



Lowood State School

Student Code of Conduct



Lowood State School

Student Code of Conduct

2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023



Lowood State School

Student Code of Conduct

Purpose

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

The Lowood 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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Endorsement

Principal Name: Tiffany Rigby

Principal Signature: 

Date: 16/05/23

P/C President Name: Kristy Myers

P/C President Signature: 

Date: 10/05/23



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Principal's Foreword

Introduction

Lowood State School is committed to providing a safe, respectful and disciplined learning environment for students in our community, where students have opportunities to engage in quality learning experiences and acquire values supportive of their wellbeing.

This Student Code of Conduct is designed to articulate the standards of behaviour expected at Lowood State School to ensure the safety of everyone and ensure teaching and learning can remain the priority of our teachers.

As Lowood Champions we value;

- Focusing on learning,
- Being Respectful
- Supportive and
- Safe

These values 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, and empowered young people.

At Lowood State School we prioritise the teaching of expected behaviours. We believe 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 including the use of mobile phones and other devices, 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.

We welcome students, teachers, families and the greater community to our school and know that we all work together to ensure everyone feels safe, valued and respected.



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Whole School Approach to Discipline

Lowood State School uses the philosophies that underpin Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school.

This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- Analyse and improve student behaviour and learning outcomes
- Ensure that only evidence-based practices are used correctly by teachers to support students
- Continually support staff members to maintain consistent school and classroom improvement practices.

At Lowood State School, we believe discipline is about more than punishment. 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 language and expectations of PBL can be used in any environment, including the home setting for students. Our goal is to work with parents, teachers and the community to do everything we can for all students. Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Principal or delegate within the leadership team.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the expectations of the college that ensure a safe, supportive and disciplined environment. The following rights underpin these expectations:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX								
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS	AWARDS PARADE
WE ARE RESPECTFUL	<ul style="list-style-type: none"> Respect others' personal space and property Respect staff decisions Listen carefully to directions Care for equipment Clean up after yourself Use polite language Wait your turn Wear neat and tidy school uniform 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the school environment 	<ul style="list-style-type: none"> Walk quietly and in an orderly way so that others are not disturbed 	<ul style="list-style-type: none"> Wash hands after using the toilet and before eating food Walk 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Do not use playground equipment Tell Bus Line teachers if you have to leave for any reason Have your bus pass ready 	<ul style="list-style-type: none"> Sit quietly Respect others' personal space Be a good listener
WE ARE SUPPORTIVE	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the bell 	<ul style="list-style-type: none"> Move peacefully 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Walk bike/scooter in school grounds Have your name marked on the bus roll Move peacefully in single file 	<ul style="list-style-type: none"> Stand quietly for National Anthem Applaud appropriately
WE ARE SAFE	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Participate in school approved games Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> Rails are for hands only Walk one step at a time Carry items Keep passage ways clear at all times 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Use own bike/scooter only Arrive at Bus Line promptly Sit in designated area 	<ul style="list-style-type: none"> Walk in Hall Sit still Enter and exit hall in an orderly manner

These expectations are currently under review by the PBL team. An amendment will be added after the change management process is completed.





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All members of the community are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- Participate actively in the education programs offered
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority.

Parents are expected to:

- Show an active interest in their child's schooling and progress
- Collaborate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child.

Lowood State School will:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents
- Promote the skills of responsible self-management
- Communicate high expectations for individual achievement and behaviour
- Ensure consistency and fairness in implementing the school Student Code of conduct
- Review and monitor the effectiveness of the school practices and their impact on student learning
- Support school staff to ensure compliance with the Student Code of conduct, and facilitate professional development to improve the skills of staff to promote responsible behaviour

Consideration of Individual Circumstances

Staff at Lowood State School take into account students' individual circumstances when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

Considerations:

- behaviour history
- disability
- learning difficulties
- mental health and wellbeing
- religion
- culture and language
- trauma sensitive practices
- home environment and care arrangements.

We teach, support and respond to students in different ways to help them be successful. This is the principle of equity. This means that not everyone will be treated the same. For example some students need more support to understand an expectation or others need more practise. 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. Our teachers and school leaders will consider diversity when teaching about behaviour and in response to behaviour.

At Lowood State School we support and follow privacy laws. This means that while you may wish to know what consequences have been given to another student, we can't tell you. We can only share this information with that child's family. Even if your child was involved in the behaviour incident. We take all behaviour seriously and will follow through appropriately for individual circumstances. We expect parents and students to respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal or leadership team member to further the discussion.

Differentiated and Explicit Teaching

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

Teachers at Lowood 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

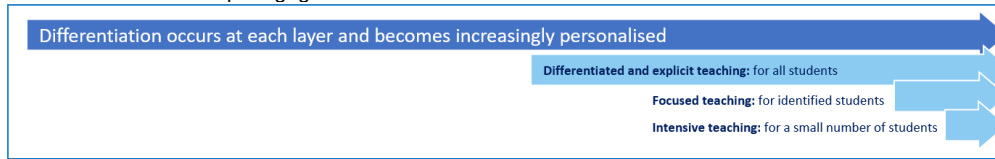




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behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation



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 Lowood State School to provide focused teaching. Focused teaching is aligned to the principles of a safe and supportive school environment outlined in the PBL Expectations section, 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.

Lowood State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. The college will engage evidence-informed programs to address specific skill development for some students this includes Trauma Informed Practices.

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

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 further support may include;

- Referrals to regional office support services
- Individualised function-based behaviour assessment
- Support plans and
- Multi-agency collaboration

This approach will seek to address the barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Students who require intensive teaching and support will be assigned an individual case manager. This case manager will be a member of the leadership team who will oversee the coordination of their program, communicate with stakeholders (including parents) and directly consult with the student.



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If families are concerned about student participation at Lowood State School, please fill out a parent referral form. This will be sent to the complex case management team for further support.

Parent/Caregiver Referral Form: Student Support Services

On completion of this form, please email directly to sss@lowoodss.eq.edu.au



Important information regarding your referral, please read:

- A 'receipt of contact' will be sent to you following your referral
- Suitability of support will be determined once the Student Services Team

URGENT: If your student is experiencing circumstances of URGENT concern and that will affect their ability to engage in their school day, please consider engaging your GP or treating practitioner in the first instance.

Referral Information

Student Name:	
Date of referral:	
Year level:	
School-Based Case Manager:	
Referred by (parent/caregiver):	
Consent for referral:	Please identify
Has the student consented and/or is the student aware, of the exchange of information in relation to this referral?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Please identify one below in relation to the degree of urgency:

- HIGH PRIORITY:** Student needs to be seen within the next few days (e.g. Mental health issues impacting on education)
- AT RISK:** Student at risk of disengaging from school (e.g. truancy, academic performance, behavioural issues, absenteeism)
- ROUTINE:** Student needs to be seen within the next two weeks (day to day class engagement, minor issues, building friendships)

Reason for referral: please provide a brief outline of the reason for referral (e.g. duration, relevant/pre-existing diagnoses)

Nature of Referral – Please select all relevant

Educational	<input type="checkbox"/> disengagement <input type="checkbox"/> difficulty <input type="checkbox"/> boredom	Social/Emotional	<input type="checkbox"/> peer relationships <input type="checkbox"/> basic family relationship issues <input type="checkbox"/> bullying <input type="checkbox"/> connectedness
Personal	<input type="checkbox"/> complex family issues <input type="checkbox"/> grief and loss <input type="checkbox"/> complex personal issues	Physical Health	<input type="checkbox"/> health concerns <input type="checkbox"/> development <input type="checkbox"/> healthy eating <input type="checkbox"/> Sexual health <input type="checkbox"/> exercise/sleep <input type="checkbox"/> diversity
Mental Health and Wellbeing	<input type="checkbox"/> stress and coping <input type="checkbox"/> self-harm <input type="checkbox"/> suicidal ideation <input type="checkbox"/> traumatic event	Spiritual/Cultural	<input type="checkbox"/> cultural differences <input type="checkbox"/> sense of belonging <input type="checkbox"/> spiritual issues <input type="checkbox"/> beliefs/values systems
Other (please provide details)	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Previous/current engagement with External Support Services (e.g. Psychologist, Counsellor) Yes No

If yes, please provide details:

Parent/caregiver's signature:	Date:
By signing this document, you are acknowledging that the above information is a true and accurate record.	





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If teachers believe extra support is needed for students they will obtain parent consent to access the student services team. The form presented to parents is;



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Student Services Parent Consent Form

Student name		Class	
Please comment on your child's strengths:			
Please comment on your child's progress at school:			
How does your child prefer to play? E.g. on their own, alongside others, inside, outside, on technology?			
Please comment on your child's behaviour:			
Has your child every had hearing or vision tested? <input type="checkbox"/>Yes <input type="checkbox"/>No			
When: _____			
Date: _____ By Whom: _____			
Did your child reach their development milestones? Please provide details:			
Number of schools previously attended _____			
Please tick any support your child has received at any previous schools			
<input type="checkbox"/> Guidance officer	<input type="checkbox"/> Social worker	<input type="checkbox"/> Speech pathologist	<input type="checkbox"/> Psychologist
<input type="checkbox"/> AVT	<input type="checkbox"/> Occupational therapist	<input type="checkbox"/> Physiotherapist	<input type="checkbox"/> Reading intervention
<input type="checkbox"/> Social skill program	<input type="checkbox"/> Wellbeing program		
<input type="checkbox"/> Other: _____			
Please list any other concerns you have about your child e.g. sleep, eating			
Are your prepared to become involved in any individualised support/planning for your child?			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
Is your child aware of this referral? <input type="checkbox"/>Yes <input type="checkbox"/>No			
Do they give consent for this referral? <input type="checkbox"/>Yes <input type="checkbox"/>No			

Permission for Assessment and Intervention

I give permission for the following Educational Department Staff to be consulted regarding my child _____

Speech Language Pathologist Guidance Office Social Worker

I give permission for my child _____ to receive assessment and intervention from the following school staff

Inclusion Teacher Inclusion Teacher Aide

Parent/guardian name: _____

Date: _____

Signature:

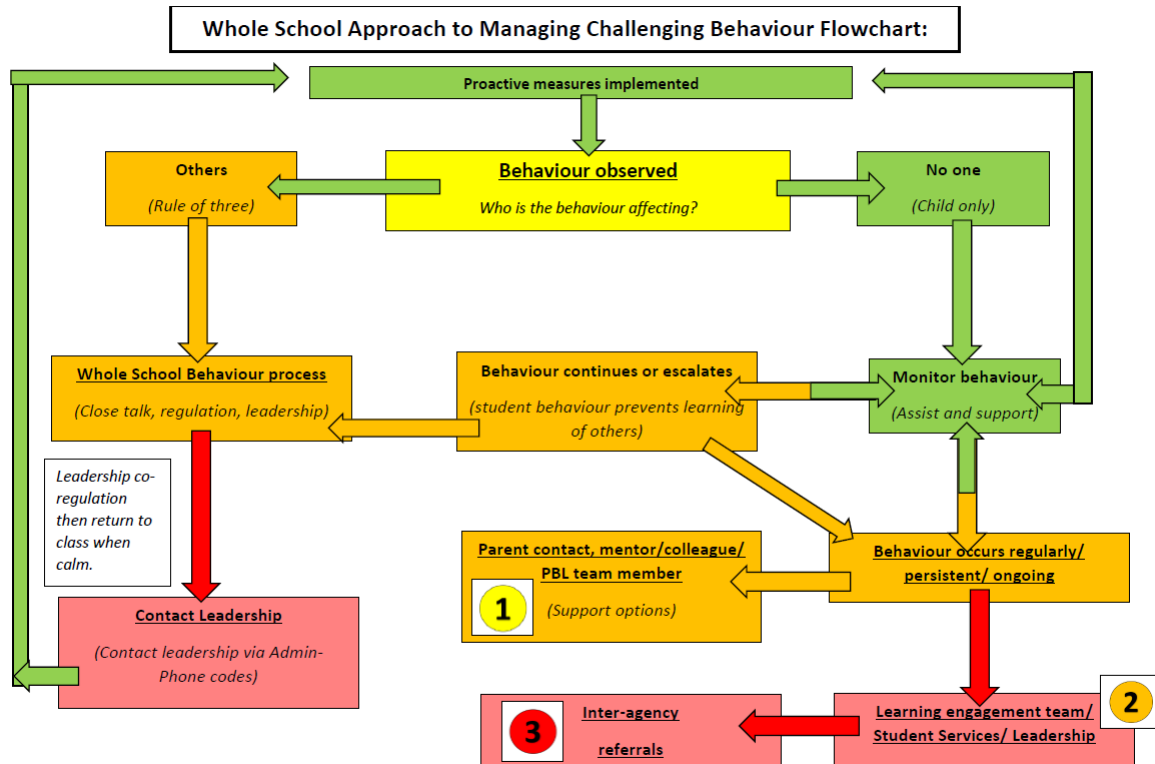




Disciplinary Consequences

The disciplinary consequences model used at Lowood 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. To ensure that all students are supported at their point of need we provide three tiers of behaviours support; universal, focussed and intensive.

The current school process is.





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Rewards for students who are participating in learning receive Bunyip Bucks. By following the process in the poster below, students will access a range of rewards from certificates to prizes.

Bunyip Bucks

1. Be rewarded for;
 - Focusing on learning
 - Respectful,
 - support and,
 - safe
2. Collect on your tracker
3. Place finished tracker in the office



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Universal Supports

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

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

Focused Supports

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. A continued pattern of disruptive 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 a disciplinary consequence.

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

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

Intensive Supports

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 College Principal, or their delegate, in consultation with staff and other relevant stakeholders will make the determination of the need.

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





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- 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)

School Disciplinary Absences

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.

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

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

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

Re-entry following suspension

Students who are suspended from Lowood State School may be invited to attend a re-entry meeting on the day of their scheduled return to school, or the day prior. Other arrangements may be made but must be communicated and confirmed by all parties. 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.

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

Structure

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

Possible agenda:





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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, time, 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 social worker, may also offer important advice to ensure a successful outcome to the re-entry meeting. A record of the meeting will be submitted to OneSchool as a contact, by the facilitating leader.

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 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

School Policies

Lowood 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. This helps 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 the Principal and school staff when temporarily removing student property. In determining what constitutes a reasonable time to retain student property, the Principal, their delegate and 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 order of the school.





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The Principal and 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 Lowood State School and will be removed if found in a student's possession:

- Illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- Imitation guns or weapons
- Potentially dangerous items (e.g. blades, rope)
- Drugs** (including tobacco and vapes)
- 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.

UNDER CONSULTATION 11 ** 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 Lowood 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 Lowood 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 Lowood 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 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 Lowood 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 Lowood 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.



Lowood State School

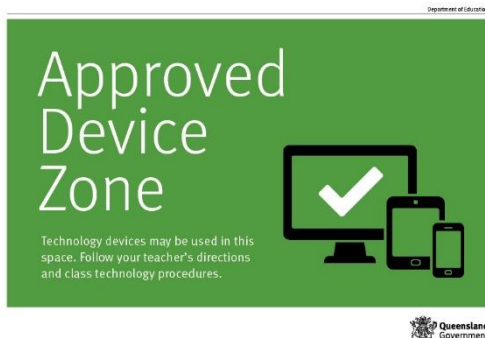
Student Code of Conduct

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.

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



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 Lowood State College to:

- Use school provided 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 personal mobile devices and place the mobile device in the office

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

- use a personal mobile phone during school hours
- use their device in an unlawful manner, impacting members of our school community
- 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



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- 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 Lowood State School Student Code of Conduct. In addition students and their parents should:

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

When using ICT at Lowood State School students in years 3-6 agree to;

- understand that the school's information and communication technology (ICT) services, facilities and devices provide access to a range of essential learning tools, including access to the internet.
- understand that the internet can connect me to useful information around the world.

While students have access to the school's ICT services, facilities and devices they will only use them for purposes outlined by the teacher and;

- will not undertake or look for anything that is illegal, dangerous or offensive
- will not reveal passwords or allow anyone else to use school account.
- specifically in relation to internet usage, should any offensive information appear on my screen students will close the window and immediately inform teachers quietly, or tell my parents/guardians if I am at home.
- if students receive any inappropriate emails they will inform a teacher.
- if they receive any at home I will tell my parents/guardians.

When using email or the internet at school students will not;

- reveal names, home addresses or phone numbers – mine or that of any other person
- use the school's ICT service, facilities and devices (including the internet) to annoy or offend anyone else.

It's important that students understand that online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT services, facilities and devices inside or outside of school hours.

Students need to understand that if the school decides I have broken the rules for using its ICT services, facilities and devices, appropriate action may be taken as per the school's which may include loss of access to the network (including the internet) for a period of time.



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The school expectations for using devices at Lowood State School are;



CLASSROOM TECHNOLOGY RULES



We hold our device with two hands.



We always sit down when using the device



We will lower the technology when teacher is talking.



We will be careful by gently tapping the keys, mouse and screen.



We will only visit websites and apps for learning.



We will follow instructions when using the device.

We are respectful users of classroom technology!



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Preventing and responding to bullying

Lowood 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.

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



- 1. Leadership**
Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
- 2. Inclusion**
All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
- 3. Student voice**
Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- 4. Partnerships**
Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
- 5. Support**
School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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

Bullying



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

The following flowchart explains the actions Lowood 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.



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Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – 5427 2333

First hour
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing
Follow up

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



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Cyberbullying

Cyberbullying is treated at Lowood 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.

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 Lowood 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.



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Lowood 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](#).

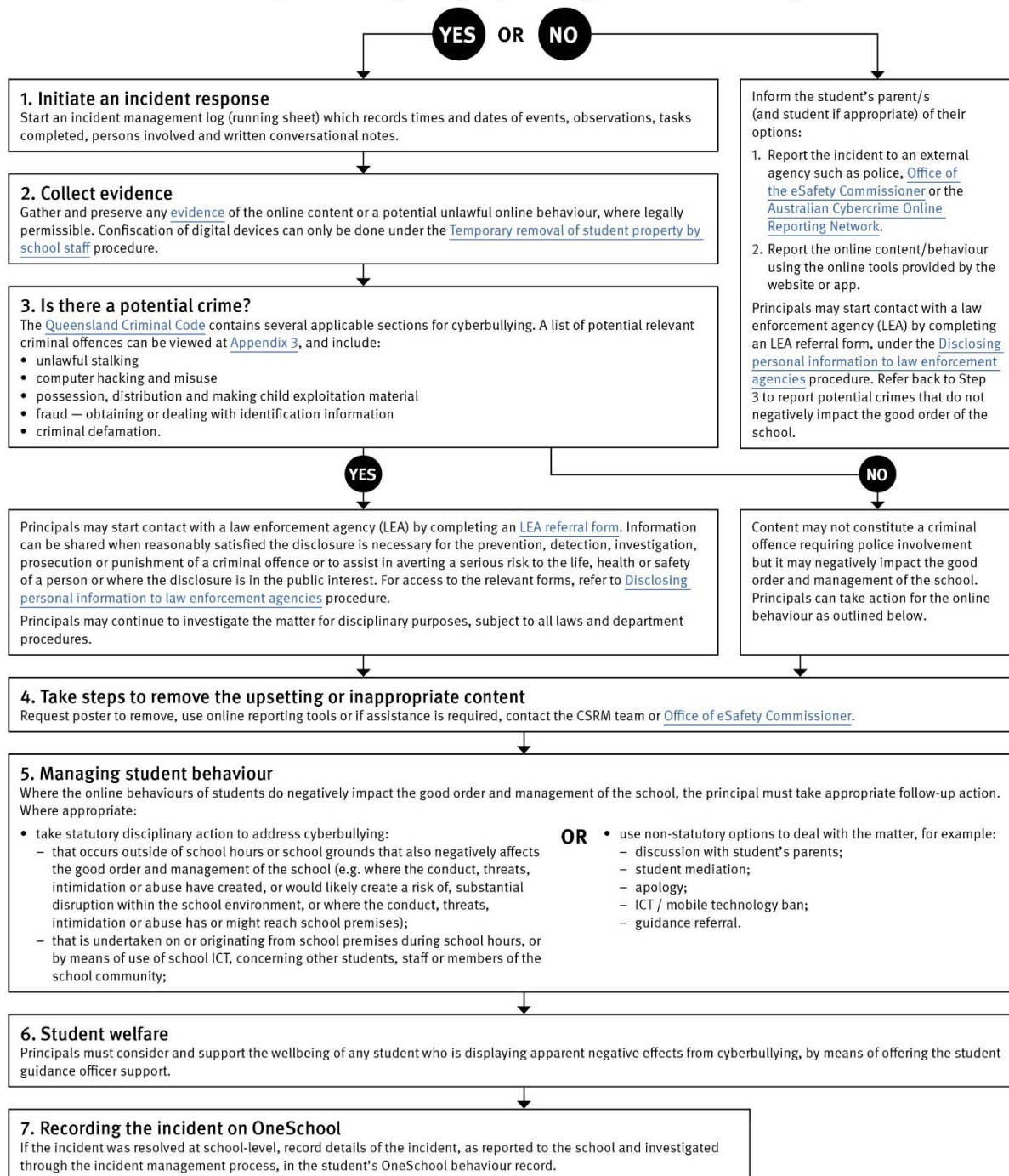
Explicit images

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 Cybersecurity 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?





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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.

Student Intervention and Support Services

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

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

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.





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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 Lowood 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





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in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

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

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





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Critical Incidents

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

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

A critical incident may be a major incident affecting many people or a critical incident can be on a much smaller scale,

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

We help our staff and school community understand the risk of behaviours with the following template below.



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Lowood State School - Risk Continuum

Student Name: _____ Teacher Name: _____ Year Level: _____ Date: _____

Risk Level	Behaviours	Social	Emotional
Nil – minimal risk	<ul style="list-style-type: none"> Cooperative Follows class rules Works independently Rarely displays aggression or impulsive behaviours 	<ul style="list-style-type: none"> Gets along with peers Respects teachers / adults Capable of helping others Invites children to join activities 	<ul style="list-style-type: none"> Self-confident Exhibits self-control Minimal anxious tendencies
Low	<ul style="list-style-type: none"> Requiring slightly more instruction than most children. Sporadic expression of emotional lability 	<ul style="list-style-type: none"> More hesitant with engaging in novel and unfamiliar tasks 	<ul style="list-style-type: none"> Intermittent times of low self-confidence
Medium	<ul style="list-style-type: none"> Disruptive behaviours in multiple contexts Difficulty working independently 	<ul style="list-style-type: none"> Difficulty getting along with peers on a regular basis Difficulty following rules or instructions 	<ul style="list-style-type: none"> Experiences challenges with emotional regulation (aggressive behaviour, prone to disobedience)
High	<ul style="list-style-type: none"> Difficulty with self-control Teariness / excessive anger Verbalising thoughts or dreams of death Playing out scenes of death 	<ul style="list-style-type: none"> Withdrawal Minimal friendships Unable to work independently 	<ul style="list-style-type: none"> Persistent low mood Ongoing challenges with emotion regulation Impulsivity Inattentiveness / difficulty concentrating

Students who are exhibiting medium to high risk behaviours may receive focussed and intensive support to reduce the likelihood of critical incidents.

where only a few people are involved. However, whether the incident is major or minor, it can give rise to similar emotional disturbances. Below is a list of those who will most likely need assistance following a critical incident:

- People directly exposed to the incident.
- Those who suffer the full intensity of the trauma.
- Relatives and friends.
- Those who are grieving for the injured
- Helpers / recovery personnel
- School community.
- Those in the school community affected but not directly involved.
- People indirectly involved.
- Others in the general community who may be affected but not directly involved, e.g. those who could have been direct victims but were not because of chance circumstances.

Examples of Critical Incidents that could occur in schools are:

- Death of students, staff, parents, and community members who are closely linked closely to the school community
- A completed suicide by a those above
- Diagnosis of a serious medical condition
- Serious bullying or harassment
- A disaster such as an extensive fire, flood and storm damage.
- Hostage situation
- Physical harm done to persons included above
- A road accident outside school grounds
- School transport accident, such as while on excursion
- Any other event that has an unusually powerful impact on people within our community

When a critical incident does occur the school will use the following checklist to ensure our community is supported and cared for.

CRITICAL INCIDENT ROLES AND CHECKLISTS

PERSON IN CHARGE – (Principal) _____

- Have you consulted the Emergency Response Management Plan or necessary Response checklists?
- Have all roles in the critical incident team been filled?
- Have you supplied your name and that of a backup to emergency services?
- Have you notified regional office via your Principal Advisor?
- Have all relevant persons been notified – especially relatives and friends?
- Do you have the information needed to make a formal report?





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- Have you prepared script / scripts for informing personnel?

FACILITES ORGANISER – (Leadership Team) _____

- Organise venues for staff and student briefing.
- Is the guidance and support services offices, or equivalent, cleared and ready for reception of parents and relatives?
- Arrange tissues/beverages/biscuits/activities – (liaise with tuckshop).
- Is a quiet and open space ready for use by counsellors? (separate spaces are needed for staff and students) – Liaise with guidance officer.

COMMUNICATIONS ORGANISER – (Leadership Team) _____

- Is a team needed to make calls? Are they briefed? Do they have a script?
- Is a member or are members of staff briefed to handle incoming calls?
- Are Phones manned for incoming calls?
- Have phones for outgoing calls been identified? (Principal, Deputy Principal, Library)
- Have we determined who needs to be contacted i.e. parents / relatives and are we calling them?
- Have we contacted feeder schools or others that may have experienced impacts and given information as per script?

STUDENT SUPPORT COORDINATOR – (Guidance Officer) _____

- Has the team been contacted and arrangements been made to meet and be briefed?
- Have Employee Assistance and unions been notified if staff are involved?
- Have areas been set up for counselling with tissues and beverages?

PARENTS AND RELATIVES – (Principal) _____

- Have appropriate staff been identified to brief parents / relatives?
- Are thde guidance and support officers set up for meeting parents? Is a dedicated space available?
- Have arrangements been made to contact relatives at school?

SUPPORTING PARENTS AND RELATIVES – (Principal) _____

- Have we allocated appropriate staff to support parents / relatives and briefing them?
- Are the guidance and support officers set up for meeting parents? Liaise with facilities coordinator.
- Have we made arrangements to contact relatives at school?

STAFF BRIEFER – (Principal/Leadership Team) _____

- Has the earliest possible time and place been determined to brief staff? Liaise facilities.
- Are counsellors available to deal with staff at the meeting if required? Liaise with counsellors.
- Will staff wish to leave or require counselling and if so how will we replace them?
- Have staff been told when and where we will brief students?
- Have members of staff been briefed to direct students to counselling if required?

STUDENT BRIEFER – (Principal) _____

- Has an earliest possible time and place been determined for briefing students?
- Are counsellors or staff available to deal with problems at the briefing?
- Have students been notified of the services available and how to use them?

STUDENT ORGANISER – (Leadership Team) _____

- Have phones been set aside to ring parents if it is best that students be collected to go home? Liaise facilities and communication.
- Are students aware of counselling areas and services available?
- Have students been briefed relating to protocols of funerals, (if required)?
- Are cultural factors taken into account if this is required?