



Forest Lake State High
School

Student Code of Conduct 2021-2023

Every student succeeding

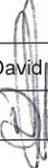
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

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Principal Name:	Denise Kostowski
Principal Signature:	
Date:	27/11/2020
School Council Chair Name:	David Wiseman
School Council Chair Signature:	
Date:	27/11/2020

Contents

Purpose	4
Principal’s Foreword	4
Learning and Behaviour Statement	5
PBL Expectations	5
Reinforcing Positive Behaviours	9
Differentiated and Explicit Teaching	9
Targeted Support	12
Intensive Support	12
Consideration of Individual Circumstances.....	13
Whole School Approach to Discipline	14
Disciplinary Consequences	14
Whole School Support	14
Targeted Support	15
Intensive Support	15
School Disciplinary Absences	16
Defining Behaviours	17
School Policies	23
Temporary removal of student property.....	23
Electronic Devices Policy	25
Including Mobile Phones and Personal Electronic Devices.....	25
Appropriate use of Social Media	25
Respectful Relationships Policy:	26
Procedures for preventing and responding to bullying	26
Restrictive Practices	28
Critical Incidents	29
Legislative Delegations	30
Related Procedures and Guidelines	30
Resources	31
Conclusion	31
Appendix 1: Incident Form	33
Appendix 2: Reflection and Re-entry Form.....	35

Purpose

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

The Forest Lake State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Forest Lake State High School has a long and proud tradition of providing a first class education for every student in our community. Our purpose is to empower students to become successful global citizens. As such, we believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Forest Lake State High School has five core expectations known as PRIDE: being Prepared, Respectful, Inclusive, Dedicated and Engaged.

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

Forest Lake State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. It also 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. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Learning and Behaviour Statement

Forest Lake State High 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, artistic and cultural activities as well as 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 High School we believe delivering consequences is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Forest Lake State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and 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. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

PBL Expectations

Our staff are committed to delivering a high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Prepared, Respectful, Inclusive, Dedicated and Engaged (PRIDE).

Students

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

Staff

The table below explains the PBL and professional standards we commit to as staff.

Parents

The table below explains the PBL expectations for parents when visiting our school.

PRIDE Expectation	Students	Staff	Parents
PREPARED	<ul style="list-style-type: none"> • Wear the correct uniform • Think before acting • Bring a healthy lunch and your water bottle • Use the toilet during break times • Bring bag and equipment • Be on time to class • Line up quietly and calmly • Be ready to learn • Bring the correct hat ready for PE and break time • Bring completed homework and assignments 	<ul style="list-style-type: none"> • Be at the classroom by the second bell with all equipment (green/red cards, PRIDE stickers, timeout/buddy booklet, computer cables, spare pencils etc) • Have instructions for Teacher Aides to maximise human resources in classroom • Enforce expectations when lining up as students walk into the classroom ready to learn • Identify a PRIDE goal that you wish target with the class at the beginning of every lesson – discuss with the students what that looks like in the classroom • Know your students eg. previous results, case managers, ISPs, ICPs • Wear professional dress • Take time to develop a deep understanding of school priorities (eg. PRIDE, ASoT, WTE) 	<ul style="list-style-type: none"> • Encourage regular sleep patterns (monitoring use of social media at night) • Encourage a healthy breakfast and lunch • Develop a morning routine to ensure your child is at school on time ready for learning • Ensure the correct uniform is available each day • Notify the school office before school if your child is absent • Develop an afternoon routine assisting with homework, assessments and extra-curricular activities • Contact the school with concerns for uniform, fees, resources • Plan family holidays outside of school time
RESPECTFUL	<ul style="list-style-type: none"> • Use manners and speak politely at all times • Respect others and their belongings • Listen at assemblies and presentations • Follow instructions and school procedures • Keep classrooms and playgrounds clean and tidy • Put rubbish in the bin 	<ul style="list-style-type: none"> • Treat every lesson as a new start for students • Follow PBL guidelines and be consistent with behaviour expectations • Behave in a respectful manner when interacting with all staff (face to face, emails etc) • Attend meetings on time to demonstrate respect for others • Arrive to PGD change over on time • Inform of inability to attend meetings/events 	<ul style="list-style-type: none"> • Think before acting • Be respectful when communicating with staff about your child; including office staff • Be respectful for other families in the school • Be respectful when using the school carpark • Be respectful and allow the school to fully investigate any concerns

	<ul style="list-style-type: none"> • Enter a classroom calmly and quietly • Make way for others on walkways • Use school equipment and facilities with care 	<ul style="list-style-type: none"> • Maintain respectful conversations • Communicate clearly • Treat colleagues with respect by sharing physical resources and intellectual property • Respect others' culture and beliefs • Respect difference 	<ul style="list-style-type: none"> • Be respectful of staff privacy outside of school hours – both online and in person • Be proud of the school you chose for your child
INCLUSIVE	<ul style="list-style-type: none"> • Respect others' culture and religion • Respect difference • Treat everyone equally • Listen to others' opinions without judgment • Be tolerant and patient • Encourage others • Seek help if a student is at risk • Participate in school activities and events • Contribute to lessons • Share equipment and resources 	<ul style="list-style-type: none"> • Differentiate learning and teaching where applicable • Reward all students who demonstrate positive behaviour (eg PRIDE sticker/tickets) • Professional conversations regarding pedagogy and curriculum • Monitor student engagement and achievement • Cater for different types of learners • Be approachable and create inviting learning environments • Contribute to professional teams • Be supportive of other people's needs • Respect differing opinions and commit to shared agreements (united action) • Seek data to be able to make non-judgemental decisions • Demonstrate awareness and respect for student diversity and identity 	<ul style="list-style-type: none"> • Respect the diversity of cultures and religions in our school community • Model tolerance and patience of others • Encourage others • Reach out if you identify a student is at risk • Share opinions through school surveys • Value all career pathways • Communicate with teachers where needed in regards to learning
DEDICATED	<ul style="list-style-type: none"> • Set academic and career goals • Be persistent with difficult tasks • Complete and hand in homework and assessment on time • Balance schoolwork with other commitments 	<ul style="list-style-type: none"> • Understand units of work and plan accordingly for your students • Assess work and moderate with colleagues to obtain the most accurate result for student • Be consistent with expectations and follow through of consequences 	<ul style="list-style-type: none"> • Take an active role in understanding and supporting your child to meet course requirements • Value the importance of education • Support your child to catch up on missed work

	<ul style="list-style-type: none"> • Take advantage of help offered i.e. go to homework club • Ask the teacher for help • Be organized and use your planner effectively • Catch up on work when classes are missed 	<ul style="list-style-type: none"> • Provide feedback to students in a timely manner • Be solutions focussed • Communicating with parents in a timely manner • Ensuring that professional practice is aligned to APDP and AITSL professional standards for teachers 	<ul style="list-style-type: none"> • Support your child's school/life balance • Encourage your child using the five questions: <ul style="list-style-type: none"> - What are you learning? - How are you doing? - How do you know? - How can you improve? - Where can you go for help?
ENGAGED	<ul style="list-style-type: none"> • Actively listen • Be actively involved in your learning • Check for understanding • Strive to get the best results possible • Strive to achieve goals • Read, revise, study • Be involved in school activities • Work hard to gain competencies, accreditations & certificates in education • Be open to different ideas and ways of learning 	<ul style="list-style-type: none"> • Actively participate in the classroom, by moving around, monitoring and giving immediate feedback to students • Participate and contribute to professional teams • Actively supervise students at PGD and school events • Engage with student academic and wellbeing data to understand learners • Consistently acknowledge positive student choice by using PRIDE rewards • Meet professional commitments • Engage in reflective practice • Be consistent with PRIDE expectations (common agreements) and follow through 	<ul style="list-style-type: none"> • Be actively involved in your child's learning • Contribute to the school via the P&C involvement • Support your child through attendance at parent evenings and activities • Encourage your child to attend afterschool study sessions for extra support if needed. • Value the importance of regular attendance for your child • Celebrate and encourage achievements with your child • Communicate with the school regarding issues or concerns in a timely manner • Sign up to QParents to access online benefits – online payments, access to timetable/assessments • Join the official school social media outlets; stay updated e.g. school Facebook, P&C Facebook, POE Facebook pages

Reinforcing Positive Behaviours

Reinforcing and acknowledging positive PRIDE behaviours is a key element of the PBL framework. Research tells us that in classrooms with the correct balance of acknowledgement and correction, classrooms conversations will be centred on learning rather than management. At Forest Lake State High School we invest a great deal of time and resources to ensure this is a reality; some of the acknowledgement systems we employ are outlined below.

Years 7 and 8

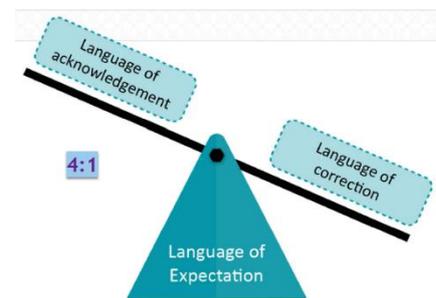
- Pride Stickers
- PRIDE tickets for non-classroom settings
- Classroom Bingo
- Reward activities/events

Years 9, 10, 11 and 12

- PRIDE tickets
- PRIDE rewards activities/events for year 10
- PRIDE pass-outs for year 11 and 12
- Jerseys for year 12
- Formal for year 12

Whole school processes

- PRIDE postcards
- 100% attendance awards



Differentiated and Explicit Teaching

At Forest Lake State High School, staff utilise the Essential Skills of Classroom Management (ESCMs) to support effective teaching and learning through the development and maintenance of supportive and safe learning environments.

There are 10 essential skills broken into three sub-categories. Expert use of these skills allows teachers to increase learning time and decrease management time.

Expectation

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgment

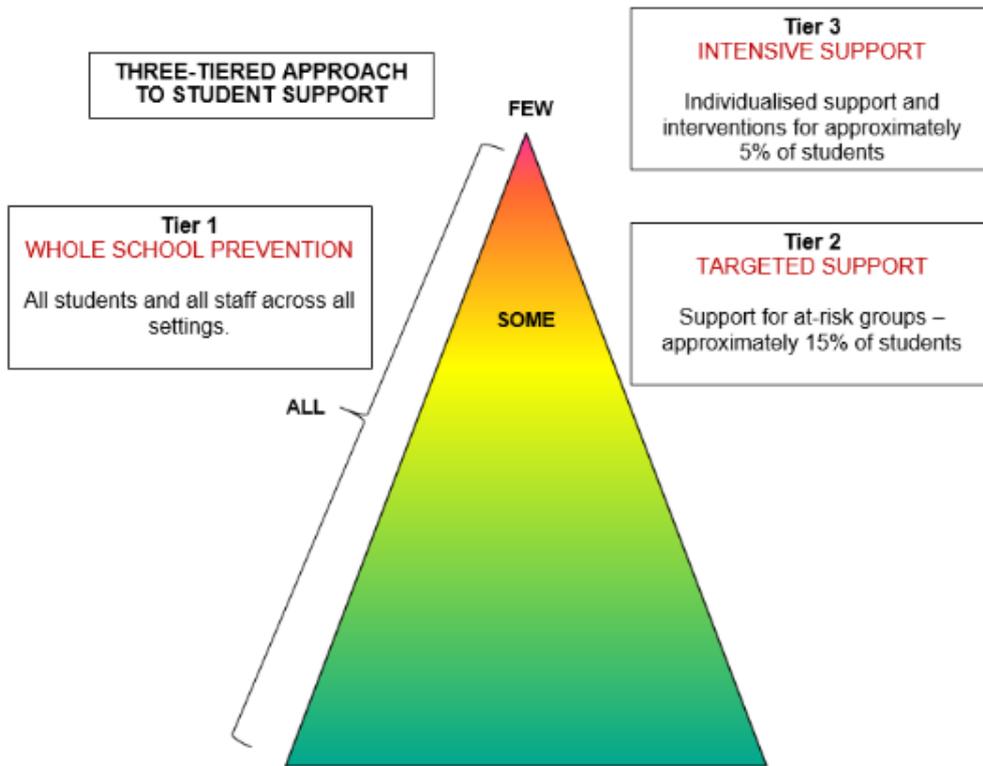
Acknowledgement

5. Body language encouraging
6. Descriptive encouraging

Correction

7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

The use of the ESCMs in conjunction with other pedagogical frameworks contributes to the effectiveness of the PBL tiered support system.



Tier 1 is whole school prevention for all students, Tier 2 is targeted support for identified students and Tier 3 is intensive support for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL PRIDE expectations, as a basis for developing their behaviour standards. Having a common language allows all teachers to work with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. Expectations matrixes provide guidance and teaching opportunities. An example is below.

Expectation	Classroom	Outside the classroom (eg. playground, transit to/from school)	Representing the school (eg. excursion, sport or culture)
Prepared	<ul style="list-style-type: none"> Have the correct equipment out for each subject, with your planner, in the line-up Line up at the correct place for each class Year 7 students should be sitting, ready, before their classes Be on time to class and ready to learn by calming and focusing yourself in the line-up Think before you act in class Complete homework and have it with you for the lesson 	<ul style="list-style-type: none"> Think before acting (how will this be perceived by the community?) Wear the correct school uniform Use break time to access the toilets and canteen Bring lunch or money for lunch Move to class when the first bell goes Have a go card ready and filled Seek food from the Junior Secondary if you don't have any Travel safely to and from school safely, following road rules Secure your bike or scooter before school 	<ul style="list-style-type: none"> Wear the correct school uniform Be on time for activities and training Bring lunch or money for lunch Return forms and complete payment if required, on time Catch-up or follow-up with teachers on missed work

Respectful	<ul style="list-style-type: none"> Follow instructions the first time they are given Actively listen to your teacher and support staff Speak in a way that considers individuals Use your manners and speak politely with staff and peers Keep the classroom clean and tidy, leaving it ready for the next class Enter the room quietly, standing behind your desk, waiting for teacher instructions Stand behind your desk before leaving class and wait to be dismissed Use school equipment respectfully, treating items with care Follow school procedures and teacher expectations Actively listen on assemblies and at school events 	<ul style="list-style-type: none"> Speak politely to others and use appropriate language Consider your noise levels eg. not shouting and screaming Stay in allocated playground areas and remain in school grounds Walk in urban areas and run on the oval and courts Respect others and their belongings Respect the school environment and keep it clean and tidy by putting rubbish in the bin Respect teachers and their instructions as they work during breaks and after school Respect office staff and follow their directions Walk on the left-hand side Walk your bike or scooter in school grounds Line up for buses and do not push or shove Ensure your safety and the safety of others by crossing the road safely at dedicated crossing points 	<ul style="list-style-type: none"> Speak politely to others and use appropriate language Respect others and their belongings Consider your noise levels eg. not shouting and screaming Walk on the left hand side of pathways Line up for buses and do not push or shove Respect the rules of the game and referee's decisions Respect teachers and their instructions Respect outside school areas and equipment
Inclusive	<ul style="list-style-type: none"> Treat all your class members equally Share school equipment and resources equally amongst your peers Encourage other people in your class and speak up during class discussions Respect people's differences and the impact this can have on learning in class Cooperate and listen to other people's ideas 	<ul style="list-style-type: none"> Ensure your actions are safe for yourself and others Be tolerant and patient of people's opinions and cultures Help your classmates Seek help if a student is at risk/injured Assist others from the wider community Take responsibility for your actions and the way you treat others 	<ul style="list-style-type: none"> Ensure your actions are safe for yourself and others when representing the school Be tolerant and patient of people's opinions and cultures Seek help if a student is at risk/injured Assist others from the wider community
Dedicated	<ul style="list-style-type: none"> Set academic goals and regularly reflect on these in IRL Give 100% effort during class to maximise your learning Complete all work to the best of your ability Attend school every when you are well Seek feedback on drafts and completed work in class Revise work and ask questions of your teacher when you are not sure 	<ul style="list-style-type: none"> Participate in homework club or extra-curricular activities to reach your potential Complete detentions for uniform or lateness on the day you get them Uphold PRIDE standards in the playground Wear the uniform with pride at all times 	<ul style="list-style-type: none"> Attend all training sessions for sporting teams Attend all rehearsals for Arts productions Participate in student leadership initiatives (e.g. clean up Australia day) Promote the school in the community by upholding PRIDE standards
Engaged	<ul style="list-style-type: none"> Give the task at hand your complete attention and focus on teacher instructions 	<ul style="list-style-type: none"> Actively listen to instructions from adults within the school and community 	<ul style="list-style-type: none"> Uphold PRIDE standards in the community as you represent the school

	<ul style="list-style-type: none"> • Check your understanding in class • Involve yourself in class activities and actively listen • Remain focused throughout the entirety of the lesson • Strive to get the best possible results in every class 	<ul style="list-style-type: none"> • Uphold PRIDE standards in the playground and community as you represent the school 	<ul style="list-style-type: none"> • Represent the school with PRIDE by trying your best during training sessions and competitions
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Targeted Support

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 targeted support is provided to help them achieve success.

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

Support Program	Support Staff Network
<ul style="list-style-type: none"> • Zones of Regulation • Rock and Water • Success Coach program • Individualised playground support programs • PRIDE Buddy Workshop • PRIDE student agreement • Love Bites • Functional Based Behaviour Assessment • Individual Support Programs 	<ul style="list-style-type: none"> • Guidance Officer • Success Coach • Youth Support Coordinator • School Based Youth Health Nurse • Community Education Counsellor • Pacifica Liaison Officer • Student Wellbeing Officer • Case Managers • Year level Heads of Department • Deputy Principals

Intensive Support

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive support involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Consideration of Individual Circumstances

Staff at Forest Lake State High 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 equality, 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.

Whole School Approach to Discipline

The disciplinary consequences model used at Forest Lake State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. At the classroom level, teachers use the Essential Skills of Classroom Management with intent to initiate more appropriate behavioural choices in a least to most intrusive approach.

Whole School Classroom Support Process

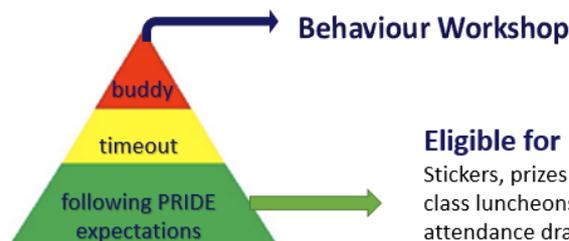
teacher instruction

-  not following instructions – essential skills of behaviour management
-  repeatedly refusing to follow instructions – timeout
-  refusing to go to timeout or continued disruption – buddy class
-  refusal to go to buddy class – red card to office

Please Note:

Any student who is buddied must attend a one hour after school **behaviour workshop**.

- parents sent text message advising of behaviour workshop



Eligible for rewards:

Stickers, prizes from PRIDE cupboard, class luncheons, prize draws, attendance draws, school dance etc

Disciplinary Consequences

Whole School Support

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay standing behind your seat 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
- Class wide 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)
- Time-Out
- Buddy
- Detention

Targeted Support

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
- Detention
- Behavioural contract
- Behaviour Workshop
- Counselling and guidance support
- Self-monitoring plan
- Check in / Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Services Team for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Support

School leadership team work in consultation with Student Services 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.

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 High 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 serious that continued attendance at the school is considered a risk to the safety, learning 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 High School are to attend a re-entry meeting on the day of their scheduled return to school with their parent/carer. The aim of the re-entry meeting is for school staff to set the student up for future success by reflecting on behaviour and setting goals for the future (refer to Appendix 1: Reflection sheet and re-entry contract).

Defining Behaviours

Forest Lake State High School seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Minor behaviours are recorded via IDWeb and OneSchool. Major and repeated minor behaviours are recorded on OneSchool.

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- Minor behaviour incidents are handled by staff members at the time it happens or referred to the relevant KLA Head of Department.
- Major behaviour incidents are referred directly to the school administration team.

Minor problem behaviours are those that:

- are minor breaches of the school rules and expectations
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member or HoD takes the student aside and:
 - names the behaviour that student is displaying
 - asks student to name expected school behaviour
 - states and explains expected school behaviour if necessary
 - gives positive verbal acknowledgement for expected school behaviour
 - Contact a parent to advise of the issue and seek support.

Major behaviours are those that may:

- significantly violate the rights of others
- put others I self at risk of harm
- require the involvement of school administration.

Major behaviours may result in an immediate referral to school administration team because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to administration office or, if in a class environment, sends for administration team assistance via a Red Card. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- Level One: time out, detention, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to school based support personnel.

AND/OR

- Level Two: parent contact, referral to Guidance Officer, referral to school based PRIDE, year level team, referral for specialist behaviour services, suspension from school, discipline improvement plan.
- Level Three: students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Discipline Improvement Plan or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

The following table outlines examples of minor and major behaviour incidents. This table is not expected to cover all scenarios that may arise in our school.

	Area	Minor	Major
Prepared	Correct Attire	<ul style="list-style-type: none"> ▪ School hat is not worn <ul style="list-style-type: none"> ○ in HPE, on oval at break times ▪ Incorrect uniform <ul style="list-style-type: none"> ○ footwear, socks, undershirts, non-school hat, jewellery, jumpers 	<ul style="list-style-type: none"> ▪ Persistent non-compliance/disobedience/misconduct <ul style="list-style-type: none"> ○ refusal is repetitive, offensive, aggressive
	Being in the Right Place – On Time	<ul style="list-style-type: none"> ▪ Lateness <ul style="list-style-type: none"> ○ lateness to school, after breaks ▪ Not in the right place at the right time <ul style="list-style-type: none"> ○ purposefully lagging behind in transitions between classes ▪ Leaving class without permission 	<ul style="list-style-type: none"> ▪ Persistent non-compliance/disobedience/misconduct <ul style="list-style-type: none"> ○ refusal is repetitive, offensive, aggressive ▪ Leaving class without permission ▪ Leaving school without permission
Respected	Language (verbal and written) and gestures – Staff or Students	<ul style="list-style-type: none"> ▪ Inappropriate language (verbal or written) and gestures <ul style="list-style-type: none"> ○ indirect – not swearing directly at individuals ○ direct - minor swearing, minor sexual comment ▪ Disrespectful tone ▪ Verbal harassment <ul style="list-style-type: none"> ○ Eg Taunts 	<ul style="list-style-type: none"> ▪ Persistent non-compliance/disobedience/misconduct <ul style="list-style-type: none"> ○ refusal is repetitive, offensive, aggressive ▪ Offensive language – verbal, written, electronically <ul style="list-style-type: none"> ○ explicit sexual comment ▪ Aggressive language <ul style="list-style-type: none"> ○ swearing, threats – verbal, written, electronically ▪ Inappropriate language/verbal abuse/directed profanity <ul style="list-style-type: none"> ○ explicit or persistent swearing directed at an individual ▪ Threats against persons or property
	Property – School or Personal	<ul style="list-style-type: none"> ▪ Petty theft <ul style="list-style-type: none"> ○ Pencil, pen, book ▪ Minor graffiti <ul style="list-style-type: none"> ○ pen scribbled on desk/wall ▪ Lack of care for the environment <ul style="list-style-type: none"> ○ Littering, running through a garden ▪ Having inappropriate items at school 	<ul style="list-style-type: none"> ▪ Persistent non-compliance/disobedience/misconduct <ul style="list-style-type: none"> ○ refusal is repetitive, offensive, aggressive ▪ Stealing / major theft <ul style="list-style-type: none"> ○ theft of a wallet ▪ Wilful property damage ▪ Vandalism <ul style="list-style-type: none"> ○ graffiti with paint/permanent marker, scratching computer monitors ▪ Having offensive items at school <ul style="list-style-type: none"> ○ pornographic material ▪ Possession of weapons or drugs and/or drug paraphernalia ▪ Possession of knives, possession and/or use of cigarettes
	Physical Contact – Staff or Students	<ul style="list-style-type: none"> ▪ Inappropriate physical contact <ul style="list-style-type: none"> ○ pushing and shoving ▪ Inappropriate sexual contact <ul style="list-style-type: none"> ○ holding hands, hugging 	<ul style="list-style-type: none"> ▪ Persistent non-compliance/disobedience/misconduct <ul style="list-style-type: none"> ○ refusal is repetitive, offensive, aggressive ▪ Inciting/encouraging physical aggression <ul style="list-style-type: none"> ○ attendance, recording and or distributing images ▪ Serious physical aggression

Area	Minor	Major
		<ul style="list-style-type: none"> ○ pushing and shoving with intent to harm ○ sack whacking, mooning ▪ Physical abuse <ul style="list-style-type: none"> ○ fighting, punching, kicking, ▪ Possession and/or use, including threatened use, of dangerous items or weapons ▪ Possession and/or use of knives ▪ Offensive sexual contact <ul style="list-style-type: none"> ○ kissing, groping, sexual relations
Movement Around School	<ul style="list-style-type: none"> ▪ Running - unsafe manner/unsafe area <ul style="list-style-type: none"> ○ on concrete, around buildings, in stairwells ▪ Riding scooter/skateboard/bike in school grounds 	<ul style="list-style-type: none"> ▪ Persistent non-compliance/disobedience/misconduct <ul style="list-style-type: none"> ○ refusal is repetitive, offensive, aggressive
The right to feel safe	<ul style="list-style-type: none"> ▪ Minor bullying / harassment <ul style="list-style-type: none"> ○ Incidental name calling, excluding others 	<ul style="list-style-type: none"> ▪ Major bullying / harassment <ul style="list-style-type: none"> ○ physical, repeated verbal or social harassment/abuse ▪ Being bystander to bullying/fighting ▪ Cyber bullying
Mobile communication on devices including mobile phones, iPods, cameras, laptops etc.	<ul style="list-style-type: none"> ▪ Mobile phone sighted or heard for the purpose of phoning, texting, photographing or social media communication in any part of the school, at any time, without authorisation ▪ Camera, at any time, without authorisation ▪ Mobile devices capable of playing music used in classrooms without prior authorisation of HoD 	<ul style="list-style-type: none"> ▪ Persistent non-compliance/disobedience/misconduct <ul style="list-style-type: none"> ○ persistent use of headphones to play music without authorisation in class or playground ○ refusal to hand over confiscated items is repetitive, offensive, aggressive ○ Refusal to hand over device when instructed within classroom or in playground ▪ Privacy violations <ul style="list-style-type: none"> ○ taking a photo or recording an image/s and/or forwarding or uploading the image to other individuals and/or social media sites ○ recording private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter ▪ Denigration of students/staff using electronic devices or media <ul style="list-style-type: none"> ○ using the internet including social networking sites to make inappropriate, denigrating or derogatory comments about students or staff ▪ Cyberbullying ▪ Bringing the school into disrepute <ul style="list-style-type: none"> ○ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school ○ using or defacing the school logo ○ Having/sharing pornography on a phone
In the Community	<ul style="list-style-type: none"> ▪ Misbehaviour on a school bus <ul style="list-style-type: none"> ○ pushing, swearing, littering ▪ Misbehaviour in a public place <ul style="list-style-type: none"> ○ pushing, swearing, littering 	<ul style="list-style-type: none"> ▪ Misbehaviour in a public place bringing the school into disrepute in the community <ul style="list-style-type: none"> ○ inciting/encouraging aggression – videoing and/or distributing images of inappropriate behaviour ▪ Persistent non-compliance/disobedience/misconduct

Area	Minor	Major
	<p>*Managed by Staff if supervising/witnessed whilst in loco-parentus</p> <ul style="list-style-type: none"> ▪ *Referred to HoD/Admin if complaint from member of the public 	<ul style="list-style-type: none"> ○ refusal is repetitive, offensive, aggressive ▪ Major bullying/harassment <ul style="list-style-type: none"> ○ physical or verbal harassment, abuse ▪ Physical abuse <ul style="list-style-type: none"> ○ punching, kicking, use of a weapon ▪ Smoking / drinking alcohol in school uniform ▪ Possession or selling of drugs ▪ Being a bystander in such a way as to support/encourage inappropriate behaviours.
Lunchtimes & Before/After School behaviour	<ul style="list-style-type: none"> ▪ Incorrect use of equipment/facilities <ul style="list-style-type: none"> ○ kicking a football in a crowded area/on cement, jumping railings/stairs ▪ Playing banned games <ul style="list-style-type: none"> ○ manhunt ▪ Misuse of toilets <ul style="list-style-type: none"> ○ litter of toilet paper/hand towels ▪ Entering out of bounds areas ▪ Throwing items <ul style="list-style-type: none"> ○ rocks, sticks, paper planes 	<ul style="list-style-type: none"> ▪ Persistent non-compliance/disobedience/misconduct <ul style="list-style-type: none"> ○ refusal is repetitive, offensive, aggressive ▪ Major bullying/harassment <ul style="list-style-type: none"> ○ physical or verbal harassment/abuse ▪ Blatant disrespect <ul style="list-style-type: none"> ○ offensive/aggressive language ▪ Major defiance <ul style="list-style-type: none"> ○ refusal to follow reasonable request with blatant disrespect ▪ Throwing items with intent to harm <ul style="list-style-type: none"> ○ rocks, sticks, tools, water bombs
Dedicated Class Tasks & Assessment	<ul style="list-style-type: none"> ▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work - verbal or physical ▪ Failure to submit assessment ▪ Truancy ▪ Minor cheating or plagiarism <ul style="list-style-type: none"> ○ in class tasks ▪ Minor disruption to class <ul style="list-style-type: none"> ○ talking, moving out of seat, touching others ▪ Minor defiance <ul style="list-style-type: none"> ○ refusal to move seat, refusal to stop talking, backchat ○ Arriving late to a lesson 	<ul style="list-style-type: none"> ▪ Persistent non-compliance/disobedience/misconduct <ul style="list-style-type: none"> ○ refusal is repetitive, offensive, aggressive ▪ Blatant disrespect <ul style="list-style-type: none"> ○ offensive/aggressive language ▪ Major disruption to class <ul style="list-style-type: none"> ○ fighting, physical or verbal aggression / abuse ▪ Significant or Persistent truancy ▪ Major cheating or plagiarism <ul style="list-style-type: none"> ○ in assessment and exams ▪ Major defiance <ul style="list-style-type: none"> ○ refusal to follow reasonable request with blatant disrespect

	Area	Minor	Major
Educated	Following Instructions	<ul style="list-style-type: none"> ▪ Low intensity failure to respond to adult request <ul style="list-style-type: none"> ○ selective silence, refusal to move ▪ Non compliance <ul style="list-style-type: none"> ○ refusal to hand over confiscated items ▪ Minor defiance <ul style="list-style-type: none"> ○ refusal to follow a reasonable request, refusal to move seat, refusal to stop talking/backchat ▪ Failure to complete a detention– first instance 	<ul style="list-style-type: none"> ▪ Persistent non-compliance/disobedience/misconduct <ul style="list-style-type: none"> ○ refusal is repetitive, offensive, aggressive ▪ Persistent failure to complete detention
	Accept Outcomes for Behaviour	<ul style="list-style-type: none"> ▪ Minor dishonesty <ul style="list-style-type: none"> ○ not accepting responsibility for witnessed actions or language 	<ul style="list-style-type: none"> ▪ Major dishonesty <ul style="list-style-type: none"> ○ not accepting responsibility for witnessed bullying, physical aggression or theft
	Other	<ul style="list-style-type: none"> ▪ Misuse of internet or school network <ul style="list-style-type: none"> ○ gaming, inappropriate emails to staff or students ▪ Chewing gum ▪ Breaches of Workplace Health & Safety Act 	<ul style="list-style-type: none"> ▪ Persistent non-compliance/disobedience/misconduct <ul style="list-style-type: none"> ○ refusal is repetitive, offensive, aggressive ▪ Possession, use or selling of drugs / drug paraphernalia ▪ Cyberbullying ▪ Criminal misuse of internet or school network

School Policies

Forest Lake State High 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 High 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. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

State school staff at Forest Lake State High 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 High 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 High 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 High 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 High 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.

Electronic Devices Policy
Including Mobile Phones and Personal Electronic Devices
Appropriate use of Social Media

1. Use of devices is to be in accordance with the PRIDE expectations.
2. All communication in school hours between students and their parents/caregivers must be done through the school office.
3. Devices must be switched off and not used during the school day unless a teacher has given permission for the device to be used for learning. If a student is found using a device for any other purpose in class, teachers are instructed to use the PRIDE processes (time out, buddy, confiscation or red card), as appropriate according to the nature and severity of the misbehaviour. During breaks, there are areas in the Library where devices can be used for learning. In the playground, students seen with a device will be directed to put it away. Subsequent or repeated breaches over time will result in confiscation or the student being referred to the relevant ADP for follow up.
4. Students are to use the school Wi-Fi, not mobile data for all activities.
5. Devices are not to be used to harass or threaten others in any way (e.g. voice, text, images).
6. Devices are not permitted to be used during supervised assessment activities unless specifically allowed in the assessment conditions.
7. Students, while under the authority of the school, are forbidden to take photographs, record sound or record video without teacher permission.
8. In the interests of privacy and safety and to protect the school's image, students are not to publish images, video or audio of anyone that identifies them as a member of the Forest Lake State High School community.
9. The school may take disciplinary action against a student irrespective of whether a breach of this policy occurs during or outside of school hours.
10. Students are to follow the following strategies for use of social media so that it is positive and does not impact on learning or the school's reputation:
 - Before posting 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.
11. Avoid possible civil or criminal ramifications of online commentary by respecting the privacy of others and behaving online as you are expected to in person.

Respectful Relationships Policy: Procedures for preventing and responding to bullying

Forest Lake State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

1. The national definition of bullying for Australian schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, while not defined as bullying will still be followed up and actioned according to this plan.

2. There is no place for bullying in Forest Lake State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Forest Lake State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. Bullying may be related to:
- race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.

At Forest Lake State High School there is broad agreement among students, staff and parents what bullying is and that it is observable and measurable behaviour.

Rationale

4. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all inappropriate behaviour, including bullying, in such a way that perpetrators are not socially reinforced for demonstrating it.
5. The anti-bullying procedures at Forest Lake State High School are an addition to our already research-validated positive behaviour for learning processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to

prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

6. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the five school PRIDE expectations and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
7. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.
8. Forest Lake State High School will follow up reports of bullying and refer to the Queensland Police Service as necessary.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step Stop-Walk-Talk process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Forest Lake State High School will support the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
13. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The Respectful Relationships Curriculum at Forest Lake State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

14. Forest Lake State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This data informs the delivery of PRIDE instruction to the students.

Restrictive Practices

School staff at Forest Lake State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Legislative Delegations

Legislation

In this section of the Forest Lake State High 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 \(Cwth\)](#)

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.

Department of Education and Training

- 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 protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff

Forest Lake State High School

- Student discipline
- Student dress code
- Use of ICT systems
- Using mobile devices

Resources

These are resources which students and parents can use to inform actions, learning and support around matters associated with students wellbeing, behaviour and learning.

Office of the eSafety Commissioner	Advice for staying safe online and reporting issues
Kids Helpline	Support for students that is confidential
eheadspace	Study, career and mental health advice and support
Bullying. No Way!	Awareness and resources for student empowerment
Student Wellbeing Hub	Resources for students and parents
Parentline	Support for parents
Raising Children Network	An Australian parenting network

Conclusion

Forest Lake State High 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 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](#).

Student to Complete <i>(to be completed without staff input where possible)</i>	Interviewer Notes
<p>5 <i>Who else was in the immediate area when the incident occurred?</i></p> <ul style="list-style-type: none"> • <i>Staff:</i> • <i>Students:</i> • <i>Other:</i> 	
<p>6 <i>What were you doing at the time of the incident?</i></p>	
<p>7 <i>What occurred immediately before the incident? Describe the activity, task, event.</i></p>	
<p>8 <i>Describe what you did during the incident.</i></p>	
<p>9 <i>Were you or others injured? (describe the damage or injury to self and/or others)</i></p>	
<p>10 <i>Additional information:</i></p>	
<p>Student signature:</p> <p>Parent/caregiver signature: <i>(if parent is present when incident report is provided)</i></p> <p>Date:</p>	<p>Interviewer signature:</p> <p>Date:</p>

Appendix 2: Reflection and Re-entry Form

Forest Lake State High School

High Street, Forest Lake

PO Box 4063, Forest Lake Qld 4078

Phone: (07) 37142333

Fax: (07) 37142300

Email: office@forestlakeshs.eq.edu.au



REFLECTION SHEET

This **Reflection Sheet** MUST be completed prior to your re-entry interview. It will be the basis of discussion at the re-entry meeting. It is recommended that your parents/caregivers assist in reflecting upon the behaviours that resulted in the suspension and discuss ways that you, your parents and the school can work together to ensure similar behaviours are not repeated.

Student: **Roll Class:** **Date:**

1. **What PRIDE expectation did you not follow that resulted in your suspension? Please tick box.**

Prepared Respectful Inclusive Dedicated Engaged

2. **What did you do and what were you thinking at the time of the incident?**

3. **How did your behaviour affect the people around you?**

4. **What could you have done differently?**

5. **What will you do to make a better choice in the future? (Thinking and Doing)**

6. **Who can help you achieve success at school?**

RE-ENTRY STUDENT CONTRACT

This Re-entry Student Contract is to be used for students returning from suspension. It is to be completed at the re-entry meeting.

Name: **Roll Class:** **Date:**

AGREEMENT

PRIDE expectations (describe explicit behaviours requiring attention or improvement)

Prepared _____

Respectful _____

Inclusive _____

Dedicated _____

Engaged _____

Forest Lake State High School agrees to make the following support available to you:

Support	Details
Guidance Officer	
Student Services Team Member	
Break time Support	
Behaviour Workshop	
Daily Check- in	
Other:	

Student..... **Parent/Caregiver**.....

Guidance Officer..... **Principal**.....