Forest Lake State School

Student Code of Conduct

2024-2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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Endorsement

Principal Name:	Glenn Forbes
Principal Signature:	
Date:	
P/C President Name:	Ros Van-Wezel
P/C President Signature:	
Date:	
School Council Chair Signature:	Michele Devlin
School Council Chair Signature:	
Date:	

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Purpose

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

The Forest Lake 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 teaching and learning in our school is prioritised, where all students experience success and staff enjoy a safe workplace.

Whole school approach to discipline

Forest Lake State School uses Positive Behaviour for Learning (PBL) as a framework to support all students. PBL is a Multi-Tiered System of Support (MTSS) to improve academic, behaviour and wellbeing outcomes. Our whole school approach to PBL is based on creating a positive culture for learning with unconditional positive regard for all and an instructional approach to behaviour. Each fortnight students are explicitly taught expected behaviours following the gradual release of responsibility model – I Do, We Do, You Do.

At Forest Lake State School we believe that expectations for 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 opportunities for students to practise skills.

The Forest Lake State School Student Code of Conduct explains the PBL framework for parents and students, to gain their support in creating a positive school environment for all. The language and expectations of PBL can be used in any environment, including the home setting for students.

Our school community has identified three key values to promote our high standards of behaviour. These values known in our school community are:

'Flourishing at FLSS'
Wellbeing focuses on students & staff flourishing at Forest Lake State School. Through Positive Behaviour for Learning (PBL) we create environments for safe, respectful learners so everyone feels supported, valued and belongs to a community where 'learning knows no boundaries'.

Safe: We make positive choices to keep ourselves and others safe
Respectful: We are respectful of ourselves, others and our environments
Learners: We are ready to learn and always do our best

The PBL Expectations Matrix, illustrated below, outlines the expectations within each school value. The expectations matrix is displayed in every classroom.

Forest Lake State School Expectation Matrix

At FLSS we have schoolwide expectations:

We are safe when we...

- are in the right place at the right time
- are SunSmart
- keep our hands, feet & objects to ourselves
- move sensibly around the school
- use equipment appropriately
- consider our own & others personal space
- follow the FLSS internet agreement

We are respectful when we...

- follow staff instructions the first time
- use good manners & show courtesy to all
- accept everyone and show kindness
- are responsible for our own/others belongings
- share school resources
- care for ourselves and our environment

We are learners when we...

- are organised
- actively participate
- accept feedback to improve
- stay focused & ask for help when needed
- use schoolwide strategies to solve problems
- use technology as a tool for learning
- work & play collaboratively and co-operatively

At FLSS we have schoolwide routines:

- Assembly
- Bag Rack
- Before & After School
- Eating Time
- Evacuation
- iPad
- Library
- Lockdown
- Oval
- Play
- Rubbish
- Toilets
- Tuckshop
- Extreme Weather
- FLSS Dress Code

Frankie Rewards

Implementation of a schoolwide acknowledgement system is one of the essential features of PBL. Students learn to use expected behaviours as a result of **teaching** and **acknowledgement**. A schoolwide acknowledgement system allows schools to ensure high rates of acknowledgement for expected behaviours.   By providing positive behaviour specific feedback for taught skills and pairing this acknowledgement with opportunities for student voice to cater for the full range of functions of behaviour increases interest and engagement. The schoolwide acknowledgement system is reviewed regularly and includes free and frequent acknowledgements as well as short term and long term acknowledgements to ensure high levels of interest and engagement for students.

Consideration of individual circumstances

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. 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, some 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 required 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 consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. You can be assured that school staff take all matters very seriously and will respond 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 contact the school office to make an appointment to discuss the matter.

Differentiated and Explicit Teaching

There are three main layers to differentiation, as illustrated in the diagram below. This model can be applied for both academic and behavioural differentiation.

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
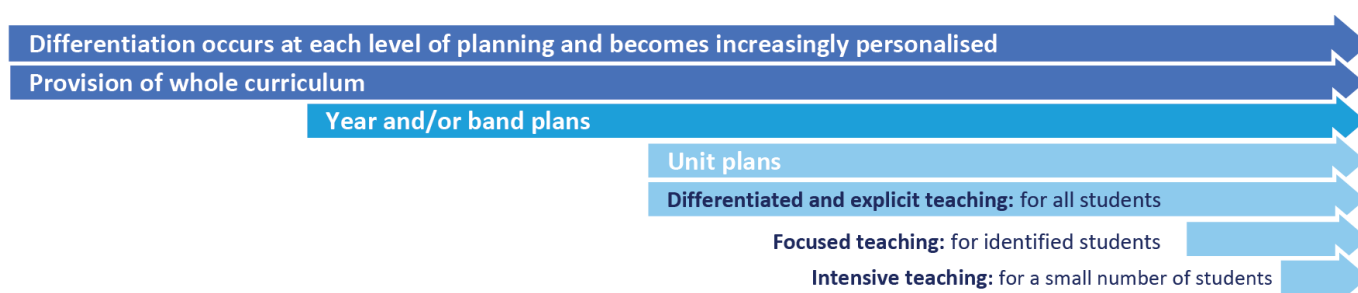
Forest Lake State School has a supportive school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction and opportunities for practise.

Teachers at Forest Lake State School differentiate what students are taught, how they are taught and how students can demonstrate what they know. 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. All students access teaching of Health through the Australian Curriculum and explicit teaching of social skills through Social & Emotional Learning programs.

Focused Teaching

Some 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 work collaboratively with class teachers at Forest Lake State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix and student progress is monitored by the classroom teacher/s to identify those who no longer require the additional support/require ongoing focused teaching/require intensive teaching.

Forest Lake State School employs the following evidence-based strategies to deliver focused teaching to students who require additional support:
- Check in/Check out (CICO)
- Targeted small group social skills lessons
- Supported eating and supported play programs
- Supported regulation breaks

Intensive Teaching

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 complex and challenging behaviours, 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 impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Forest Lake State School responds to inappropriate behaviour relationally and instructionally with unconditional positive regard for all. Universal practices are utilised schoolwide to create safe and supportive learning environments. Forest Lake State School supports students to be 'ready to learn' by teaching self-regulation and co-regulation strategies to assist students who may be disengaged from learning or disrupting the learning of others to focus their attention back on learning.

Effective classroom management for low level and minor behaviours comprises everything that teachers do to establish and maintain a positive, safe and productive classroom environment where all students can be successful. This is integrated within the whole school approach to behaviour support through Positive Behaviour for Learning (PBL) which provides a framework for a whole school evidence-based approach. Teachers take an instructional approach to behaviour to support students to be ready to learn. PBL provides the foundations for the implementation of effective classroom management. The components of effective classroom management depicted below are evidence-based strategies used to reduce rates of unproductive behaviour and increase student engagement with learning. These strategies contribute to building a positive classroom environment and maximising instructional time.

Major behaviours are referred to administration and managed by administration. Low level, minor and major behaviours are clearly defined and documented for staff.
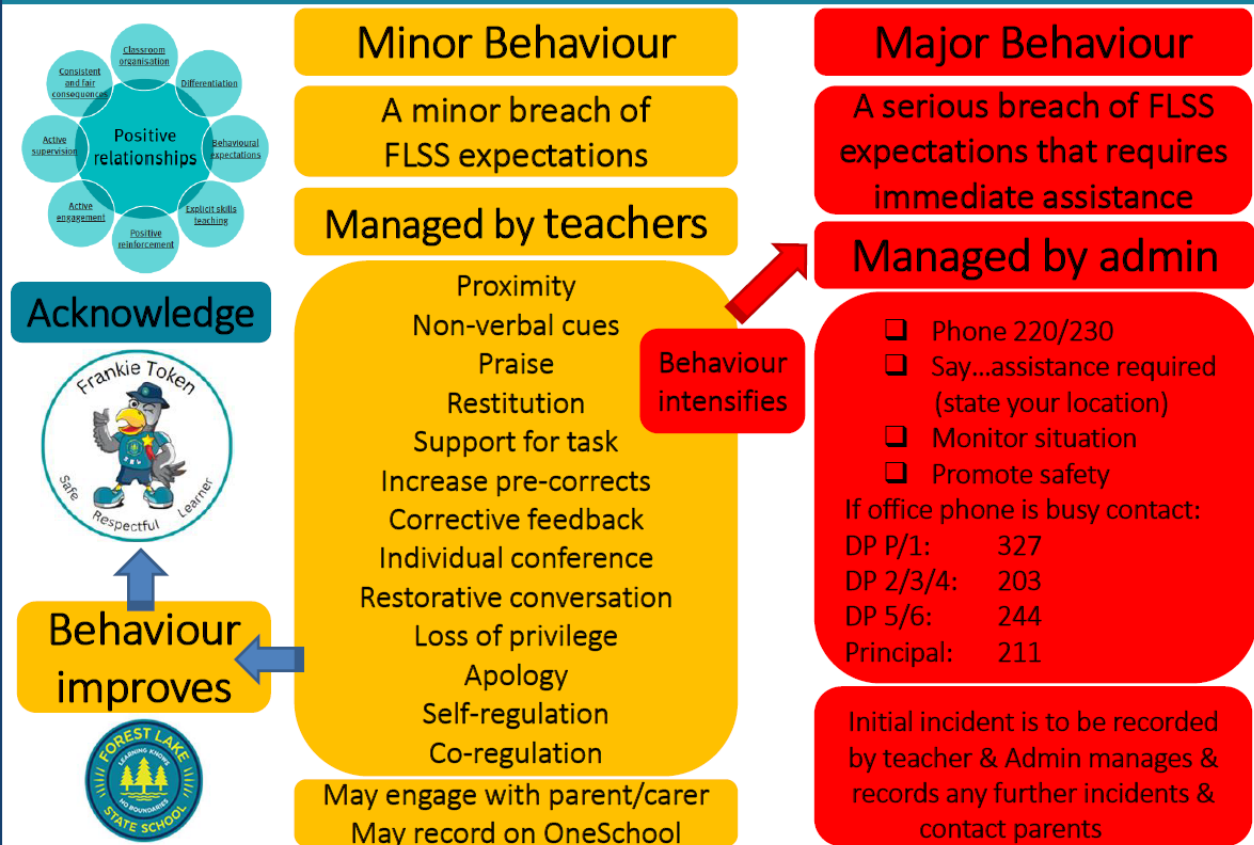
Behaviour Category	Definition of behaviour	Low Level Behaviour	Minor Behaviour	Major Behaviour
		Managed by teacher using ESCMs & Universal Practices Not recorded on OneSchool Parent contact may be required by teacher	Managed by Teacher relationally & instructionally Teacher may choose to record incident on OneSchool Parent contact may be required by teacher	Managed by Admin Initial incident is required to be recorded by teacher and Admin will manage further incidents and contact parents
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Inappropriate comments directed at others including sarcasm & insults	Offensive language used not directed at others eg muttering a swear word	Offensive language directed at others eg swearing at students/staff
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.			REFER IMMEDIATELY TO ADMIN
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.			REFER IMMEDIATELY TO ADMIN
Defiance	Student refuses to follow directions given by school staff.	Failure to respond to instructions given by staff in playground, class or school or failure to follow schoolwide routines	Continued failure to respond to instructions given by staff in playground, class or school	Actively & continually refusing to respond to instructions given by staff in playground, class or school
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Inappropriate response to staff eg eye roll, shrug shoulders/'whatever'	Inappropriate body language/gesture eg rude finger/responding to staff with comment eg 'I don't care', 'you can't make me'	Continued answering back or mimicking students and/or staff
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Off task behaviour that interrupts teaching and learning and requires redirection eg calling out, tapping	Continued & inappropriate behaviour that disrupts teaching and learning of self and/or others	Consistent inappropriate behaviour in which teaching and learning cannot continue
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	An infringement of the FLSS Dress Code requiring a reminder	Consistent wearing of non-regulation school items or no hat for outdoor activities	Inappropriate or offensive items that violate the FLSS Dress Code
Fighting	Student is involved in mutual participation in an incident involving physical violence.			REFER IMMEDIATELY TO ADMIN
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.			REFER IMMEDIATELY TO ADMIN
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Physical contact eg bumping, tripping over someone's leg, stepping on someone's fingers	Intentional physical contact eg slapping, pushing, pinching	Intentional physical contact resulting in injury or offence eg spitting, predetermined acts or inciting physical aggression
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Copying work from another student	Cheating and falsely demonstrating learning	Plagiarism
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.			REFER IMMEDIATELY TO ADMIN
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Use of equipment or objects in a way they are not intended to be used	Unsafe use of equipment or objects resulting in accidental damage or harm	Intentional misuse of objects which result in harm to self or others eg throwing objects at someone, knocking over furniture

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Behaviour Category	Definition of behaviour	Low Level Behaviour	Minor Behaviour	Major Behaviour
		Managed by teacher using ESCMs & Universal Practices Not recorded on OneSchool Parent contact may be required by teacher	Managed by Teacher Teacher may choose to record incident on OneSchool Parent contact may be required by teacher	Managed by Admin Initial incident may be required to be recorded by teacher and Admin will manage further incidents and contact parents
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Uses self-regulation or co-regulation strategies to engage in learning tasks	Ignoring prompts and supports to engage in learning tasks	Continual refusal to participate in learning
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Breaking own belongings	Actions that result in minimal damage or destruction of own/others' property	Deliberate actions that result in significant damage or destruction of own/others' property
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco/vapes, alcohol, other prohibited substances or implements.			REFER IMMEDIATELY TO ADMIN
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.			REFER IMMEDIATELY TO ADMIN
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Non-compliance with iPad routines	Non-compliance with FLSS iPad Program and/or FLSS School Access and Usage Statement	Serious inappropriate use as outlined in the Student Code of Conduct eg inappropriate use of social media, accessing inappropriate websites, using someone else's log on details, taking photos without consent
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Taking someone else's belongings and not returning them to the owner	Continued incidents of being in possession of/taking other's property	Taking an item of value that belongs to someone else
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).			REFER IMMEDIATELY TO ADMIN
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	Student is not in the right place at the right time ready for learning	Consistently late from a break or activity outside of the classroom without a reasonable excuse, leaving the classroom without permission	Leaving the classroom without permission and being out of line of sight or teacher not knowing the location of the student
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).			REFER IMMEDIATELY TO ADMIN
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.			REFER IMMEDIATELY TO ADMIN
Other – charge-related suspension	Principal is reasonably satisfied that the student has been • charged with a serious offence; or • charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff			REFER IMMEDIATELY TO ADMIN

Forest Lake State School Behaviour Flowchart

Minor Behaviour

A minor breach of FLSS expectations

Managed by teachers

Proximity
Non-verbal cues
Praise
Restitution
Support for task
Increase pre-corrects
Corrective feedback
Individual conference
Restorative conversation
Loss of privilege
Apology
Self-regulation
Co-regulation

May engage with parent/carer
May record on OneSchool

Behaviour intensifies

Major Behaviour

A serious breach of FLSS expectations that requires immediate assistance

Managed by admin

- ❑ Phone 220/230
- ❑ Say...assistance required (state your location)
- ❑ Monitor situation
- ❑ Promote safety

If office phone is busy contact:
DP P/1:   327
DP 2/3/4:   203
DP 5/6:   244
Principal: 211

Initial incident is to be recorded by teacher & Admin manages & records any further incidents & contact parents

Positive relationships

Classroom organisation
Consistent and fair consequences
Differentiation
Active supervision
Behavioural expectations
Active engagement
Positive reinforcement
Explicit skills teaching

Acknowledge

Frankie Token
Safe Respectful Learner

Behaviour improves

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School Disciplinary Absences

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

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

At Forest Lake 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 impacts the good order and management of the school.

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 Forest Lake State School are invited to attend a re-entry meeting on the day of their scheduled return to school with their parent/carers. The main purpose of this meeting is to support their successful re-engagement in school following suspension.

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 Forest Lake State School and will be removed if found in a student's possession:
- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate/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.

** 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).

State school staff at Forest Lake 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 Forest Lake 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 Forest Lake 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;

Parents are to collect temporarily removed student property as soon as possible after they have been notified by the Principal/staff that the property is available for collection.

Students of Forest Lake 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 Forest Lake 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;

Students are to collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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Policy for the *Use of **mobile phones** and other **devices** by students*

In accordance with Departmental policy, all state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices such as smartwatches as well as BYOD and school iPads, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This policy also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal and noted in the Excursion Planner and CARA.

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

'Away for the day' aims to:
  • reduce distractions in the classroom and provide optimal teaching and learning environments
  • increase face-to-face interactions between students
  • promote student health and wellbeing
  • reduce the potential for student exposure to negative impacts of the digital world, such as cyberbullying.

What is a mobile phone or device?

- For the purpose of this policy, *mobile phones and wearable devices* include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet
- This document does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school's Bring Your Own Device (BYOD) policy. However, the *messaging capability* must be switched off in accordance with the school's BYOD policy
- Any device which can be used to phone or message a third-party including parents. For example, mobile phones, watches etc
- This policy also applies to students in attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

Expectations of students bringing mobile phones/BYOD iPads and devices to school:

- Mobile phones/devices are brought to school at the student's own risk. No liability will be accepted by the school in the event of loss, theft or damage of the phone.

- Students who choose to bring a mobile phone or any device to school which can be used as a phone to contact a third party, must have them switched off and securely stored in their **school bags** from the time they arrive at school until they have departed the school grounds at the end of their day.

- Notifications on wearable devices, such as smartwatches can be worn, but must have their messaging and communication ability switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. The same applies for BYOD, school-owned iPads and any emerging technologies that are used during the school day as part of our FliP Program.

Exemptions

Below is a list of exemptions for instances where students may require access to, and use of a mobile phone or wearable device during the school day. This list is not exhaustive. Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose. Where an exception is granted, the student can only use the mobile phone/device for the purpose for which it was granted.
Some examples of this include:

- an exemption for students who require access to their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect

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The school principal (or their delegates) will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, principals (or their delegates) may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day.

Approved exemptions, including details of how and when a student may access their mobile phone or wearable device, should be documented in the student's OneSchool Support Provisions tab and communicated to school staff, including temporary relief staff.

Supporting responsible use of mobile phones and other devices

When considering possible consequences for breach of the expectations outlined in this policy, it is necessary to ensure that responses are proportionate and equitable and takes into consideration the individual circumstances of each student. This means making decisions that are reasonable for the situation and consistent with the school's Student Code of Conduct. Some examples include:

- providing a verbal reminder to the student or class about expected behaviour

- directing the student to place the mobile phone in storage (e.g., bag)

- directing the student to switch off notifications on their wearable device

- removing the device temporarily and returning to the student or requesting their parent collect the device at the conclusion of the school day

- applying a lunch time Re-think

- Mobile phones and wearable devices that have been temporarily removed from the student must be stored and retained in accordance with the department's *Temporary removal of student property by school staff procedure*.

Further information

For further information, please visit the Department of Education, One Portal link below
https://intranet.qed.qld.gov.au/EducationDelivery/educationandict/Pages/student-use-of-mobile-devices.aspx   ??

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

At FLSS, students are taught the strategy of 'The High 5' to prevent, respond to and report incidents of bullying.
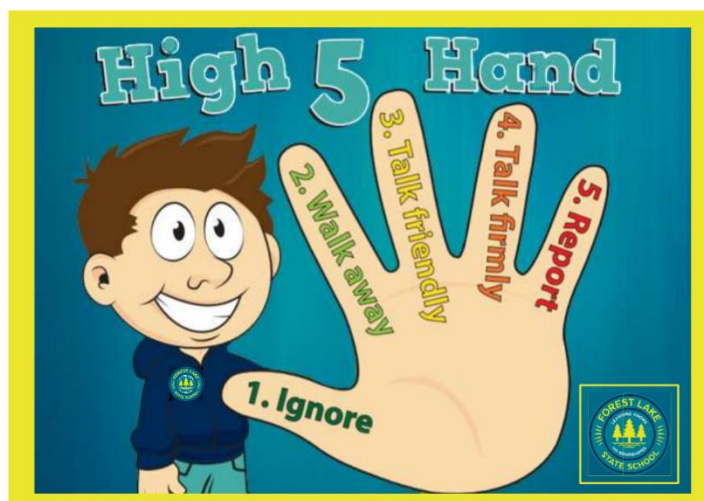
The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities. 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.

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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

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Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
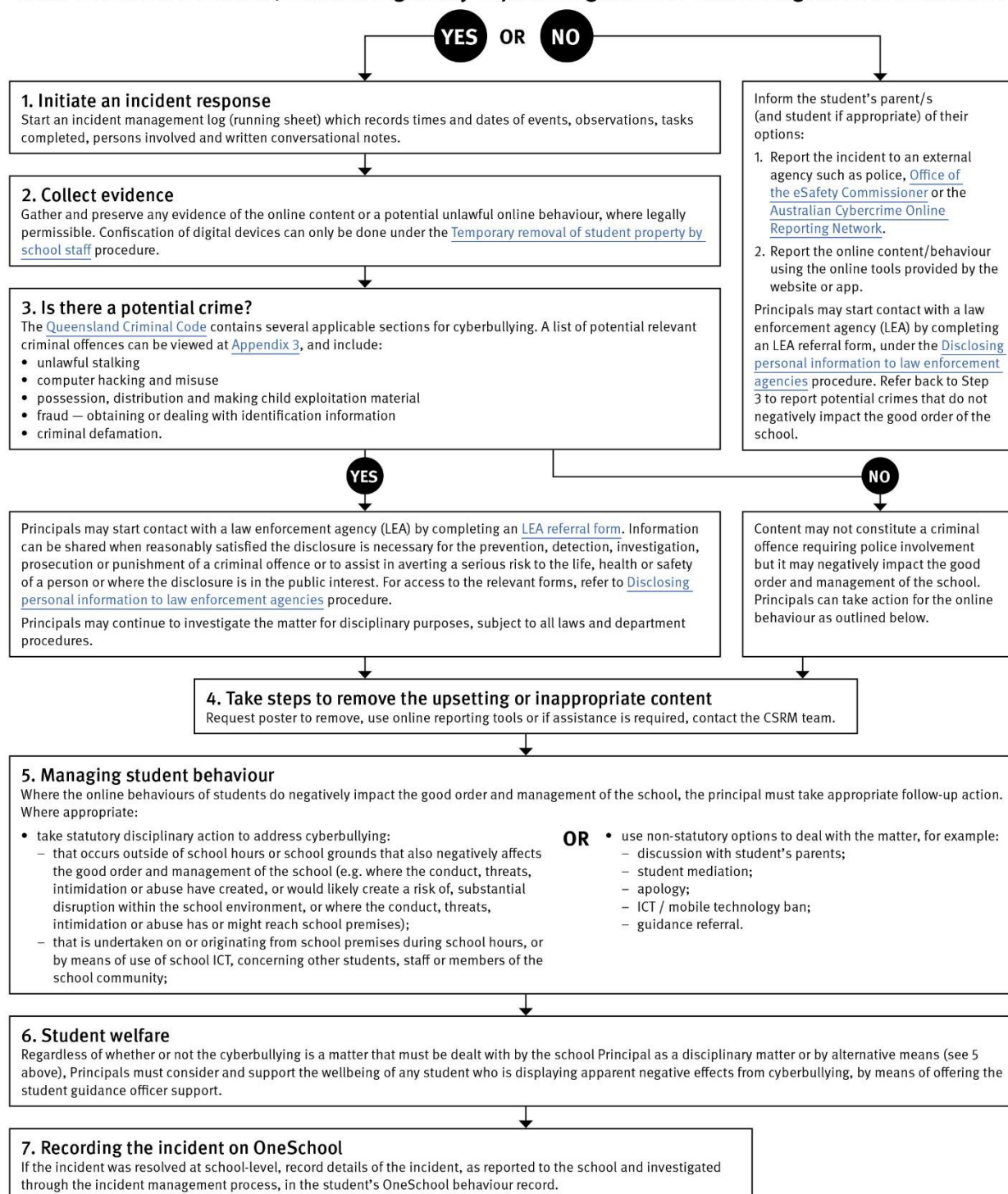
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Restrictive Practices

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 & consultation with parents/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.

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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

At Forest Lake State School, as outlined in the responding to behaviour flowchart, staff will:

- · Observe & assess risk—request assistance – call administration on 220 or 230
- · Maintain a professional demeanour, remain calm
- · Take action to facilitate safety
- · Use a measured tone of voice
- · Use few words e.g. Say "Stop!" Direct students to safety e.g. "Move away"
- · Maintain safe physical distance for physical safety
- · Monitor the situation
- · Continue to act to promote safety
- · Provide first aid or seek other medical support as required
- · Record what happened

DO NOT:

- · Panic
- · Position yourself too closely to other persons e.g. within their physical reach
- · Use an inappropriate tone of voice e.g. angry, sarcastic
- · Leave the situation without appropriate supervision
- · Make threats or false promises