



Forest Lake State School



Student Code of Conduct 2020-2023

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*

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Endorsement

Principal Name:	Debbie Hansen
Principal Signature:	
Date:	31.03.21
P/C President and-or School Council Chair Name:	Jason Abayekoon
P/C President and-or School Council Chair Signature:	
Date:	31.03.21

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Purpose

Forest Lake State School is committed to providing a safe, respectful and supportive learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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 learning and teaching in our school is prioritised, where all students and staff are able to experience success in a safe and supportive environment.

Principal's Foreword

Forest Lake State School is an independent public school where potential is maximised and positive partnerships developed. Our Prep to Year 6 students receive high quality education preparing them to embrace their future. We believe that positive relationships between all members of our school community are the foundation to supporting the success of all students.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are explicit, assisting Forest Lake State School to create and maintain a positive and productive learning and teaching environments, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. Every day at Forest Lake is challenging and enjoyable – where learning knows no boundaries!

Our school community has identified the following school expectations to teach and promote our high standards of positive behaviour:

- Be Safe
- Be Respectful
- Be A Learner

Our school expectation have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

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 respectful, caring, resilient, inquirers who communicate well.

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

P & C Statement of Support

As president of the Forest Lake State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Debbie Hansen and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Forest Lake State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Forest Lake State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Forest Lake State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Forest Lake State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey Sample

Parent opinion survey 2017 - 2019

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	2017	2018	2019
	(%)	(%)	(%)
My child likes being at this school.	95.0	97.5	93.4
My child feels safe at this school.	96.7	89.9	94.3
My child's learning needs are being met at this school.	91.7	88.6	88.8
My child is making good progress at this school.	96.7	87.2	91.6
Teachers at this school expect my child to do his or her best.	100.0	94.9	95.3
Teachers at this school provide my child with useful feedback about his or her school work.	91.7	88.5	90.1
Teachers at this school motivate my child to learn.	96.7	89.9	88.6
Teachers at this school treat students fairly.	89.7	92.1	90.3
I can talk to my child's teachers about my concerns.	93.3	94.9	94.3
This school works with me to support my child's learning.	88.1	93.6	87.6
This school takes parents' opinions seriously.	76.8	84.9	90.0
Student behaviour is well managed at this school.	76.8	78.9	89.4
This school looks for ways to improve.	87.0	91.8	94.1
This school is well maintained.	91.7	93.7	98.1

Student opinion survey 2017 – 2019

Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	2017	2018	2019
	(%)	(%)	(%)
I like being at my school.	92.5	88.1	86.8
I feel safe at my school.	92.6	87.0	83.5
My teachers motivate me to learn.	95.8	98.3	88.8
My teachers expect me to do my best.	97.9	98.3	95.4
My teachers provide me with useful feedback about my school work.	94.7	88.7	90.7
Teachers at my school treat students fairly.	86.5	89.6	82.4
I can talk to my teachers about my concerns.	85.1	85.8	82.2
My school takes students' opinions seriously.	83.7	86.6	79.6
Student behaviour is well managed at my school.	77.7	76.7	70.8
My school looks for ways to improve.	93.5	90.5	91.6
My school is well maintained.	87.6	89.6	78.5

Staff opinion survey 2017 - 2019

Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	2017	2018	2019
	(%)	(%)	(%)
I enjoy working at this school.	92.8	88.2	98.6
I feel this school is a safe place in which to work.	94.3	96.1	100.0
I receive useful feedback about my work at this school.	70.0	58.8	79.5
Students are encouraged to do their best at this school.	98.6	95.9	100.0
Students are treated fairly at this school.	92.8	83.3	97.3
Student behaviour is well managed at this school.	76.8	49.0	94.5
Staff are well supported at this school.	72.9	54.9	76.7
This school takes staff opinions seriously.	71.6	60.4	77.8
This school looks for ways to improve.	97.1	86.3	95.9
This school is well maintained.	85.7	88.0	82.2

2020 Parent Opinion Survey

Survey item	n	agreement
I received communication and instruction from the school and teachers.	113	92.0%
Teachers were available to support my child with their lessons.	113	88.5%
Resources provided by the school were useful for me and my child while learning from home.	111	93.7%
My child found real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	79	88.6%
My child found pre-recorded videos and lessons, including on television useful.	98	91.8%
My child found online textbooks, workbooks or worksheets useful.	86	88.4%
My child found paper based books, workbooks or worksheets useful.	53	90.6%
My child found online education websites and apps useful.	99	91.9%
My school provided me useful information on how my child will stay COVID safe while at school.	104	93.3%
My school provided me useful information on changes to usual school routines (e.g. changes to drop off/pick up points, staggered lunch breaks etc).	105	95.2%
My child was supported to return to school and continue their lessons.	103	94.2%

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
My child likes being at this school.	105	92.4%
My child feels safe at this school.	104	96.2%
My child's learning needs are being met at this school.	105	85.7%
My child is making good progress at this school.	105	87.6%
Teachers at this school expect my child to do his or her best.	103	95.1%
Teachers at this school provide my child with useful feedback about his or her school work.	102	90.2%
Teachers at this school motivate my child to learn.	102	91.2%
Teachers at this school treat students fairly.	102	92.2%
I can talk to my child's teachers about my concerns.	105	93.3%
This school works with me to support my child's learning.	102	87.3%
This school takes parents' opinions seriously.	100	86.0%
Student behaviour is well managed at this school.	103	89.3%
This school looks for ways to improve.	100	91.0%
This school is well maintained.	105	97.1%
This is a good school.	103	95.1%

2020 Student Opinion Survey

Survey item	n	Total agreement
My teacher(s) explained what was required with my school work.	50	96.0%
My teacher(s) was available to help me with my school work when I needed it.	51	78.4%
I found real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	31	77.4%
I found pre-recorded videos and lessons, including on television useful.	46	97.8%
I found online textbooks, workbooks or worksheets useful.	40	77.5%
I found paper textbooks, workbooks or worksheets useful.	34	76.5%
I found online educational websites and apps useful.	43	88.4%
My school gave me useful information on how to stay COVID safe while at school.	47	83.0%
My school supported me to return to classroom learning.	47	87.2%

Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I like being at my school.	49	87.8%
I feel safe at my school.	49	91.8%
My teachers motivate me to learn.	47	97.9%
My teachers expect me to do my best.	47	97.9%
My teachers provide me with useful feedback about my school work.	47	91.5%
Teachers at my school treat students fairly.	47	87.2%
I can talk to my teachers about my concerns.	44	90.9%
My school takes students' opinions seriously.	46	73.9%
Student behaviour is well managed at my school.	47	74.5%
My school looks for ways to improve.	47	93.6%
My school is well maintained.	46	84.8%
My school gives me opportunities to do interesting things.	47	87.2%
This is a good school.	46	89.1%

2020 Staff Opinion Survey

Survey item	n	Total agreement
I felt supported in my role.	37	81.1%
I understood my roles and responsibilities.	37	81.1%
Communication from the department was clear and timely.	37	81.1%
I was informed about the impacts to my school.	37	89.2%
My school provided adequate supply of hygiene and cleaning resources such as soap and hand sanitiser.	37	62.2%
Resources were available to support my wellbeing.	36	72.2%
I knew how to access wellbeing support services.	36	91.7%
I had access to technology and resources required to do my job.	36	91.7%
I was able to carry out my role.	37	94.6%

Teaching staff were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
Support was available for student safety and wellbeing.	27	81.5%
Support was provided to ensure inclusive learning practices could be maintained.	27	77.8%
I found teaching using real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	20	95.0%
I found teaching using pre-recorded videos and lessons, including on television useful.	25	96.0%
I found teaching using online textbooks, workbooks or worksheets useful.	16	75.0%
I found teaching using paper textbooks, workbooks or worksheets useful.	13	53.8%
I found teaching using online educational websites and apps useful.	25	92.0%
I found online learning platforms positively influenced students' engagement in lessons.	27	74.1%
I was confident conducting learning using online channels.	24	91.7%
I was confident supporting students to learn through online channels.	23	100.0%
I was confident preparing digital resources for students' learning from home.	25	84.0%
I was confident preparing paper-based resources for students' learning from home.	11	81.8%
I was confident developing curriculum plans and resources that can be used for learning from home or supervision at school.	25	80.0%
I was confident creating a plan for ensuring that all students have access to resources for learning from home.	25	88.0%
I was confident transitioning students from learning from home to classroom-based instruction.	24	95.8%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

FOREST LAKE STATE SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	2018	2019	2020
Short Suspensions – 1 to 10 days	143	108	116
Long Suspensions – 11 to 20 days	1	1	1
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

At Forest Lake State School we believe that learning has no boundaries and we strive to ensure that every student is experiencing success every day.

Our expectations are:

- Be Safe
- Be Respectful
- Be a Learner

We consider the teaching of expectations to be an opportunity for valuable social learning as well as a means of maximising student success in academic education programs. We believe that all of our students can be successful in learning and life, if they have the attitude, habits and support needed to make the most of their potential.

At Forest Lake State School we value these Learner Attributes: Respect, Care, Resilience, Inquiry and Communication. We use an integrated approach to develop the attributes including; explicitly taught PBL lessons providing opportunities to learn and practise new skills regularly, Second Step (www.secondstep.org) Social Emotional Learning program, Respectful Relationships Education Program and Health curriculum.



Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar</p>

needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

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

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

3

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

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

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

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

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

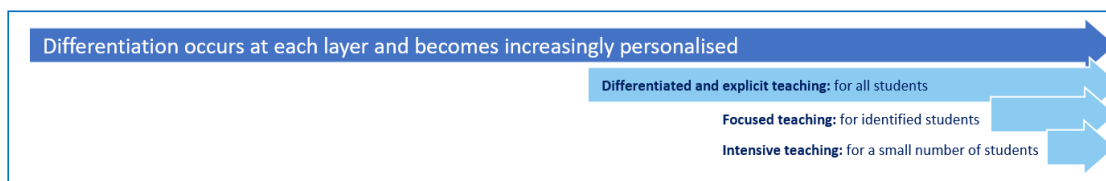
Tier – Data	Tier Tools, Strategies and Resources
Tier 3 INTENSIVE • 8+ Major ODRs • 2nd SDA	1. Risk Assessment Tool - Safety or Wellbeing 2. Individual Behaviour Support Plan (IBSP) - Internal (4-6wks) External referral if not working 3. Individual Student Safety Plan (ISSP) 4. De-escalation Plan External Referrals (FACC, CHYMS, paed, DOCHS)
Tier 2 TARGETED <i>Criteria</i> 5-7 Major ODRs SDA—Re-entry Plan	• Refer to Classroom Problem Solving Team (CPST) • Personalised Learning Plan- recorded on OneSchool • Re-entry Plan (PLP) – from suspension • Playground Plan - Support Provisions • Supported Play - Support Provisions • The Engine Room - Support Provisions • Targeted Social Skills- Support Provisions • Zones of Regulation - Support Provisions • Check In Check Out - Support Provisions
Tier 1 Universal <i>Criteria</i> 0-4 Major ODRs	• PBL Universal Strategies • Regulation Language • Essential Skills for Classroom Management • Second Step Lessons • Letter home at 3 or 4 major ODRs

Differentiated and Explicit Teaching

Forest Lake State School is 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.

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Each classroom in our school uses the 3 expectations: Be Safe, Be Respectful, Be a Learner, as a foundation for developing their behaviour standards. Using these expectations the classroom teacher works with all students to explain exactly what each of the expectations looks, sounds and feels like in their classroom.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at 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 focussed teaching
- require intensive teaching.

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

- Positive Behaviour For Learning
- Second Step
- Respectful Relationships Program
- Health Curriculum
- Adult mentoring for students
- Behaviour Cards for students
- Check in/Check out for students
- Targeted/small group social skilling programs
- Functional Behaviour Analysis

Intensive Teaching

Evidence based research 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 Learning Engagement Teacher and following consultation with the Deputy Principal, classroom teacher and parent/carer.

For a small number of students who continue to display behaviours that are deemed complex and challenging they may require but are not limited by:

- FBA assessment
- Individualised behaviour plan
- Complex case referral
- Guidance officer referral
- Classroom profiling
- Regional behaviour support/SGO
- External organisation

This approach will see to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex issues.

Student Wellbeing

Forest Lake State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

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

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

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Forest Lake State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Forest Lake State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Forest Lake State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer and spacer, stored in the school's first aid kit to provide emergency first aid medication if required. It is a parent's responsibility to provide their child the appropriate medication i.e. reliever/puffer and spacer for.

Mental health

Forest Lake State School implements early intervention measures and encourage parents to seek support through mental health agencies where there is reasonable belief that a student has a mental health difficulty.

Suicide prevention

Forest Lake State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Forest Lake State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Forest Lake State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Forest Lake State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Forest Lake State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Forest Lake State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

It is also important for students and parents to understand there are regional and state wide support services available to supplement the school network.

Parents/carers who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer, on the school phone number.

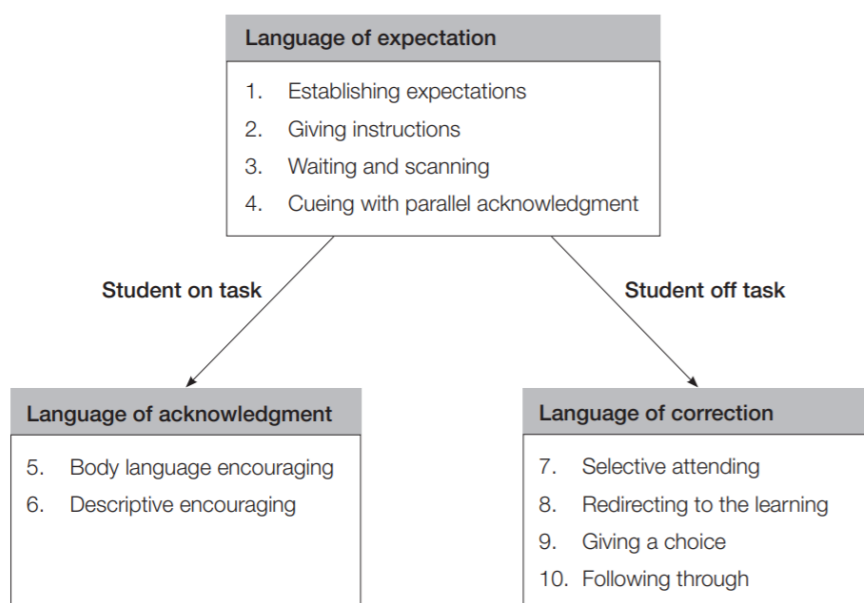
Whole School Approach to Discipline

Forest Lake State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At 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. This is based on the 10 Essential Skills for Classroom Management.



Adapted from: (Richmond 1995)

The Forest Lake State School Student Code of Conduct explains the PBL framework for parents and students, to gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students.

PBL Expectations

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

- Be Safe
- Be Respectful
- Be a Learner





Forest Lake State School Behaviour Matrix



The PBL Expectations Matrix, illustrated below, explains exactly what each of the expectations look, sound and feel like across the school. The matrix is displayed in every classroom.

	All settings	In the classroom	Eating time	Toilets	Lining up	Tuckshop	Outdoor Active Areas	Drop off zone/bike cage	Library	Specialist Lessons	Online/iPad usage	Before and After School
Be safe	<ul style="list-style-type: none"> Wear your hat outside Keep your hands and feet to yourself Enter and exit in an orderly manner Walk on hard surfaces Be in the right place at the right time Always practice safe online behaviours 	<ul style="list-style-type: none"> Keep your hands and feet to yourself Enter and exit in an orderly manner Be inside only when supervised Ask permission before leaving the room 	<ul style="list-style-type: none"> Wait for permission before leaving the area Remain seated during eating time Eat only the food that has been prepared for you 	<ul style="list-style-type: none"> Use the toilet properly Wash your hands Leave quickly and quietly 	<ul style="list-style-type: none"> Sit/stand quietly and calmly in lines Put your bag in the correct place 	<ul style="list-style-type: none"> Line up safely Leave the tuckshop area promptly after purchasing 	<ul style="list-style-type: none"> Wear a hat and sunscreen Play school-approved games Play in the correct areas Use equipment correctly Report any problems to the teacher 	<ul style="list-style-type: none"> Walk on pathways Walk to the car collecting you Walk bike or scooter through the school grounds to bike cage 	<ul style="list-style-type: none"> Enter and exit by walking sensibly and safely Use equipment for its correct purpose 	<ul style="list-style-type: none"> Walk in and out of rooms/hall Use instruments and equipment as instructed Be in the right place at the right time 	<ul style="list-style-type: none"> Use iPad as instructed Report inappropriate usage Hold iPad with two hands Walk when moving around with your iPad Ensure iPads are never left on the floor or unattended 	<ul style="list-style-type: none"> Sit quietly outside the office until 8:15 when a teacher-aid will take you to your area Keep your bag on your back Keep iPad in school bag Travel in a safe manner to and from school Leave school grounds immediately Stay off playground
Be respectful	<ul style="list-style-type: none"> Follow the teacher's instructions the first time Use good manners Respect other people's belongings Place rubbish in the bin 	<ul style="list-style-type: none"> Raise your hand to speak Give everyone the right to listen and learn 	<ul style="list-style-type: none"> Stay in eating area until dismissed Put hand up to be dismissed Eat your own food Leave the area free from rubbish Talk quietly to the people around you 	<ul style="list-style-type: none"> Wait your turn Respect other people's privacy Use toilets, basins, soap and paper correctly 	<ul style="list-style-type: none"> Respect other students' personal space Keep noise to a minimum Keep sports equipment still 	<ul style="list-style-type: none"> Wait your turn patiently 	<ul style="list-style-type: none"> Share equipment and take turns Problem solve using appropriate strategies 	<ul style="list-style-type: none"> Walk bike/scooter in the school grounds Wait at the gate to be picked up Respect other people's equipment 	<ul style="list-style-type: none"> Move quietly throughout the library Wait patiently when borrowing or moving between activities 	<ul style="list-style-type: none"> Line up and enter the room quietly Listen to the teachers when speaking Respect the abilities of your peers 	<ul style="list-style-type: none"> Use appropriate language Share school based resources Only take photos/videos of others with teacher/student/parent permission 	<ul style="list-style-type: none"> Wait quietly outside the classroom until the doors are open
Be a learner	<ul style="list-style-type: none"> Be organised Actively participate Follow instructions Strive to do your best with all tasks Be on time for learning 	<ul style="list-style-type: none"> Have all equipment organised Stay on task and ask for help when needed Participate fully to the best of your ability 	<ul style="list-style-type: none"> Make healthy food choices 	<ul style="list-style-type: none"> Use the toilets quickly and in the right time 	<ul style="list-style-type: none"> Be on time Know where to line up 	<ul style="list-style-type: none"> Think and plan ahead before you order Follow ordering processes 	<ul style="list-style-type: none"> Show sportsmanship when playing games Stop play when the bell rings and pack up equipment Return to class promptly Use the high five 	<ul style="list-style-type: none"> Arrive on time 	<ul style="list-style-type: none"> Know and follow the library rules Learn library information skills 	<ul style="list-style-type: none"> Be prepared for learning and have your equipment organised Know and follow the classroom rules 	<ul style="list-style-type: none"> Use the Forest Lake State School internet to download only audio, visual and website content that is related to learning 	<ul style="list-style-type: none"> Arrive on time to school Go to the bathroom before school starts Take required equipment home for home activities

Acknowledgement of Positive Behaviours

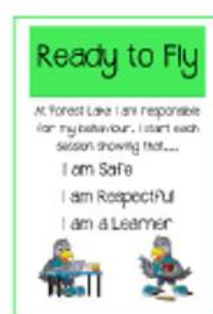
Forest Lake State School Positive Behaviour acknowledgment is centred around “Frankie the Falcon.”



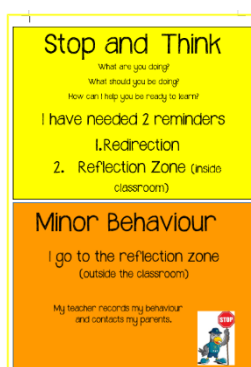
Students are awarded “Frankie Dollars” in the classroom daily and in Specialist lessons.

3 Frankie Dollars	Soaring Status
2 Frankie Dollars	Flying
1 Frankie Dollar	Ready to Fly

Frankie Dollars are tracked by classroom teachers and once accumulated, students may spend their Frankie Dollars at the “Frankie Shop” as per the Frankie Rewards Price List. Frankie Dollar junctures are recorded on OneSchool in \$25 increments as a positive behaviour.



Stop and Think, Minor Behaviour and Major Behaviour will not be publically displayed. A student's name will be placed on these charts discretely and only after a quiet conversation has been had with the teacher.



Other positive rewards acknowledgements include: weekly assembly awards, end of term behaviour and reading awards, end of year academic awards, Frankie feather awards, classroom individual reward acknowledgements, gold cards, postcards,

GOLD CARD

Name: _____

Class: _____

Banksia Alpine

Homestead Kauri

Teacher: _____

8 Feathers = Frankie Rewards Room Class Visit



Frankie Rewards Price List 2020

Item	Frankie Dollars
Ice Block Voucher Teacher Helper	35
Class Reward Time Raising the Flag Personalised Photo with Frankie Photo with your Teacher Decorate your own cape/apron	50
Special Seat on Parade Homework Pass Photo with a friend Sitting in the Teacher's Chair Be the Teacher (Choose an activity)	75
Mini High Bounce Ball Bag of Marbles Flying Glider Wear a hat in class Lunch with Your Teacher	100
Notebook yrs 3-6 Stress ball/Hand ball Coloured pencils / chalk	125
Name in Lights (School Sign) Choice of Song for the Bell Published Photo Sitting in the Principal's Chair	150
Skipping Rope Outside Game Pass for Your Class Slime	175
Fidget Spinner Finger chucks Playset yrs P-2	200
Frankie Rewards Room (Bring a Friend)	225
Free Dress for a Day Lunch with the Principal Football Photo with Molly	250

Lucky Dip 50	Lucky Dip 100	Throwing Torpedo – 300 LIMITED ITEM
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Positive Postcards



Disciplinary Consequences

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

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

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

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

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

Consideration of Individual Circumstances

Staff at Forest Lake State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Differentiated

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

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Rethink

- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Classroom Problem Solving Team for team based problem solving
- Referral to Triple S for team based problem solving
- Stakeholder meeting with parents and external agencies

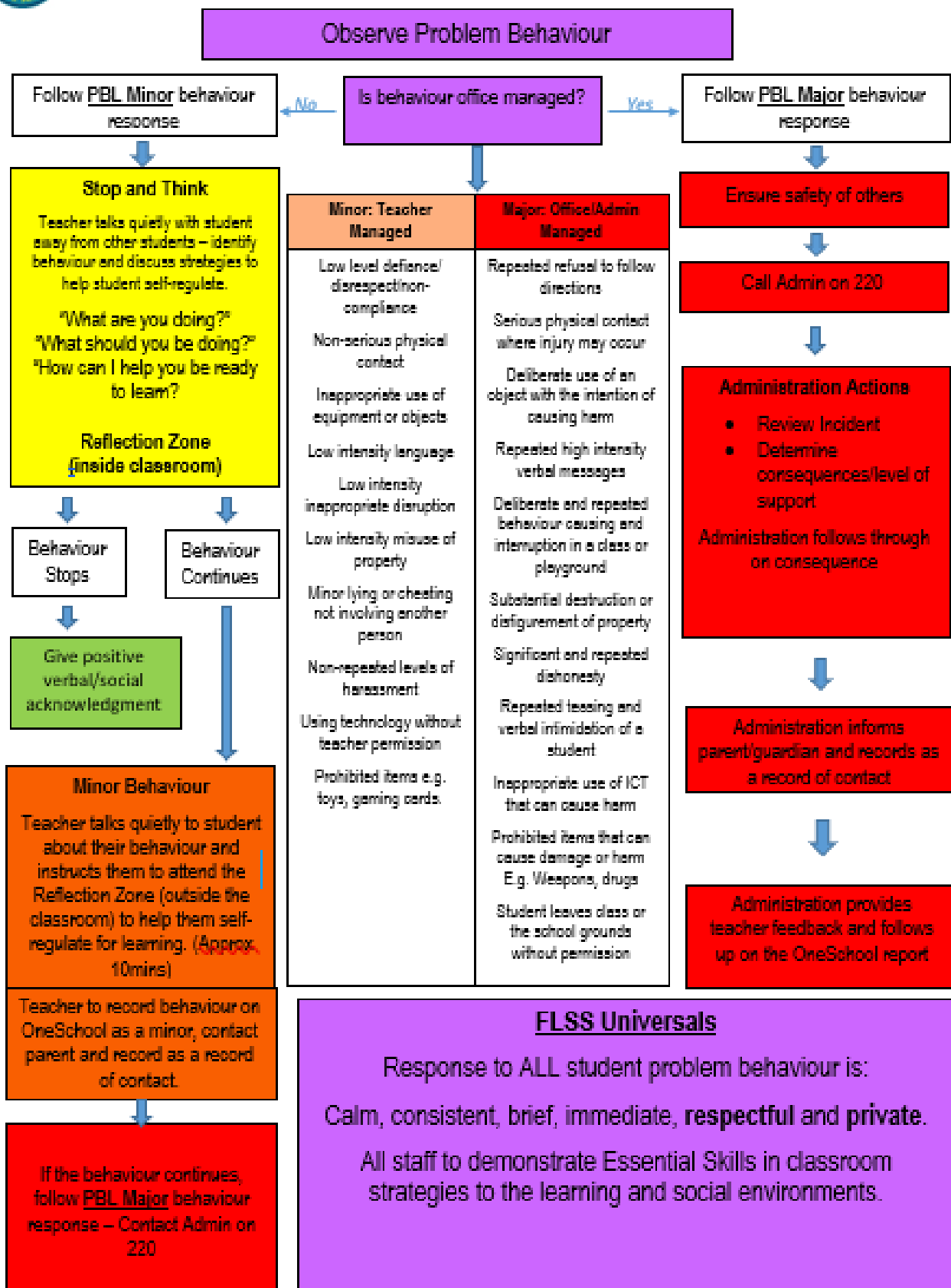
Intensive

School leadership team work in consultation with Learning Engagement Teacher to create a stakeholder team to address persistent or ongoing serious problem Behaviour. This may include:

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



Forest Lake State School Behaviour Management Flowchart



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 is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

Legislative Delegations

Legislation

In this section of the Forest Lake State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at 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 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.

** 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 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;
- 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 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;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Mobile Phones:

Responsibilities

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

1. Students will only be permitted to bring a mobile phone or wearable device with messaging, internet or Bluetooth capabilities onto school premises for safety, security or emergency purposes (*i.e. contact parents after school to arrange pick-up times*).
2. In order for a student to bring a mobile phone or wearable device with messaging, internet or Bluetooth capabilities to school, parents/carers need to write to the Principal requesting permission for the child to have the device at school.
3. Mobile phones must be turned off during school hours, and are to remain in the student's bag at all times during school hours.
4. Mobile phones and wearable devices with messaging, internet or Bluetooth capabilities may only be turned on and/or used **out of school hours**.
5. While at school, students are the responsibility of school staff and DoE. Any instances that require emergency contact with parents **MUST** be through the appropriate staff member or a member of administration who will make the appropriate call to parents/carers.
6. Devices are not to be used by other students.
7. The school does not accept responsibility for any theft, loss or damage of mobile phones or wearable devices.
8. The mobile phone or wearable device is not used for inappropriate purposes (*i.e. Students are not to take photos or videos on mobile phones on school premises or message friends or family members.*)

It is **unacceptable** for students at Forest Lake State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- 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

ICT Devices

At all times students, while using ICT facilities and devices supplied by the school or as part of the BYOD Program, will be required to act in line with the requirements of the Forest Lake State School Student Code of Conduct and FLIP program as outlined below.

Parent agreement: I agree that:

- My child will have their fully-charged iPad at school for each day of the school year.
- If the iPad is damaged, lost or stolen either at home, in transit or at school, I will ensure it is repaired or replaced as soon as possible. I understand that I must meet the cost of this.
- The iPad will access the Internet at school via the school WiFi so that appropriate levels of internet filtering occur on the school site (no hot spotting mobile phones)
- I will put in place consistent practices to ensure the safe carriage of the iPad to and from school.
- Only appropriate apps, photos and content are to be placed on the iPad. If the school identifies anything of concern, I will ensure it is removed immediately. I understand that inappropriate usage will be dealt with in accordance with the School Network Access and Usage Statement and the school's Student Code of Conduct.
- I cannot withdraw my child from participation in the program at any time during the 2020 school year.
- I will oversee the management of my child's iTunes library and will ensure that apps required by the school are loaded promptly and are updated as needed. I will not provide my child with the iTunes password.
- I will put in place the level of restrictions required by the school into the iPad settings and will share the restrictions code on the device with the school, but not with my child. See Quick Links section of FLSS website <https://forestlakess.eq.edu.au> '2020 iPad Information – Required Settings'.

Student agreement: I agree that:

General Use

- I will bring my iPad to school each day with 100% charge. I understand I cannot charge at school.
- I will keep the iPad in a protective case at all times.
- I will keep my iPad in my bag at all times when travelling to and from school.
- I will not use my iPad on school grounds before or after school, during play or lunch times (unless instructed by a teacher).
- I will hold my iPad with two hands when carrying it and will walk at all times.
- I will keep food and drinks away from my iPad at all times.
- I will ensure my iPad is locked in the iPad cupboard a break times and when I am not in the classroom.
- I will provide my teacher full access to my iPad through the Classroom app.
- I will immediately report any breakages or accidents to my parents and teachers.

Content

- I will report to my parents any missing school apps (all apps from FLSS app list should be downloaded to my iPad).
- I will only take photos and videos with my teacher's permission.
- I will use my iPad for school apps only and websites for learning.
- I will keep my passcode private and provide it to my teacher when needed.
- I permit my teachers and parents to perform checks to monitor content on my iPad, when necessary.

Internet Use

- I will only use the internet for educational purposes.
- I will not look for anything that is illegal, dangerous or offensive.
- I will not reveal home addresses or phone numbers.
- I will not use iMessages while on school grounds, or other social media apps.
- I will not use the internet to annoy or offend anyone else.

- I will be cyber safe when using the internet.
- If I accidentally come across something that is illegal or offensive, I will clear pictures or information from the screen and immediately and quietly inform my teacher.
- For security reasons, I will keep my account names and passwords private unless requested by school staff

In addition students and their parents should:

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

Preventing and responding to bullying

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



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.

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.

Forest Lake State School has a **Wellbeing Team**, 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.

Bullying –

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious physical and or verbal misconduct 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.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Learning Engagement Teacher

Deputy Principal

1. Student reports incident to staff member
2. Staff member will investigate the incident and document on OneSchool
3. Disciplinary action will be taken if necessary and parents notified
4. Parents/Carers may be invited to discuss the outcome and support processes that will be put in place
5. Staff will engage in a check in process with the students to assess their wellbeing
6. Students are encouraged to communicate with staff members if problem continues

Cyberbullying

Cyberbullying is treated at Forest Lake 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, and their homes, 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 Forest Lake State School may face in-school disciplinary action, such as rethink 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.

Forest Lake State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

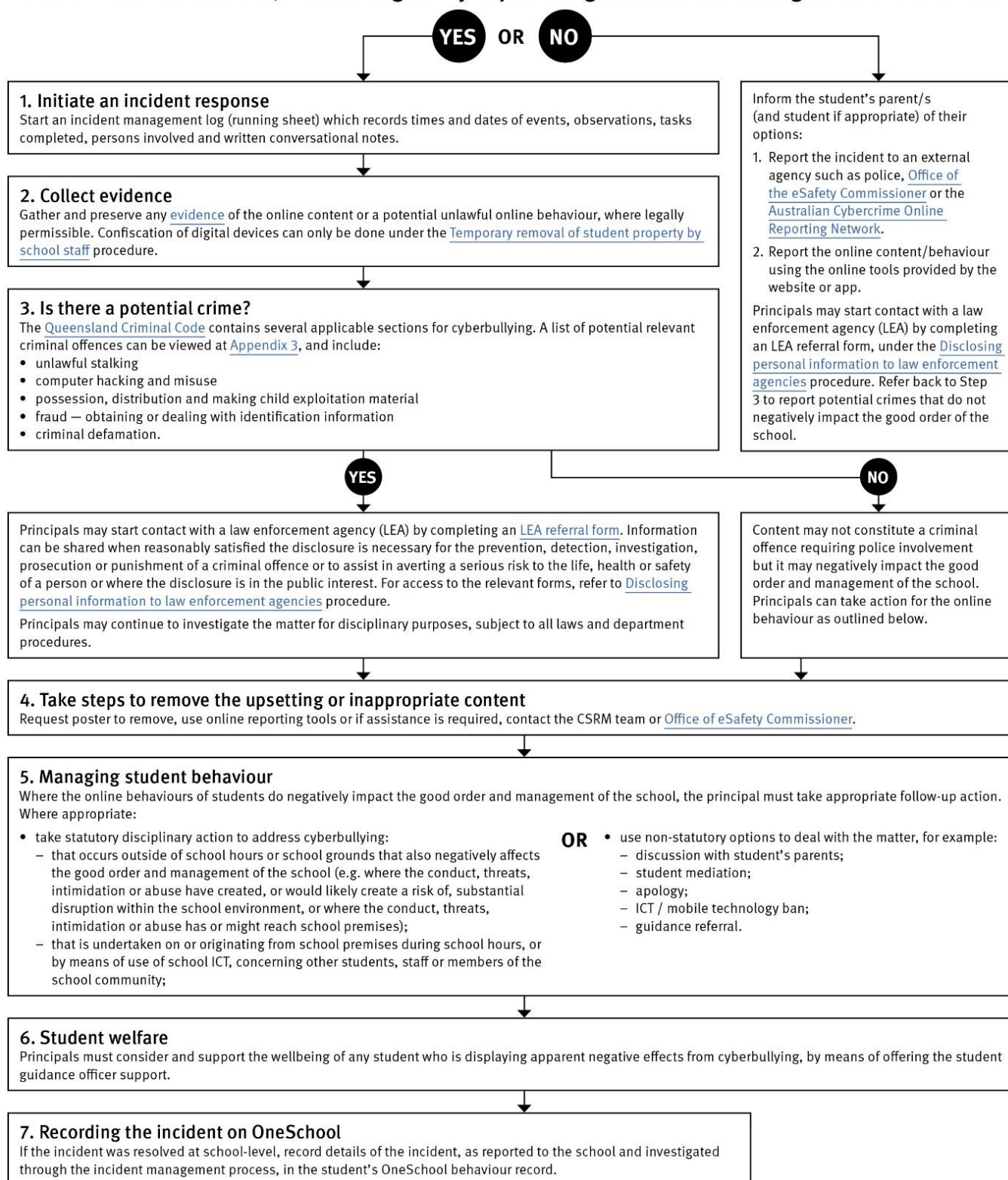
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Forest Lake 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. Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Forest Lake State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes 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.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content

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

Restrictive Practices

School staff at Forest Lake 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 without physical intervention. 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 regulation and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher, Deputy Principal or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

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

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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