



Lawnton State School

Student Code of Conduct

2025-2028

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

Purpose

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

The Lawnton 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.

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Date: *25/8/2025*

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Date: *25/08/2025*

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Principals Foreword

Lawnton State School has a long and proud tradition of providing high quality education to students from across the Moreton Bay area. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Lawnton State School has three core values:

- **Safety** - All students and staff have the right to learn, work and play in a safe and supportive school environment. Through safety we learn to care about others and look after all members of our school community.
- **Respect** - We show respect by speaking and acting with courtesy. We treat others with dignity and consideration and honour the rules of our family, school and nation. Respect yourself, and others will respect you.
- **Learning** - Learning is our core focus. Through practice, persistence and deep application we embed new knowledge in our repertoire and learn how to transfer this knowledge into new contexts. As learners we: seek and apply feedback, reflect on our current practices and identify the required elements of new knowledge and work collaboratively to progress our learning. *At Lawnton State School we are all learners.*

These values are used to guide decision-making for the school and are explicitly taught to students. The values and expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Lawnton State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

As Principal, I am committed to the development and achievement of high standards in academic and social emotional wellbeing. I thank the students, teachers, parents and other members of the community for their work in bringing this Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Consultation

Lawnton State School undertook a consultation process to develop this Student Code of Conduct with our school and school community.

A range of consultations and collaborations were undertaken through a number of internal and external professional learning days in *Trauma Informed Practices (with a neuroscience lens)*, *Restorative Conversations* and *Positive Relationships*, Behaviour Engagement working party and Staff Meetings. The draft Student Code of Conduct was prepared with a range of contributors including school leaders, teachers, inclusion teachers, student engagement teacher and teacher aides. A review of school data relating to School Opinion Surveys, attendance, OneSchool behaviour incidents and staff feedback informed the development process.

We offered parent consultation via the P&C and through the school newsletter. We also consulted with the student leaders of 2025 on behalf of the student body.

The Lawnton State School Student Code of Conduct is available on our school website. Any families who require assistance to access a copy of the Lawnton State School Student Code of Conduct, including translation to a suitable language, are invited to contact our office on 3481 4888.

Review Statement

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

P&C Statement of Support

As the President and Executive Team of the Lawnton State School P&C Association, we are proud to endorse the 2025-2028 Student Code of Conduct, The transparent and inclusive consultation process provided an opportunity for the entire Lawnton State School community to have a voice and contribute feedback, ensuring the document reflects shared values and expectations. Parental awareness and involvement are vital in supporting positive behaviour and fostering a safe, respectful learning environment. We encourage all parents to take the time to familiarise themselves with the Student Code of Conduct and to discuss its content and expectations with their children, including any support they may need to succeed. When concerns do arise, it's important for families to understand the schools procedures and supports available to them. With your continued support, we can continue to work in partnership with school staff to ensure every child is safe, respected and appropriately supported to meet their individual social, emotional and academic learning needs.

Learning and Behaviour Statement

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

At Lawnton State School, we believe that an inclusive, safe and supportive environment protects the rights of all community members including:

- Students' right to learn
- Teachers' right to teach, and
- Everyone's right to be safe.

We further believe that teaching our behaviour and social expectations is part of building an inclusive school community, and we understand that just like other areas of learning some students will require additional support and interventions to achieve expectations.

All areas of Lawnton State School are learning and teaching environments. In these environments we strive to foster and promote behaviours including good citizenship that are fair and non-violent and encompass such qualities as respect, kindness, self-regulation and teamwork. We respect the importance of each student's individual intellectual, social, emotional and physical development whilst maintaining that individual rights and responsibilities must contribute to a safe and positive community spirit. The three core values that underpin our school community are:

- Safety - All students and staff have the right to learn, work and play in a safe and supportive school environment. Through safety we learn to care about others and look after all members of our school community.
- Respect - We show respect by speaking and acting with courtesy. We treat others with dignity and consideration and honour the rules of our family, school and nation. Respect yourself, and others will respect you.
- Learning - Learning is our core focus. Through practice, persistence and deep application we embed new knowledge in our repertoire and learn how to transfer this knowledge into new contexts. As learners we: seek and apply feedback, reflect on our current practices and identify the required elements of new knowledge and work collaboratively to progress our learning. At Lawnton State School we are all learners.

Multi-Tiered Systems of Support

Lawnton State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. School staff match increasingly intensive interventions to the identified needs of individual students.

Tier 1 – All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and behavioural expectations. This involves proactive and preventative processes and strategies to support student learning and behaviour:

- Teaching behaviours in the setting they will be used
- Ready to Learn Plans for all students with strategies to develop self-regulation skills to maximise learning stamina
- Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- Seeking 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 instruction and supports for some students may include 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 or individuals, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of behaviour engagement expectations. The types of interventions offered at this level will vary according to the needs of each school's 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 expectations.
- Interventions are sustainable for teachers have a good chance of working e.g. they are evidence based interventions that are matched to the student's need.

Tier 2 supports may include:

- Individual student behaviour support strategies
- Targeted behaviour teaching and support aligned to the Personal and Social Capabilities through small group or individual lesson sequences - explicit instruction
- Targeted behaviour teaching and support, for example check in at the Wunya Room
- Acknowledgement System
- Behavioural contract
- Parent/ carer communication
- Stakeholder meeting with parents and carers
- Lunchtime support plans
- Individualised Ready to Learn Plan
- School chaplain support

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 – Individualised services for few students 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 continue to build on the lessons and supports provided at Tiers 1 and 2, 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.

Students may receive intensive Tier 3 supports through an Individualised Behaviour Support Plan (IBSP), FBA development, support staff and external agency partnership to make the necessary adjustments to support these students across all school environments.

Tier 3 supports exist along a continuum. 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.

Student Wellbeing and Support Network

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

Educators, parents, children and young people themselves all have a role to play as part of a whole school approach to supporting the wellbeing and mental health of all Queensland state school students.

Curriculum and pedagogy

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

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

Our school provides: Daily Meeting Circles and Ready to Learn lessons to all students. This is a time for our students to explicitly learn about our behaviour and social expectations, our values and student wellbeing. We explicitly teach students behaviour and social protocols through **Lawnton Learners Ready to Learn** lessons and we include an ongoing focus on Student Wellbeing. Examples of learning may include: mindfulness, growth mindset, resilience, regulating our feelings, and being ready to learn.

Additionally, we provide age-appropriate respect lessons through our Health units from K- 6 and targeted self-regulation lessons. Lawnton State School also acknowledges a variety of events such as Day for Daniel and R U Ok Day which may target the whole school community, targeted groups or individual students.

Lawnton State School runs a number of structured and supported play options for students at lunchtimes. Students can be supported with a 'play plan' where student input is given to a timetabled plan for play time. Each class provides morning circle time where students develop positive relationships, build listening skills and are provided with opportunities to problem solve in a safe and inclusive environment.

Calm Corner and Reset

As part of our behaviour processes, self-regulation and self-correction opportunities are incorporated in each classroom. Each class has a designated 'Calm Corner' designed for students to self-refer or for teachers to support initial self-regulation and self-correction by referring the student. This is a positive strategy encouraged and supported by teaching staff as necessary. In cases where student behaviour is disruptive to the learning of others, students may be directed to a 'Take 10' space within the classroom to reset. At times, Leaders may provide the alternative for a student to 'Reset' in an arranged and known setting where they attend for a period of time in order to allow the student space to reset, and to minimise disruption to the learning of other students.

Wunya Room

Lawnton State School employs staff dedicated to supporting student behaviour. Our student engagement staff members are based in the Wunya Room. Our student engagement staff support student behaviour in a variety of ways. One way is through working with identified students to co-regulate student behaviour and teach those identified students positive skills for self-awareness, self-management, social awareness and social management.

Specialised Health Needs and Medications

Lawnton State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or schoolbased 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. Lawnton State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant documentation.

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.

Mental Health

Lawnton State School works closely with students and families to implement early intervention measures and treatments for students where there is reasonable belief that a student requires support to manage their mental health. Our Guidance Officer will work with families and support engagement with external mental health professionals. Guidance Officer support may include facilitating the development, implementation and periodic review of a Student Plan.

Suicide Prevention

Lawnton State School staff who notice suicide warning signs in a student have access to support through the Leadership Team, Guidance Officer, other appropriate staff and external support. 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. Lawnton State School staff follow suicide intervention and prevention advice by assessing risk and as required ensuring:

- appropriate supervision is put in place
- 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.

Lawnton State School staff follow the Suicide Risk Continuum developed for staff to guide them.

Suicide Postvention

In the case of a death by suicide of a student that has not occurred on school grounds, Lawnton State School would enact 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 death by suicide occurred on school grounds or at a school event, Lawnton State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support

Lawnton State School employs specialised staff to work with students, their families and teachers, to help the social, emotional and physical wellbeing of every student. All of our staff are dedicated to ensuring our school is an inclusive, nurturing environment. Students can approach any trusted school staff member at Lawnton 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 staff member.

Role: Guidance Officer

What they do:

- Advocates and provides student support, psychoeducational assessment, recommendations and advice to students, teachers and parents concerning educational, behavioural, mental health and family issues.
- Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case management and referral service that optimises students' access and engagement in educational programs.
- Consults with the schoolwide community and provides a referral service to assist students and parents in decision making about critical educational, personal, social, and emotional adjustments.
- Provides short term counselling to identify the needs of students and to identify possible next steps and supports to help students re-engage in learning.
- Liaises with parents, teachers, or other external health providers.

Role: Student Wellbeing Professional

What they do:

- Support provided through the school referral process.
- Uses professional knowledge to deliver short term evidence-based, appropriate and tailored therapeutic intervention to support students presenting with mild to moderate mental health needs.
- Identify when students require additional mental health support outside of the school context, make referrals to external agencies and provide assistance to ensure students can access this additional support.
- Work with parents, carers, and other wellbeing and school staff to develop strategies to support students in the classroom and wider school community.

Role: Inclusion Learning Teacher

What they do:

- Inclusive Learning Teachers (ILTs) work alongside sector leaders, teachers and support staff to improve achievement and well-being outcomes for students with diverse learning needs.

Role: Student Engagement Teacher

What they do:

- Leadership of *Lawnton Learners Ready to Learn*, promoting positive school culture through student, staff and parent wellbeing.
- Provides emergent support to students and staff.
- Monitors engagement, student self-regulation and behaviour data to identify areas of additional need.
- Models for teachers and students in classrooms.

Role: Student Engagement Officer

The role of a Student Engagement Officer (SEO) is to provide individual support, case management and, where appropriate, group support to students to maximise their engagement with education and training. The SEO supports a learning environment by monitoring student attendance, and liaising between students, school personnel, and the home parents/guardians of any students who encounter educational, social, emotional or behaviour problems.

What they do:

SEO's monitor attendance and coordinate data to collaboratively assess the behaviour and wellbeing of students, identifying barriers to students attending school and achieving outcomes by referral to appropriate support services, especially students at risk (at home or in the school environment) which may put them at risk of leaving school prematurely.

SEOs can provide information, support, advocacy and referrals to young people and families who may be experiencing a range of issues, that are impacting their engagement, including:

- School attendance
- Financial barriers or difficulties
- Accommodation or housing difficulties
- Relationship issues including family conflict or changes
- School related issues

SEO's partner with families in a holistic way to recognise barriers to on time, regular attendance and together with multidisciplinary support empower families to implement early intervention strategies to maximise learning and create positive change in their school engagement and attendance.

Role: Chaplain

A chaplain provides support and pastoral care to the school community. The chaplaincy role involves walking with students through challenges, providing a listening ear and caring presence for young people facing challenges. With parental consent, the chaplain can also provide spiritual support like prayer, for people experiencing grief or loss.

Chaplaincy/student welfare services are optional and provide students and staff with social, emotional and spiritual support, provide an additional adult role model in the school and enhance engagement with the broader community including parents.

What they do:

- Social and/or emotional support
- General wellbeing
- Mentoring

- Community development
- Educational support
- Extra-curricular activities
- Facilitating programs (Seasons for Growth, Mates, SUPA club)
- Activities that foster friendship

It is also important for students and parents to understand there are regional and state-wide support services available to the school and the school may consult these staff where indicated. These include Student Wellbeing, Student Protection, Therapies and Nursing, Student Behaviour, Student Child and Family Connect, Youth Services, Student Inclusion.

Whole School Approach to Discipline

Lawnton State Schools '*Lawnton Learners Ready to Learn*' program includes a blended approach of Positive Behaviour for Learning (PBL), Restorative Justice and Trauma Informed Practices (with a neuroscience lens) 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, Restorative Justice and Trauma Informed Practices (with a neuroscience lens) are evidence-based frameworks 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 Lawnton State School we believe discipline must reflect 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 Lawnton State School Student Code of Conduct is an opportunity to explain the *Lawnton Learners Ready to Learn* framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations 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 Lawnton State School Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the Deputy Principal.

Behaviour Expectations

Our staff are committed to delivering a high quality education for every student, and believe all adults in the school, whether visiting or working, should model and demonstrate the same behaviour expectations and values that are in place for students - *safety, respect and learning*.

Students

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

Respect

- I care for our school environment
- I care for our school community and me
- I use the High 5

Safety

- I am in the right place at the right time.
- I play by the rules.
- I use equipment appropriately.

Learning

- I use our Ready To Learn Plan to identify what I need to be a successful learner.
- I use a Growth Mindset.
- I follow classroom expectations.



Parents and staff

The table below explains the positive behaviour expectations for parents, carers and our broader community when visiting our school and the standards we commit to as staff.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
<p>You uphold the school's core values and support your child to meet the learning and behavioural expectations at school.</p> <p>You support the authority and discipline of the school and observe school rules as required.</p>	<p>Uphold the Lawnton State School core values and support behaviour expectations.</p> <p>We are clear about our learning and behaviour expectations. We strive to develop each student to their potential by teaching effectively and setting high standards in both learning and behaviour. We model positive behaviour for students.</p>
<p>You support your child to meet the learning and behavioural expectations at school.</p>	<p>We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.</p>
<p>You approach the class teacher or deputy principal if you are concerned about the behaviour of another student, staff member or parent.</p>	<p>We will work with every family to quickly address any complaints or concerns about the behaviour of students, staff or other parents.</p>
<p>You make an appointment to speak with the class teacher or deputy principal to discuss any matters relating to your child.</p>	<p>We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.</p>
<p>You are respectful in your conversations at home about school staff.</p>	<p>We will ensure positive behaviours are modelled for all students.</p>
<p>You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.</p>	<p>We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.</p>
<p>You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.</p>	<p>We will create a safe, supportive and inclusive environment for every student.</p>
<p>You leave and collect your child from the designated area at school.</p>	<p>We will give clear guidance about a designated area for parents to leave and collect students.</p>
<p>You respect the obligation of staff to maintain student and family privacy.</p>	<p>We will maintain confidentiality about information relating to your child and family.</p>
<p>You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.</p>	<p>We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.</p>
<p>You share relevant information about your child's learning, social and behavioural needs with school staff.</p>	<p>We will share relevant information with you about your child's learning, social and behavioural progress at school.</p>
<p>You take a positive, solution-focused approach to resolving complaints.</p>	<p>We will nominate a contact person for you to work with to resolve a school related complaint.</p>
<p>You respect school, student and staff privacy in your online communications.</p>	<p>We will act quickly to address social media issues that affect staff, students or families.</p>
<p>You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.</p>	<p>We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.</p>
<p>You help your child to see the strengths and benefits in diversity and difference in their classmates.</p>	<p>We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.</p>
<p>You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.</p>	<p>We will check in with you about your child's needs or any support your family may require.</p>

Consideration of Individual Circumstances

Staff at Lawnton 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 equity, where every student is given the support they need to be successful.

This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

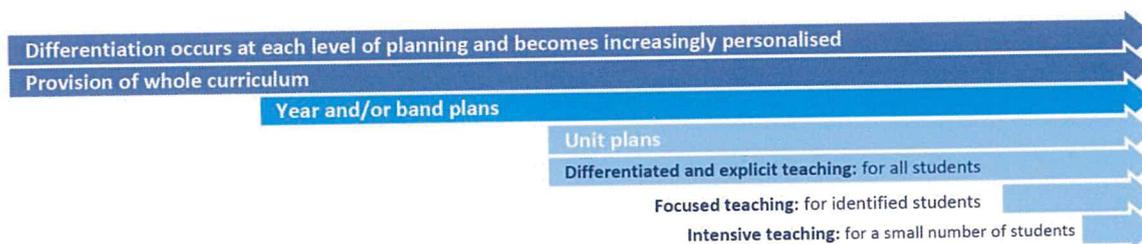
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the relevant Deputy Principal to discuss the matter. If you still believe your concerns have not been heard, you are welcome to make an appointment with our Principal.

Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section.

Tier 1 is differentiated and explicit teaching for all students

Tier 2 is focussed teaching for identified students

Tier 3 is intensive teaching for a small number of students.

Each layer provides progressively more personalised supports for students.

Our *Lawnton Learners Ready to Learn* framework explicitly teaches the expected behaviours and is the basis for developing our behaviour standards and expectations. Using the *Ready to Learn Plans*, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom to develop self regulation strategies to engage in learning. Our school's behaviour, social expectations and values, are used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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 Lawnton State School to provide focused teaching. Focused teaching is aligned to the Personal and Social Capability Framework, 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.

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 who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

The disciplinary consequences model used at Lawnton 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:

- Acknowledgement System
- 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 (Calm Corner)
- 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 ('Take 10' Reset Space)
- Reflection

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Acknowledgement System
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy with a preferred adult or Wunya Room Staff
- Teacher coaching and debriefing
- Referral to Student Support Team for team based problem solving
- Stakeholder meeting with parents and external agencies
- Student observations
- Reset Space (in an alternative classroom)
- Reflection

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

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

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.

School Policies

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

- illegal items or weapons (e.g. guns, knives*)
- 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 Lawnton State School:

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

Parents of students at Lawnton State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Lawnton 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 Lawnton State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Lawnton 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.

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

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

It is **acceptable** for students at Lawnton State School to:

- use devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device

- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances (medical reasons).

It is **unacceptable** for students at Lawnton State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Lawnton State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school in the schools ICT responsible use procedure) 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.

Mobile Phones:

Students who travel to school with a mobile phone must immediately switch their mobile phone off and proceed to the office when they arrive at school to check in their mobile phone in for the day. Mobile phones must not be kept in school bags, desks or on their person. In the afternoon when the student has been released for the day, the student must immediately proceed to the office to collect their mobile phone. Students may switch their phone on once they leave the school grounds, or in the event that they need to contact their parent for safety purposes.

Whilst in the school grounds, and before or after check in or pick up of their mobile phone, students must at all times have their phone switched off (unless as set out above). Outside of the school grounds, students must follow the direction of staff members regarding their mobile phones.

Smart watches:

Once at school, any function of a smart watch other than telling time must be switched off. Students must not be connected to any 4G network or messaging Apps whilst on the school grounds.

If students misuse devices at school, parents will be contacted to reinforce the school and department's expectations regarding devices with their child.

Please see [Advice for state schools on acceptable use of ICT facilities and devices](#).

Preventing and responding to bullying

Lawnton 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.

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

Lawnton State School supports all students to act as helpful and reasonable bystanders if they feel safe to do so. Bully bystanders can have a powerful effect as they can either encourage or inhibit bullying behaviour. There are three main types of bystanders:

- followers (assistants) – do not initiate, but take an active role in the bullying behaviour,
- supporters (reinforcers) – support the bullying behaviour overtly or covertly, and
- bullying defenders who dislike the bullying behaviour and try to help the target by intervening, getting teacher support or providing direct support to the target.

This is in alignment with our values of *Respect* which is taught and reinforced throughout the school including during Morning Meetings and special days such National Day of Action Against Bullying and Violence, and consistently modelled each day in classrooms.

Students enrolled at Lawnton State School may face in-school disciplinary action, such as Reflection where a Leadership Team member works with the student to reflect on their actions and design a restorative response, 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 can include behaviour which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the relevant Deputy Principal to discuss the matter. If concerns have not been heard you may request an appointment with our Principal.

The following flowchart explains the actions Lawnton 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.

Lawnton State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher is the first point of contact where possible.

Deputy Principal – 3481 4888

Principal – 3481 4888



Cyberbullying

Cyberbullying is treated at Lawnton 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, Deputy Principal or Principal, 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 Lawnton 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.

Lawnton State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

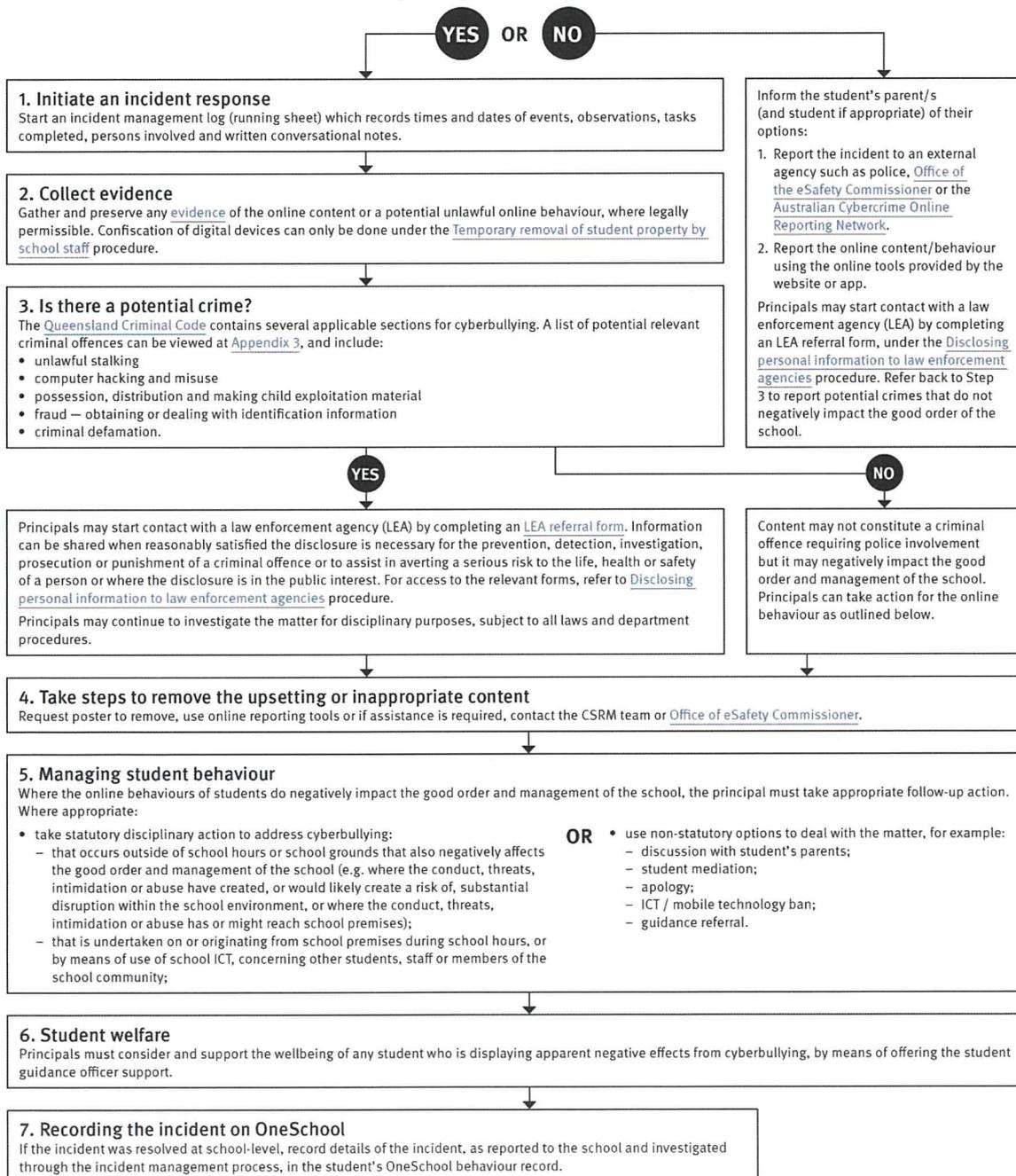
Explicit images

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

Report

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

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



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

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

Lawnton State School – Anti-Bullying Compact

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

Lawnton State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

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* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

Related Procedures and Guidelines

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** contact the local Regional Office. If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local Regional Office to conduct a review. You need to submit a Request for Internal Review Form within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority. If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Legislative Delegations

Legislation

[Anti-Discrimination Act 1991 \(Qld\)](#) [Child Protection Act 1999 \(Qld\)](#)
[Disability Discrimination Act 1992 \(Cwth\)](#) [Disability Standards for Education
2005 \(Cwth\)](#) [Criminal Code Act 1899 \(Qld\)](#)
[Education \(General Provisions\) Act 2006 \(Qld\)](#) [Education \(General Provisions\)
Regulation 2017 \(Qld\)](#) [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 \(Qld\)](#) [Work Health and Safety Act
2011 \(Qld\)](#)
[Work Health and Safety Regulations 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school Principals are responsible for “controlling and regulating student discipline in the school”. Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school.

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

- *Education (General Provisions) Act 2006 Director-General’s delegations*
- *Education (General Provisions) Act 2006 Minister’s delegations*
- *Education (General Provisions) Act 2006*
- *Director-General’s authorisations Education (General Provisions) Regulation 2006*
- *Minister’s delegations*
- *Education (General Provisions) Regulation 2017 Director-General’s delegations*