excursions or school supported activities and placements (including TAFE)
- Travel to and from school while wearing the school uniform
- Outside of school while in school uniform
- Actions that directly impact the school in relation to interactions with staff or students
- Actions that have an impact on the safety of students or staff at Lowood State High School
- Conduct that adversely affects, or is likely to adversely affect staff or other students enrolled at the school
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school

## P&C Statement of Support

As President of the Lowood State High School P&C Committee, I am proud to support the new Student Code of Conduct. The consultation process led by Mrs Stacey Beu and her team has allowed the P&C to have a number of opportunities to contribute and provide feedback on the final document. This has been an important aspect in the development of the Lowood State High School Student Code of Conduct, as the awareness and involvement of parents is critical to helping all adults involved to support the students of the school to meet behaviour expectations.

We encourage all parents to familiarise themselves with the Lowood State High School Student Code of Conduct, and to take the time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating. It is important that every parent and child of Lowood State High School knows what to do if subjected to bullying or witnesses bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging.

I encourage any parents who wish to discuss the Lowood State High School Student Code of Conduct, to contact the Principal or join the Lowood State High School P&C Association.

It is with your support that we can work collaboratively with school staff to help all students to be safe, appropriately supported and become valued members of our community.

# Learning and Behaviour Statement

## Student Well-being

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

Lowood State High School offers a range of programs and services to support the well-being of students. We encourage parents and students to speak with their class teacher or make an appointment to meet with the House Dean or Guidance Officer if they would like individual advice about accessing particular services.

### Curriculum and Pedagogy

Schools build the foundations for well-being 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**.

Lowood State High School has a **Student Representative Council**, with diverse representatives from each year level and house group. They meet regularly with the school leadership team to promote strategies to improve student well-being, safety and learning outcomes. A priority for the Student Representative Council is to contribute to the implementation of strategies that enhance well-being and promote safety in all online and physical spaces.

### Well-being Curriculum - PERMAH

Lowood State High School recognises that a student's emotional literacy is integral to their success at school. Having positive coping mechanisms links to better engagement with learning, and builds confidence and resilience in a young person.

The Well-being Lessons explicitly highlight areas of a person's well-being, allowing guided discussion, group work, reflection and role plays, while teaching and strengthening a student's coping strategies.

The lesson comprises of 4 sections:

- **Mindfulness** – which is explicitly taught and practiced, encouraging students to use this strategy in other areas of their life
- **Positive Behaviour for Learning** – the Rule of the Week, in alignment with our RISE (Respect, Intergity, Self-Reliance, Engagement) values, is explicitly taught and discussed, with supporting activities, examples and role plays
- **Brain Breaks** – an evidence-based practice for students to 'take a brain break' from their learning, which increases engagement and reduces fatigue
- **Well-being** – a targeted and logical series of lessons to highlight age-appropriate matters for the students around the pillars of PERMAH

The Well-being Curriculum at Lowood State High School is based on the PERMAH philosophy, which stems from the work of Positive Psychology (Martin Seligman). Positive Psychology promotes the idea that a person can be proactive in their Well-being by building their personal capacity in each of the six pillars. Students are provided with guided learning, discussions and strategies for success in these areas of their life.



#### Positive Emotion

Encourages individuals to “anticipate, initiate, prolong and build positive emotional experiences” and accept and develop healthy responses to negative emotions (Norrish, Robinson & Williams 2013)

- Enjoyment
- Fun and laughter
- Finding satisfaction in activities
- Seeing the lighter side of life
- Holding hope
- Humour



#### Positive Engagement

Involves living a life high in interest, curiosity and absorption and pursuing goals with determination and vitality (Norrish, Robinson & Williams 2013)

- Finding ‘flow’ in your tasks
- Losing a sense of time and consciousness at the height of the engagement
- Being in the moment
- Happens when skill level versus challenge is optimal
- Curiosity, passion
- Creativity, interests



#### Positive Relationships

Consists of “developing social and emotional skills to enable the development of nourishing relationships with self and others” (Norrish, Robinson & Williams 2013)

- Human connections
- Building and maintaining relationships
- Kindness
- Feedback and mentoring
- Sharing experiences
- Giving and receiving help
- Love and caring



#### Positive Meaning

Is about developing an understanding of the benefits of serving a cause greater than ourselves and engaging in related activities (Norrish, Robinson & Williams 2013)

- Purpose - a meaningful life
- Defining your ‘why’
- Maintaining your focus
- What do you love and what does the world need?



#### Positive Accomplishment

Involves striving for and achieving meaningful outcomes (Norrish, Robinson & Williams 2013)

- Doing well
- Setting goals and achieving them
- Celebrating successes
- Finding pleasure in your tasks’ completions
- Savouring
- Often retrospective



#### Health

Refers to establishing habits that support positive physical and psychological health (Norrish, Robinson & Williams 2013)

- The science of health (Physical, Emotional, Social and Psychological)
- Managing Stress
- The positive effect on our bodies and brains from eating well and exercising
- Getting sufficient sleep



## Pastoral Care – Positive Relationships

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Lowood State High School takes a proactive approach to forming positive relationships through an evidence-based and structured approach to Home Group time. This involves a *Welcome Routine* consisting of:

- **Greeting** (welcome the student into the room)
- **Values and Expectations** (so that students can visualise the Rule of the Week)
- **Announcements** (establish a sense of belonging to Home Group class and to the school)
- **Positive Primers** (develop positive emotion and open the mind for learning)

## Student Well-being Policies and Expectations

Within a school community there are specific health and well-being issues that will need to be addressed.

### *Specialised health needs*

Lowood State High 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*

Lowood State High 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 school 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.

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

### *Mental health*

Lowood State High 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*

Lowood State High School school staff who notice suicide warning signs in a student seek help immediately from the school 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, Lowood State High 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, Lowood State High 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, Lowood State High 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**

Lowood State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical well-being 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 Lowood State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

<b>Student Support</b>	
<b>Role</b>	<b>What they do</b>
Home Group Teachers	<ul style="list-style-type: none"> <li>• know their students through having conversations, sharing stories and contacting home</li> <li>• form positive relationships with students and their families to establish a team approach to student improvement</li> <li>• monitor student attendance through sharing and celebrating attendance data weekly</li> <li>• make contact with students and their family to support with uniform</li> <li>• nurture a sense of belonging to the Home Group and House</li> </ul>
Classroom Teachers	<ul style="list-style-type: none"> <li>• set and communicate high standards for student performance</li> <li>• plan, prepare and deliver quality and effective teaching and learning</li> <li>• monitor student performance and provide appropriate differentiation to allow students to improve</li> <li>• provide for the physical, social, cultural and emotional well-being and safety of students whilst at school</li> <li>• enhance students' overall development towards effective citizenship and responsible adulthood through their participation in timetabled, non-timetabled and planned extra curricula activities</li> </ul>
House Dean	<ul style="list-style-type: none"> <li>• leads the implementation of the <i>Skills for Well-being</i>, which encompasses Positive Behaviour for Learning (PBL) and a targeted Well-being (Positive Education) curriculum</li> <li>• monitors attendance, behaviour and uniform data to identify areas for intervention and support</li> <li>• nurtures a sense of belonging to the House and Home Group</li> </ul>
Heads of Department – <i>Curriculum</i>	<ul style="list-style-type: none"> <li>• leads their faculty staff to set and communicate high standards for student performance</li> <li>• monitors student performance at a faculty level to ensure appropriate differentiation is implemented to allow all students to succeed and improve</li> <li>• forms partnerships with students, parents and teaching staff to establish a team approach to student improvement</li> </ul>
Head of Department – <i>Junior Schooling</i>	<ul style="list-style-type: none"> <li>• coordinates the transition to secondary school for students moving from Year 6 to Year 7</li> <li>• oversees subject selection and class composition for students in Years 7 to 9</li> <li>• tracks academic progress and monitors student progress</li> </ul>
Head of Department – <i>Senior Schooling</i>	<ul style="list-style-type: none"> <li>• oversees course and subject selections for students in Years 10 to 12</li> <li>• tracks academic progress and monitors student progress towards the <i>Queensland Certificate of Education (QCE)</i></li> <li>• coordinates Vocational Education and Training, including school-based Apprenticeships and Traineeships, TAFE and external courses</li> <li>• oversees SET Planning processes</li> </ul>
Empowerment Teachers (Case Managers)	<ul style="list-style-type: none"> <li>• collaborate with class teachers, families and community to address issues and create solutions to improve student outcomes</li> <li>• differentiate units and assessments to create opportunities for students to learn and be assessed in a variety of ways</li> <li>• identify factors that can interfere with or disrupt effective learning, well-being and development and plan appropriate interventions</li> <li>• develop teacher capabilities to embed differentiation and Individual Curriculum Plans (ICPs) to cater for individual student needs</li> </ul>

Role	What they do
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>
Community Education Counsellor	<ul style="list-style-type: none"> <li>provides educational counselling and support services to First Nations students and communities</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>provides individual health consultations with assessment, support, health information and referral options relating to: <ul style="list-style-type: none"> <li>healthy eating and exercise</li> <li>relationships</li> <li>personal and family problems</li> <li>feeling sad, worried and angry</li> <li>sexual health</li> <li>smoking, alcohol and other drugs</li> </ul> </li> </ul>
Youth Support Coordinator	<ul style="list-style-type: none"> <li>provides individual and, at times, group support to students to assist their engagement with education and training</li> <li>supports students to overcome barriers to education, such as <ul style="list-style-type: none"> <li>attendance at school</li> <li>drug and alcohol support needs</li> <li>suspension/exclusion/referral for behaviour support</li> <li>relationships/social skills</li> <li>conflict with family/peers/teachers</li> <li>social/emotional/physical well-being</li> </ul> </li> </ul>

Parents who would like more information about the student support roles and responsibilities are invited to contact their student's House Dean via phone or email.

House	Colour	House Dean	Email Address
Oxley Crocs	Green	Ms Liz Ball	<a href="mailto:lball71@eq.edu.au">lball71@eq.edu.au</a>
Lockyer Lions	Red	Mrs Stacey Sallis	<a href="mailto:smanz1@eq.edu.au">smanz1@eq.edu.au</a>
Logan Sharks	Blue	Mr Brett Donald	<a href="mailto:bmdon1@eq.edu.au">bmdon1@eq.edu.au</a>
Cunningham Hornets	Yellow	Ms Katrina Day	<a href="mailto:kday47@eq.edu.au">kday47@eq.edu.au</a>

There are regional and statewide support services also available. For more information about these services and their roles, please make contact with Ms Sherree Soanes, Deputy Principal–[ssoan2@eq.edu.au](mailto:ssoan2@eq.edu.au)

## Whole School Approach to Discipline

At Lowood State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school.

Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.



### Positive Behaviour for Learning (PBL)

Lowood State High School uses the **Positive Behaviour for Learning (PBL)** Framework to support all students. This framework recognises that schools need to teach the behaviours required for success at school and beyond. In a PBL school:

- Staff recognise and reward positive student behaviour
- Implement consistent proactive, research-informed practices for classroom management
- Evaluate data to inform approaches to problem behaviours
- Use evidence-based programs when responding to problem behaviours



### PBL Values and Rules

Our staff are committed to delivering high quality of educational opportunities for every student, and believe all adults in the school, whether visiting or working, should display the RISE Values – *Respect, Integrity, Self-Reliance* and *Engagement*.



**Lowood State High School**  
**RISE VALUES**

- **Respect:** I behave and treat others in a way that is kind and fair.
- **Integrity:** I do the right thing, even when no one is watching.
- **Self-Reliance:** I understand that I am responsible for my words and actions.
- **Engagement:** I actively participate in all aspects of school life.



	<b>Respect</b> I have respect when....	<b>Integrity</b> I show integrity when....	<b>Self-reliance</b> I have self-reliance when....	<b>Engagement</b> I am engaged when...
<b>All Locations</b>	<ul style="list-style-type: none"> <li>I follow instructions from all staff</li> <li>I wear the correct school uniform</li> <li>I respect others' personal space, privacy and property</li> <li>I use polite language</li> <li>I move appropriately around the school</li> <li>I ask permission to leave the classroom and school grounds</li> </ul>	<ul style="list-style-type: none"> <li>I behave in a manner appropriate to the school expectations</li> <li>I use all aspects of the school environment safely and correctly</li> <li>I encourage appropriate behaviour</li> <li>I adhere to workplace health and safety processes</li> <li>I stay in the school grounds on arrival at school</li> <li>I leave prohibited items at home</li> </ul>	<ul style="list-style-type: none"> <li>I am in the right place at the right time</li> <li>I keep myself and others safe</li> <li>I solve problems or conflict peacefully</li> <li>I accept the outcomes for my actions</li> <li>I reflect on my learning and achievements in order to make plans for improvement</li> </ul>	<ul style="list-style-type: none"> <li>I attend school every lesson, every day</li> <li>I actively engage in all school events (assembly, presentations, guest speakers)</li> <li>I ask for assistance when required</li> <li>I use technology to assist my learning</li> </ul>
<b>Learning Spaces</b>	<ul style="list-style-type: none"> <li>I act appropriately in the learning environment</li> <li>I line up before the second bell and wait for instructions to enter the classroom</li> <li>I listen to and respect the ideas of others</li> </ul>	<ul style="list-style-type: none"> <li>I use phones and other technology appropriately in-line with the ICT Agreement for Students</li> <li>I use ICT devices and the internet as a learning resource</li> <li>I support the learning of others</li> <li>I comply with the expectation that I am not to take photos or videos at school</li> </ul>	<ul style="list-style-type: none"> <li>I am responsible for my own learning</li> <li>I have all equipment needed for the lesson (e.g. books, learning journal, stationery and subject specific items)</li> <li>I use the facilities (drink, toilets) at break time</li> <li>I submit all assessment and homework by the due date</li> </ul>	<ul style="list-style-type: none"> <li>I strive to do my best</li> <li>I participate positively in all learning activities</li> <li>I use technology to assist my learning</li> </ul>
<b>In the school grounds</b>	<ul style="list-style-type: none"> <li>I contribute to a clean and tidy environment</li> <li>I line-up and use manners at the canteen</li> <li>I keep paths and stairs clear</li> </ul>	<ul style="list-style-type: none"> <li>I look after our equipment and facilities</li> <li>I stay within the designated areas</li> </ul>	<ul style="list-style-type: none"> <li>I move to my class when the warning bell rings</li> </ul>	<ul style="list-style-type: none"> <li>I participate appropriately in school activities</li> </ul>
<b>Out in the Community</b>	<ul style="list-style-type: none"> <li>I move appropriately so that others are not disturbed or inconvenienced</li> <li>I wait for and use all public transport appropriately, including school buses</li> <li>I am mindful of how I behave when in my school uniform in the community</li> </ul>	<ul style="list-style-type: none"> <li>I show respect and courtesy to members of the community</li> <li>I am a positive role model</li> </ul>	<ul style="list-style-type: none"> <li>I control my actions to ensure that I am respectful to the public and all property</li> <li>I avoid conflict in the community and inform the school of any issues that may arise</li> </ul>	<ul style="list-style-type: none"> <li>I interact with members of the community in a polite and positive manner</li> <li>I support the community</li> </ul>

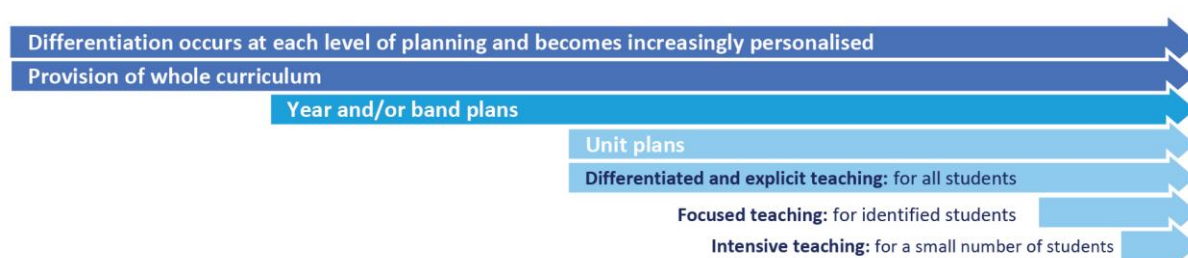
## Recognition of Expected Behaviour

Lowood State High School reinforces expected student behaviour through providing students with positive feedback and rewards. This positive reinforcement is designed to increase the quality and quantity of positive interactions between students and staff.

All staff members are trained to give consistent and appropriate recognition and rewards. School staff use *free and frequent, short-term* and *long-term* acknowledgment to maintain a positive and safe environment for students.

## Differentiated and Explicit Teaching for All Students

The Positive Behaviour for Learning (PBL) framework provides a model of support for all students, consisting of three tiers of intervention.



### Tier 1 'Universal' Supports

***Differentiated and explicit teaching of behaviour expectations: for all students***

**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) Values and Rules. This involves:

- teaching behaviours in the setting they will be used, during the weekly Well-being (WEL) lesson and at House Rallies
- acknowledging and rewarding expected behaviour through implementation of a positive rewards system
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

## Tier 2 'Targeted' Interventions

### ***Focussed teaching of behaviour expectations: for identified students***

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

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) Values and Rules. The types of interventions offered will vary according to the needs of our student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide Values and Rules
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (eg they are "evidence-based" interventions that are matched to the student's needs).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

## Tier 3 'Intensive' Interventions

### ***Intensive teaching of behaviour expectations: for a small number of students***

Individualised services are for a **few students** (2-5%), who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

Tier 3 supports continue to build on the lessons and supports provided at both Tiers 1 and 2 levels, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

## Consideration of Individual Circumstances

When teaching the Values and Rules of Lowood State High School and responding to inappropriate behaviour or applying a disciplinary consequence, staff take into account students' individual circumstances, such as their:

- Behaviour history
- Disability
- Mental health and well-being
- Religious considerations (when expressed by the student or their family)
- Cultural considerations
- Home environment and care arrangements

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of **equity**, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair.

For example:

- Some students need additional support to interpret or understand an expectation
- Others may benefit from more opportunities to practise a required skill or behaviour
- For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances

These are all matters that our teachers and the Principal consider with each 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.**

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 when they are reported according to the school's process. 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 a Head of Department, House Dean, Deputy Principal or the Principal, to discuss the matter.



## Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders, continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the Head of Department 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 so serious as to warrant immediate removal of the student for the safety of others
- alternative discipline strategies have been implemented and the student continues to exhibit behaviour that contravenes the rights of others to a safe, supportive and disciplined school environment
- 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:

- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Classwide incentives
- Reminders of incentives or class goals
- Rule reminders (eg “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (eg “Pick up your pencil”)
- Individual positive reinforcement for appropriate behaviour
- Revised seating plan and relocation of student/s
- Pre-correction (eg “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (eg posters, hand gestures)
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Model appropriate language, problem solving and verbalise thinking process (eg “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Corrective feedback (eg “Hand up when you want to ask a question”)
- Provide positive choice of task order (eg “Which one do you want to start with?”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Prompt student to take a break or time away in class
- Redirection
- Reduce verbal language
- Peer consequence (eg corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Issue RISE Points to acknowledge expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (eg ‘Buddy’ Class)
- Detention

## Focussed

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

- Referral to the Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies
- Individual student behaviour support strategies (eg Student Behaviour Plan)
- Teaching targeted skills in small group
- Monitoring card with rewards attached
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Detention
- Withdrawal from class
- Restorative conversation/mediation

## Intensive

School Leadership Team works in consultation with the Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Individual Support Plans/Discipline Improvement Plans
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (eg mobile phone)
- Withdrawal from classes (for one or more days)
- Negotiated attendance plan
- 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.

## Behaviour Categories

Students are expected to choose behaviours that are inline the with RISE Values of Lowood State High School that are explicitly set out in the Values Matrix and are explicitly taught to students through Well Lessons. Behaviours that are not acceptable at Lowood State High School and may result in disciplinary consequences including School Disciplinary Absences or Exlcusion, are as follows:

Behaviour Category	Definition
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.
Defiance	Student refuses to follow directions given by school staff.
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.

<b>Behaviour Category</b>	<b>Definition</b>
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.
Refusal to participate in program of instruction	Non- submission of assessment including drafts, practicals and portfolios
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.
Truancy (Out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (eg. an authorised absence).
Truancy (Out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (eg. an authorised absence).
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.
Other – charge-related suspension	Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> <li>• charged with a serious offence; or</li> <li>• charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</li> </ul>

## 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 (maybe a period of not more than one year or permanently).

At Lowood State High School, the use of any SDA is considered a **very serious decision**. It is typically used by the Principal when:

- Other options have been exhausted, or
- The student's behaviour is so dangerous or severe that continued attendance at the school is considered a risk to the safety or well-being 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 involves 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 Lowood State High School will be invited to attend a re-entry meeting with their parent or caregiver, on or before the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent or caregiver, back to the school. It is **not a time** to review the decision to suspend, as 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 an expectation that the student's parent or caregiver attend a re-entry meeting with their child upon their return from suspension. The re-entry meeting provides support for the student to assist in their successful re-engagement in school following suspension.

### **Arrangements**

The expectation to attend the re-entry meeting will be communicated via telephone and in writing. Re-entry meetings are short and kept small with the Principal or their delegate (eg Head of Department, House Dean or Deputy Principal) attending with the student and their parent or caregiver and any other stakeholder.

A record of the meeting is saved in OneSchool.

### **Structure**

The structure of the re-entry meeting should follow a set agenda. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent or caregiver 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 well-being
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (eg Guidance Officer)
- Agreement to a Behaviour Improvement Plan
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to Student Reception for sign-in

### **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 (eg AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Lowood State High School has tailored the following school policies to assist students, staff and visitors to 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:

- Prohibited items
- Temporary removal of student property by school staff
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Acts of Physical Aggression or Fighting

### Prohibited Items

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

- illegal items or weapons (eg guns, knives\*, throwing stars, brass knuckles, chains etc.)
- imitation guns or weapons
- potentially dangerous items (eg blades, rope)
- drugs\*\* (including tobacco, vapes and cigarettes)
- illicit substances of any kind (including illegal substances)
- cigarette lighters
- alcohol
- energy drinks
- chewing gum
- liquid paper
- permanent markers
- steel rulers
- laser pointers
- aerosol deodorants or cans (including spray paint)
- explosives (eg fireworks, flares, sparklers)
- flammable solids or liquids (eg fire starters, mothballs, lighters)
- poisons (eg weed killer, insecticides)
- inappropriate or offensive material (eg 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**).

# 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 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 school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.**

## Responsibilities

**State school staff** at Lowood State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is reasonable suspicion that the student has a dangerous item (eg, 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 (eg to access an EpiPen for an anaphylactic emergency)
- consent from the student or parent is required to search the person of a student (eg 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 Lowood State High School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (eg camp, sporting venues) that:
  - is prohibited according to the Lowood State High School Student Code of Conduct
  - is illegal
  - puts the safety or well-being 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 school staff that the property is available for collection.

**Students** of Lowood State High School:

- do not bring property onto school grounds or other settings used by the school (eg camp, sporting venues) that:
  - is prohibited according to the Lowood State High School Student Code of Conduct
  - is illegal
  - puts the safety or well-being 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

## Important to note

- For the purpose of this document, *mobile phones and wearable devices* include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.
- This document does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school's Bring Your Own Device (BYOD) policy.

## Overview

Queensland state schools are committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students.

'Away for the day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and well-being
- encourage increased face-to-face social interactions between students
- promote the health and well-being of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

## Student use of mobile phones and wearable devices at school

All state school students must keep their mobile phones and wearable devices switched off and 'away for the day' during school hours.

This policy also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school Principal.

Students participating activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

## Bringing mobile phones and wearable devices to school

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school
- make contact with parents, friends and part-time employers outside of the school day.

## Storage of mobile phones and wearable devices

Lowood State High School is in no way responsible for a student's personal property brought to school. The safe keeping of mobile phones and other wearable devices is the responsibility of the student. Lowood State High School has a number of options available to students to support the safe keeping of their mobile phones and wearable devices to prevent their use, loss or damage.

Examples that enable students to keep their mobile phone or wearable device safe include:

- in a student's pencil case with the mobile phone or wearable device to be contained in a separate pouch so that the mobile phone or wearable device cannot be seen or used during the school day
- in the student's school bag, which in some classrooms the bag may be kept in a designated cupboard or area of the classroom (not to be kept at desks)
- in student lockers (students are required to bring their own lock in order to utilise the lockers and ensure all property is removed at the end of the day).

## Exemptions

### *Individual circumstances*

Students with an approved exemption, must only use their mobile phone or wearable device for the intended, approved purpose at times and places as approved by the school.

Consideration of individual circumstances will be given to students who require temporary or ongoing exemptions to use mobile phones during the school day. These exemptions include when:

- the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the [Managing students' health support needs at school procedure](#))
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member
- students in Years 11 and 12 are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

Exemptions for students will be managed by the Principal and decided on a case-by case basis. Students will require medical or other documentation to verify the need for the use of the mobile phone or device during the school day. Students who are granted an exemption will have specific directions around the use of the mobile devices including when and where the usage may take place.

Where an exemption is not approved and the student or their parent/carer expresses dissatisfaction with the decision, information about how to make a customer complaint and how a complaint will be managed should be made available in accordance with the [Customer complaints management procedure](#).

### *School specific exemptions*

It is acknowledged that the use of mobile phones and wearable devices can support the school's teaching and learning programs by providing valuable learning experiences for students, as well as supporting day-to-day school operations.

- The Principal may give permission for select students or class to use their mobile phone or wearable device in a classroom, for a specific and agreed educational purpose
- The Principal may determine to allow students access and use of mobile phones and wearable devices during school representative sports, camps or excursions at specified and supervised times (in accordance with the [School excursions procedure](#)).

### **Supporting students to follow 'Use of Mobile Phones and other Devices by Students' policy and disciplinary consequences**

Lowood State High School explicitly teaches all students the expectations regarding the use of mobile phones and wearable devices to ensure the safety and wellbeing of the students and/or staff members. Students will be reminded of the following expectations:

- provided with a verbal reminder about the expected behaviour
- directed to place the mobile phone in storage (eg bag, locker or pencil case in a pouch)
- directed to turn off their phone or device

School disciplinary measures may be used to reinforce the seriousness of not complying with the expectations around mobile phones and wearable devices. These measures may include the temporary removal of student property, internal school withdrawal, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

### **Legislation**

[Education \(General Provisions\) Act 2006 \(Qld\)](#)

[Education \(General Provisions\) Regulation 2017 \(Qld\)](#)

[Human Rights Act Qld \(2019\)](#)

# Preventing and Responding to Bullying

Lowood State High School 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 supports improved student self-esteem, attendance and behaviour at school.

Enhancing the well-being of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

## 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 (eg, 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.

These conflicts, however, are still considered serious and need to be addressed and resolved.

At Lowood State High School our staff will work to quickly respond to any matters raised of this nature, in collaboration with students and parents.

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

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

withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

**A bystander** is someone who is present at a bullying incident, or knows about bullying, but does not actively take part. At Lowood State High School, it is an expectation that bystanders report bullying incidents to their House Dean. This is called being a **good bystander**. Bystanders who encourage bullying, or who fail to report bullying incidents, may be subject to disciplinary consequences.

At Lowood State High School, cyberbullying is treated 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.

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. Students enrolled at Lowood State High School may face in-school disciplinary action if they engage in cyberbullying that directly affects the good order and management of the school or jeopardises the safety of other students enrolled at the school. Examples of this behaviour may include:

- taking photographs or video recordings of other students who are wearing the school uniform
- directing threats to other students about actions to occur on the school grounds or during school time
- creating or engaging with content that is a defamation of school staff or the school reputation

Sexting is the sending of provocative or sexual photos, messages or videos by mobile phone or posted online. A naked or sexually explicit picture or video of a person under the age of 18 years is by legal definition child exploitation material and the making, transmission and possession of such images can result in serious criminal charges.

In the first instance, **students who wish to make a report about cyberbullying should approach their House Dean during a lunch-break, before or after school.** Parents or carers may also wish to contact their student's House Dean by telephone or email if they wish to report cyberbullying matters that are consistent with the descriptions above. All members of the school community can also use [Stymie](#) to report incidents of bullying or cyberbullying.

Parents and students who have concerns about cyberbullying incidents that occur externally to the school or during school holidays should immediately seek assistance through the the Queensland Police Service or [Office of the e-Safety Commissioner](#). The Principal and state school staff do not have the ability to commence disciplinary action if a cyberbullying incident occurs externally to the school.

Disciplinary action for cyberbullying may include detention or removing of privileges, or more serious consequences such as suspension or exclusion from school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays, that adversely affects, or is likely to adversely affect, the good order and management of the school. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other schools.

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 who engage in inappropriate online behaviour towards students, parents or other staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the student's House Dean.

## 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.

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

## Appropriate Use of Social Media

The internet, computers, 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 whether the content you are about to post could upset, embarrass, and lead to possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and their 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

## **Acts of Physical Aggression or Fighting**

Lowood State High School explicitly teaches all students that we are a "hands-off school". Students are to keep their hands and body to themselves. Any acts of physical aggression or fighting in all forms will not be tolerated at Lowood State High School. Any acts that encourages the use of physical aggression or fighting will also not be tolerated.

School disciplinary measures may be used to reinforce the seriousness with which the community takes all incidents of physical aggression and fighting. These measures may include internal school withdrawal, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## Sexual Assault and Sexual Harassment

At Lowood State High School any form of sexual assault and/or sexual harassment are not tolerated. Sexual assault and/or sexual harassment includes but is not limited to the following behaviours:

- unwelcome physical touching
- sexual or suggestive comments, jokes or innuendo
- unwelcome requests for sex
- intrusive questions about a person's private life or body
- the display of sexually explicit material such as videos or pictures
- leering
- sex based insults or taunts
- sexually offensive communications, including telephone calls, messages, letters, notes and emails

School disciplinary measures may be used to reinforce the seriousness with which the community takes all incidents of sexual assault and/or sexual harassment. These measures may include internal school withdrawal, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.



## Restrictive Practices

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

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

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

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

1. Regard to the human rights of those students
2. Safeguard students, staff and others from harm
3. Ensure transparency and accountability
4. Place importance on communication and consultation with parents and carers
5. Maximise the opportunity for positive outcomes, and
6. Aim 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 (eg 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 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:

- 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.
- 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.
- 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.
- 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.

# 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](#)
- [Stymie](#)