



LANDSBOROUGH
STATE SCHOOL

Your Future Our Focus

Student Code of Conduct

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Consultation

Broad consultation with parents, staff and students was undertaken throughout 2025, primarily through PBL meetings, staff meetings, [P&C Association](#) meetings and the school's Leadership Team meetings. Throughout the consultation phase, the draft was provided to parents and community for feedback. Feedback regarding the final draft was sought formally from the parent body during Term 3, 2025, prior to final approval by the school's Local Consultative Committee (LCC) and P&C Association. The plan was endorsed by the Principal and the President of the P&C Association in 2025.

This plan will continue to be reviewed and developed, in collaboration with our school community, as part of our participation in the [Positive Behaviour for Learning](#) (PBL) program. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents form an important and regular responsibility of our PBL team.

Endorsement

Principal Name: Mrs Selina Barry

P&C President Name: Ms Kirsten Newell

Principal Signature:



P&C President Signature:



Date: 9.9.2025

Date: 9.9.2025

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Purpose

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

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Landsborough State School's Student Code of Conduct reflects this commitment, focusing on developing a supportive school environment where all members of the school community feel supported, respected, valued and safe. Positive relationships based on mutual respect are fostered and expected. The Student Code of Conduct is designed to support and facilitate high standards of behaviour so that the learning and teaching in our school can be effective and so that students can participate positively within our school community and ultimately enhance their lifelong wellbeing.

Learning and Behaviour Statement

At Landsborough State School we believe that every student is capable of learning and improvement. We are committed to ensuring that every student experiences a caring and supportive school environment, where we strive to achieve academic success, respect, responsibility and safety for all stakeholders.

PBL – Our Whole School Framework

Our school fosters and promotes positive behaviour across our school which helps us maintain safe and supportive learning environments. All students are explicitly taught the expected behaviours using established, clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and students can access intensive support, as required, to enable them to engage successfully at school.

Student Wellbeing and Support Network

Students at Landsborough State School are supported universally through positive reinforcement and differentiated and explicit teaching, and as required through targeted focused and intensive behaviour support provisions. This is achieved with a combination of key stakeholders working together with the student, including:

- *Parents*
- *Teachers*
- *Support Staff*
- *Administration Staff*
- *School Chaplain*
- *Guidance Officer*
- *Delivery of Reboot Program*
- *School Wellbeing Professional*
- *MYCP (Management of Young Children Program)*
- *Advisory Visiting Teachers/Principal Advisors/Regional Coaches*
- *Senior Guidance Officer*
- *Adopt-a-Cop Police Officer*

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

- *Disability Services Queensland*
- *Child and Youth Mental Health*
- *Queensland Health*
- *Department of Communities (Child Safety Services)*
- *Family Child Connect Service*
- *Intensive Family Support Services*
- *Police*
- *Local Council*

Our PBL Committee meets twice per term to review school data, plan proactive whole school lessons to address current needs, and plan positive and proactive whole-school strategies to support student wellbeing. Our Student Support Team meet each fortnight with class teachers via a student referral process to discuss specific students who are of ongoing and continued concern or risk. Decisions regarding additional focused and intensive support are made by the Student Support Team and may include referrals to other agencies (*as outlined above*).

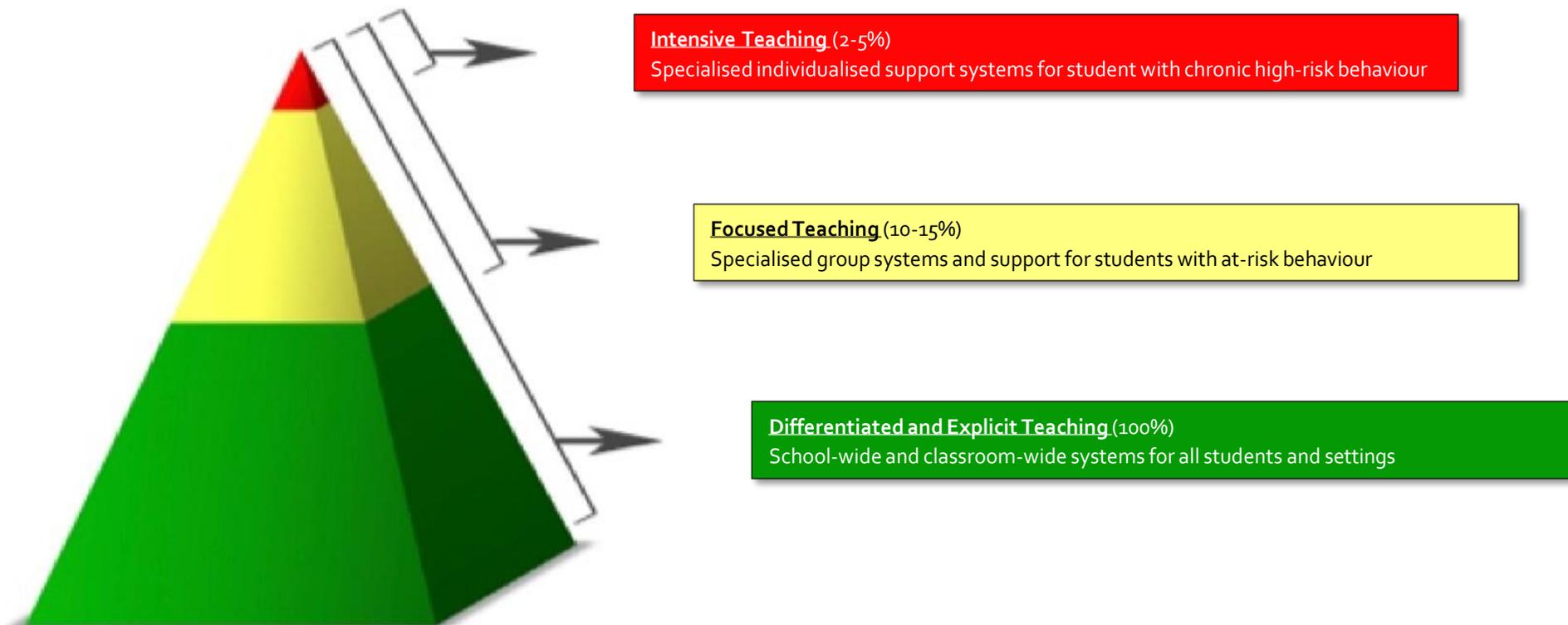


Expectations of Student Behaviour

At Landsborough State School our expected standards of positive behaviour are communicated to students and our school community using our Behaviour Support Matrix:

		Landsborough State School Behaviour Support Matrix								
		Whole School	Learning Environment	Play Areas	Eating Areas & Tuckshop	Toilet Areas	Transition & Lining Up	Cyber Space	Relationships	Wider community
AS A STUDENT OF LANDSBOROUGH STATE SCHOOL, I CONSISTENTLY DEMONSTRATE THAT...	I am SAFE	<ul style="list-style-type: none"> I make safe choices within the school grounds at all times. I move safely throughout the school I wear my uniform with pride 	<ul style="list-style-type: none"> I leave my bag outside the classroom I use equipment for the correct purpose I ask permission to leave the room 	<ul style="list-style-type: none"> I am sun safe and always wear my hat I use play equipment for the correct purpose I play in the correct area for my year level 	<ul style="list-style-type: none"> I am hygienic I eat my own food I use my own drink bottle 	<ul style="list-style-type: none"> I wash my hands with soap after using the toilet 	<ul style="list-style-type: none"> I wait inside the school gate for a teacher to help me cross the road I stay in the school grounds I move through the school in two straight lines whilst transitioning with my teacher I move safely when going to play I stay on the pathways I use undercover walkways during wet weather 	<ul style="list-style-type: none"> I keep my password safe I keep my personal information to myself online I access age-appropriate websites 	<ul style="list-style-type: none"> I use my HIGH 5 if feeling bullied or harassed I use calm words to solve problems with others I keep my hands, feet and other objects to myself 	<ul style="list-style-type: none"> I cross the road at the crossing I wait for an adult to help me cross the road I follow all road safety rules If I arrive at school early, I wait in the correct area for my year level I sit quietly and safely on the bus I wear a helmet when riding to/from the school I move safely across the road with my bike, scooter etc. 
	I am RESPONSIBLE	<ul style="list-style-type: none"> I am in the right place at the right time I am honest I take ownership of my own behaviour I leave banned and prohibited items at home I responsibly report concerns to an adult I stay out of the gardens 	<ul style="list-style-type: none"> I bring my fruit break to school every day I bring a water bottle to my classroom I will leave my learning area clean and tidy. 	<ul style="list-style-type: none"> I play in the correct area for my year level I play school approved games I ask an adult for help if there is a problem I am sun safe at school and bring a hat. 	<ul style="list-style-type: none"> I sit in the correct eating area I remain seated until a teacher gives me permission to leave I use my own money when buying items 	<ul style="list-style-type: none"> I use the toilet for the proper purpose I use a cubicle by myself I flush the toilet when I am finished I put paper towels and rubbish in the bin I report any damage at the toilet. 	<ul style="list-style-type: none"> I move on pathways and keep to the left I move bikes, scooters etc. safely inside the school grounds I hold sporting equipment still when transitioning 	<ul style="list-style-type: none"> I report cyber bullying and inappropriate messages to a teacher I use ICT devices appropriately and with adult supervision I log off when I have finished using a device I put my device on charge after using it. 	<ul style="list-style-type: none"> I responsibly report to an adult I am a positive bystander 	<ul style="list-style-type: none"> I enter and exit the school by the correct entrances I arrive at school on time I return permission notes and payment by the due date I store my bike, scooter etc. in the appropriate location I follow the bus driver's instructions 
	I am RESPECTFUL	<ul style="list-style-type: none"> I practice my 30 Common Courtesies I follow adult directions I show respect for property and equipment (mine and others) 	<ul style="list-style-type: none"> I only enter a learning environment when directed by an adult I enter and exit the classroom calmly and quietly I raise my hand and wait my turn to speak I listen to the ideas and opinions of others I respect my peers right to learn I respect the right of teachers to teach 	<ul style="list-style-type: none"> I listen to the adults on duty I use positive language I am a good sport I take turns I share equipment with others I borrow and return equipment appropriately I allow others to play. 	<ul style="list-style-type: none"> I respond to the bell by being quiet I put my rubbish in the bin I leave eating areas clean and tidy I wait my turn respectfully when buying items 	<ul style="list-style-type: none"> I allow others their privacy I keep the toilets clean and tidy I use the toilets in a quiet and orderly manner. If the door is closed, I knock before entering. I use soap and toilet paper appropriately 	<ul style="list-style-type: none"> I use positive language at all times I respect other peoples' personal space 	<ul style="list-style-type: none"> I view and send only appropriate images, messages and information I respect the privacy of others I use appropriate language when communicating using ICTs 	<ul style="list-style-type: none"> I greet others with respect I use kind words I treat staff and peers with respect 	<ul style="list-style-type: none"> I represent my school with pride I am respectful and courteous to others I follow the rules at OSHC 
	I am an ACTIVE LEARNER	<ul style="list-style-type: none"> I leave items that do not relate to my learning at home I try my best and focus on my learning I listen carefully I actively participate in learning I encourage others I sit in my cL's 	<ul style="list-style-type: none"> I am organised and on time I involve myself in my learning activities I keep my learning area tidy I ask questions and seek feedback about my learning 	<ul style="list-style-type: none"> I help make and/or follow the rules of the game I get a drink during the break I line up quickly and quietly. 	<ul style="list-style-type: none"> I eat my healthy foods first. 	<ul style="list-style-type: none"> I go to the toilet during break times I am water wise 	<ul style="list-style-type: none"> I use quiet tones when moving around the school I move around the school in an orderly manner I stop playing/talking and get ready to transition when the whistle/bell goes In an emergency I move quickly and safely following adult directions 	<ul style="list-style-type: none"> I use ICT devices appropriately for my learning, as directed by an adult I follow the school internet usage policy 	<ul style="list-style-type: none"> I remind others of the school rules I set positive examples with my actions I support and encourage my peers to do their best 	<ul style="list-style-type: none"> I am prepared for off-site activities I participate in extra-curricular activities in a positive manner 

Across our school we use a three-tiered approach to promote high standards of positive student behaviour and respond to unacceptable behaviour:



Tier 1: Differentiated and Explicit Teaching

Tier 1 'differentiated and explicit teaching for all students' are the critical foundation for PBL at Landsborough State School. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning. The focus of Tier 1 intervention is to engage all students and staff across all settings—whole-school, classroom and non-classroom settings.

The first step in facilitating high standards of positive behaviour is communicating those standards to **all** students. At Landsborough State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations, as outlined in our *Behaviour Support Matrix*, is a form of universal behaviour support which aims to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

These expectations are regularly communicated to students via a number of strategies, including:

- *Explicit behaviour lessons conducted by classroom teachers every week. At Landsborough State School we emphasize the importance of directly teaching the behaviours we want students to demonstrate;*
- *Reinforcement of learning from behaviour lessons occurs at school assemblies, morning messages and through active supervision by staff during classroom and non-classroom activities;*
- *Display of the Behaviour Support Matrix in all learning areas, classrooms and throughout the school.*
- *Social and Emotional Development incorporated in behaviour lessons through the Reboot program.*

Tier 2: Focused Teaching

At key points throughout the year, students are identified through data analysis as requiring additional, targeted behavioural support. This focused support addresses specific settings, issues, individual students, or groups of students who are exhibiting higher-than-average rates of problem behaviour. The development and implementation of this support is a team-based process, aimed at designing proactive strategies that prevent or reduce the occurrence of the identified behaviours.

Tier 2 or 'focused' interventions support approximately 10-15% of students who are not responding to Tier 1 strategies and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "focused" level interventions. The focus of Tier 2 is to reduce the number of existing students requiring additional support.

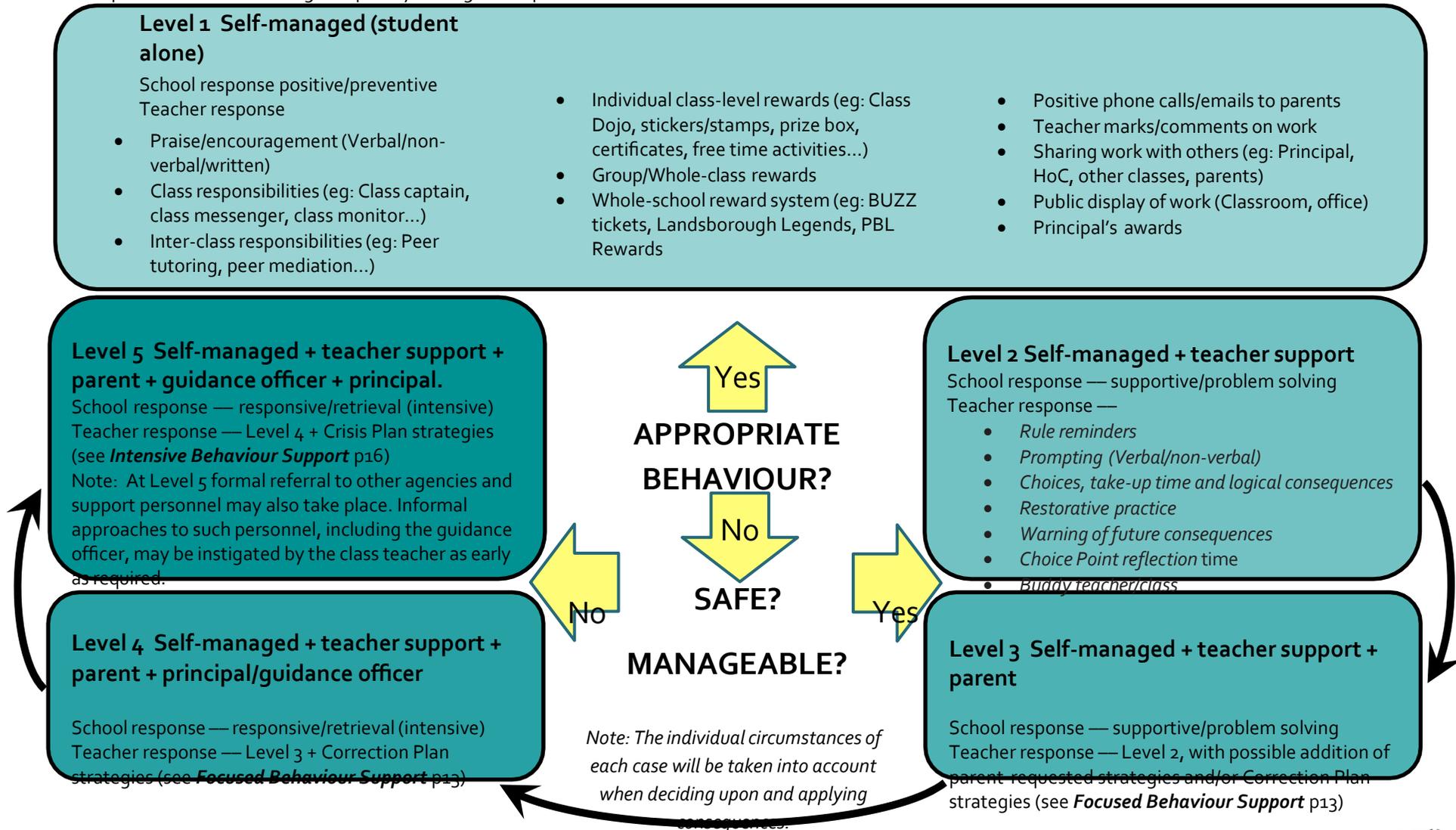
Tier 3: Intensive Teaching

Students identified as requiring intensive behaviour support are those who continue to exhibit challenging behaviours that significantly affect the learning, safety and well-being of themselves and others. These students fail to accept responsibility for themselves or their actions. Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports, involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support then more attention has to be paid to Tier 1.

Our Whole School Approach to Discipline

To further promote the development of acceptable standards of behaviour that are conducive to a safe, supportive and productive learning and teaching environment, Landsborough State School has implemented the following disciplinary management processes:



School staff can access additional support and information for each of these steps through the [Better Behaviour, Better Learning](#) resource.

Minor and Major Behaviours

When responding to inappropriate behaviour, the staff member must first determine if the behaviour is a major or minor concern. This assists when later determining a fair and appropriate response to the behaviour.

Minor behaviours are those that:

- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours;
- do not require involvement of specialist support staff or administration staff; and
- are managed at Level 2/Level 3 (See our *Whole School Response to Student Behaviour* flowchart (pg)).

Minor problem behaviours may result in consequences logically connected to the problem behaviour, including those outlined in the universal *Differentiated Behaviour Support* section of the Student Code of Conduct (p14). For frequent minor level behaviours, *Correction Plan* strategies, as outlined in the *Focussed Behaviour Support* section of the Student Code of Conduct (p15) may be considered.

Major behaviours are serious acts of misconduct, those that:

- significantly violate the rights of others including the right to learn
- put others / self at risk of harm
- may require the involvement of school administration staff; and
- are managed at Level 4/Level 5 (See our *Whole School Response to Student Behaviour* flowchart (pg)).

Major behaviours result in immediate contact with the parent/guardian. Major behaviours result in the implementation of *Correction Plan* strategies logically connected to the problem behaviour. These strategies are outlined in the *Focussed Behaviour Support* section of the Student Code of Conduct (p15), and may include inclusion in the *RESTORE* or *RELAUNCH* programs, Internal Withdrawal or Suspension (1-10 days). For frequent major level behaviours, *Crisis Plan* strategies, as outlined in the *Intensive Behaviour Support* section of the Student Code of Conducts (p16) may be considered.

The table (right) outlines examples of Major and Minor behaviours. (See next pages)

Landsborough State School Minor/Majors						
Behaviour Category	Definition	Minor	Major	Non-Example		
Be Safe	Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Teacher/Manager to attend down not to be used for the office or other educational purpose	All items (locks and) alarm are to be dealt with by Administration		
	Fighting / Physical Aggression	Student is involved in mutual participation in an incident involving physical violence.	Intentionally tackling or jumping on another person in the course of a game	Intentionally assaulting (pushing, kicking, grabbing) another student in the head Intentionally and maliciously sitting on another person Throwing a rock at a window	Accidentally landing on or being pushed into someone during the course of a game	
	Property misuse causing risk to others					
	Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or ingredients.	Carrying a self-administering non-prescription medication such as Paracetol	Found with or affected by alcohol Found with or using cigarettes	Carrying non prescription medication such as Paracetol but in the process of forwarding to the office Child carrying an anaphylaxis pen with permission Finding items on school grounds and taking to a teacher Bringing an empty cigarette packet in for an afternoon	
	Tuancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence)	Being late to class (beyond 5 minutes) with a unreasonable explanation Leaving classroom without permission	Failing to respond to a request to return to class	Running to the toilet in an emergency (e.g. not flushing well) Taking the 'scouts' mode when returning to class	
	Tuancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence)		Leaving school grounds without permission	Running to collect a ball without permission	
	User possession of contrabands, OIT weapons	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 readily capable of causing bodily harm.		Intentionally bringing such substances/objects to school Bringing a pocket knife to school	Finding substances/objects/weapons and handing to the teacher Having a plastic knife in lunchbox to cut an apple	
	Defiance	Student refuses to follow directions given by school staff.	Comment made by student "You cannot tell me what to do"	Repeated refusal to follow instructions without responding to classroom management procedures	Student began to comply before reaching office referral Comment made by student, "I cannot do this. This is stupid"	
	Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	Wearing items of clothing not connected to school colours on regular occurrences Repeatedly wearing jewellery, nail polish after given a verbal warning	Wearing visually inappropriate or offensive clothing	Not complying with a rule or requirement by a role or message from parent Making worn as a part of costume or prop Having to wear unsafe clothing (e.g. no shoes) which was beyond control of the student	
	Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.		Forging Parent/Caregivers signatures		
Be Responsible	Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Stripping or breaking equipment, either their own or others Using scissors to cut their own clothes	Deliberately kicking a hole in the wall	Throwing or kicking own individual leg Falling or being pushed into a wall causing damage	
	Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Swearing one or two words in presence of others (not directed at someone) Verbal threat and intimidating the safety of others Yelling back at a staff member, "this sucks"	Continual swearing – a string of words or consistent swearing Continual verbal threat Continual name calling, malicious A continuous intent to cause emotional harm Directing abusive and offensive language at another person e.g. swearing Racist or sexualised comments	Saying "I won't be your friend" Saying "I am going to tell my mum on" A student using a swear word after stubbing their toe	
	Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.		Bullying – Repeated targeting of others (physical/verbal/written) Repeated or serious verbal, physical, cyber, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons.	One off fighting with another individual One off name calling i.e. "you are stupid"	
	Disrespect	Student intentionally delivers socially rude or derogatory messages to adults or students.	Mimicking Promiscuous behaviour/inappropriate dances	Sexual harassment – verbal comments and/or physical actions Being rude to visitors in school or public place	Comment made by student, "I cannot do this. This is stupid" Not responding to a visitor for fear of stranger danger	
	Harassment	Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.	Making comments about students, may be opportunistic One Off isolated incident	All forms of repeated harassment – social harassment Racist harassment Sexual harassment		
	Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.		Intentionally taking an item from the classroom or a student's bag	Using someone else's sharpener without asking	
	Be an Active Learner	Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Cheating on a test Copying work done by someone else in order to gain academic advantage		Using another student's work to "catch up" after being absent Looking at a peer's work for assistance
		Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming, noise with materials, and/or sustained out-of-seat behaviour.	Calling out without raising hand after redirection which is affecting three or more people Repeated noise or talking which is affecting three or more people	Consistently walking around or out of place, yelling out or disrupting learning without responding to classroom management procedures	Isolated calling out an answer Isolated incidence of calling out or talking Clapping up in the middle of lesson to sharpen a pencil without disrupting others
		Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Refused to follow directions in classroom lessons without responding to classroom management procedures Walking or running away from a teacher who has given a reasonable direction Refusing to participate in reading instruction Continuing to bring talking objects to the school	Begins to comply before reaching office referral Following directions after given a warning Not following a teacher's instruction with a plausible warning (e.g. not listened or not understood due to language barrier) Bringing something for show and tell with parent and teacher permission	
		Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Accessing inappropriate web content Using and hiding a mobile phone or other personal electronic device during school time	Talking about the school or staff on social media in a negative or inappropriate manner	Student accessing staff for learning Accidental redirection from a web link Isolated search engine which shows inappropriate content Printing picture of human body for a project Opening an email attachment to find it is offensive but alerting a teacher immediately



Landsborough State School Minor/Majors Descriptor



Be Safe

Be Responsible

Behaviour Category	Definition	Minor Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option	Major Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff	Non-Example
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.		<ul style="list-style-type: none"> ALL Bomb Threats and False alarms are to be dealt with by Administration 	
Fighting / Physical Aggression	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> Intentionally tackling or jumping on another person in the course of a game 	<ul style="list-style-type: none"> Intentionally assaulting (punching, kicking, grabbing) another student in the head Intentionally and maliciously spitting on another person 	<ul style="list-style-type: none"> Accidentally landing on or being pushed into someone during the course of a game
Property misuse causing risk to others			<ul style="list-style-type: none"> Throwing a rock at a window 	
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	<ul style="list-style-type: none"> Carrying a self-administering non-prescription medication such as Panadol 	<ul style="list-style-type: none"> Found with or affected by alcohol Found with or using cigarettes 	<ul style="list-style-type: none"> Carrying non prescription medication such as Panadol but in the process of forwarding to the office Child carrying an anaphylaxis pen with permission Finding items on school grounds and taking to a teacher Bringing an empty cigarette packet in for an assignment
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> Being late to class (beyond 5 minutes) with a unreasonable explanation Leaving classroom without permission 	<ul style="list-style-type: none"> Failing to respond to a request to return to class 	<ul style="list-style-type: none"> Racing to the toilet in an emergency (e.g. not feeling well) Taking the 'scenic' route when returning to class
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).		<ul style="list-style-type: none"> Leaving school grounds without permission 	<ul style="list-style-type: none"> Running to collect a ball without permission
Use/ possession of combustibles OR weapons	<p>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).</p> <p>Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.</p>		<ul style="list-style-type: none"> Intentionally bringing such substances/objects to school Bringing a pocket knife to school 	<ul style="list-style-type: none"> Finding substances/objects/weapons and handing to the teacher Having a plastic knife in lunchbox to cut an apple
Defiance	Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> Comment made by student to adult, 'You cannot tell me what to do' 	<ul style="list-style-type: none"> Repeated refusal to follow instructions without responding to classroom management procedures 	<ul style="list-style-type: none"> Student begins to comply before reaching office referral Comment made by student, 'I cannot do this. This is stupid'
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> Wearing items of clothing not connected to school colours on regular occurrences Repeatedly wearing jewellery, nail polish after given a verbal warning 	<ul style="list-style-type: none"> Wearing visually inappropriate or offensive clothing 	<ul style="list-style-type: none"> Out of uniform, accompanied by a note or message from parent Makeup worn as a part of costume or prop. Having to wear unsafe clothing (singlet or thongs) which was beyond control of the student
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.		<ul style="list-style-type: none"> Forging Parent/Caregivers signatures 	
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> Snapping or breaking equipment, either their own or others Using scissors to cut their own clothes 	<ul style="list-style-type: none"> Deliberately kicking a hole in the wall 	<ul style="list-style-type: none"> Throwing or kicking own school bag Falling or being pushed into a wall causing damage

Be Respectful	Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> Swearing one or two words in presence of others (not directed at someone) Verbal threat and threatening the safety of others Yelling back at a staff member, 'this sucks' 	<ul style="list-style-type: none"> Continual swearing – a string of words or consistent swearing Continued verbal threat Continued name calling, malicious & continuous intent to cause emotional harm Directing abusive and offensive language at another person e.g. swearing Racist or sexualised comments 	<ul style="list-style-type: none"> Saying 'I won't be your friend' Saying 'I am going to tell my mum on you' A student using a swear word after stubbing their toe
	Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.		<ul style="list-style-type: none"> Bullying – Repeated targeting of others (physical/ verbal/written) Repeated or serious verbal, physical, cyber, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons 	<ul style="list-style-type: none"> One off fighting with another individual One off name calling i.e. 'you are stupid'
	Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> Mimicking Promiscuous behaviours/inappropriate dances 	<ul style="list-style-type: none"> Sexual harassment – verbal comments and/or physical actions Being rude to visitors in school or public place 	<ul style="list-style-type: none"> Comment made by student, 'I cannot do this. This is stupid.' Not responding to a visitor for fear of stranger danger
	Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics	<ul style="list-style-type: none"> Making comments about students, may be opportunistic One-Off isolated incident 	<ul style="list-style-type: none"> All forms of repeated harassment Sexual harassment Racial harassment 	
	Theft	Student is 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"> Intentionally taking an item from the classroom or a student's bag 	<ul style="list-style-type: none"> Using someone else's sharpener without asking
Be an Active Learner	Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	<ul style="list-style-type: none"> Cheating on a test Copying work done by someone else in order to gain academic advantage 		<ul style="list-style-type: none"> Using another student's work to 'catch up' after being absent Looking at a peer's work for assistance
	Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> Calling out without raising hand after redirection which is affecting three or more people Repeated noise or talking which is affecting three or more people 	<ul style="list-style-type: none"> Constantly walking around or out of place, yelling out or interrupting learning without responding to classroom management procedures 	<ul style="list-style-type: none"> Excited calling out an answer Isolated incidence of calling out or talking Getting up in the middle of lesson to sharpen a pencil without disrupting others
	Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	<ul style="list-style-type: none"> Repeated refusal to participate in classroom lessons without responding to classroom management procedures Walking or running away from a teacher who has given a reasonable direction Refusing to participate in reading instruction Continuing to bring trading cards or toys to school 		<ul style="list-style-type: none"> Begins to comply before reaching office referral Following directions after given a warning Not following a teacher's instruction with a plausible warning (e.g. not hearing or not understanding due to language barrier) Bring something for show and tell with parent and teacher permission
	Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> Accessing inappropriate web content Using and hiding a mobile phone or other personal electronic device during school time 	<ul style="list-style-type: none"> Talking about the school or staff on social media in a negative or inappropriate manner 	<ul style="list-style-type: none"> Student accessing iPad for learning. Accidental redirection from a web-link. Isolated search engine which shows inappropriate content Printing picture of human body for a project Opening an email attachment to find it is offensive but alerting a teacher immediately

Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour 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. Landsborough State School 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, and receive adjustments appropriate to their learning and/or impairment needs.*

Strategies to Reinforce Expected School Behaviours

At Landsborough State School communication of our key messages about positive behaviour is reinforced and provides students with feedback for engaging in expected school behaviour. Formal recognition and reinforcement is designed to increase the quantity and quality of positive interactions between students, staff and home. Celebration of positive student behaviour is an opportunity to engage positively with staff and families.

Classroom strategies

- *Class teachers and support staff implement a range of recognition and reinforcement strategies, individualised to each class. See the class teacher for more information.*

Landsborough Legend

- *Every week each class teacher selects two students from their class to receive a Landsborough Legend award;*
- *Students are selected based on their academic, social or behavioural achievement or for effort.*

BUZZ Tickets

- *Students have an opportunity to earn BUZZ Tickets based on their demonstration of specific PBL concepts for that week;*
- *BUZZ tickets are placed in a special BUZZ Book with 4 levels to be achieved, Teal, Bronze, Silver and Gold.*
- *Students collect 50 Buzz Tickets for each PBL level and are rewarded at the completion of each level as follows:-*
 - *Teal is awarded a certificate from their class teacher and parade acknowledgement*
 - *Bronze is awarded a certificate from their class teacher, parade acknowledgement and 20 minutes of extra play.*
 - *Silver is awarded a certificate from their class teacher, parade acknowledgement and a lunch time with a staff member of their choice.*
 - *Gold is awarded with a certificate from their class teacher and a special parade acknowledgement where they receive a PBL badge to wear.*
- *Each Monday on parade, five tickets are drawn from the BUZZ Bucket. These students will receive a local business voucher and winners published in our fortnightly newsletter.*
- *Every five weeks a special mega-draw is held on parade with all BUZZ tickets from the previous five week period placed into the draw. Five mega-draw tickets are drawn out for a special mega-draw prize.*

All staff members are trained to give consistent and appropriate acknowledgement and rewards. Positive behaviours should be recorded in [OneSchool](#) by the staff member. It is also recommended that positive contact be made with the parent/guardian.

Whole-school support programs

Numerous universal support programs are available to students and classes to reinforce and teach our expected standards of behaviour, including: the LSS Student Leadership Program, Reboot Program, Respectful Relationships Program.

Differentiated Behaviour Support

Responding to unacceptable behaviour – Level 2 (*Infrequent minor-level behaviour*)

**see Major/Minor flowchart (p10)*

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is by using the Reboot framework and language to have students:

- *articulate the relevant expected school behaviour*
- *explain how their behaviour differs from expected school behaviour,*
- *describe the likely consequences if the problem behaviour continues; and*
- *identify what they will do to change their behaviour in line with expected school behaviour.*

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community. It is important to note if patterns of minor behaviours occur as this, this could potentially lead to major behaviour issues. Strategies staff can implement in response to unacceptable student behaviour are outlined in the *Our Whole School Response to Student Behaviour* flowchart (pg). These strategies may include:

Choice Point

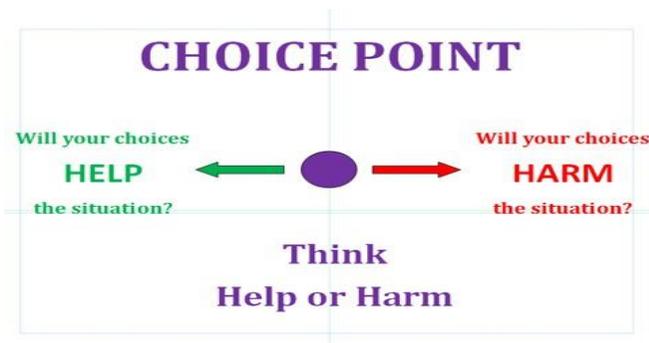
Being sent to the classroom Choice Point has the purpose of supporting students to:

- *Calm down and reflect*
- *Focus on what they are meant to doing*
- *Reflect on the choices they have made to be at Choice Point*
- *Reflect on what they are going to do next to re-engage in class*

Buddy Class

Being referred to the Buddy Class has the purpose of supporting students to:

- *Calm down and reflect*
- *Focus on what they are meant to doing*
- *Reflect on the choices they have made to be at Buddy Class*
- *Reflect on what they are going to do next to re-engage in class*



Each classroom has a designated space, age and context appropriate, displaying Choice Point. This is to support students in their thinking process whilst at Choice Point or Buddy Class.

Focused Behaviour Support: Correction Plan Strategies

Responding to unacceptable behaviour – Level 3/Level 4

* see Major/Minor flowchart (p10)

(Frequent minor-level behaviour or infrequent major-level behaviour)

When a student exhibits frequent minor-level or infrequent major level behaviours, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing this problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against the school *Behaviour Support Matrix*, and plan how their behaviour could be modified to align with the expectations of our school community. At this stage a staff member makes contact with the parent/guardian regarding the behaviour and record the contact on [OneSchool](#). In most cases this responsibility lies with the class teacher, as the student's case manager. In some situations, it may be more appropriate for the investigating teacher to make contact, however this should only occur after consultation with the class teacher who will have the holistic picture of the student/s involved.

Correction Plan Options:

The *Correction Plan* outlines the procedures that will be used to address inappropriate student behaviour at *Levels 3/4*. It includes a range of correction strategies and details of any specific consequences that may be applied. The correction plan is linked to the *Level 1 Acknowledgment Plan*, in that when the student responds positively to correction and modifies behaviour to meet expectations, the teacher acknowledges the effort and new behaviour to reinforce the appropriate behaviour and prevent recurrence. The correction plan also links to the *Level 5 Crisis Plan*, instigated when the student fails to respond to corrective techniques and behaviour escalates to unsafe and unmanageable levels. *Correction Plan* strategies may include:

Whole-school intervention strategies*:

Parent contact;	In-class withdrawal;
Parent-student-teacher meeting;	Admin withdrawal of student;
Class reward/consequence system;	Loss of privileges;
Reflection time;	Classroom detention;
Restitution (Apology/repair damage/completing work);	RESTORE program#;
Peer mentoring	RELAUNCH program#;
Roundtable discussion with all parties;	Referral to Student Wellbeing Committee/Support personnel^;
Social skills program;	Internal withdrawal (1-5 days)^; OR
Community service;	Suspension (1-10 days)^.
IBSP's;	

Playground intervention strategies*:

Playground monitoring processes;
Playground buddy;
Temporary playground withdrawal; OR
Full playground withdrawal.

These strategies are explained in more detail on p16

^ These strategies are explained in more detail on p15

* School staff can access additional support and information regarding Focused Behaviour Support strategies through the [Better Behaviour, Better Learning](#) resource (Modules 3,4).

The purpose of the **RESTORE** and **RELAUNCH** processes are to:

- Support students in identifying inappropriate behaviours and allow them time to reflect on their actions and how to make better choices about their behaviour in the future;
- To encourage appropriate behaviour within the classroom/school community;
- To increase the quality of teaching and learning in the classroom;
- To improve time spent on curriculum learning and minimise class disruption;
- To improve links with parents on issues related to student choices;
- To improve links with outside agencies to further support students;
- To provide safe and supportive time out with space to reflect; and
- To have these students experience success within a supportive relationship.

RESTORE Program

- Participation in the *RESTORE Program* is a form of Individual Behaviour Support Plan;
- The class teacher makes contact with the parent/guardian and records the contact on [OneSchool](#) prior to the student beginning the *RESTORE Program*;
- Students accepted into the *RESTORE Program* attend their normal scheduled classes and activities. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement;
- The *RESTORE Program* is coordinated by a school-based team with active administrator support and class teacher involvement;
- While on the *RESTORE Program*, students remain on a monitoring contract for a minimum period of two weeks;
- The *RESTORE* contract is:
 - marked each session and lunch break by the supervising staff member;
 - sent home to be signed at the end of each school day;
 - checked by a member of the school administration team each morning.
- Individual behaviour improvement goals and associated rewards/consequences are negotiated between the class teacher and student;
- Students whose behaviour does not improve after participation in the *RESTORE Program* and whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support;
- All *RESTORE Program* resources are available on the staff [SharePoint](#).

RELAUNCH Program

- Participation in the *RELAUNCH Program* is a form of Individual Behaviour Support Plan;
- The class teacher makes contact with the parent/guardian and records the contact on [OneSchool](#) prior to the student beginning the *RELAUNCH Program*;
- Being referred into the *RELAUNCH Program* is a further and more serious response to a student's behaviour choices;
- It can be given immediately for major behaviours, or for ongoing minor behaviours only after a preceding set of responses have been followed;
- Students have an identified behaviour goal they will need to work on while participating in *RELAUNCH Program*;
- A major component of the *RELAUNCH Program* is the involvement in *Restorative Practice* conversations guided by the Reboot Program, led by the *RELAUNCH Program* coordinator;
- To complete the *RELAUNCH Program* students must successfully complete their Check-in/Check-out monitoring card for three consecutive days and receive no Thumbs Down in relation to their behaviour goal.
- Student with two or more *RELAUNCH* entries in a single term may be referred to administration for intensive support strategies;
- Students whose behaviour does not improve after participation in the *RELAUNCH Program* and whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support;
- All *RELAUNCH Program* resources are available on the staff [SharePoint](#).

Student Support Committee

The Student Support Committee meets each fortnight to discuss referred students who require intervention with *Correction Plan* strategies. Decisions regarding additional targeted support will be made by the Student Wellbeing team and may include referrals to other agencies. (see *Student Wellbeing and Support Network p5*)

Internal Withdrawal

Removal of the student from the classroom and playground setting for a designated period of time, from a single day to a maximum of 5 days. Internal withdrawal serves a purpose in breaking cycles of behaviour and interaction, in providing the student with reflection time away from peer and teacher influences, and possibly highlighting the privileges of class attendance (educational support and social interaction). It is also recognised by the wider school community as a form of restitution.

Suspension (1-10 days)

Removal of the student from the school for a designated period of time, from a single day to a maximum of 20 days (1-10 days at Level 4). Suspension serves a purpose in breaking cycles of behaviour and interaction, in providing the student with reflection time away from peer and teacher influences. It is also recognised by the wider school community as a form of restitution. Suspension is generally ineffective unless supported and monitored by the parent/caregiver. Student Disciplinary Absence is considered a serious decision. It is typically used by the Principal when other options have been exhausted or the student's behaviour is dangerous and poses a risk to the safety and wellbeing of other students, staff and/or community. Suspension is accompanied by a re-entry process.

The following principles provide the rationale for the use of a range of strategies including suspension, exclusion in school behaviour management plans:

- *Students have a right to learn in a safe and supportive environment where they are given the opportunity to develop their talents, interests and ambitions;*
- *Parents can expect their children to be educated in a safe and supportive environment which encourages care, courtesy and respect for the rights of all school community members; and*
- *School staff can expect that they will be able to work in an orderly and cooperative environment.*

To this end, the Principal should make decisions about invoking school disciplinary absences which balance the interests of the individual student with the educative and safety needs of all others in the school. School disciplinary absences are student absences from school as a result of suspensions and exclusions. Suspension is prohibiting a student from attending an educational institution for a stated number of days.

Before enforcing a school disciplinary absence (except in circumstances which warrant immediate action) the decision maker should:

- *Be satisfied that appropriate strategies for managing the behaviour have been used and that relevant school support staff have been involved, and consideration is given to all other responses;*
- *Advise the student and the parent that a suspension or proposal to exclude of the student is being considered as a behaviour management response if the student's inappropriate behaviour persists;*
- *Inform the student of the grounds for considering a suspension or proposal to exclude; and*
- *Be satisfied that the strategies used do not discriminate against students, eg. on the basis of gender, race, disability, age or religion.*

Principals have authority to:

- *Suspend students for up to twenty school days (refer to sections 281-289 of the [Education \(General Provisions\) Act 2006](#));*
- *Suspend students, with a proposal to exclude (refer to sections 291-297 of the [Education \(General Provisions\) Act 2006](#)).*

Intensive Behaviour Support: Crisis Plan Strategies

Students identified as requiring intensive behaviour support are those who continue to exhibit challenging behaviours that significantly affect the learning, safety and well-being of themselves and others. These students fail to accept responsibility for themselves or their actions.

Responding to unacceptable behaviour – Level 5 (*Frequent major-level behaviour*)

** see Major/Minor flowchart (p10)*

Students with persistent inappropriate behaviours, particularly those behaviours that have a significant impact on student learning and on the supportive school environment, require individualised, intensive intervention programs. Intervention programs are developed through the collaboration of various school personnel (Class teachers, Principal, Head of Special Education Services and the Student Referral Committee) as well as support personnel, both Departmental (Guidance Officers, Principal Advisors and Advisory Visiting Teachers) and inter-agency. As with correction and preventive intervention, construction of an intervention program is a systematic process:

Developing an intensive intervention plan

Identify the goals of intervention:

- *What are the behaviours of concern?;*
- *What is the intensity of these behaviours (frequency, settings)?;*
- *What outcomes are desired through intervention?*

Gather relevant information:

- *Review behaviour records;*
- *Functional Behavioural Assessment;*
- *Parent/caregiver conference;*
- *Conferences with teachers, aides and support personnel working with the student;*
- *Class and playground observations.*
- *Academic Reporting Data/NAPLAN Data*

Summarise information and hypothesise about the problem:

- *When, where and with whom the behaviour does/does not occur;*
- *The current consequences of behaviour (what they get from the behaviour);*
- *The variables generating or contributing to the behaviour.*

Design an intervention plan:

The intervention plan involves compiling strategies that address the problem behaviour in the various settings where it occurs. If the plan involves significant variations from normal classroom and whole-school practice, and/or impacts significantly on the student's normal program of learning, then it will be constructed as an IBSP and signed off by the parent/guardian. Components of the intervention plan may include:

- *Changes in the environment to prevent the behaviour arising;*
- *Programs to teach alternative behaviours;*
- *Activities that focus on strength areas and provide positive reinforcement;*
- *Modifications to the learning program;*

- *Consequences for promoting appropriate behaviours and dissuading inappropriate ones;*
- *A Crisis Plan.*

Implement the plan and monitor:

- *Allocate support roles and initiate actions;*
- *Collect data as the plan proceeds;*
- *Collaborative team meets to review data and achievement of outcomes;*
- *Make adjustments as needed.*

Crisis Plan Options

The *Crisis plan* outlines the various courses of action available to the teacher and school when student behaviour proves to be unsafe and unmanageable. Crisis Plan strategies may include, but are not limited to:

Behaviour work with Behaviour Support Teacher, Case Manager, Principal or Guidance Officer

Short-term, regular withdrawal of the student to work individually with support personnel. Useful for reflection on performance, provision of attention or positive experiences, removal from peer pressure, or confidential counselling. Skilling programs focusing on personal development areas such as anger management, self-esteem and assertiveness may occur in such sessions.

Counselling. Provided by a trained psychologist or guidance officer, this can target emotional factors outside the experience and control of the classroom teacher. Generally a slow process, but can be very effective if given time and support.

Mentors

Linking the student with personnel within or from outside the school (background checks and Blue Cards necessary). The personnel represent positive role models for the student and provide support through the process of behaviour change. The mentor may be an older student, another teacher or a significant community member (e.g. a sporting identity). Time spent with this person is built into the student's timetable. The mentor communicates regularly with the student's case manager.

Visits by external agency personnel

External specialists from community support agencies provide their services to the student within the school setting, targeting source problems outside the locus of control of the teacher. Regulated by collaborative consultation processes to ensure communication and a common intervention focus.

Case conferencing/parent interviews. Enlisting the support of the parent/caregiver and other school personnel to discuss the student behaviour and formulate responses. This is an essential early step in the intervention process. This eases the burden for the class teacher, distributing support responsibilities, and introducing new ideas and approaches.

Discipline Improvement Plans (DIP)

A DIP may be developed in consultation with the parent/carer, classroom teacher, Guidance Officer and other relevant outside agencies. The Chaplain may be involved as required. The purpose of a DIP is to focus on the function of the inappropriate behaviour, reduce its incidence and replace the inappropriate behaviour with pro-social behaviour that enables greater success at school. Prior to the development of the individual behaviour plan, a significant amount of information will have been collected from and shared among those in the collaborative support team. The plan represents a summation of that information and its practical application to future behaviour support. It also represents the reference point for all future data collection in relation to the particular behaviour issue. A behaviour plan is a dynamic document. It is subject to regular monitoring and review, and may be updated in response to either the failure or

success of implemented strategies.

Modified school attendance

The use of graduated re-entry from suspension, or reduction of hours or days of formal school attendance, to maximise student success at re-entering or remaining within the school environment. Generally used as part of an individual behaviour management plan and linked with support by a teacher aide, counsellor or mentor. Attendance is negotiated and reviewed regularly in relation to the achievement of behaviour goals.

Referral to internal and external agencies

Formally seeking professional assistance as support strategies are exhausted, usually involving case conferencing and completion of standardised referral processes by the teacher, case manager and/or parent/caregiver. Referrals may be to behaviour management support services, guidance officers, paediatricians (via the parent/caregiver), mental health or community health services.

Suspension (11-20 days)

See *Suspension* section (p15).

Exclusion

Exclusion is prohibiting a student from attending any number of or all state educational institutions for a period or permanently. In special circumstances or at his/her discretion the Principal after consultation with relevant personnel may evaluate the circumstances of a particular individual case and take other action as deemed appropriate. Exclusions are used only as a result of extreme behaviour incidents at school (especially involving violence or behaviour of a criminal nature) or following extended periods of unchanged inappropriate behaviours that have exhausted the school's behaviour resources.

Restitution Plan Options:

The *Restitution Plan* outlines processes undertaken after the crisis plan has been enacted, to rebuild working relationships and re-integrate the student successfully into the class. The restitution plan aims to repair any damage done (emotional or physical) to the teacher or to other students by the offending student's inappropriate behaviour; to bring resolution to any existing conflicts; and to restore vital working relationships that enable teaching and learning to occur in a safe, supportive environment. Restitution processes are logical, matched to the nature of the behaviour incident and not designed to humiliate or punish the student. They may include, but are not limited to:

- *Complete reflection form;*
- *Apology to specific student/adult;*
- *Replace broken/stolen item;*
- *Complete missed work;*
- *Re-entry process.*

**School staff can access additional support and information regarding Intensive Behaviour Support strategies through the [Better Behaviour, Better Learning](#) resource (Module 5).*

Restrictive Practices

School staff at Landsborough State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour. In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

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

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

Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only. Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

- *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.*
- *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.*
- *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.*
- *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.*
- *Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.*

Legislative Delegations

Legislation

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

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

Landsborough State School Policies

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

Temporary removal of student property

Preventing and responding to bullying

Use of mobile phones and other devices by students

Appropriate use of social media

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Landsborough State School and will be removed if found in a student's possession:

- *illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)*
- *imitation guns or weapons*
- *potentially dangerous items (e.g. blades, rope)*
- *drugs** (including tobacco)*
- *alcohol*
- *aerosol deodorants or cans (including spray paint)*
- *explosives (e.g. fireworks, flares, sparklers)*
- *flammable solids or liquids (e.g. fire starters, mothballs, lighters)*
- *poisons (e.g. weed killer, insecticides)*
- *inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).*
- *no knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school*

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

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

Responsibilities:

State school staff at Landsborough State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is a reasonable suspicion that the student has stolen or prohibited items or 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 be additional 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 a determination.

Parents of students at Landsborough State School

Ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Landsborough State School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Landsborough State School

Do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

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

Use of mobile phones and other personal technology devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. Landsborough State School has determined that explicit teaching of responsible use of mobile phones and other personal technology devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. This *Use of mobile phones and other personal technology devices by students* policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using mobile phones and other personal technology devices.

Possession of mobile phones and personal technology devices

Other than when specifically invited to by a staff member for the purpose of education, students are strongly encouraged not to bring mobile phones and other valuable personal technology devices to school. When it is necessary for students to bring them, such as for safety reasons during transit to/from school, students are required to hand the device in to the school office in the morning on arrival. Devices may then be collected by the student at the end of the day from the school office. They should not be used in any matter which is disruptive to the normal routine and learning environment in the school.

Confiscation of mobile phones and personal technology devices

School staff may confiscate mobile phones (including smart watches) and other personal technology devices from students, when the student is in possession of the device at school and is using the device in a way which is contrary to the good order and management of the school, is negatively impacting on the learning and welfare of themselves and/or other members of the school community, or is in the interests of ensuring the device is not lost, stolen or damaged, in line with our *Temporary removal of student property by school staff* procedure (p23). The device will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Responsibilities

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Landsborough State School Student Code of Conduct. In addition, students and their parents should:

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

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by

them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Landsborough State School. Students using personal technology devices to 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, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

It is **unacceptable** for students at Landsborough State School to:

- *use a mobile phone or other devices in an unlawful manner*
- *download, distribute or publish offensive messages or pictures*
- *use obscene, inflammatory, racist, discriminatory or derogatory language*
- *use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking*
- *insult, harass or attack others or use obscene or abusive language*
- *deliberately waste printing and internet resources*
- *damage computers, printers or network equipment*
- *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*
- *take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.*

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal. Students may arrange to have their electronic devices or other items of value stored in a safe and secure place in the office.

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?*
- *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.*
- *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.*

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum. While our school uses social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved. Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

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

Key contacts for students and parents to report bullying:

Class teacher → Principal

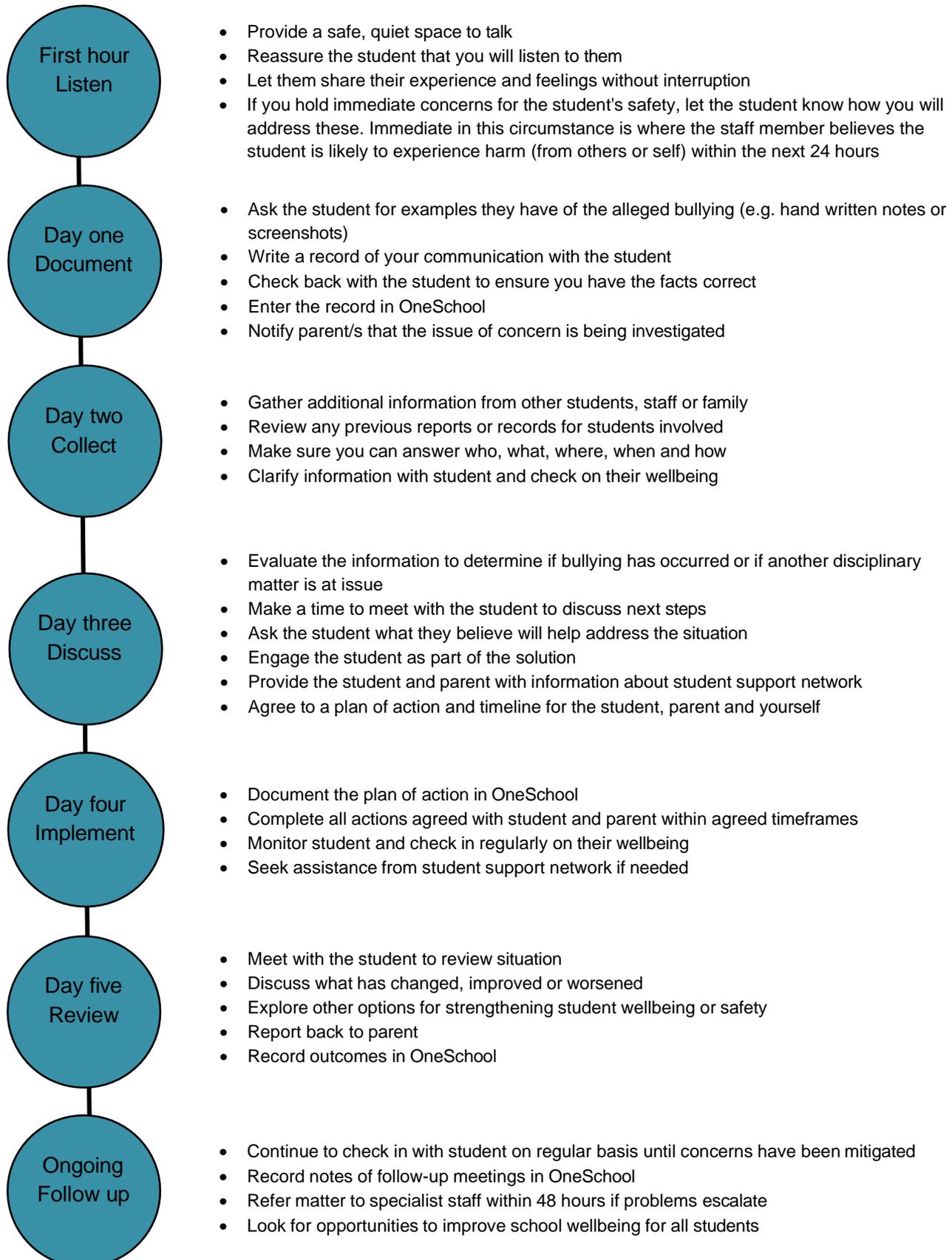
Landsborough State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. The Framework is based on evidence of the strong link between safety, wellbeing and learning. The Framework supports Australian schools to be learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.

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.

School staff play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected. At Landsborough State School we also believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

The *Responding to Bullying* flowchart (p28) explains the actions Landsborough State School 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. Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Responding to Bullying flowchart for teachers



Cyberbullying

Cyberbullying is treated at Landsborough State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, 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 approach the regular class teacher. Our school Deputy Principal can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Landsborough State School may face in-school disciplinary action, as outlined in our *Responding to Student Behaviour* flowchart (pg), 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Dean of Students, Malcolm Smith.

How to manage online incidents that impact your school

Student protection

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

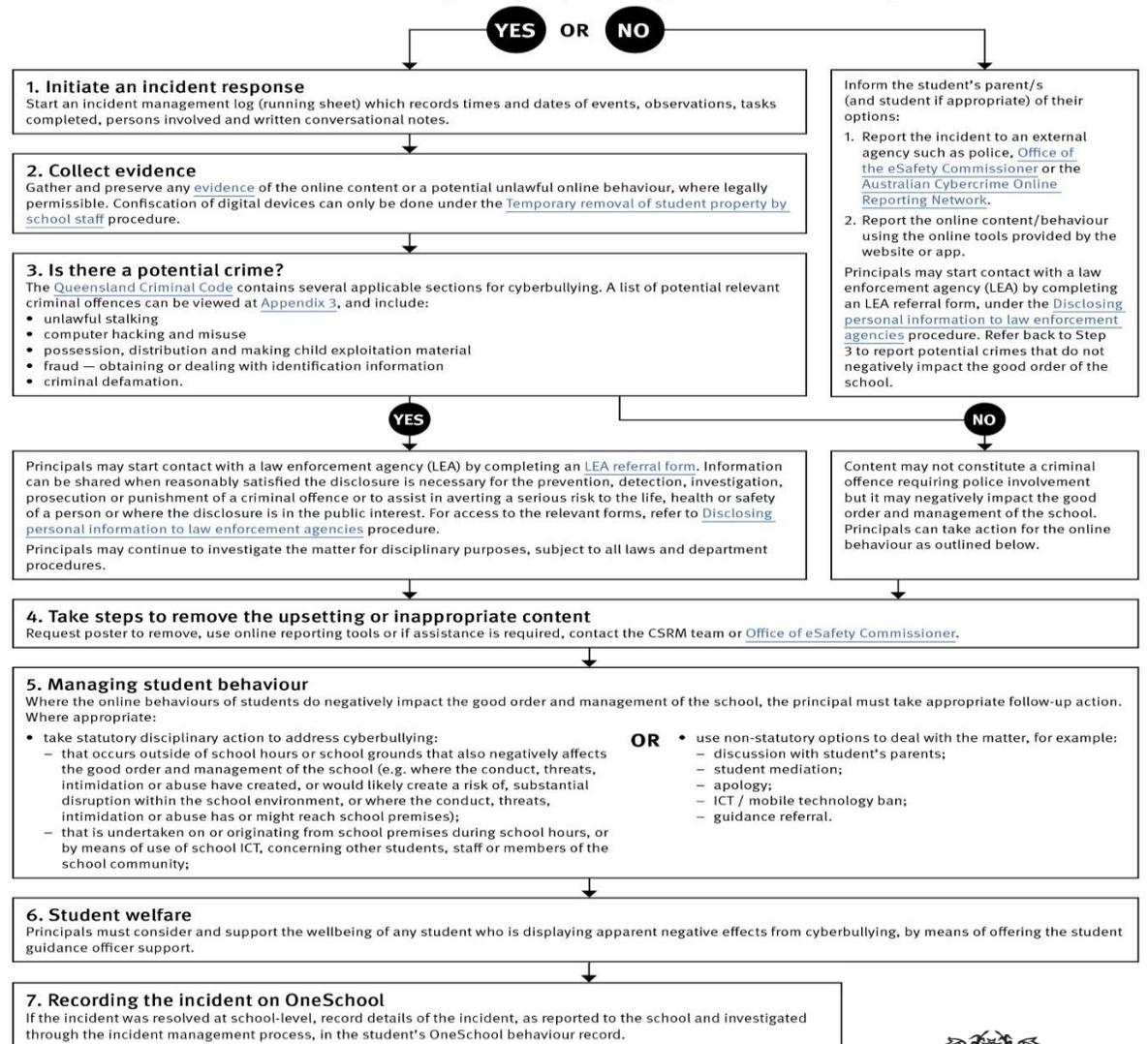
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, 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 Landsborough State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Landsborough State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Landsborough State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Landsborough State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Landsborough State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date