



**“Soaring High”
Lowmead State School**

**Student
Code of Conduct**

2025 - 2026

Brighter Futures: Delivering excellence in every state school, for every student

Purpose

Lowmead State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. We strive to ensure that every student engages in quality learning experiences and develops values that support lifelong wellbeing.

The Lowmead State School Student Code of Conduct outlines the responsibilities, expectations and processes that guide our whole-school approach to behaviour and discipline.

Its purpose is to uphold high standards of behaviour across our school community, prioritise teaching and learning, support every student's success, and maintain a safe and positive workplace for staff.

Contact Information

Postal address:	3077-3083 Lowmead Road LOWMEAD QLD 4676
Phone:	07 41 569 162
Email:	principal@lowmeadss.eq.edu.au
School website address:	www.lowmeadss.eq.edu.au
Contact Person:	Lachlan Houlahan (Principal)

Endorsement

Principal Name: Lachlan Houlahan

Principal Signature: 

Date: 06.08.2026

P/C President: Desley Blyton

P/C President Signature: 

Date: 6-8-26.

Contents

Principal's Foreward	4
Whole School Approach to Discipline	5
PBL Expectations	5
PBL Schoolwide Expectations Matrix	6
Positive Acknowledgement Systems	8
Consideration of Individual Circumstances	9
Disciplinary Consequences	9
School Policies	11
Temporary removal of student property	11
Use of mobile phones and other devices by students	13
Preventing and responding to bullying	16
Appropriate use of social media	22
Restrictive Practices	23
Critical Incidents	25
Legislation	26
Related Procedures and Guidelines	26
Resources	27
Conclusion	28

Principal's Foreword

At Lowmead State School, we believe that strong, positive relationships between all members of our school community are the foundation for every student's success. We are a small, caring school where respect, responsibility and resilience guide everything we do. Our values shape the way we learn, work and interact each day, helping us create a safe, supportive and inclusive environment where all students can thrive.

We take an educative approach to behaviour, recognising that positive behaviour can be explicitly taught and reinforced, and that mistakes are valuable opportunities for growth. Our focus is on helping students learn the skills and strategies they need to make responsible choices and contribute positively to our school community.

The Lowmead State School Student Code of Conduct outlines our whole-school approach to behaviour and discipline. It includes key policies and procedures that support student wellbeing and safety, such as our Uniform Policy, Mobile Phone and Personal Device Policy, and our Anti-Bullying and Cyber Safety Strategy. It also details how staff promote respectful relationships, and support students to meet behaviour expectations.

This document also explains the processes and consequences that apply when behaviour expectations are not met, including the use of suspension or exclusion where appropriate. Together, these approaches ensure that our school remains a safe, respectful and disciplined learning environment where every student has the opportunity to succeed.

Lachlan Houlahan
Principal
Lowmead State School

Whole School Approach to Discipline

Lowmead State School uses Positive Behaviour for Learning (PBL) as our whole-school approach to promoting positive behaviour and supporting student success. PBL is implemented consistently across all learning environments, including classrooms, playgrounds, sporting activities and excursions.

We believe positive behaviour is taught in the same way as academic skills. Staff explicitly teach, model and reinforce expected behaviours while using behavioural incidents as opportunities to support learning and re-teach expectations where needed.

Developing positive behaviour is a shared responsibility between students, families and staff. By working together and using consistent expectations at school and at home, we help every student feel safe, supported and ready to learn.

Parents and carers are encouraged to speak with their child's teacher or the principal if they have any questions about the Student Code of Conduct or our PBL approach.

Our PBL Expectations

At Lowmead State School, everyone is expected to demonstrate our four Positive Behaviour for Learning (PBL) expectations:

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

Schoolwide Expectations

At Lowmead State School we are:

- *Respectful*
- *Responsible*
- *Safe*
- *A Learner*

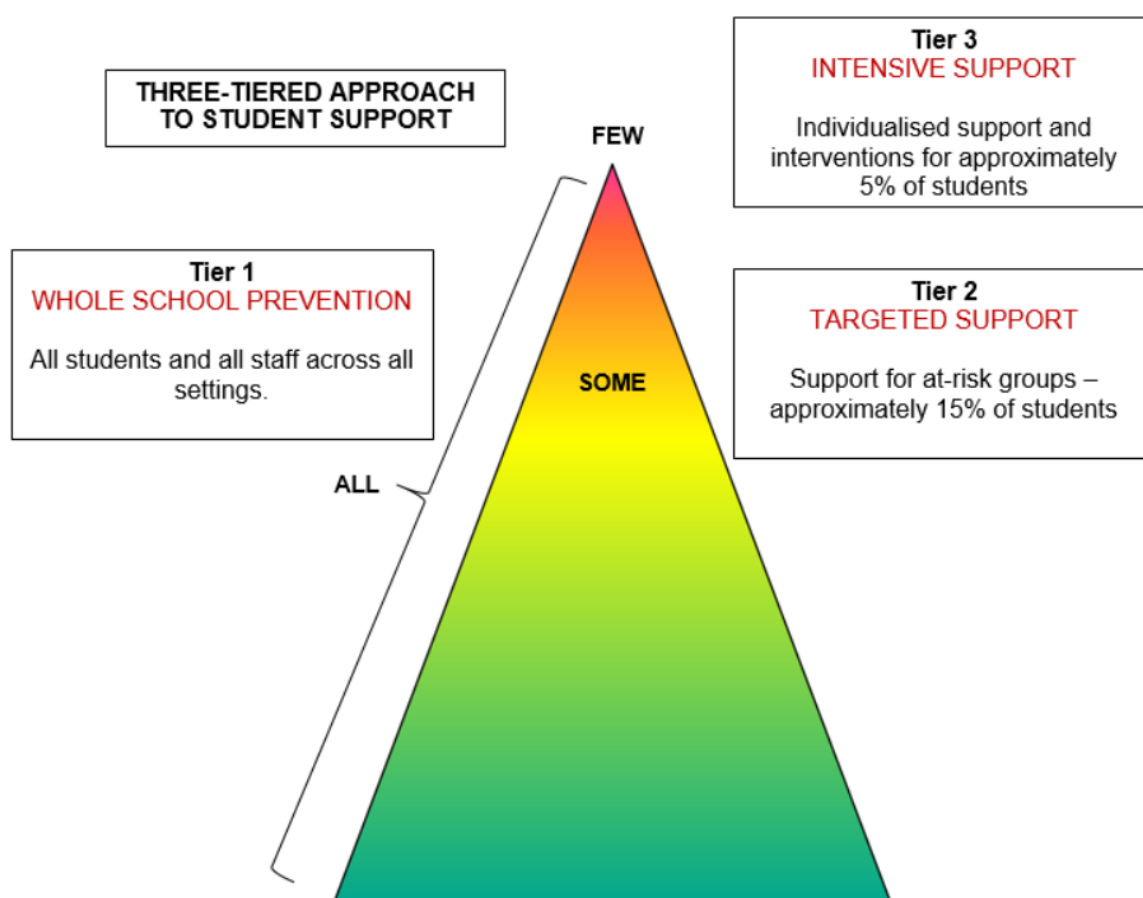


"Soaring High"
Lowmead State School

These expectations apply to all members of our school community, including students, staff, volunteers and visitors.

 LOWMEAD STATE SCHOOL PBL EXPECTATIONS MATRIX				
	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE	BE A LEARNER
ALL AREAS	- Wear full school uniform - Use kind words and actions. - Respect yourselves, others and school. - Follow instructions first time, every time without complaining.	- Use school language at all times - Get along with others - Be punctual - Ask permission before leaving an area - Follow instructions, first time, every time without complaint. - Accept consequences for your behaviour	- Use equipment correctly - Keep hands, feet and objects to yourself - Walk calmly and quietly - Be sun safe	- Be on time for learning - Be in the right place at the right time - Show whole body listening - Ask for help - Follow instructions first time, every time
CLASSROOM	- Respect equipment & belongings - Raise your hand to speak - Show whole body listening. - Respect the teacher's right to teach and the right of others to learn	- Be prepared and punctual - Keep work space tidy - Keep the classroom tidy - Do your best - Be in the right place at the right time - Follow instructions first time, every time	- Walk - Enter and exit room calmly and quietly - Ask permission to leave the classroom - Only be in classroom when a teacher is present - Use equipment correctly	- Be organised for learning - Show whole body listening - Ask for help - Complete set tasks - Do your best - Learn and let others learn
ONLINE	- Be courteous and polite - Respect others' right to use online resources free from interference or bullying - Keep any usernames or passwords private	Use equipment and electronic devices responsibly	- Participate in use of approved online sites and educational games - Post appropriate content only, online - Keep private information private - Report online bullying	Report any unacceptable behaviour to a teacher
EATING/TRANSITION	- Line up in sharp lines. - Walk calmly and quietly - Let my teacher know where I'm going	- Sit whilst eating - Keep your food to yourself - Put your rubbish in the bin - Be responsible for your belongings – lunch boxes, hats and water bottles	- Walk calmly and quietly on the concrete - Remain seated in designated area until released by staff - Sit whilst eating - Keep food in eating areas - Sit or stand quietly in line when waiting for your teacher	- Make healthy food choices - Show whole body listening - Follow instructions first time, every time
PLAYGROUND	- Play fairly – take turns, invite others to join in and follow rules - Consider the age and ability of others. - Use school language - Care for the environment	- Play in the correct areas - Share with others - Look after other students if they need some help - Use and respond to the stop signal (STOP, WALK, TALK) - Look after equipment - Return equipment at end of playtimes	- Play by the rules of the game - walk on the concrete around buildings - Keep your hands feet and objects to yourself - Use equipment correctly - Only play in supervised areas - No hat! No shoes! No play in the sun today. - Sticks and stones stay on the ground	- Be a problem solver - Return equipment to correct place - Play by the agreed upon rules
TOILET	- Respect privacy of others - Straight in, straight out.	- Return to class promptly - Use water responsibly	- Use toilets correctly - Wash hands - Give others privacy - In class time, walk to toilets with a buddy	- Use toilets during breaks - Set high standards of hygiene
COMMUNITY	- Use school language - Show pride in self and school - Set a good example as a Lowmead State School student	- Care for others - Be organised - Look after equipment and own belongings - Take responsibility for your behaviour - Represent our school with pride	- Wear full school uniform - Follow instructions first time, every time without complaining. - Follow bus Code of Conduct - Wait in designated areas - Obey safety rules for road, rail and bus	- Show whole body listening - Involve yourself in the learning - Look after your own belongings

Our PBL framework provides increasing levels of support based on student need. Every student receives Tier 1 universal support, with additional Tier 2 or Tier 3 supports available when required.



Tier 1 – Universal Support

Tier 1 support is provided to **all students** through the explicit teaching of behavioural expectations, consistent school-wide routines and the recognition of positive behaviour. These proactive practices create a safe, supportive and inclusive learning environment.

Tier 2 – Targeted Support

Tier 2 support is provided to **some students** who require additional assistance to meet behavioural expectations. Targeted interventions provide increased teaching, guidance and monitoring to help students develop positive behaviours and successfully engage in learning.

Tier 3 – Intensive Support

Tier 3 support is provided to **a small number of students** who require intensive, individualised assistance to meet behavioural expectations. Personalised interventions provide specialised support to help students develop positive behaviours and successfully engage in learning.

Positive Acknowledgement Systems

At Lowmead State School, positive behaviour is explicitly taught, modelled and acknowledged. Students who consistently demonstrate our PBL expectations of being **Respectful, Responsible, Safe and a Learner** may be recognised through the following acknowledgement systems:

- **Verbal praise and positive feedback**
 - Staff regularly provide specific and timely positive feedback to acknowledge students who demonstrate our school expectations and encourage continued success.
- **Gotcha tickets**
 - Students demonstrating the school expectations may receive a Gotcha Ticket as immediate recognition of positive behaviour. Tickets are entered into a weekly raffle, with one prize awarded at parade each week. All tickets remain in the draw throughout the term and are entered into the end-of-term Major Gotcha Draw for special prizes. School expectations of being Responsible, Respectful, Safe and Learners.
- **Student of the Week awards**
 - Students who consistently demonstrate the school expectations, show improvement or make a positive contribution to school life may be recognised as Student of the Week during weekly parade.
- **Communication with Families**
 - Staff regularly celebrate student achievements and positive behaviours with families through informal conversations, emails, messages and other appropriate communication.
- **Whole-school Celebrations and Recognition Events**
 - Celebration of Learning Days and whole-school activities provide opportunities for students to strengthen positive relationships with peers and staff while modelling and reinforcing the expectations of being Respectful, Responsible, Safe and a Learner.



Consideration of Individual Circumstances

At Lowmead State School, staff consider each student's individual circumstances when teaching expected behaviours, providing support and responding to inappropriate behaviour. This may include factors such as behaviour history, disability, mental health and wellbeing, cultural or religious considerations, and family or care arrangements.

We recognise that students have different needs and may require different levels of support to be successful. As a result, the strategies, interventions and consequences used may vary between students. This reflects our commitment to providing fair and appropriate support for every learner.

To protect student privacy, the school will not discuss the behavioural support or disciplinary consequences of another student with parents or other members of the school community. You can be assured that all behaviour matters are taken seriously and addressed appropriately.

If you have concerns about student behaviour or the school's response to an incident, please contact the principal to discuss the matter.

Disciplinary Consequences

At Lowmead State School, responses to inappropriate behaviour are guided by the same differentiated approach used to teach and support positive behaviour. The majority of students respond to classroom reminders and re-teaching of expectations. Where additional support is required, responses become increasingly individualised to meet student needs.

Behaviour responses are implemented in a fair, consistent and proportionate manner, taking into account the nature of the behaviour, the student's individual circumstances and any previous support provided.

Tier 1 - Classroom Responses

For minor or low-level behaviours, teachers may use strategies such as:

- reminders and re-teaching of expectations
- verbal or non-verbal prompts
- redirection
- positive reinforcement
- seating changes or movement breaks
- private conversations with students
- parent/carer communication where appropriate.

Tier 2 – Targetted Responses

Where additional support is required, responses may include:

- individual behaviour support strategies
- targeted teaching of behavioural skills
- behaviour monitoring and goal setting
- parent meetings
- referral to the Student Support Network
- support from specialist staff or external agencies.

Tier 3 – Intensive Responses

For a small number of students requiring intensive support, the school may implement:

- Individual Behaviour Support Plans
- Functional Behaviour Assessments
- case management
- flexible learning arrangements
- collaboration with parents and external agencies.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence approved by the Principal in response to serious student behaviour.. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently)

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

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

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

Re-entry following suspension

Following a suspension, students and parents may be invited to attend a re-entry meeting prior to the student's return to school. The purpose of the meeting is to welcome the student back, discuss any support required and promote a successful return to learning.

Reasonable adjustments will be made where required to support student participation.

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Lowmead 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 and vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

Responsibilities

State school staff at Lowmead State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or Parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone; there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency); consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's Parents should be called to make such a determination.

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

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Lowmead State School has determined that explicit teaching of responsible use of 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.

Responsibilities

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

It is **acceptable** for students at Lowmead State School to:

- use devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment

It is **unacceptable** for students at Lowmead 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
- use a device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use devices at exams or during class assessment unless expressly permitted by school staff.

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 Lowmead 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 departmentally-owned student computers or devices
 - 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.

Use of mobile phones by students

Mobile phones are not to be brought to school by students except by special arrangement between Principal and Parents/Caregivers for temporary and/or medical circumstances. Mobile phones are to be handed in to the principal in the morning for safe protection and collected at the end of the school day. Any student mobile phones not handed in to the principal, will be confiscated by staff and Parent/Caregiver will be asked to collect from the school office at their convenience between 8.30am and 3:30pm.

Queensland state schools are committed to reducing the distraction of mobile devices to provide optimal learning environments for all students. For the purpose of this procedure, mobile devices include mobile phones, wearables such as smartwatches, airpods, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.



Preventing and responding to bullying

Lowmead State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Teaching resources

- BeYou External link—contains a program directory that is designed to help educators choose mental health and wellbeing programs to implement in their learning community.
- <https://bullyingnoway.gov.au/preventing/examine-programs-approaches-schools/Documents/steps-framework.pdf>
- Bullying No Way External link—provides comprehensive resources and support for educators to understand, prevent and respond to bullying, promoting safe and respectful school environments across Australia.
- Kids Helpline External link—offers free online learning for primary school students about how to recognise and respond to bullying behaviour they experience or witness.
- Resources for primary school students External link—provides resources for primary school educators to help students stay safe online, protected from cyberbullying and other online dangers.
- Resources for secondary school students External link—gives educators resources they can use to teach older students how to manage their online presence and make smart choices to stay safe from cyberbullying and other online risks.
- Respectful Relationships Education Hub External link—provides school staff with information, resources and tools on respectful relationships.
- Student Wellbeing Hub—bullying prevention External link—provides educators with resources, lesson plans and tools to promote student wellbeing, including strategies for addressing bullying.
- The Allen Adventure app External link—is a fun, interactive story app that helps young students learn about making friends, respecting others and preventing bullying.
- This Way Up Schools External link—provides health and wellbeing courses for school students aged 12–15 years. Including topics on mental and physical health, managing stress, overcoming anxiety and combating depression.

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

The following flowchart explains the actions Lowmead 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.

Lowmead State School - Bullying response flowchart for teachers

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

Key contacts for students and Parents to report bullying:

Principal

Classroom teachers

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Cyberbullying

Cyberbullying is treated at Lowmead 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 principal or their classroom teacher. The principal can 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 Lowmead State School may face in-school disciplinary action, such as time-outs, or removal of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

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 principal.

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, 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 Lowmead 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 alternative learning arrangements, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

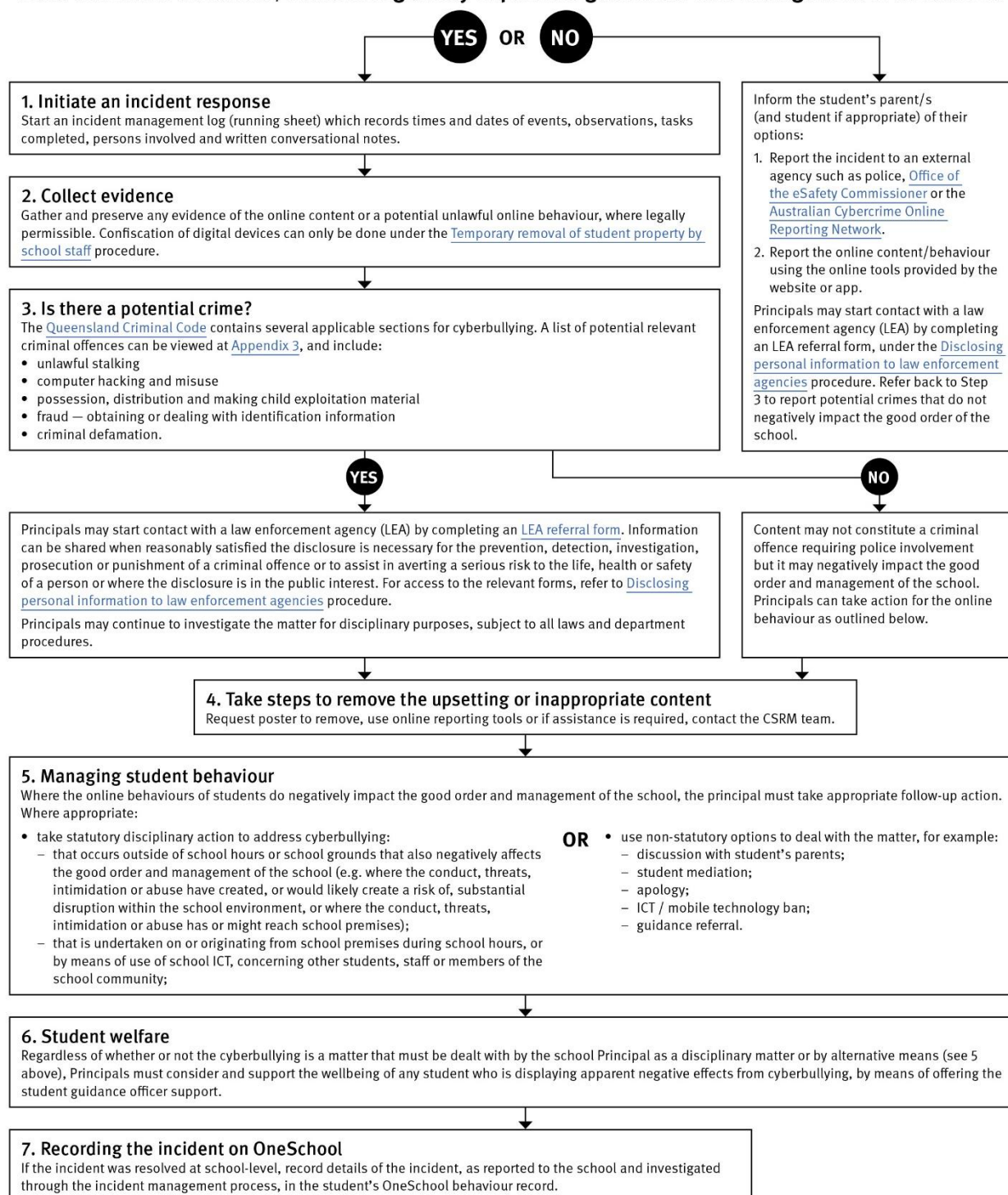
Explicit images

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

Help

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

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



Appropriate use of social media

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor,

accountant or banking institution tried to contact you to discuss important matters via Facebook.

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 Principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Lowmead 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, prearranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

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

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

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

Critical Incidents

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

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

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

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

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

Legislation

The following relevant legislation has been used to inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

Related Procedures and Guidelines

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

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

Resources

This section of the plan describes or provides links to government resources and supports that may assist staff, students and parents in the area of student behaviour or wellbeing.

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

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

2. Internal review: contact the local Regional Office

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

3. External review: contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the

Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au

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

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