



North Lakes | STATE COLLEGE

Student Code of Conduct 2021-2024

Equity and Excellence: Realising the Potential Of Every Student

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

Queensland Department of Education

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PURPOSE

North Lakes State College is a Prep-Year 12 College committed to providing a safe, respectful and responsible learning environment for students, staff and visitors, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our College is effective, and students can participate positively within our school community. The Code outlines the approach to promoting positive behaviour, the range of student support provided and how the College responds to unacceptable behaviour.

The classroom must be a place where every child is provided with opportunities to succeed. For adolescents that experience challenges in engaging and participating in learning, the classroom can be a place fraught with anxiety and negative emotions. Learning is an emotional business and the attitudes and beliefs that young people have about themselves can both validate or stifle academic performance (Farrington, et al., 2012).

The factors that contribute to student engagement can be categorised into two areas.

1. The learning environment, which accounts for both the structural and organisational aspects of the classroom, such as student expectations, seating plans and visual prompts.
2. The deliberate instructional practices the teacher uses to respond to individual and group learning needs.

The Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Shared expectations for student behaviour are plain to everyone, assisting North Lakes State College to create and maintain a positive and productive learning and teaching environment, where ALL college community members have clear and consistent expectations and understandings of their role in the educational process.

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.

Farrington, C. A., Roderick, M., Ainsworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching Adolescent Learners. The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review*. Chicago: University of Chicago.

LEARNING AND BEHAVIOUR STATEMENT

All areas of North Lakes State College are learning and teaching environments. We consider behaviour support to be an opportunity for valuable social learning, as well as a means of maximising the success of academic education programs. Our College learning and wellbeing, including behaviour support, is founded on principles of Positive Behaviour for Learning.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Shared expectations for student behaviour enables the College to maintain and create a positive, productive learning and teaching environment, where all College community members have clear and consistent expectations, and an understanding of their role in the educational process.

At North Lakes State College, behaviour support is underpinned by our College motto and values:

- College Motto: Learn, Lead, Succeed
- College Values: Choice Courage Respect

Our College values have been agreed upon and endorsed by all staff and our College P&C Association. They are aligned with the values, principles and expected standards outlined in the Department of Education's Student Discipline procedure and other relevant procedures.

STUDENT WELLBEING

North Lakes State College offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

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

CURRICULUM AND PEDAGOGY

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. Students can approach any trusted school staff member at North Lakes State College to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

STUDENT SUPPORT NETWORK

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the College.

ROLE	WHAT THEY DO
HEADS OF CAMPUS (YEAR P-9 & YEAR 10-12)	<ul style="list-style-type: none"> • Leadership of Student Support Networks to promote an inclusive, positive school culture within each sub-school. • Monitors attendance, behaviour and academic data to identify areas of additional need.
DEPUTY PRINCIPAL INCLUSIVE EDUCATION	<ul style="list-style-type: none"> • Coordination of Student Support Network to promote an inclusive, positive school culture. • Monitors attendance, behaviour, academic and NCCD data to identify areas of additional need.
YEAR LEVEL DEPUTY PRINCIPALS	<ul style="list-style-type: none"> • Coordination of Student Support Network to promote an inclusive, positive school culture. • Monitors attendance, behaviour and academic data to identify areas of additional need for their specific cohort. • Liaises with parents, students, teachers and Heads of Department to support students to engage in authentic learning.
HEAD OF DEPARTMENT- JUNIOR SECONDARY	<ul style="list-style-type: none"> • Supports the transition process for students moving from Year 6 to Year 7. • Co-ordinates student support and engagement programs - ATSI and Pacifika. • Supports the student attendance process. • Co-ordinates Vivo reward system. • Co-ordinates the High Resolves program which promotes citizenship and leadership.
HEAD OF DEPARTMENT - SENIOR SECONDARY	<ul style="list-style-type: none"> • Coordinates transition to Senior Secondary for students moving from Year 10 to Year 11/12. • Monitors attendance and academic data to identify areas of additional need to support QCE attainment and Next Step pathways.

HEADS OF DEPARTMENT	<ul style="list-style-type: none"> • Liaises with parents, students, teachers and Heads of Department to support students academically. • Coordinates the ACCESS program for Years 10 to 12 which promote pathways, further education and wellbeing.
	<ul style="list-style-type: none"> • Responsible for student learning and engagement in their specific departments. • Provide opportunities for students to engage in authentic subject specific learning. • Monitors attendance, behaviour and academic data to identify areas of additional need for their specific departments.
HEAD OF YEAR (7-9) & HOUSE LEADERS (10-12)	<ul style="list-style-type: none"> • Responsible for student welfare at each year level. • Provides continuity of contact for students and their families. • Ensures students feel safe and comfortable and want to come to school. • Nurtures a sense of belonging to the year level, house structure and school. • Responsible for student attendance and behaviour.
SCHOOL CHAPLAIN	<ul style="list-style-type: none"> • Responsible for assisting the school community to provide pastoral care and general spiritual, social and emotional comfort for all students, irrespective of their faith or beliefs.
PACIFICA LIAISON OFFICER	<ul style="list-style-type: none"> • Provides support and advice for students, staff and parents in order to enhance the educational experience for Pacific Islander students.
INDIGENOUS MENTORS	<ul style="list-style-type: none"> • Provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous students.
SCHOOL BASED SOCIAL WORKER	<ul style="list-style-type: none"> • Provides comprehensive support for identified student requiring additional support for social and emotional well-being.
GUIDANCE OFFICERS	<ul style="list-style-type: none"> • Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. • Assists students with specific difficulties, acting as a mediator or providing information on other life skills. • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
	<ul style="list-style-type: none"> • Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ▪ healthy eating and exercise ▪ relationships ▪ personal and family problems ▪ feeling sad, worried and angry ▪ sexual health ▪ smoking, vaping, alcohol and other drugs
SCHOOL-BASED YOUTH HEALTH NURSE	

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact the respective Year Level Deputy Principal.

Support is also available through external agencies and the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health Services
- Department of Communities
- Department of Child Safety
- Queensland Police Service
- Child Protection Investigation Unit

WHOLE SCHOOL APPROACH TO DISCIPLINE

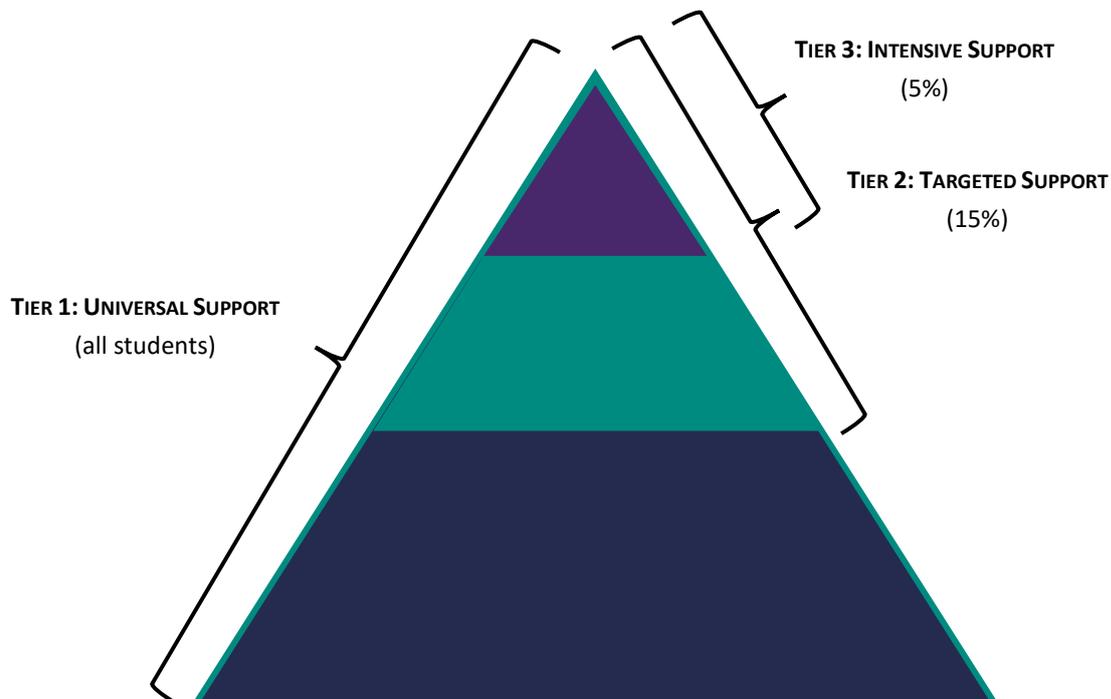
At North Lakes State College, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

North Lakes State College uses a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Three tiers of intervention exist within the College support system:

- **TIER 1:** Tier 1 interventions at the "whole school" (blue zone) level are provided to all students.
- **TIER 2:** Around 15% of students in a typical school have moderate, ongoing problem behaviour and will need additional Tier 2 or "targeted" (green zone) level of supports.
- **TIER 3:** Students with the most challenging behaviours, around 5%, may require Tier 3 or "intensive" (purple zone) level of supports, involving highly individualised interventions.

The tiers represent levels of intervention. They do not represent students. At North Lakes State College, we recognise that supports are necessary at each tier both behaviourally and academically in order to promote positive behaviour.



Refer to **APPENDIX 1: WHOLE COLLEGE BEHAVIOUR SUPPORT AT NORTH LAKES STATE COLLEGE** for a summary of the Tier system and the behaviour and academic supports that exist at the College.

At North Lakes State College, we emphasise the importance of directly teaching students positive behaviour expectations. Every classroom in our school uses the Classroom Protocols (**Appendix 5**), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations looks, sounds and feels like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

To help our students achieve success, behaviourally and academically, we utilise the Essential Skills for Classroom Management (ESCMs), Australian Curriculum, research based effective pedagogies, explicit teaching of the College Values of Choice, Courage and Respect, positive affectivity and expectations.

The values and expectations are communicated to students via a number of strategies including:

- The displaying of, and explicit referencing to, the Expectations Teaching Matrix, College Values, Behaviour Process, and Classroom Protocols **(see Appendices)**
- Explicit behaviour expectation lessons for primary students conducted by classroom teachers in line with the fortnightly focus
- Reinforcement of learning from behaviour lessons at College Assemblies and through active supervision by staff during classroom and non-classroom activities
- Constant reviewing of values and expectations during lessons and within the playground.

The College implements the following proactive and preventative processes and strategies to support student behaviour:

- Positive affectivity with a ratio of 4 positives to 1 negative.
- North Lakes State College positive recognition strategies (see below table).
- The use of Essential Skills to Classroom Management during all lessons.
- Safe and Friendly High Five Hands (Appendix 6) displayed and explicitly referenced in Prep-Year 6.
- Consistency of practice from staff through appropriate training and professional development.
- Classroom Profiling to promote reflection of and improve behaviour support practices.
- Implementation of a range of safety and wellbeing specific policies such as those related to dress code, attendance and assessment.

At North Lakes State College, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in appropriate behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement of positive behaviour through this recognition system.

Recognition of appropriate behaviours are teacher driven and occur:

- Instantaneously (e.g. positive affirmation of correct behaviours/values, classroom rewards/points system, stickers, NLSC Champions tickets)
- Intermediary (postcards, Choice Courage and Respect certificates, VIVO's, NLSC Champions reward (P-6))
- Long-term (Success in Learning following the end of Semester 1 and 2)

REWARD	DESCRIPTION
STICKERS	Stickers promoting the values of Choice, Courage and Respect are used by teachers to provide positive affirmation of correct behaviours in the classroom.
NLSC CHAMPIONS TICKETS & REWARD	NLSC Champion Tickets are issued for primary students demonstrating the College Values in the playground. These are entered into a draw for assembly. A NLSC Champion winner is presented at assemblies for each Prep-Year 6 level for appropriate behaviour in the playground as recognised by the NLSC Champion tickets.
POSTCARDS	Postcards are sent home to students to recognise positive actions. These postcards are recorded as a positive behaviour.
CHOICE, COURAGE & RESPECT (CCR) CERTIFICATES	Presented to students at assemblies to recognise positive actions. These CCR certificates are recorded as a positive behaviour.
SUCCESS IN LEARNING (Based on Effort & Behaviour)	The College encourages student to engage in their learning though recognising the effort and behaviour in all their classes. Students will be invited to engage in a celebration in of

Term 2 & Term 4

Term 2 and Term 4. Students achieving the Success in Learning Award need to meet the following criteria: Students:

- Meet the College expectation for attendance of 95%
- Wearing the College uniform with pride (no unexplained uniform infringements or outstanding detentions)
- Demonstrate effort and behaviour of Very Good or Excellent for all subjects within a Semester
- Have no recorded major behaviour incidents

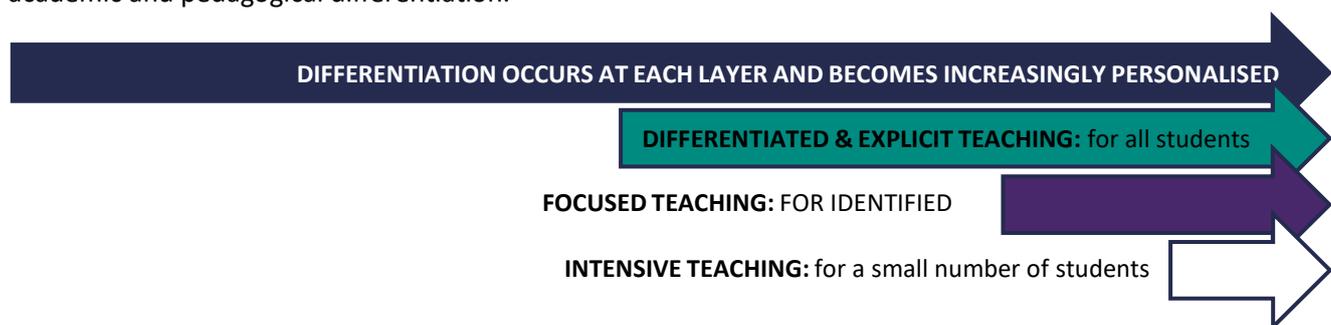
Note: All students Prep to 12 must be enrolled for a *full term within the Semester* to be eligible to receive the Success in Learning Recognition award. Students in Prep are eligible for the Success in Learning award from Semester 2 of their Prep year, recognising that the Prep Year of schooling provides the foundation for future student success, by developing skills across a range of areas. The Prep Year gives students the foundation they need for successful learning in Year 1, and Semester 1 of Prep provides students the opportunity to develop and understanding of, and engage with, the expectations as outlined in our Student Code of Conduct.

DIFFERENTIATED AND EXPLICIT TEACHING

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

Teachers at North Lakes College vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



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

FOCUSED TEACHING

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

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

Students identified as requiring targeted behaviour support are managed by a relevant Case Manager. Students attend their normal scheduled classes and activities with appropriate adjustments if required, and have increased daily opportunities to receive positive contact with adults, additional support through regular meetings with Case Managers and increased opportunities to receive positive reinforcement.

Where required, adjustments are made to the individual's program through academic support through personalised learning records, adult mentoring or intensive social skills support programs. Coordinating programs and referrals are made, as required, through the College Student Welfare Achievement Team (SWAT) and also the School based Youth Health Nurse, Guidance Officer, Chaplain, Head of Year (7-9) and House Leaders (10-12), identified Administration and external agencies.

INTENSIVE TEACHING

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, 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.

North Lakes State College recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Support staff involved in working with students requiring intensive behaviour support:

- Work with other staff members to develop appropriate behaviour support strategies
- Monitor the impact of support for individual students through continuous data collection
- Make adjustments as required for the student
- Work with all stakeholders to achieve continuity and consistency.

Students requiring intensive behaviour support are assigned a Case Manager who contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and the family, a representative from the school's administration and regional-based behavioural support staff.

CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

When applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. North Lakes State College considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time.
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation.
 - Receive adjustments appropriate to their learning and/ or impairment needs.

DISCIPLINARY CONSEQUENCES

The disciplinary consequences model used at North Lakes State College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

MINOR AND MAJOR BEHAVIOURS

When responding to problem behaviour at the College, the staff member first determines if the problem is major or minor. Most minor problem behaviour is managed by the staff member at the time it happens. Where appropriate, some minor behaviours are referred to the appropriate person for investigation. All major problem behaviour is referred directly to an Administration member.

Appendix 2: Minor and Major Behaviours at North Lakes State College, outlines how minor and major behaviours are managed at the College, including some examples of minor and major problem behaviours and possible consequences. The list of major and minor behaviours and possible consequences is not exhaustive and one or more responses may be applied depending on the situation and at the discretion of the College Administration.

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

Re-Entry Following Suspension

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

communication. It is offered as a support for the student to assist in their successful re-engagement in school following suspension.

SCHOOL POLICIES

This section provides copies of specific school discipline policies designed to ensure all staff work consistently to create and maintain a supportive and safe learning environment.

- Temporary removal of student property.
- Use of mobile phones and other devices by student.
- 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 College, to maintain and foster mutual respect between all state school staff, students and visitors. 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 College 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 College 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 North Lakes State College 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, tools, sharp items, razor blades).
- Drugs** (including tobacco and vapes) and drug utensils.
- 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 College 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 North Lakes State College:

- 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 North Lakes State College:

- ensure your children 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 North Lakes State College 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 College staff that the property is available for collection.

Students of North Lakes State College:

- 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 North Lakes State College Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS

North Lakes State College prides itself on providing a technology-rich learning environment for all students. Depending on their year level, students are permitted to bring personal electronic devices and associated equipment to school as regulated items. Such items should be used in accordance with the College’s values of **CHOICE, COURAGE** and **RESPECT**.

The mobile phone and electronic device policy applies to the use of personal electronic devices and associated equipment on school premises, travelling to and from school, in school uniform and during school excursions, camps and extra-curricular activities.

Personal electronic devices are brought to school at their owners’ risk. The school will not accept liability in the event of loss, theft or damage of any device.

Important to note

The following relates specifically to mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet – in response to the requirement that all Queensland state school students must keep phones switched off and ‘away for the day’ from day 1 2024.

Purpose

This following outlines how North Lakes State College will:

- implement and manage the requirement for all Queensland state school students to keep mobile phones switched off and 'away for the day' during school hours, and while attending school activities, such as representative school sport, excursions and camps.
- Manage the requirement that students switch off notifications on wearable devices, including smartwatches, during school hours, and while attending school activities, such as representative school sport, excursions and camps will be enforced

Benefits of the Policy

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

'Away for the day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support a safe and supportive learning environment that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

Student use of mobile phones and wearable devices at school

From Term 1 2024, students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the principal.

Students may only use their mobile phone or have wearable device notifications enabled during these times if:

- directed to do so by their teacher. This will be a rare occurrence where there is no other option to successfully engage in the learning
- They have a principal approved exemption. Exemptions are available for students who require access to their device for medical, disability and/or wellbeing reasons.

Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Bringing mobile phones and wearable devices to school

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school
- make contact with parents, friends and part-time employers *outside of the school day*, and
- be contacted about their own child or person under their care.

While at school, mobile phones and wearable devices must be switched off and 'away for the day'.

Storage of mobile phones

At North Lakes State College, student will comply with the 'switched off' and 'away for the day' requirement by;

- placing the device(s) in their pocket or pencil case **OR** in their school bag
- switching off notifications on wearable devices, including smartwatches, during school hours so that phone calls, messages and other notifications cannot be sent or received during school hours

Once away, students are not permitted to check or have their device switched on or in view, unless in accordance with the following exemptions.

Individualised Exemptions

Students and their parent/caregivers may apply for an exemption in accordance with the Department of Education Policy. Exemptions may be granted for the following;

- the mobile phone or wearable device is used by the student to monitor or manage a medical condition and is documented as part of their Medical Plan
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member
- students in Years 11 and 12 who have an approved Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

Exemptions are to be applied for and submitted through the principal for approval. Students with an approved exemption will be issued with an exemption card, which they must keep with them at all times.

General Exemptions

- students are permitted to use their mobile phone or wearable device in the classroom, *where directed to do so by the teacher*. It is expected that this will be a rare occurrence, where there is no other option to successfully engage students in the learning
- students are permitted to use their mobile phones and wearable devices to make school payments, including for tuckshop, uniform shop and office payments

Personal electronic devices are brought to school at their owners' risk. The school will not accept liability in the event of loss, theft or damage of any device.

Unacceptable use of Personal and School Electronic Devices

The following are examples of **unacceptable** behaviours for students at North Lakes State College:

- use of a mobile phone or wearable devices without an approved exemption during school hours
- text messaging and phone calls
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- record or photograph any College staff or students (with or without their consent) unless approval is given by the Executive Principal
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- personal electronic devices and associated equipment including smart watches, may not be taken into exams or used under exam conditions (unless special provisions are put in place as permitted by school staff).

Consequences for the Inappropriate use of Personal and School Electronic Devices

- Students identified as using a personal electronic device and/or associated equipment without an exemption or teacher permission will be directed to hand the device(s) into the Student Centre where the item(s) will be temporarily stored for the day. The device will be made available for collection from the Student Centre at the end of the school day.
- If a student's personal electronic device and/or associated equipment has been temporarily removed more than three times within a semester, a parent will be required to collect it from the Student Centre. Further inappropriate incidents will result in the item being surrendered to the Student Centre on a daily basis. Continued non-compliance will be treated as defiance.
- Students involved in recording or photographing staff or students or disseminating such material may be subject to discipline, including suspensions or proposal for exclusion.
- Staff will assume students in possession of a personal electronic device during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal electronic device during exams or assessments.
- Students identified as using a personal electronic device in violation of the law will be reported to the Queensland Police Service (QPS). Devices potentially containing evidence of criminal offences will also be reported to the police.

PREVENTING AND RESPONDING TO BULLYING

North Lakes State College uses the **Be You Framework** to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At North Lakes State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions North Lakes State College teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Cyberbullying

Cyberbullying is treated at North Lakes State College with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should report the incident through Stymie www.stymie.com.au. Your bullying report will go to the Head of Campus and will be re-directed to the appropriate Deputy Principals or Head of Year (7-9)/ House Leaders (10-12). You should have a response to the notification within 24 hours.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at North Lakes State College may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

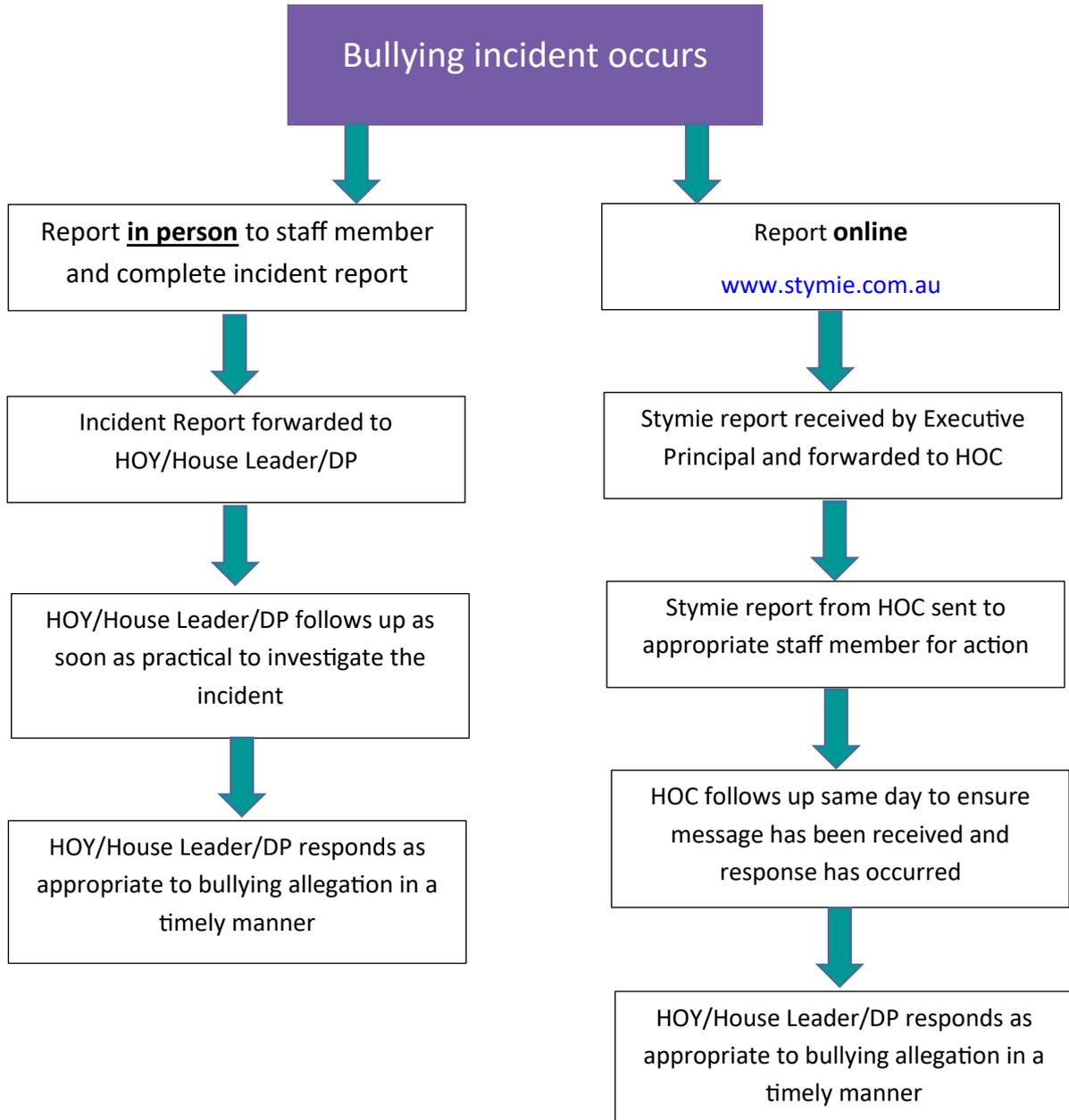
Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

NLSC – BULLYING AND CYBERBULLYING RESPONSE FLOWCHART FOR SCHOOL

Key contacts for students and parents to report bullying:

Prep to Year 6 - Class teacher

Year 7 to Year 12 – Classroom Teacher or Head of Year (7 -9)/ House Leader (10-12)



Student Intervention and Support Services

North Lakes State College recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at North Lakes State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

APPROPRIATE USE OF SOCIAL MEDIA

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged - and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Cybersafety and Reputation Management (CRM)

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

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

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

The team has also developed a **Cybersafety and Reputation Management** (Department employees only) resource to assist principals in incident management.

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

CYBERBULLYING AND SOCIAL MEDIA RESPONSE FLOWCHART FOR NORTH LAKES STATE COLLEGE STAFF **How to manage online incidents that impact your school.**

Student Protection

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

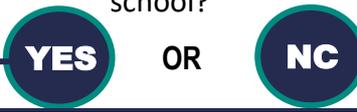
Explicit Images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the **Temporary Removal of Student Property by School Staff Procedure**. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the **Online Incident Management Guidelines**.

Help

Refer to the **online incident management guidelines** for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on (07) 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



1. INITIATE AN INCIDENT RESPONSE
Start an incident management log (running sheet) which records times and dates of events, observation, tasks completed, person involved and written conversational notes.

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

3. IS THERE A POTENTIAL CRIME?
The **Queensland Criminal Code** contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at **Appendix 3**, and include:

- Unlawful stalking
- Computer hacking and misuse
- Possession, distribution and making child exploitation material
- Fraud - obtaining or dealing with identification information
- Criminal defamation

Inform the student's parents/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, **Office of the eSafety Commissioner** of the **Australian Cybercrime Online Reporting Network**.
2. Report the online content/behaviour using the online tools provided by the website or app.

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



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

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

4. TAKE STEPS TO REMOVE THE UPSETTING OR INAPPROPRIATE CONTENT
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team

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

- Take statutory disciplinary action to address cyberbullying:
 - That occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats intimidation or abuse has or might reach school premises);
 - That is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community.
- OR
- Use non-statutory options to deal with the matter, for example:
 - Discussion with student's parents;
 - Student mediation;
 - Apology;
 - ICT/mobile technology ban;
 - Guidance referral.

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

7. RECORDING THE INCIDENT ON ONE SCHOOL
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

RESTRICTIVE PRACTICES

College staff at North Lakes State College 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 response 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.

Generally, the restrictive practices permitted under this procedure must only be used where:

- a) the restrictive practice is reasonable in all the circumstances, and
- b) there is no less restrictive measure available to respond to the behaviour in the circumstances.

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.

Restrictive practices include:

- a) seclusion
- b) physical restraint
- c) containment
- d) mechanical restraint
- e) chemical restraint, and
- f) clinical holding.

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 consistent with evidence based positive behaviour support 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.

Physical restraint can involve:

- Using manual guidance to prevent a student running onto a busy road
- Holding a student to prevent them from physically attacking someone, or
- Holding a student's hand to prevent repetitive, serious self-injurious behaviour

School staff must not use seclusion or physical restraint as a behaviour management technique, for convenience, as retaliation, or to discipline or punish a student. For example, seclusion and physical restraint should not be used to respond to:

- Refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- Leaving a classroom or the school without permission, unless student safety is clearly threatened
- Verbal threats, except where there is a reasonable belief that the threat will be carried out immediately
- Property destruction, unless the property destruction is placing any person at a risk of harm

Any use of seclusion or physical restraint must be:

- Proportionate to the risk of harm
- Discontinues once the risk of harm has dissipated, and
- Respectful of the student's dignity

Individual Student Safety Plan

If North Lakes State College proposes the use of planned physical restraint in respect of a particular student, the College must provide staff with formal training that includes evidence based positive behaviour support and develop an Individual Student Safety Plan. An Individual Student Safety Plan must be read in conjunction with any behaviour support strategies included in a student's Individual Behaviour Support Plan.

The existence of the planned measures does not prevent College staff from considering the specific facts of each case to ensure that their use of restrictive practices is proportionate and appropriate.

Reporting and Review

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 staff have a consistent understanding of how to respond in emergencies that seriously endanger students 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 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.

SUPPORTING GENDER DIVERSE STUDENTS

North Lakes State College (NLSC) is committed to providing all students with access to high quality education. All members of our school community have the right to feel safe, be respected and free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background. At NLSC we acknowledge our diversity and respect all students and their choice to live authentically in their gender identity. As a school community we will:

- Promote positive educational outcomes for gender diverse students;
- Promote an inclusive school community which encourages all students to be authentic and acknowledge their gender identity;
- Promote compliance with relevant legislation concerning discrimination and privacy;
- Work collaboratively with local community members to support gender diverse students and their families;
- Negotiate and respond to the individual needs of gender diverse students;
- Support staff in the ongoing development of inclusive curriculum that incorporates gender diverse perspectives.

Legislation

Legislation seeks to promote equality of opportunity for all by prohibiting both direct and indirect discrimination. Relevant legislation includes:

- Anti-Discrimination Act (QLD) 1991
- Information Privacy Act (QLD) 2009
- Education (General Provisions) Act (QLD) 2006
- Sexual Discrimination Act (Cth) 1984
- Sexual Discrimination Amendment (Sexual Orientation, Gender Identify and Intersex Status) Act (Cth) 2013

Policy

Student Transitions

At NLSC we acknowledge each student's gender identity. Each student experiences a unique transition process, which requires varying levels of collaboration and support. NLSC will work collaboratively with students and their families to negotiate a transition plan which is specific to their needs. This plan is an ongoing collaborative process that is adapted regularly to suit the needs of the student.

In alignment with the Information Privacy Act (QLD) 2009, a person's gender identity, legal name or gender assigned at birth is private. Disclosing this personal information without justification or consent is a breach of privacy and confidentiality.

Student Name/s

Acknowledging a person's request to change their name or pronoun is an important part of validating their identity. The Guidance Officer will act in the student's best interests in consultation with parents where possible. However, it is important that schools are in a sound position to assess risks and determine an appropriate course of action. NLSC staff should consult with the Guidance Officer to support gender diverse students. The Principal will direct staff to use the name, personal pronouns and gender identity the student requests.

School records

Acknowledging a person's name and pronoun through school records is an important part of validating their identity and respecting their privacy. It is a legal requirement that school records are made and kept accurately. School enrolment records must reflect the sex as stated on the student's birth certificate or passport. Academic reports can reflect the student's preferred name and gender.

Curriculum

At NLSC we pride ourselves on incorporating and promoting an inclusive curriculum. When developing curriculum staff consider current research and promote equitable access for all students. Regular professional development assists our staff in delivering curriculum which avoids generalisations and considers the perspectives of sexuality and gender identity.

Bathroom Facilities

Considerations about appropriate bathroom access will be negotiated with each individual student. At NLSC we work collaboratively to promote safety and comfort for all students. Some options that have been previously negotiated with students include the use of unisex bathroom facilities around the school.

School Uniform

The sports uniform available for all students is gender neutral.

At NLSC students are permitted to wear the formal uniform of their choice. Uniform and Dress code guidelines apply to all students. Students that do not comply with uniform policy are in breach of the NLSC Code of Conduct.

Extra-Curricular activities (Dance, Physical Education and Sport)

All students have the right to participate in Dance, Physical Education and Sport. When an event or activity is separated by gender, the school will negotiate where possible for students to participate in their appropriate gender identity. It is essential to note that some physical activities (particularly representative sport) must consider the stamina, strength and physical requirements of each individual. Therefore, this may restrict the participation of some students in their chosen activity or require them to submit medical evidence based on the potential developmental impact.

School camps

At NLSC reasonable adjustments are made to enable participation in school camps for gender diverse students in consultation with students and their families. In preparation for school camps negotiations will take place with the host venue to accommodate the access, sleeping arrangements and bathroom facilities for gender diverse students.

Community support

Parental and Carer collaboration

At NLSC we encourage parental and carer collaboration where possible when supporting gender diverse students, in consultation with students and their families. A strong support network plays an essential role in the transition and ongoing support of gender diverse students. According to the Anti-discrimination Act 1991 a parent/carer is not exempt from direct or indirect discrimination based on gender identity.

Wellbeing services

Understanding or changing one's gender identity can be a challenging process. At NLSC we have a diverse team of internal and external student support services available. Some of the school-based services also provide pathways and referrals to external services to further support students and their parent/care givers.

Discrimination, Harassment, Bullying

Any incidents of Discrimination, Harassment and Bullying will be actioned as per the NLSC Code of Conduct for students. These incidents can be reported directly to staff or via STYMIE.

Definitions/Glossary

- **Agender** - Describes a person who identifies as having no gender.
- **Asexual** - Describes a lack of sexual attraction. Asexual people may experience romantic attraction, but they do not feel the urge to act on these feelings sexually.
- **Assigned sex at birth (ASB)** – The sex (male or female) assigned to a child at birth, most often based on the child's external anatomy. Also referred to as birth sex, natal sex, biological sex, or sex.
- **BrotherBoy:** Aboriginal and Torres Strait Islander people may use these terms in a number of different contexts, however they can be used to refer to transgender and gender diverse people. BrotherBoy typically refers to masculine spirited people who were assigned female at birth.
- **Cisgender** – A person whose gender identity and assigned sex at birth correspond (i.e., a person who is not transgender).

- **Coming out** – The process by which one accepts and/or comes to identify one’s own sexual orientation or gender identity (to come out to oneself). Also, the process by which one shares one’s sexual orientation or gender identity with others (to come out to friends, etc.).
- **Gender affirming surgery (GAS)** – Surgeries used to modify one’s body to be more congruent with one’s gender identity. Also referred to as sex reassignment surgery (SRS) or gender confirming surgery (GCS).
- **Gender dysphoria** – Distress experienced by some individuals whose gender identity does not correspond with their assigned sex at birth. Manifests itself as clinically significant distress or impairment in social, occupational, or other important areas of functioning. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) includes gender dysphoria as a diagnosis.
- **Gender expression** – The way a person acts, dresses, speaks, and behaves (i.e., feminine, masculine, androgynous). Gender expression does not necessarily correspond to assigned sex at birth or gender identity.
- **Gender fluid** – Describes a person whose gender identity is not fixed. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more one gender some days, and another gender other days.
- **Gender identity** – A person’s internal sense of being a man/male, woman/female, both, neither, or another gender.
- **Gender non-conforming** – Describes a gender expression that differs from a given society’s norms for males and females.
- **Gender role** – A set of societal norms dictating what types of behaviours are generally considered acceptable, appropriate or desirable for a person based on their actual or perceived sex.
- **Heteronormativity** – The assumption that everyone is heterosexual, and that heterosexuality is superior to all other sexualities.
- **Heterosexual (straight)** – A sexual orientation that describes women who are emotionally and sexually attracted to men, and men who are emotionally and sexually attracted to women.
- **Intersex** – Group of rare conditions where the reproductive organs and genitals do not develop as expected. Some prefer to use the term disorders (or differences) of 36 sex development. Intersex is also used as an identity term by some community members and advocacy groups.
- **Non-binary** - A term to describe someone who doesn’t identify exclusively as male or female.
- **Pansexual** - Pansexuality is sexual, romantic or emotional attraction towards people regardless of their sex or gender identity. Pansexual people may refer to themselves as gender-blind, asserting that gender and sex are not determining factors in their romantic or sexual attraction to others
- **Outing** – Involuntary or unwanted disclosure of another person’s sexual orientation or gender identity.
- **Same-sex attraction (SSA)** – A term that is used to describe the experience of a person who is emotionally and/or sexually attracted to people of the same gender. Individuals using this term may not feel comfortable using the language of sexual orientation (i.e., gay, lesbian, bisexual) for personal reasons. Use of this term is not indicative of a person’s sexual behaviour.
- **Sister Girl**: Aboriginal and Torres Strait Islander people may use these terms in a number of different contexts, however they can be used to refer to transgender and gender diverse people. SisterGirl typically refers to feminine spirited people who were assigned male at birth.
- **Trans man/transgender man/male-to-male (FTM)** – A transgender person whose gender identity is male may use these terms to describe themselves. Some will just use the term man.
- **Trans woman/transgender woman/male-to-female (MTF)** – A transgender person whose gender identity is female may use these terms to describe themselves. Some will just use the term woman.
- **Transgender** – Describes a person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female. Sometimes abbreviated as trans.
- **Transition** – For transgender people, this refers to the process of coming to recognise, accept, and express one’s gender identity. Most often, this refers to the period when a person makes social, legal, and/or medical changes, such as changing their clothing, name, sex designation, and using medical interventions. Sometimes referred to as gender affirmation process

References and Additional Resources

- Department of Education. (2017) *Diversity in Queensland Schools: Information for Principals*.
- National LGBT Health Education Centre: A program of the Fenway Institute. (2016) *Glossary of LGBT Terms for Health Care Teams*. Boston, America.

- Telfer, M.M., Tollit, M.A., Pace, C.C., & Pang, K.C. (2017) *The Royal Children's Hospital: Australian Standards of Care and Treatment Guidelines for Trans and Gender Diverse Children and Adolescents*. Melbourne.
- Anti-Discrimination Commission Queensland: www.adcq.qld.gov.au
- Australian Human Rights Commission: www.hreoc.gov.au
- Queensland Human Rights Commission: <https://www.qhrc.qld.gov.au>
- Australian Transgender Support Association of Queensland (ATSAQ): www.atsaq.com
- Parents of Gender Diverse Children: www.pgdc.org.au
- TRASCEND Support: www.transcendsupport.com.au
- LGBTI Legal Service: www.lgbtilegalservice.org.au
- Open Doors Youth Service: www.opendoors.net.au

COMPLAINT MANAGEMENT

North Lakes State College 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 school's 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 fact sheet

ATTACHMENTS

APPENDIX 1: Whole of College Behaviour Support at North Lakes State College

APPENDIX 2: Minor and Major Behaviours at North Lakes State College

APPENDIX 3: College Values and Expectations Teaching Matrix

APPENDIX 4: Behaviour Process

APPENDIX 5: Classroom Protocols

APPENDIX 6: High 5 Hand Process

BEHAVIOUR

ACADEMIC

INDIVIDUALISED AND HIGHLY INDIVIDUALISED SUPPORT

Serious or persistent breaches of the **Student Code of Conduct** that requires intervention by the Executive Principal, Heads of Campus and Deputy Principals.

DIP, ROC
 Suspensions 10-20 days
 Exclusions

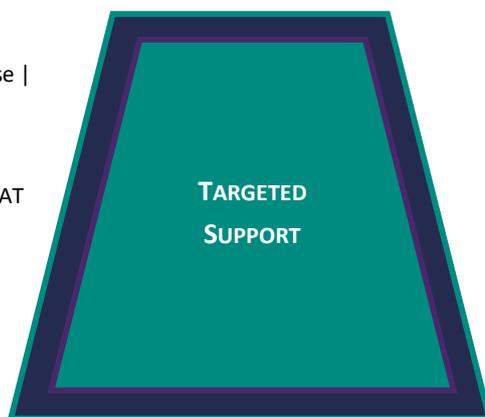


Individual Curriculum Plans
 QCIA

TARGETED AND STRATEGIC SUPPORT

Referral to HODs | Deputies | Guidance Officers | School Based Youth Health Nurse | Chaplain | Head of Years | House Leaders | School Based Social Worker

Student Welfare Achievement Team- SWAT
 Monitoring Cards
 Behaviour Plans
 Intervention Programs
 Lunch Break Support
 Suspensions 1-10 days



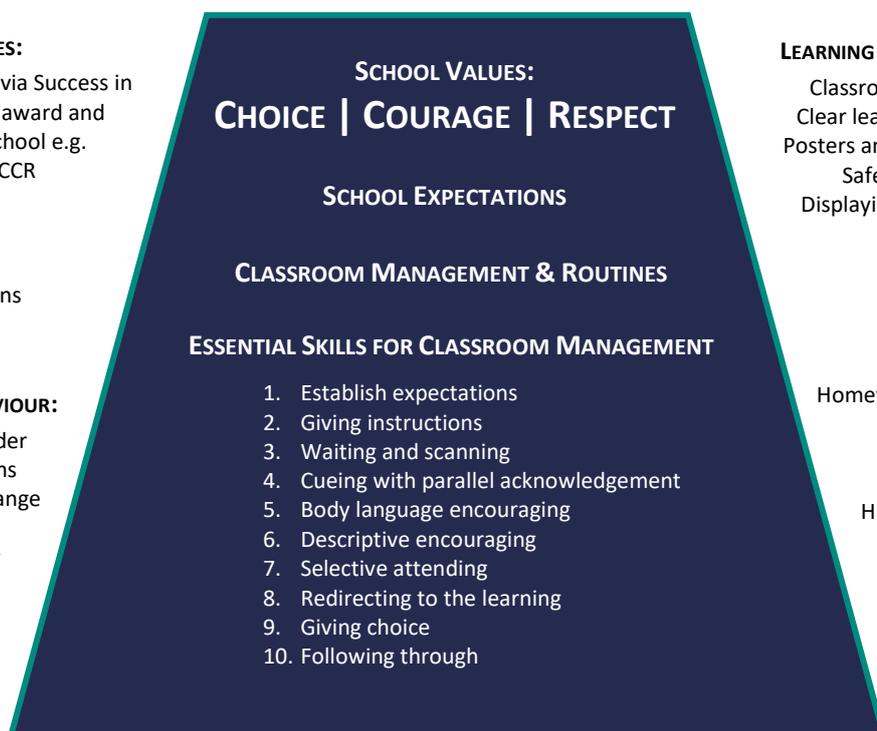
Support Provisions
 Personal Learning Reports
 Individual Support Plans
 Targeting Intervention Groups

UNIVERSAL BEHAVIOUR SUPPORT

BEHAVIOUR STRATEGIES:
 Positive engagement via Success in Learning Recognition award and recognition via OneSchool e.g. feedback, postcards, CCR certificates.

Explicit teaching of behaviour expectations

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR:
 Warning/Rule Reminder
 Review of Expectations
 Time Out/Seating Change
 Buddy Class
 OneSchool Behaviour Record
 Parent Contact
 Detentions
 Attendance Tracking



LEARNING ENVIRONMENTS:
 Classroom Seating Plan
 Clear learning intentions
 Posters and learning tools
 Safe and supportive
 Displaying student work

LEARNING BEHAVIOURS:
 Homework & Assessment Policy
 Differentiation
 Assessment Calendar
 Blooms Taxonomy
 Higher Order Thinking Skills
 Multiple Intelligences

APPENDIX 2: MINOR AND MAJOR BEHAVIOURS AT NORTH LAKES STATE COLLEGE

BEHAVIOUR TYPE	MINOR		MAJOR
REFERRAL LEVEL	LEVEL 1 (CLASSROOM TEACHER)	LEVEL 2 (HOD/HOY/HL/PRIMARY DP)	LEVEL 3: DEPUTY PRINCIPAL/ HEAD OF SCHOOL/EXECUTIVE PRINCIPAL
Definition	<ul style="list-style-type: none"> • Low level behaviours • Minor breaches of College rules • Do not seriously harm others • Do not violate the rights of others in any serious way • Are not part of a pattern of problem behaviours • Do not require involvements of specialist/support staff/administration 	<ul style="list-style-type: none"> • Persistent low-level behaviours • Persistent minor breaches of College rules • Requires involvement of specialist/support staff/Deputy Principal (primary only) 	<ul style="list-style-type: none"> • Continued pattern of minor problem behaviours • Significantly violates the rights of others • Put others/self at risk of harm • May require involvement of specialist / support staff/administration
Dealt with by	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Head of Year (7-9) and House Leader (10-12) • Support Staff • Deputy Principal (Primary) 	<ul style="list-style-type: none"> • Administration • Deputy Principal • Heads of Campus • Executive Principal
Possible consequences	<ul style="list-style-type: none"> • Classroom seating plan • Classroom behaviour contracts • Level 1 Monitoring Card • Buddy class referral • Detention (during lunch or after school) • Parent/guardian contact • Parent/guardian meeting • Verbal/written apology • Restitution • Involvement of support personnel • Withdrawal from class/activity • OneSchool behaviour entry with referral to SWAT/Head of Year/ House Leader/Support Staff • Negotiated return to class • Personalised Learning Reports 	<ul style="list-style-type: none"> • Parent/guardian contact • Head of Year and House Leader interview • Level 2 Monitoring Card • Re-entry to class program • Detention (during lunch or after school) • Loss of lunch privileges (e.g. lunch programs) • Alternative program • Case-Management • Bullying/harassment intervention • Counselling (internal/external agencies) • Mediation • Verbal/written apology • Restitution • OneSchool behaviour entry with referral to Administration 	<ul style="list-style-type: none"> • Classroom/playground withdrawal • Loss of privileges (e.g. lunch programs) • Administration interview • Parent/guardian notified • Level 3 Monitoring Card • Individual Support Provision • Bullying/harassment intervention • Counselling (internal/external agencies) • Referral to external support agencies • Alternative Education Program • Restorative Justice • Mediation • Verbal/written apology • Discipline improvement Plan (DIP) • Suspension • Proposal/recommendation to exclude • Risk of Cancellation (ROC) • Exclusion/Cancellation of Enrolment • Police notified (Serious and/or illegal offences)

APPENDIX 2 (CONT'D): MINOR AND MAJOR BEHAVIOURS AT NORTH LAKES STATE COLLEGE

CATEGORY OF BEHAVIOUR	DEFINITION	MINOR		MAJOR
		LEVEL 1: CLASSROOM TEACHER	LEVEL 2: HOD/HOY/HL/DP (PRIMARY)	LEVEL 3: ADMINISTRATION
Abusive language	<ul style="list-style-type: none"> Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way 	<ul style="list-style-type: none"> Abusive language (not directed at staff or students) 	<ul style="list-style-type: none"> Continued use of abusive language (not directed at staff or students). 	<ul style="list-style-type: none"> Discriminatory language/behaviour. Abusive language directed towards staff and/or another student.
<ul style="list-style-type: none"> Bullying Harassment 	<ul style="list-style-type: none"> Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden. Student engages in the delivery of harmful messages in the format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics. 	<ul style="list-style-type: none"> Teasing/name calling/other behaviours not deemed bullying/harassment. 	<ul style="list-style-type: none"> Deliberate bullying/harassment. 	<ul style="list-style-type: none"> Repeated deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Misuse of the internet/social networks to cause ongoing physical social and/or psychological harm. Use of electronic device for harassment/filming without permission/infringe privacy/breach school systems. Sexual harassment.
<ul style="list-style-type: none"> Defiance Disrespect Disruptive 	<ul style="list-style-type: none"> Student refuses to follow directions given by school staff Student intentionally delivers socially rude or dismissive messages to adults or students. 	<ul style="list-style-type: none"> Disruption and disobedience during classroom lesson or school activity or event. Disruption includes sustained loud talking, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour. 	<ul style="list-style-type: none"> Persistent disruption and disobedience during classroom lesson or school activity or event. Disruption includes sustained loud talking, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour. 	<ul style="list-style-type: none"> Major disruption and disobedience during classroom lesson or school activity or event. Disruption includes sustained loud talking, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour. Persistent refusal to respect the learning of others (e.g. major disruption).

	<ul style="list-style-type: none"> • Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talking, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour. 	<ul style="list-style-type: none"> • Incomplete classwork/homework/assessment • Lateness to class. • Non-compliance with Uniform Policy. • Student delivers socially rude or dismissive messages to adults or students. • Refusal to follow teacher directions. • Refusal to follow seating plan. • Being out of bounds (general). • Not being prepared for learning e.g. pen, book, and planner. • Failing to attend detention. • Running on concrete or around buildings, stairwells. • Playing in toilets. 	<ul style="list-style-type: none"> • Persistent disobedience of teacher’s instructions. • Persistent lateness to class. • Student continually delivers socially rude or dismissive messages to adults or students. • Repeated refusal to follow teacher directions. • Repeated non-compliance with Uniform Policy. • Being out of bounds (unsafe). 	<ul style="list-style-type: none"> • Student intentionally delivers socially rude or dismissive messages to adults or students. • Persistent refusal to follow teacher directions. • Persistent non-compliance with Uniform Policy. • Leaving school grounds without permission. • Continual refusal to comply with College policies and/or procedures. • Persistent failure to comply with the requirements of the area of study currently undertaken.
<ul style="list-style-type: none"> • Technology violation 	<ul style="list-style-type: none"> • Student engages in inappropriate use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students. 	<ul style="list-style-type: none"> • Non-Compliance and/or refusal to follow teacher direction in regard to the Use of mobile phone and other device policy. • Inappropriate use of electronic device including mobile phone, drone, smartwatch, camera, computer or other communication device. • Misuse of equipment (low risk). 	<ul style="list-style-type: none"> • Repeated non-compliance (more than 3 times) with the Use of mobile phone and other device policy, over a semester, will result in a parent being required to collect the mobile phone or device from the Student Centre. • Repeated inappropriate use of electronic device including mobile phone, drone, smartwatch, camera, computer or other communication device. • Misuse of the internet/social networks. • Misuse of equipment (high risk). 	<ul style="list-style-type: none"> • Persistent non-compliance of following the ‘Use of mobile phone and other device policy may result in the item being surrendered to the Student Centre on a daily basis for the Semester. • Persistent inappropriate use of electronic device including mobile phone, drone, smartwatch, camera, computer or other communication device. • Use of electronic device for harassment/filming without permission/infringe privacy/breach school systems. • Fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.

<ul style="list-style-type: none"> • Falsifying documents 	<ul style="list-style-type: none"> • Student intentionally creates changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission. 			<ul style="list-style-type: none"> • Student intentionally creates changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.
<ul style="list-style-type: none"> • Academic misconduct 	<ul style="list-style-type: none"> • Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonating, examination misconduct, plagiarism. 	<ul style="list-style-type: none"> • Teacher directed use of Turnitin. Student work shows similarities to plagiarised content. • Student acknowledges their own work on assessment. 	<ul style="list-style-type: none"> • Student continues to inappropriately and falsely demonstrate their learning. 	<ul style="list-style-type: none"> • Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonating, examination misconduct, plagiarism.
<ul style="list-style-type: none"> • Property misuse causing risk to others • Property damage 	<ul style="list-style-type: none"> • Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury. • Student participates in an activity that results in destruction, damage or disfigurement or property. 	<ul style="list-style-type: none"> • Graffiti, inclusive of drawing on self/graffiti on body and College facilities. • Property misuse and throwing objects in a unsafe manner. • Littering 	<ul style="list-style-type: none"> • Intentional graffiti, inclusive of drawing on self/graffiti on body and College facilities. • Property misuse and throwing objects in an unsafe manner causing injury to self. 	<ul style="list-style-type: none"> • Repeated and intentional graffiti, inclusive of drawing on self/graffiti on body and College facilities. • Property misuse causing risk to others. • Deliberate damage of school property. • Deliberate damage of fellow student or teacher property. • Repeated property misuse. • Vandalism.
<ul style="list-style-type: none"> • Theft 	<ul style="list-style-type: none"> • Student involved by being in possession of, having passed on, or being responsible for removing school or someone else's property. 			<ul style="list-style-type: none"> • Possession of, having passed on, or being responsible for removing school or someone else's property.
<ul style="list-style-type: none"> • Substance misconduct involving tobacco and other legal substances 	<ul style="list-style-type: none"> • Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements. 			<ul style="list-style-type: none"> • Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements. • Consumption/possession of alcohol.

				<ul style="list-style-type: none"> Smoking/possession of tobacco-related products.
<ul style="list-style-type: none"> Substance misconduct involving illegal substances 	<ul style="list-style-type: none"> Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements. 			<ul style="list-style-type: none"> Possession of, has supplied or is using illegal drugs/substances/imitations or implements.
<ul style="list-style-type: none"> Fighting 	<ul style="list-style-type: none"> Student is involved in mutual participation in an incident involving physical violence. 			<ul style="list-style-type: none"> Participation in an incident involving physical violence.
<ul style="list-style-type: none"> Physical aggression 	<ul style="list-style-type: none"> Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premediated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; flora or fauna. 		<ul style="list-style-type: none"> Minor physical contact with students without intent to cause harm. 	<ul style="list-style-type: none"> Physical aggression directed toward peers, adults, visitors or animals with intent to cause harm. Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, dacking, hair pulling, scratching, etc.). Premediated acts or incitement of others to undertake physical aggression.
<ul style="list-style-type: none"> Use/possession of combustibles Use/possession of weapons 	<ul style="list-style-type: none"> Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols). Student is in possession of knives and guns (real or look alike), or other objects 		<ul style="list-style-type: none"> Persistently bringing banned items to school (low risk eg spray deodorants). 	<ul style="list-style-type: none"> Bringing explicitly prohibited items to school. Bringing of any item that can be considered a weapon (includes replica items).

	readily capable of causing bodily harm.			
<ul style="list-style-type: none"> Bomb threat/False Alarm 	<ul style="list-style-type: none"> Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion. 			<ul style="list-style-type: none"> Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
<ul style="list-style-type: none"> Refusal to participate in the educational program of the school 	<ul style="list-style-type: none"> Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school. 	<ul style="list-style-type: none"> Refusal to follow seating plan. Incomplete classwork/ homework/assessment. Not being prepared for learning e.g. pen, book, and planner. 		<ul style="list-style-type: none"> Persistent refusal to respect the learning policy Persistent non-compliance with assessment policy Persistent failure to comply with the requirements of the area of study currently undertaken.
<ul style="list-style-type: none"> Truancy (out of school) 	<ul style="list-style-type: none"> Student is absent from school (morning, afternoon or entire school day) without permissions or appropriate reason (i.e. an unauthorised absences). 			<ul style="list-style-type: none"> Persistent full-day truancy Persistent failure to comply with the requirements of the area of study currently undertaken.
<ul style="list-style-type: none"> Truancy (out of class) 	<ul style="list-style-type: none"> Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence). 	<ul style="list-style-type: none"> Lateness to class 	<ul style="list-style-type: none"> Persistent lateness to class. Failing to attend detentions (Community Service) for truancy (Out of Class) 	<ul style="list-style-type: none"> Persistent and/ or full-day truancy Persistent failure to comply with the requirements of the area of study currently undertaken. Leaving school grounds without permission Continued refusal to comply with college policies and /or procedures.
<ul style="list-style-type: none"> Other – charge-related suspensions 	<ul style="list-style-type: none"> Principal is reasonably satisfied that the student has been: <ul style="list-style-type: none"> - charged with a serious offence; or - charged with an offence other than a serious offence, and the nature of the offence precludes the student’s attendance on the basis that they pose an unacceptable risk to other students or staff. 			<ul style="list-style-type: none"> Principal is reasonably satisfied that the student has been: <ul style="list-style-type: none"> - charged with a serious offence; or - charged with an offence other than a serious offence, and the nature of the offence precludes the student’s attendance on the basis that they pose an unacceptable risk to other students or staff.

APPENDIX 3: COLLEGE VALUES AND EXPECTATIONS TEACHING MATRIX



Expectations in ALL Areas at ALL Times

- Respect yourself and others
- Be supportive and help others in need
- Demonstrate and encourage responsible behaviour
- Maintain high personal standards
- Follow staff directions
- Be polite and use appropriate language
- Care for personal, College and community property
- Exercise self-control and make safe decisions
- Wear uniform correctly and with pride
- Challenge yourself and try your best
- Be 'Sun Safe'

Items Not Permitted at the College

- All items prohibited by Law
- Weapons (including replica weapons, cap guns and water pistols)
- Collectable/trading items
- Toys from home
- Aerosols (including spray deodorants)
- Laser pointers, shock pens, stink bombs
- Chewing gum
- High caffeine drinks
- Fast food items

Regulated Items

- Electronics devices (including mobile phones, iPods, speakers and related accessories)
- Expensive personal items



CHOICE

Choice is the ability (freedom) to make personal decisions about your actions and behaviour. It is the opportunity to consider options and choose to act in the best interests of yourself and others.

How can I make the best choices for myself and others?

- Think carefully about all the possible outcomes of your decisions.
- Talk it over with someone you trust and respect.
- Understand that your choices have an impact on others and the environment around you.
- Set goals for learning and personal conduct, and work to achieve them.
- Be reliable and trustworthy. Follow through on your commitments to yourself and others.

I have a choice. I know what is important for my future success. I make decisions that will help me learn and achieve my goals. I Lead through positive action and behaviour.

COURAGE

Courage is the ability to overcome fear in order to do what is right, even when it is hard or scary. It means standing up for your beliefs and making hard decisions, rather than choosing the easy way or the popular thing to do.

How can I be courageous?

Participate in learning. Try new or different things and be persistent. Don't give up.

- Take responsibility for your decisions and actions, without blaming others.
- Choose to do the right thing. Behave responsibly, even when your friends do not.
- Challenge harmful behaviour towards others. Be an open and honest witness.
- Dare to be different and independent, and value this in others.

I am courageous. I am brave enough to do what I know is right. I don't need to impress others or follow the crowd. I Succeed when I take responsibility for myself.

RESPECT

Respect is honouring the worth and dignity of all people. It is treating others with fairness and courtesy, the way you wish to be treated yourself. It is caring for yourself, your school and your environment.

How can I be respectful?

- Speak politely and act courteously towards others.
- Be tolerant, appreciative and accepting of individual differences. Challenge prejudice or racist values, and isolating or excluding behaviour.
- Consider the rights of others. Listen to what they have to say and be sensitive to their feelings.
- Use resources that are shared by others carefully. Treat the school environment with consideration.

I am respectful. I maintain high personal standards. I value the ideas and opinions of others, although they may be different from my own. I Learn in a safe, supportive and respectful environment.



APPENDIX 3 (CONT'D): COLLEGE VALUES AND EXPECTATIONS TEACHING MATRIX



North Lakes | STATE COLLEGE

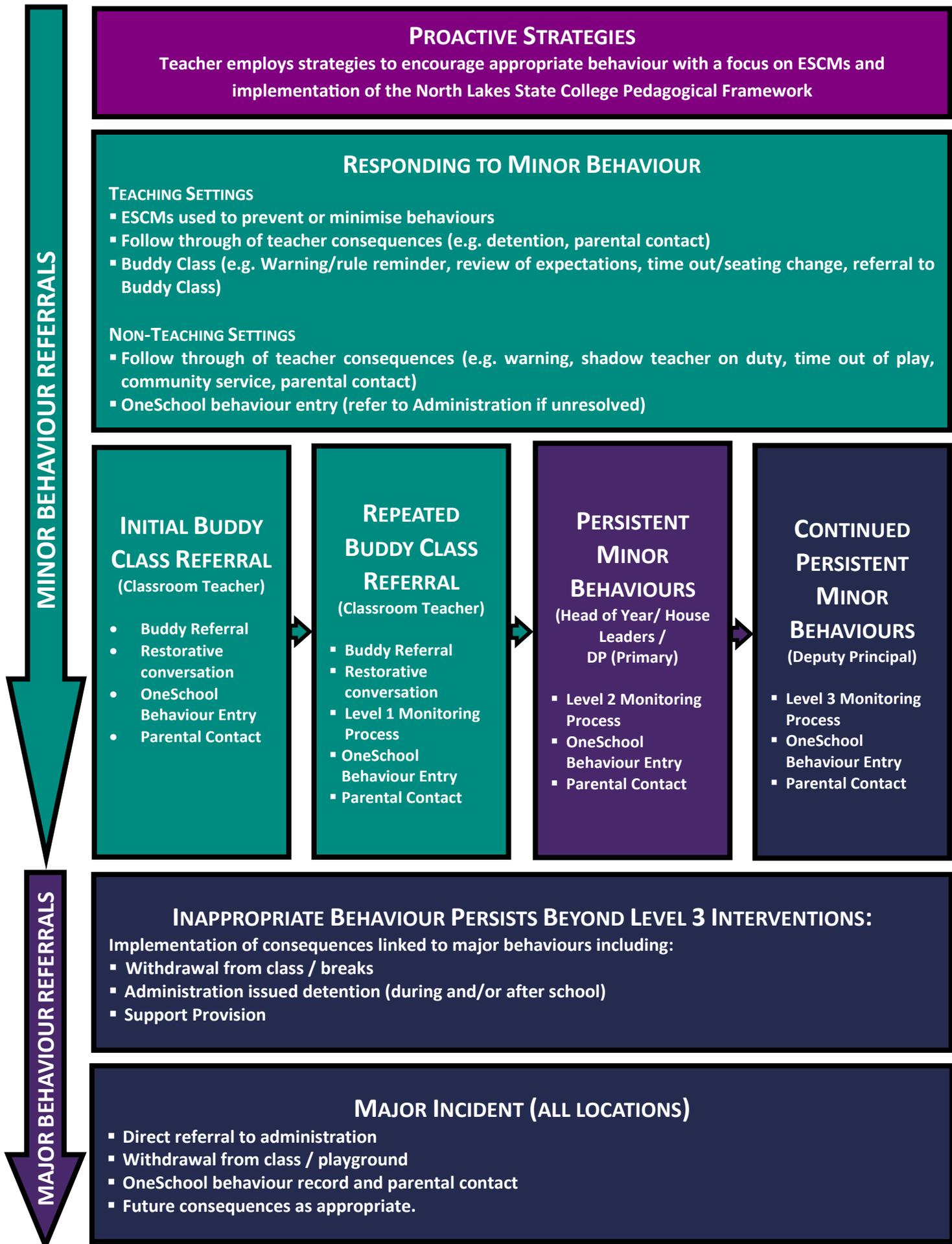
CHOICE

COURAGE

RESPECT

BEFORE & AFTER HOURS	CLASSROOM	WALKWAYS	SHARED PUBLIC AREAS	AMENITIES
<ul style="list-style-type: none"> • Arrive promptly with correct equipment • Carry scooters/skateboards and walk bikes through the College grounds • Go home directly after dismissal • Playgrounds are out of bounds • Sit in designated areas if you arrive early and whilst waiting to be collected • Travel safely to and from the College • Demonstrate and encourage sensible behaviour • Use polite and appropriate language • Abide by the road rules • Be considerate of other community members 	<ul style="list-style-type: none"> • Enter and exit in an orderly manner • Pack up equipment and leave desks, chairs and floors tidy • Be an active and responsible participant • Open your mind to new challenges • Follow the rules of the classroom • Use polite and appropriate language • Abide by the road rules • Be considerate of other community members 	<ul style="list-style-type: none"> • Walk on pathways and in corridors • Be an active and responsible participant • Open your mind to new challenges • Follow the rules of the classroom • Use polite and appropriate language • Abide by the road rules • Be considerate of other community members 	<ul style="list-style-type: none"> • Enter and exit facility or zone in a responsible manner • Use polite and appropriate language • Be well-mannered and courteous to staff and community members • Demonstrate and encourage sensible behaviour • Engage in appropriate activities • Use polite and appropriate language • Abide by the road rules • Be considerate of other community members 	<ul style="list-style-type: none"> • Demonstrate proper hygiene • Leave amenities clean • Return to class quickly • Take care to conserve water • Report all damage • Take pride in College facilities • Be considerate of other users
				RECREATION/PLAY AND EATING AREAS
				<ul style="list-style-type: none"> • Stay within designated areas • Choose appropriate activities/games • Be considerate of others • Encourage fair play • Keep areas clean and litter free
ELECTRONICS/TECHNOLOGY	COLLEGE SPORTS	ASSEMBLIES	COLLEGE CAFE	OFF-CAMPUS ACTIVITIES
<ul style="list-style-type: none"> • Use electronics/technology safely and appropriately • Access and share information with care • Report misuse of ICTs • Report any bullying or harassment of self and/or others • Care for the learning environment and electronic/technological equipment • Be respectful of the feelings and privacy of others 	<ul style="list-style-type: none"> • Conduct yourself in a responsible manner • Have correct uniform and equipment • Abide by the rules of the game • Demonstrate and encourage good sportsmanship • Extend goodwill to opponents • Try your best in the spirit of the game • Stay with the group at all times • Respect the referee and game officials • Care for equipment and property, both at the College and 'away' 	<ul style="list-style-type: none"> • Wear formal uniform correctly • Participate appropriately at all times • Enter and exit in a quiet, orderly manner • Have pride in your own achievement • Celebrate the achievement of others • Be a responsible audience member • Be sensitive to the occasion 	<ul style="list-style-type: none"> • Leave bags outside, away from the entrance and with a friend • Only enter if you are a customer • Choose your order before entering • Cooperate with staff and students for free flow of line • Remain in your place in the line • Exit immediately after being served • Demonstrate sensible behaviour • Be polite to Cafe staff and others • Follow instructions of Cafe staff 	<ul style="list-style-type: none"> • Return consent forms and payment by the date required • Represent the College with pride • Make positive behaviour choices • Be an active and responsible participant • Conduct yourself with integrity • Support your peers • Abide by the conditions of the venue • Respect community members and their property

APPENDIX 4: BEHAVIOUR PROCESS



APPENDIX 5: CLASSROOM PROTOCOLS

	BEFORE THE LESSON	DURING THE LESSON	END OF LESSON
TEACHER	<ul style="list-style-type: none"> • Read staff and student daily notices at beginning of day to determine whether any information needs to be urgently passed on to students. • Arrive at the classroom on time. • Ensure the desks and chairs are set up as per the classroom seating plan. • Write the lesson objectives and success criteria on the whiteboard. • Set up necessary lesson resources. • Invite students into the classroom when quiet and ordered. • Check that students have stored their bag correctly. • In the first 10 minutes of class mark your ID Attend roll and amend for late arrivals. Ensure you check uniforms, issuing detentions as necessary on ID Attend. 	<ul style="list-style-type: none"> • Deliver the lesson in accordance with IMPACT (Inspire, Model, Practice, Apply, Connect, Transform) training and key documents. • Deliver a lesson that reflects the key elements of the NLSC Pedagogical Framework. • Manage behaviour with reference to the ESCMs (Essential Skills for Classroom Management) and Student Code of Conduct key documents. • Ensure that Workplace Health and Safety standards are being met in the classroom and report any concerns. • Check that IT equipment is in working order and log any problems. • Work with support staff (e.g.: Learning Support, Advancement, Year Level Coordinators, Head of Departments) in the classroom space as required. 	<ul style="list-style-type: none"> • Instruct students to record homework tasks in their planner. • Direct students to assist with pack-up routines. • Wipe the whiteboard clean for the next teacher. • Return the desks and chairs to the arrangement in the classroom seating plan. • Check for graffiti or vandalism. • Be the last to leave the classroom. • Ensuring lights are turned off, air-conditioners are off and windows are closed and locked. • Ensure that the classroom is locked.
STUDENTS	<ul style="list-style-type: none"> • Eat, drink and use the bathroom facilities during the scheduled break times. • Place bags on racks or hooks. • Line up in two orderly lines. • Have lesson materials at the ready (including notebook, tablet/laptop, diary, pencil case and water bottle). • Ensure hat is off and away and set electronic devices (e.g.: mobile phone) to 'silent' mode and store safely. • Enter classroom quietly when invited by the teacher. 	<ul style="list-style-type: none"> • Sit on chairs appropriately and remain seated unless otherwise instructed. • Raise hand to make a contribution or ask a question. • Behave responsibly by demonstrating choice, courage and respect in the classroom as per the Student Code of Conduct. • Stay on task - remove or ignore distractions. • Complete the set tasks to the best of your ability. • Comply with the BYOD User Agreement if using a device for learning (e.g.: laptop, tablet). • P-6 Students will have a 'out of class' pass to visit bathroom, Health room or as required. 	<ul style="list-style-type: none"> • Record homework in planner. • Pack up when instructed. • Put rubbish in the bin. • Turn off lights, fans, air conditioners as instructed and close windows. • Push in or stack chairs. • Stand behind desk quietly until dismissed. • Exit classroom in an orderly fashion. • Check to make sure no personal belongings have been left behind.

North Lakes State College is a Safe and Friendly School

Talk Firmly

- Use a firm 'speaking' voice
- Maintain eye contact
- Be serious
- Tell them, "Stop, I don't like it"
- Don't use put-downs

Ignore

- Be calm and confident
- Look away
- Be serious
- Use positive self-talk

Walk away

- Move away
- Walk away confidently
- Find a friend
- Go to a safe place

Talk Friendly

- Use a calm voice
- Maintain eye contact
- Act respectfully
- Take turns to speak
- Use friendly language to talk about the problem
- Use "I" statements – "I feel ... when you because ..."

Report

- Report immediately (if it happens in the playground don't wait until you get back to class)
- Detail the incident to a staff member/parent
- Discuss possible solutions
- Follow the teacher's directions



LEARN LEAD SUCCEED