



Leichhardt State School

Student Code of Conduct 2021-2023

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 2020-2024

Purpose

The purpose of the Leichhardt State School's Student Code of Conduct is to ensure a safe learning and work environment for all members of Leichhardt community. The Student Code of Conduct explains the behaviour expectations of all students and visitors who attend our school. The Student Code of Conduct covers all behaviour processes in the school and guides the school administration to respond to behaviour with consistent discipline processes across the school and within the community.

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Endorsement

Principal Name:	Maja Bogicevic
Principal Signature:	
Date:	February 2021

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Principal's Foreword

Introduction

Leichhardt State School is a co-educational state school providing education for students from Prep to Year 6. The school opened in 1959 and has been supporting the communities of Leichhardt, One Mile and Wulkuraka for the past 70 years.

The school's values are *Gratitude, Respect, Teamwork* and *Perseverance*. Underneath these values sit the school-wide expectations of *Be Kind, Be Safe* and *Be a Learner*. As a Positive Behaviour for Learning (PBL) school, Leichhardt State School staff work hard in the areas of behaviour and attendance, to support the families and students in our community.

Leichhardt State School has a proud Indigenous heritage and we support our school's Indigenous students with specific cultural and academic support from our Deadly Room. The Deadly Room was opened in 2020 and welcomes all students, from every culture, to attend and engage in Indigenous culture and learning.

This Student Code of Conduct reflects the school's current priorities of reading and PBL. The staff work together as teams to develop 21st Century learning in both of these areas across the school. This year, the school has begun work on updating and improving the curriculum delivery using the Australian Curriculum as a base. The new method of curriculum delivery ensures that students are engaged with learning in a rigorous environment through exceptional whole-school approach to pedagogy.

The school has a number of policies written to ensure the safety of all students and staff at Leichhardt State School. These are located in this document and include the school's anti-bullying policy, IT and mobile phone policy, restrictive practices policy and our critical incident policy.

The school uses data to make strategic decisions for the school. The PBL team use data collected annually through the region to gauge behaviour, staff attitudes, and the success of the PBL Team's strategies. The school's leadership team use school-wide data to measure learning success, staffing, enrolments, absence, behaviour and suspensions.

The information in the data guides the school's strategic responses, policies and approaches to teaching and learning as our core business.

School Captains/Leaders Statement

At Leichhardt State School, we recognise the importance of student voice. Our school captains represent the student body and their views of the Student Code of Conduct, through consultation and support for the expectations are valued contributions to the ongoing process of providing a safe, supportive and disciplined learning environment for everyone at Leichhardt State School.

School Captain Name: Mark Kirisome

School Captain Signature:

Date:

School Captain Name: Elektra Broughton

School Captain Signature:

Date:

School Vice-Captain Name: Saolotoga Seve

School Vice-Captain Signature:

Date:

School Vice-Captain Name: Alyssa Houston

School Vice-Captain Signature:

Date:

Consultation

This is a living document and therefore is available for consultation and feedback on an ongoing basis. The document is available to the following groups for feedback and comment:

- The school leadership team
- Teaching staff
- Administration and Teaching Assistants
- Students (through PBL lessons)
- P&C
- Parents, carers and the wider community

PBL Learning and Behaviour Statement

At Leichhardt State School, we focus on delivering quality learning for every student, every day. Our goal is to ensure that all our students, are taught academically, socially and emotionally, to be the best person they can be.

We work together to uphold the school's values of Gratitude for community and self; Respect for learning and each other; Teamwork and Perseverance. Underpinning our school values are our school wide expectations:

- Be Kind
- Be Safe
- Be a Learner.

As a PBL school, Leichhardt State School focuses on seeing the positive aspects of students' learning and behaviour. We explicitly teach the behaviours which align to our school-wide expectations as an integral part of our teaching program. The staff use explicit corrections to address minor behaviour mistakes. Underpinning our responses, is the use of restorative justice principles, to model how to repair harm between students in a socially acceptable way. Each week in our PBL lessons, students are explicitly taught the school's expected behaviours across the universal areas of the school. This also includes choosing socially appropriate ways to treat others.

Leichhardt State School expects every student to uphold the Student Code of Conduct. This document outlines exactly how a student is expected to behave in the school's universal areas, in the classroom and outside the school on school excursions. The Student Code of Conduct also outlines how the school responds to behaviour mistakes and applies consequences when necessary according to Queensland Department of Education's Student Discipline Policy.

Student Wellbeing and Support Network

Leichhardt State School has a number of supports in place for students, which proactively promote student wellbeing. The school's social and emotional learning program is *Zones of Regulation*, which is an evidenced-based program designed to teach self-regulation and emotional control. The program's curriculum of explicit teaching encompasses teaching students how negative thinking can limit their potential to control their emotions and how to use calming techniques to manage strong feelings of anger, worry, frustration and excitement.

Leichhardt State School runs two strong transition programs one for our prep students and one for our year 6 students every year. Our prep transition program works with our neighbouring early learning centres to introduce incoming students to the Leichhardt State School environment and to spend some time in classes experiencing school before they join us. We also begin early in the last year of primary school, to prepare our Year 6 students for leaving and moving on to our local high schools. Staff from Bremer State High School and Ipswich State High School, come to Leichhardt to talk to the students and conduct enrolment interviews. These regular visits ensure smooth transitions for our students by building foundational relationships with staff to remove any concerns students might have about high school.

To support student wellbeing, Leichhardt State School also offers a number of evidenced based group programs for students. The *Rock and Water* and *Welcome to the Island of Calm* programs are small group programs run by trained facilitators to provide extra wellbeing support for students.

Our Breakfast Club ensures all students have the opportunity, to begin each day with a nutritional start to help fuel their learning. This service is provided to students at no cost. The school's Chaplain provides chaplaincy services to students. Leichhardt has strong community partnerships, with local churches and community agencies, which help us to support our families in times of crisis.

The Deadly Room is managed by the school's Indigenous Community Coordinator and provides social, emotional and learning support for our Indigenous students. The room also welcomes students from all cultures to learn and share in Indigenous art and culture. The school runs the Deadly Choices Program for our Indigenous students each week.

The Sanctuary is managed by the Head of Department for Behaviour and has a dedicated staff member in residence to support students. The room is designed to help students manage their emotions and feelings and to de-escalate, self-regulate and return to learning. The Sanctuary was developed from the collection of data and observations in 2020 to meet the needs of students with emotional dysregulation. The room's purpose is to help students return to an emotional baseline where they can return to learning. The Sanctuary's data will be used to ensure the processes in the room continue to meet the needs of the Leichhardt students.

The Homework Centre runs after school on Monday, Wednesday and Thursday from 2.45-3.30. Students are supported to complete homework by staff.

Whole School Approach to Discipline

At Leichhardt State School, we expect every indoor and outdoor space to be a safe and supportive learning environment for our students and our staff. All classrooms set their class rules and expectations at the start of the year. These rules and expectations are displayed in the room for both student and teacher reference. The whole class decides on and agrees to follow the class rules and expectations, which cover both learning and behaviour.

Teachers at Leichhardt State School use a variety of strategies to support and encourage student participation in learning. Using a range of activities encourages engagement and offers all students different learning experiences. Strategies such as Circle Time, group work, peer tutoring and, 1-1 teacher to student support, help students build their understanding that learning occurs in different ways.

All of our classroom use ClassDOJO and Gotchas to reward positive behaviours in the classroom. ClassDOJO is one of the ways teachers share good news and communicate with parents. Parents are encouraged to check their child's ClassDOJO points and discuss with them the positive choices they made. As a PBL school, our teachers focus on catching their students making positive behaviour choices. Gotchas are used in the playground by all staff to encourage pro-social behaviours. However, sometimes students make choices that need correction.

At Leichhardt State School we do not tolerate bullying. Students who engage in bullying behaviour are subject to the discipline guidelines in the school's policy for *Preventing and responding to bullying*.

Using ICT is an important part of the student's education. We recognise both the opportunities and the risks, which are involved in using digital platforms at school. While using school devices or engaging with the school's digital communication, all students, parents and staff, are expected to uphold the rights of everyone in the community to feel safe. Students who misuse ICT will be subject to the discipline guidelines in the school's policies for *Temporary removal of student property; Use of mobile phones and other devices by students;* and the *Appropriate use of social media*.

Staff at Leichhardt State School use a restorative approach when correcting behaviour in the classroom and the playground. We believe that knowing how to choose the expected school behaviour, in a variety of situations, is something our students must learn through explicit teaching. When a behaviour error occurs, our staff try to understand why it happened and how they can support the student to

make more socially appropriate choices to avoid it happening again. If a student chooses to engage in a disruptive, unsafe or negative behaviour in the classroom, they will receive a reminder of the class rules and be encouraged to rejoin the learning. If the behaviour continues staff will choose from a number of behaviour strategies, which align to our whole school approach to school discipline.

Staff may choose from the following corrective behaviours:

- Reteach the correct behaviour
- 1-1 discussion with the teacher
- Restorative discussion with student and others
- Removal of privileges for a specified time e.g. ICT use
- Give a time out
- Use a buddy class
- Supervised detention to make up missed work
- Parent and student/teacher discussion
- In class behaviour agreement
- Referral to leadership for further consequences.

Leadership may choose from the following corrective behaviours:

- Parent and student meeting
- Whole school individual behaviour plan
- Withdrawal of privileges
- Suspension
- Exclusion.

When giving consequences for behaviour choices, staff and leadership look at each student and each circumstance individually. Decisions are made after reflection on the following factors: the student's previous behaviour history; their physical health, mental health and wellbeing, diagnosed disabilities, cultural and religious considerations; and their home environment and care provisions. Staff and leadership use the student's OneSchool records to review behaviour and any support plans developed for the student. Parents are able to access their own child's OneSchool information through the *Right to Information Act 2009 (Qld)*.

Parents are able to discuss consequence decisions with staff about their child only. Leichhardt State School staff are not at liberty to disclose any information about another student, which would constitute breaching the privacy of that student under the *Privacy Information Act 2009 (Qld)*.

Consideration of Individual Circumstances

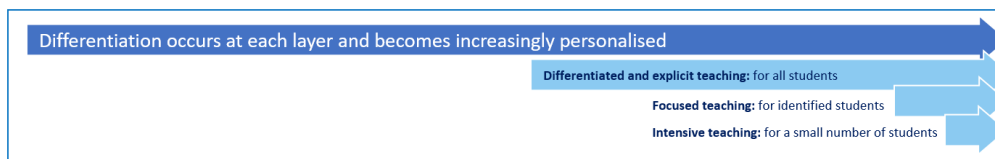
Staff at Leichhardt State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour 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 staff and our principal, consider with each individual student in both the instruction of behaviour and the response to behaviour.

Leichhardt State School teachers are obliged by law to respect and protect the privacy of all students. We understand the interest of other students, staff and parents to know what consequence another student might have received; however, staff are not able to disclose or discuss this information with anyone but that student's family. This applies regardless of the nature of the behavioural incident and even if the incident involves your child. Parents can be assured that school staff take all behaviour incidents very seriously and every incident is addressed appropriately with consideration given to each student's individual circumstances. We expect that parents and students will respect the privacy of other students and families.

Parents who have concerns about the behaviour of another student at the school, or the way our staff have responded to a behaviour, have an option of making an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching



Leichhardt State School staff operate on the principles of knowing and understanding their students' needs. This means they approach each unit of learning with consideration for the diverse learning needs of the students in the classroom. In line with the Australian Curriculum's *Whole School Approach to Differentiated Teaching and Learning*, teachers are continuing to build engaging units of work based on the Australian Curriculum. Teachers use information from the student's data profile and assessment and reporting data, to create learning profiles of their students. These profiles inform the type of support each student requires and guide the teacher in their unit plan and assessment.

Special provisions

Special provisions in the conditions of assessment are applied consistently across the school. All students are entitled to demonstrate their knowledge, understanding and skills in response to assessments. Teachers support all students to participate in assessment and demonstrate the full extent and depth of their learning.

Special provisions in the conditions of assessment reflect differentiation, or adjustments, made to curriculum delivery. Special provisions are not adjustments to the relevant achievement standard on which student work is judged. They do not involve compensating for what the student does not know or cannot do.

Types of special provisions

Special provisions in the conditions of assessment may include:

- presentation – changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- response – allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed.
- setting – changing location including the physical or social conditions in which the assessment is completed.
- timing – allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.

Who should be considered for special provision?

Any student who has a specific educational need may be considered for special provision including students:

- with educational needs arising primarily from socio-economic or cultural factors
- with disability such as those of a sensory, motor and/or neurological nature
- for whom English is an Additional Language or Dialect (EAL/D)
- who are gifted or talented
- with short-term impairments such as glandular fever or fractured limbs.

Focused Teaching

At Leichhardt State School, some students require a more focused approach to learning, which could occur in small groups or individually. Teachers identify these students through school data and their knowledge of the students. These students are able to access differentiated and explicit teaching within general class. However, during formative assessment, a more focussed approach may be required, to ensure students can achieve success when provided with the appropriate learning opportunities. Students receiving focussed support may only require this for specific subjects or only for short periods to improve and develop their skills and understanding of teaching content.

Focused teaching for groups and individuals is planned in response to formative assessment. It includes teaching understandings and/or skills from particular content descriptions through effective pedagogical practices that address barriers to learning. This may include:

- varying the pace of teaching and learning, allowing more time for deeper investigation or fast tracking the learning
- activating prior knowledge by making explicit connections to new learning
- adjusting the literacy and language demands
- providing a variety of instructional methods
- scaffolding tasks.

Intensive Teaching

At Leichhardt State School we recognise that some students may require a more concentrated level of support to achieve success in their learning. Intensive teaching may be necessary to help students with complex needs or challenging behavioural needs, to engage with their learning. This level of teaching support may be delivered in small groups or individually. Students receiving intensive support may only

require this for specific subjects or only for short periods of time to improve and develop their skills and understanding of teaching content.

Intensive teaching for individual students is provided in response to the analysis of school data both academic and behavioural and addresses specific understandings and skills. It includes explicitly teaching discrete understandings and/or skills from particular content descriptions. This may include:

- developing personal and specific learning goals
- scaffolding the literacy and/or language demands
- investigating and using alternative pedagogies and additional resources
- closer teacher involvement and collaboration with support staff
- close monitoring through observation and careful analysis of student responses to tasks
- use of assistive technology.

Both focused and intensive teaching interventions, may be documented under the student's name in *Personalised Learning* and uploaded to OneSchool.

Legislative Delegations

Legislation

In this section of the Student Code of Conduct links are provided to relevant legislation that inform the overall Student discipline procedure.

- [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 \(Cwth\)](#)

Delegations

The Principal makes all the final decisions in the school; however, these decisions are the end product of a collaborative process and investigation completed by the administration team.

The school currently has one Deputy Principal, three Heads of Department and one Head of Special Education Services.

The HOSES supports students with special needs in regards to behaviour and disciplinary matters.
In the absence of the Principal, one of the Leadership Team will be appointed to act for the Principal.

Disciplinary Consequences

The Behaviour Response Flowchart was developed after collaboration with staff. Consequences for students' actions are tied as closely as possible to logical consequences. E.g. Students who litter may be required to pick up their own and five other pieces of rubbish as a consequence.

All behaviour responses given by teachers and administration, are aligned to the individual student's needs and circumstances. The staff respond to minor behaviours by re-teaching our school wide expectations. All staff are encouraged to use a restorative approach to help students solve friendship problems. Students who need more social and emotional supports, are provided with play-based opportunities and calming activities, to de-escalate and discuss their concerns. At Leichhardt State School, we recognise that some students in our community, require individually tailored responses, to meet their needs. Therefore, we provide each student with an opportunity to remedy the problem, before moving to disciplinary consequences.

Students who are placed on detention or asked to make up work, are kept in the classroom or in a designated area for a maximum of 10 minutes. During this time, students have the opportunity to complete missed work, to reflect on their behaviour choices and/or discuss their behaviour choices with staff.

No suspension decision is taken lightly.

When an incident occurs staff investigate both sides of the incident before making any decisions regarding consequences. If a student is suspended, parents are informed, and asked to collect the student immediately. Administration staff will provide the student and parent with the Department's paperwork as quickly as possible and a re-entry is booked with a member of the Leadership Team prior to the student's return to school. The school's re-entry process uses restorative principles to work with the parents/carers to help the student develop strategies to manage their behaviours in a more pro-social way.



Leichhardt State School

Behaviour Response Flowchart

Minor Behaviours	Expected Teacher Response Minor Behaviours	Major Behaviours	Expected Administration Response Major Behaviours
<ul style="list-style-type: none"> • Refusal to engage with learning • Speaking or showing disrespect to others • Disrupting the teaching and learning • Throwing objects at others in the classroom/playground • Not following teacher instructions • Leaving classroom or area without permission but remaining within eye-sight. • Swearing out loud but not at a person • Not owning behaviour • Wasting learning time • Unsafe behaviour in classroom/sandpit/playground • Teasing or exclusion or being unkind • Low level physical aggression/play fighting • Property misuse • Late to class after breaks 	<ul style="list-style-type: none"> ✓ Reminder – non-verbal or quiet chat ✓ Reminder - refer to expectations ✓ Reteach expected behaviour ✓ Use a restorative approach to solve problems ✓ Relocation in class or playground ✓ Time out ✓ Detention to make up missed work (minimum 10 minutes) ✓ Buddy class with work for 10 minutes ✓ Teacher is responsible for reporting the incident on OneSchool as a minor and for contact parent ✓ Repeated minors refer to major behaviour. 	<ul style="list-style-type: none"> • Physical aggression causing harm • Defiance/ongoing non compliance • Throwing objects with disregard or with the intention to hurt or frighten • Lying/ cheating on assessment • Swearing at a person • Stealing • Dangerous behaviour in classroom/sandpit/playground • Bullying and/or harassment • Damage to school property e.g. breaking windows or furniture • Leaving class and out of eyesight of the teacher • ICT Misconduct involving sexual or violent images • Using sexualised language, gestures or images to harass/offend others • Using racial insults, images or inappropriate language to harass or offend others • Teacher has followed ALL the expected teacher responses for more than 3 minor behaviour corrections for the same behaviour within the same teaching session 	<p><i>Class teacher or TA to contact DP/HOSES for major behaviour incident.</i></p> <ul style="list-style-type: none"> ✓ Administration will assess the situation and speak to the student. Use a restorative approach to solve problems <p><i>and/ or</i></p> <ul style="list-style-type: none"> ✓ Administration will remove student. If the student returns to calm they may be re-entered with a behaviour warning <p><i>and/ or</i></p> <ul style="list-style-type: none"> ✓ Student may incur a disciplinary consequence. This is at the discretion of the principal. The class teacher is notified of the outcome <p><i>and</i></p> <ul style="list-style-type: none"> ✓ Administration will advise parents of the incident and log incident on OneSchool

Leichhardt State School Sequence for Managing Student Behaviour

School Values: Gratitude, Respect, Teamwork, Perseverance

Clearly displayed and referred to regularly, active supervision, differentiation, know your learner, essential skills.

School Expectations: We are kind, we are safe, we are learners

Negotiated class expectations, teach expectations and rules, teach classroom procedures and routines.

Acknowledgement and Celebration of Appropriate Behaviour

- Specific verbal/ non-verbal praise (specify the particular behaviour that you are celebrating)
- Free & Frequent – Gotcha
- Short Term – Certificate of acknowledgement (weekly expectation), positive parent/ carer phone call
- Long Term – Rewards Day
- Positive behaviours recorded on OneSchool at the beginning of each staff meeting

Indication of minor behaviours <i>(includes but is not limited to)</i>	Indication of major behaviours <i>(includes but is not limited to)</i>
<ul style="list-style-type: none"> • Refusal to work or follow instructions • Play fighting • Teasing • Swearing at other students • Back chatting or mimicking teacher • Minor stealing or minor damage to property • Tantrums/ anger • Disrespectful behaviour towards students • Littering • Defiance • Inappropriate clothing • Lateness to class after transitions • IT misconduct (inappropriate use of school technology) • Mobile phone use in the classroom 	<p>Bullying/ Harassment</p> <ul style="list-style-type: none"> • Ongoing/ repeated negative behaviour to an individual or group <p>Defiant/ Threats to Adults</p> <ul style="list-style-type: none"> • Repeated defiance during an extended period. Verbal or physical threats to an adult <p>Physical Misconduct</p> <ul style="list-style-type: none"> • Violent behaviour. Physical aggression to staff or students. Dangerous behaviour <p>Property Misconduct</p> <ul style="list-style-type: none"> • Serious misdemeanour (major theft/ robbery; break & enter). Graffiti (major, defacing of school property) <p>Possess Prohibited Items</p> <ul style="list-style-type: none"> • Dangerous behaviour involving weapons <p>Substance Misconduct</p>

<p>Note: Ongoing minors can turn in to majors if the same problem persists 3 (or more) times</p>	<ul style="list-style-type: none"> • Substance abuse <p>Verbal Misconduct</p> <ul style="list-style-type: none"> • Verbal aggression, swearing directly at a staff member <p>IT Misconduct</p> <ul style="list-style-type: none"> • Inappropriate use of school technology (pornography, serious breach) <p>Truant/ Skip Class</p> <ul style="list-style-type: none"> • Leave school grounds, repeated failure to attend detention <p>Third Minor Referral</p>
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<u>Steps to Managing Inappropriate Behaviour</u>	
Minor	Major
<p>Step 1: Expectation Reminder <i>Direct student back on task</i></p>	<p>Classroom: Inform main office Enter behaviour on OneSchool as a major, referring appropriate administration (PBL HOD or HOSE) by the end of the day</p>
<p>Step 2: Warning + 2 teacher preferred choices</p>	<p>Playground: Inform PBL HOD or HOSE</p>
<p>Step 3: Apply logical consequence <i>Move away, break space *parental contact recommended</i></p>	<p>Students with Disabilities: All students with disabilities to be referred to the Head of Special Education</p>
<p>Step 4: Repeat steps 1-3 <i>If behaviour continues after repeating these steps;</i></p> <ul style="list-style-type: none"> • Teacher to supervise student during time out of play • Parental contact must be made • Enter on OneSchool as a minor 	<p>Extensions</p> <p>Main Office: 230 (Preferred) PBL HOD: 235 / 1200 HOSE: 245/ 1600</p>
<p>*Third minor behaviour in the same session, refer to appropriate administration (PBL HOD or HOSE)</p>	

School Policies

Leichhardt State School has a number of school policies, which are enforced to ensure the safety and wellbeing of all students, staff and visitors to the school. The policies listed below can be obtained in hard copy from Administration and electronically via the school's website.

- Temporary removal of student property (*Mandated*)
- Use of mobile phones and other devices by student (*Mandated*)
- Preventing and responding to bullying (*Mandated*)
- Appropriate use of social media (*Mandated*)
- Restrictive Practices

Temporary removal of student property

At Leichhardt State School, we work with the community to ensure the safety of every one on the school grounds. 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, students and visitors. The school's policy regarding the Temporary Removal of Student Property aligns with the Queensland Department of Education's recommended procedure. Please see: <https://ppr.qed.qld.gov.au/education/management/Procedure%20Attachments/Temporary%20Removal%20of%20Student%20Property%20by%20School%20Staff/temporary-removal-of-student-property-by-school-staff.pdf>

The school has the following responsibilities:

The Principal ensures state school staff are aware of the responsibilities outlined in this process that must be followed when temporarily removing student property, including that:

- **Consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- **Consent is required** from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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.
- Where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's

access prior to seeking search consent or calling the police. *Under no circumstances should the student be permitted to go into the bag themselves.*

- Under normal circumstances, principals and state school staff members are not permitted to search student property (e.g. a student's school bag) unless they have the consent of the student or their parent.
- Under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.

Principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

The Principal ensures that parents and students are:

- Informed of the procedure that enables state school staff to remove temporarily student property and the expectations in relation to property students may not bring to school.
- Aware of the right to refuse permission for state school staff to search student property, and that police may be called if consent is not provided. Provided with clear communication to inform what student property can be removed temporarily and the expectations in relation to property students may bring to school.

The following items are discouraged from being brought to school:

- Toys
- Valuable items such jewellery, cameras, clothing
- Sentimental items
- Portable devices such as phones, ipads or laptops

The following items are prohibited from being brought to school:

- Cigarettes, matches and lighters
- Illegal drugs
- Prescription and non-prescription drugs not handed into the school administration
- Alcohol
- Weapons such as knives, firearms or replica guns, nun chucks etc.
- Any implements which could be used as a weapon
- Offensive material whether printed, digital or on clothing

Parents and student should be aware that the school will follow the process for the Temporary Removal of Student Property to ensure the safety of all staff, students and visitors to the school grounds:

Process

State school staff

Only persons who are authorised under the Education (General Provisions) Regulation 2017 (Qld) to remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary.

Temporary removal of student property

- Property may be temporarily removed from a student if the principal or state school staff are reasonably satisfied the removal is necessary to
- Ensure compliance with the Student Code of Conduct
- Preserve the caring, safe, supportive and productive learning environment of the school
- Maintain and foster mutual respect among staff and students at the school
- Encourage all students to take responsibility for their own behaviour and the consequences of their actions
- Provide for the effective administration of matters about the students of the school.

Return of temporarily removed student property

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

- Ensure temporarily removed student property held by the school is made available for collection by the student or parent within a reasonable time period
- If the student is a child, the principal or school staff member may choose to make the temporarily removed property available for collection to the parent only if it is more appropriate to do so,
 - given its condition, nature or value, and/or
 - to ensure the safety of students or staff, and/or
 - for the good order and management, administration and control of the school.

- Ensure temporarily removed student property made available for collection is in the same condition as when the property was removed

Retention of temporarily removed student property

The principal and state school staff may retain temporarily removed student property if:

- The property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police
- Police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend
- If police seize property under the *Police Powers and Responsibilities Act 2000* (Qld), advise the student and their parent of this action and that the temporarily removed student property is no longer in the possession of school staff
- If police decide not to seize the property, return the temporarily removed student property to the student or parent as soon as practicable
- The student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent it is available for collection
- Where staff reasonably suspect that the student is not the lawful owner of the property.

Use of mobile phones and other devices by students

Leichhardt State School does not currently operate a BYOD (Bring your own device) policy, therefore students should not be bringing phones, laptops, iPads, or any other devices onto the school grounds. We understand that some students may be required to carry a phone for safety while travelling to and from school. The school policy states:

All mobile phones and other electronic devices, must be handed in and collected from the front office on arrival and departure from school. Students who fail to follow these instructions may have the device temporarily confiscated and held at the front office until a parent is contacted or calls to collect it.

At Leichhardt State School, we recognise and support the acceptable use ICT to support our student's learning. We recognise that students need to have a range of digital competencies to be successful in the 21st Century both at school and for future employment. The Australian Curriculum invites the development of ICT skills across all learning areas. Our new STEAM program is designed to develop and extend student learning in this field. Our goal is to ensure our students learn to use ICT confidently showing respect and responsibility to themselves, their peers and to the equipment. To ensure the safety of all students Leichhardt adheres to the Department of Education's advice on the acceptable use of ICT facilities and devices.

The school-wide expectations of BE KIND, BE SAFE and BE A LEARNER form the basis for Leichhardt State School's *Acceptable Use of All Digital Devices Policy*. All students must return the Acceptable Use of all digital devices agreement signed by their parents prior to access to the school's digital equipment.

School based digital devices

The school has invested in a range of new digital devices for the teaching and learning of students. Students are supported and encouraged to use the equipment to develop their ICT skills in general class lessons and dedicated ICT lessons. Students are also able to access on-line learning curriculum in both reading and mathematics in a fun and interactive way.

The school's policy clearly states:

Authorisation and controls

The principal reserves the right to restrict student access to the school's ICT services, facilities and devices if access and usage requirements are not met or are breached. However, restricted access will not disrupt the provision of the student's educational program. For example, a student

with restricted school network access may be allocated a stand-alone computer to continue their educational program activities.

The Department of Education monitors access to and use of its network. For example, email and internet monitoring occurs to identify inappropriate use, protect system security and maintain system performance in determining compliance with state and departmental policy.

The department may conduct security audits and scans, and restrict or deny access to the department's network by any personal mobile device if there is any suspicion that the integrity of the network might be at risk.

Responsibilities for using the school's ICT facilities and devices

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network.
- Students are to be aware of occupational health and safety issues when using computers and other learning devices.
- Parents/guardians are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.
- Parents/guardians are responsible for appropriate internet use by students outside the school environment when using a school-owned or school-provided mobile device.
- The school will [educate students](#) regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to adopt these safe practices.
- Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so that it cannot be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).
- Students cannot use another student's or staff member's username or password to access the school network. This includes not browsing or accessing another person's files, home or local drive, email or accessing unauthorised network drives or systems. Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.
- Students need to understand that copying software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from enforcement agencies.

Consequences for breaching the ICT school-wide expectations:

Students who do not follow the school-wide expectations and breach the school's policy may be subject to disciplinary action. Teachers will manage minor inappropriate behaviours, such as:

- time wasting,
- playing games,
- accessing incorrect content,

Students who choose these behaviours may receive one of but not limited to the following consequences:

- timeout off the device, or
- request the rest of the task be completed on paper
- parent contact
- sent to the Head of Department or Deputy

Major infringements will be addressed by the Head of Department or the Deputy. Major infringements would include but are not limited to:

- equipment damage,
- accessing unsafe or illegal content,
- using another student's password details to send or access information,
- continuous refusal to follow teacher instructions.

Students who choose these behaviours may receive one or more of the following consequences:

- Loss of ICT privilege for a set time
- Parent contact
- Detention
- Suspension (at the discretion of the Principal).

Preventing and responding to bullying

At Leichhardt State School, we work together with students, parents and the wider community to tackle the problem of bullying at our school. It is important that we come together with a clear understanding of what bullying is. According to the Department of Education's *Bullying No Way!* website:

“The national definition of bullying for Australian schools is the starting point for bullying prevention.

*Bullying is an **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**. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*

*Bullying can happen **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).*

*Bullying of any form or for any reason can have **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.”*

Staff at Leichhardt State School work within the PBL framework to build a strong and positive school culture. This includes steps to address bullying between all members of the school community.

The social and emotional competencies of **Self-Awareness; Self-Management; Social Awareness; Relationship Skills and Responsible Decision Making**, are part of the Australian Curriculum and embedded in both general classroom lessons and the PBL lessons taught to students each week. Building student's skills in these competencies increases their understanding of how to build respectful relationships and increase understanding of how respectful and disrespectful behaviours make themselves and others feel.

The school uses resources from *Bullying No Way!* to support its school wide approach to teaching students about bullying behaviours at the school. The school takes part in the National Day of Action to teach and reinforce respectful relationships between students and between staff and students.

Staff are provided with professional development on the impact of bullying on students and the expected school response to students who approach staff with concerns.

Disciplinary consequences for students who engage in bullying behaviour

Students engage in bullying for a variety of reasons and as a school we seek to change anti-social behaviours through education rather than punishment; however, students who choose to continue with bullying behaviours after behaviour corrections have been given, may receive one or more of the following consequences:

- Restorative meetings
- Targeted lessons during play time to reteach prosocial behaviours
- Parent meetings with Principal or Deputy
- Detention
- Directed Play Plans
- Suspension
- Exclusion

Students who have been subjected to bullying will be provided with support to help them feel safe at school. The school's Guidance Officer is also available to support and educate students and their families, regarding engaging in, being a victim or a bystander of bullying behaviour. Working together with both the parent/carer and the student is the most successful way to help support the student. The school will make all reasonable adjustments to ensure the best outcome for the student.

In some extreme cases, parents may be advised to report matters to the police, especially in cases where the majority of the bullying behaviour occurs outside of school hours. Bullying which includes threats of harm, or encourages ideas of self-harm should be referred to the police. Any sharing of inappropriate images, even between minors may lead to police involvement with follow up consequences being dealt with through the courts. (see Appropriate use of social media)

Bullying response flowchart for teachers

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

Example of the school's timeframe for responding.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

HOD PBL – Joy Anforth

Guidance Officer – George Castles (Monday and Wednesday)

Principal – Maja Bogicevic

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Appropriate use of social media

Leichhardt State School and the Queensland Department of Education acknowledge the growing popularity of social media as a communication and educational tool, and supports its appropriate use by all students at the school. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

At Leichhardt State School we discourage students bringing mobile phones to school. Any student who brings a phone to school **must** hand it in to the office on arrival and can collect it from the office at the end of the school day. The school **does not** take responsibility for phones, which are not handed in as expected.

Students who bring phones to school and engage in inappropriate use of that device may have the phone temporarily removed (see above process) and a parent/carer called to collect the phone. Depending on the nature of the incident, further consequences may apply.

Parents should be aware that the sending of sexualised images or texts could result in police involvement, through the Cybersafety Unit. Parents are responsible for the use of their children's social media behaviour at all times. The school appreciates the support of parents in **not** sending mobile devices to school and if it is necessary for a phone to be sent, please inform the school and advise the student to hand the phone in to the office.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

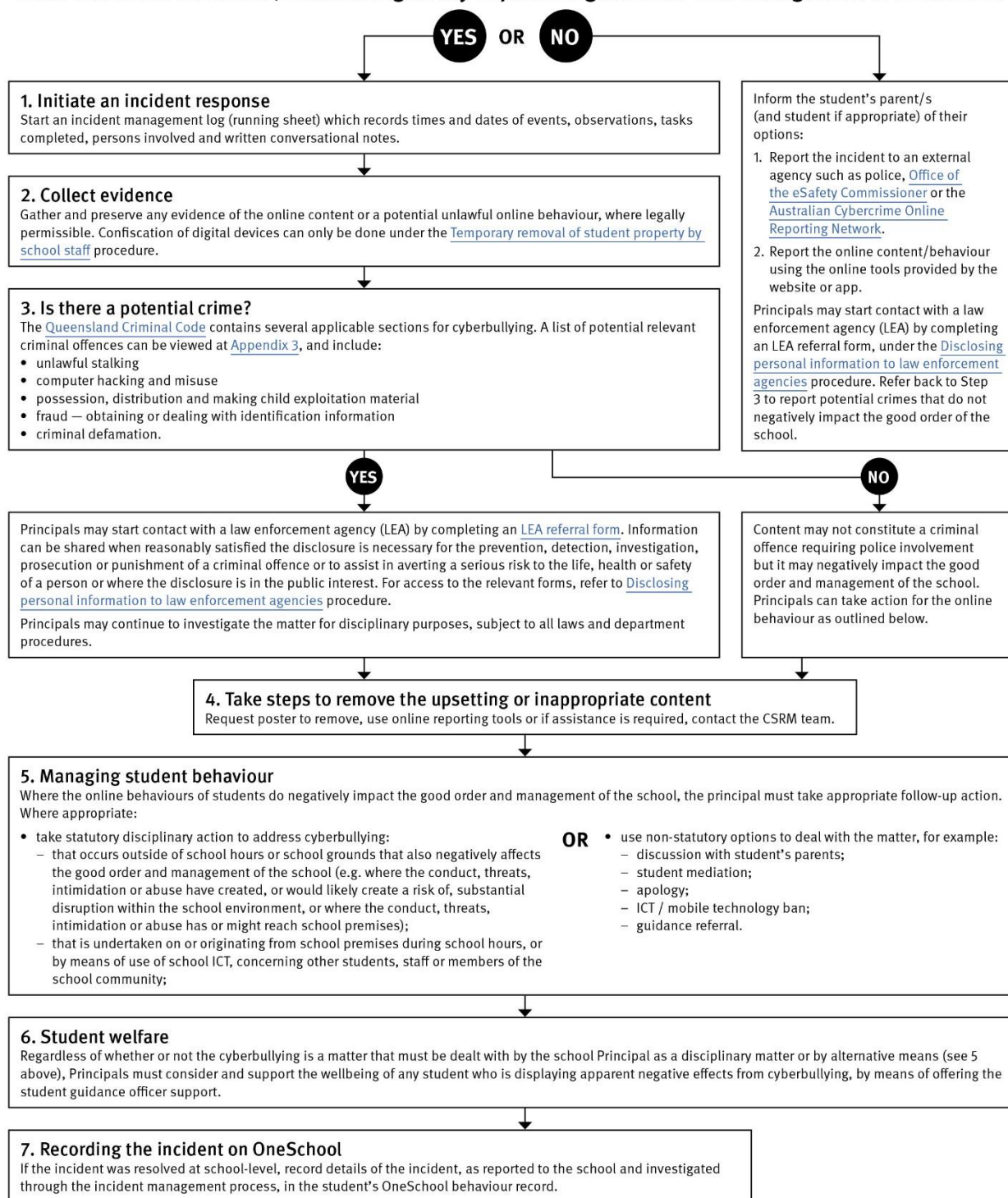
Explicit images

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

Help

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

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



Restrictive Practices

All staff at Leichhardt State School receive professional development in understanding and recognising restrictive practices. In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are never used for punishment or as a disciplinary measure.

The Queensland Department of Education'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.

It is only very rarely that a restrictive practice 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.

The school records all incidents of restrictive practices and reports them in line with departmental procedures.

At Leichhardt State School, the use of a restrictive practice would only be considered, if a student engaged in a behaviour, which put themselves or others at immediate risk. An example of this would be, a student who climbs, sits, walks or attempts to jump over the upstairs balcony. In this situation, the staff member may be required to hold the student for the minimal amount of time until the student's safety is ensured. Students who require ongoing support in this area will need a safety plan and a risk assessment completed by the school and signed by the principal and the parents to ensure consistent safe practices are being used and strategies are in place to reduce the use of the restrictive practice for the student.

Critical Incidents

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action, which impacts on the normal functioning of the school. At Leichhardt State School, we respond immediately to all critical incidents, and follow strict guidelines designed to aid recovery and decrease the impact of post-traumatic stress for those involved.

A critical incident can produce extreme emotions and confusion from those who are involved and those who witness the event. This is because their senses become overloaded and they often do not have time in that instant to process everything that is happening. This is because the nature of a critical incident is usually:

- Unexpected and untimely
- Violent and shocking
- Involving a degree of suffering or extreme fear

Particularly stressful events are:

- The death or threat of death to a staff member
- Injury to, or suicide of, someone close
- The death of a child/student in tragic circumstances
- Large numbers of casualties
- Major disasters (e.g. bus accident)
- Natural disasters (e.g. bush fires)

The school's Critical Incident Management Policy outlines the expected response of the school community in the event of unexpected traumatic incident. Key persons, roles and tasks are identified and all staff made aware of the responses required to:

- Restore the general order of the school
- Minimise hysteria and reinstate calm
- Identify any staff and students in need of urgent and generalised attention
- Promote the recovery process

As part of this policy, the school uses proactive and pre-incident strategies across the whole school to:

- Raise awareness of the appropriate procedures for evacuation and lockdown
- Ensure the smooth transition to a state of incident response
- Ensure all new staff are aware of the schoolwide procedures
- Identify any areas requiring special notice and attend to them immediately

Procedures

Immediate Response (Principal and Admin Team)

- Ensure safety of other students and staff, e.g. evacuation if needed
- Isolate witnesses
- Collect all factual information as soon as possible
- Convene an urgent meeting of the crisis management team to determine level of additional support needed
- Establish critical nature of incident and identify 'target' group
- If the incident requires additional support request extra Guidance Officers to attend
- Provide all staff with the facts of the incident through leadership team members or if time permits a whole staff meeting
- Outline the Management plan to staff
- Suggest sources of personal support for staff
- Arrange contact with emergency services
- Contact Regional Office

When the critical incident involves the behaviour of a student, Leichhardt State School uses the Calmer Classroom's approach. A calm, reassuring and contained response by all school personnel is vital to the ongoing healthy functioning of the school.

This involves the following steps:

- Establish safety -The immediate safety of the child, other students, teachers and staff needs to be ensured.
- Maintain self-regulation - The best way to help the extremely dysregulated child is to remain calm and regulated yourself.
- Calm the child - The child may need the presence of a parent/carer in order to become fully calm, or may need some quiet time alone.
- Assist the child to understand what happened - The child will need time to talk through what happened, and will be better able to do this when fully calm.
- Consequences - Give a clear statement about the consequences. Try to make these natural and fitting for the level of aggression.
- Speaking to other children - If other children have been involved in a challenging incident, they may need some debriefing or other attention.
- Work with the parents – Ensure that parents have the opportunity to be heard and staff should refrain from judgement. The goal is to come to an agreed supportive response to help the student.

Conclusion

The purpose of the Student Code of Conduct is to outline Leichhardt State School's approach to building and maintaining a positive school culture, where everyone is able to learn and teach in a supportive environment. The document was developed in consultation with our community and will continue to be reviewed in light of community feedback and policy changes.

Department of Education's Customer complaints management framework, policy and procedure outlines ways in which parents can progress a complaint following a school-based decision.