



Longreach State High School

Code of Conduct 2021-2024

Every student succeeding

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

*Queensland Department of
Education State Schools
Strategy 2020-2024*

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Endorsement

Principal Name: Sondra Schwartz

Principal Signature:



Date: 05/03/2024

P/C President and-or School
Council Chair Name: Leesa Hoolihan

P/C President and-or School
Council Chair Signature:



Date: 30/11/2020

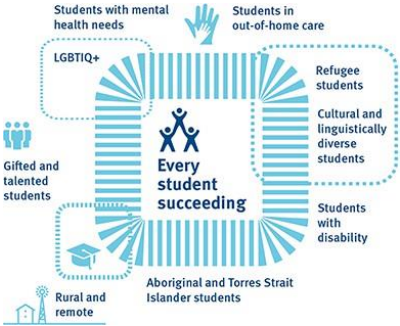
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Purpose

At Longreach State High School we are all **responsible** for developing a safe, **respectful** and inclusive community to support our quality learning environment.



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

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

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Whole School Approach to Discipline

Longreach State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school.

*At Longreach SHS we are all **responsible** for developing a safe, **respectful** and **inclusive** community to support our quality learning environment.*

This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Longreach State High School we believe discipline is about teaching, supporting and reinforcing expectations. When considering the discipline of students it sits within the teaching and learning framework for our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Longreach State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the deputy principal.

PBL Expectations


Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet our Positive Behaviour for Learning (PBL) expectations in place for students.

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

Every classroom has the school values displayed and uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. These behaviour expectations are on display in every

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classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



**LONGREACH
STATE HIGH SCHOOL**
SOARING TO SUCCESS

Respectful

Responsible

All Learning Spaces	School Resources	Playground and Tuckshop	Bike Racks/ X-ing/Drop Off	Staff Spaces	Off Campus
<p>Be Respectful</p> <ul style="list-style-type: none"> ✓ We respect others' rights to learn and teach ✓ We follow staff directions ✓ We interact appropriately with all staff and peers ✓ We respect diversity and difference by being inclusive of others ✓ We speak to others respectfully and use our manners ✓ We encourage and welcome others ✓ We respect others' desire to work quietly ✓ We obtain permission and consent to use images and equipment at all times ✓ We only bring or display content appropriate for educational purposes ✓ We follow staff directions 	<p>Be Responsible</p> <ul style="list-style-type: none"> ✓ We participate positively and listen attentively ✓ We arrive on time and are prepared with all necessary equipment ✓ We strive to achieve our best in all class work, homework and assessment ✓ We complete set tasks to the best of our ability and on time ✓ We leave our area tidy for fellow students ✓ We take care of equipment and facilities ✓ We are sun safe ✓ We demonstrate safety and report unsafe behaviour 	<ul style="list-style-type: none"> ✓ We respect personal boundaries and wait patiently ✓ We speak in a polite manner ✓ We speak in a polite manner and wait patiently ✓ We speak in a polite manner ✓ We respect the environment ✓ We respect the privacy of others ✓ We follow staff directions ✓ We are sun safe ✓ We are responsible with our food, rubbish and water. ✓ We move sensibly around the school ✓ We take care of equipment and facilities and use them for their intended purposes ✓ We exercise hygiene and cleanliness at all times ✓ We report faulty or damaged equipment to the teacher ✓ We access the toilets at the correct times or when given permission 	<ul style="list-style-type: none"> ✓ We speak in a polite manner ✓ We keep our hands to ourselves ✓ We follow the directions of staff & bus-drivers ✓ We respect personal boundaries and wait patiently ✓ We wear helmets if riding bikes ✓ We store transport safely and security ✓ We demonstrate safety and report unsafe behaviour ✓ We are able by road rules 	<ul style="list-style-type: none"> ✓ We interact appropriately with all staff ✓ We respect others' right to work ✓ We respect the privacy of others ✓ We follow staff directions ✓ We enter staff space only under teacher permission ✓ We access the sick bay when given permission ✓ We follow the instructions of staff, leaders and employers ✓ We participate to the best of our ability 	<ul style="list-style-type: none"> ✓ We respect diversity and difference by being inclusive of others ✓ We show respect, courtesy and manners to others ✓ We interact appropriately with all staff and peers by using positive and polite language ✓ We respect others' property and facilities ✓ We respect the work of others and feedback about our learning ✓ We use equipment safely and for the correct purpose ✓ We dress appropriately and are sun safe ✓ We follow the instructions of staff, leaders and employers ✓ We participate to the best of our ability

Positive Behaviour for Learning Matrix

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Major and Minor Referral Descriptions

Minor problem behaviours are handled by staff members at the moment the incident occurs and would be considered to be responded to using a *differentiated* approach. *Major problem* behaviours may be handled by staff members when the incident occurs but will require the involvement of specialist support staff or a member of the administration. These types of behaviour would require a *Focused* or *Intensive* response to the behaviour. Staff have been provided a support document for support when recording and referring behaviour.

Supporting Documentation: Major and Minor Guidelines

	Minor	Major
Bullying	•	•
Defiant/threat/s to adults	• Defiant verbal interaction with staff	• Verbal, written or physical threat, including use of proximity, directed at a staff member or other adult
Disruptive	• Short interruptions (e.g. talking, yelling, noise with materials)	• Sustained interruption to teaching and learning
Dress code	• Wearing of clothing or accessories not included in the dress code guidelines without a note to explain (or uniform pass) • <i>See LSHS Uniform Policy for detail</i>	• Continued wearing of clothing or accessories not included in the dress code guidelines without a note to explain (or uniform pass) • Home contact and support already provided • <i>See LSHS Uniform Policy for detail</i>
Harassment	• Isolated disrespectful message (Teasing, putdown a directed towards a student • Can be verbal, written, gestural or cyber	• Sustained or intense disrespectful messages (e.g. based upon cultural identity, religion, sexual identity, age) directed to a student • Includes threats and/or intimidation • Can be verbal, written, gestural or cyber
IT misconduct	• Inappropriate use of school technology • Minor mistreatment of school IT equipment • Mobile phone evident or being used <i>See LSHS Mobile Phone Policy for detail</i>	• Repeated inappropriate use of school technology • Major mistreatment of school IT equipment (requires repair) • Privacy breaches for staff/students • Access or attempted access to illicit material • Mobile phone evident or being used on multiple occasions <i>See LSHS Mobile Phone Policy for detail</i>
Late	• Late to class without a note and/or a valid reason • Late to school without a note <i>See LSHS Attendance Policy for detail</i>	• Sustained lateness to class without a note and/or a valid reason • Sustained lateness to school without a note <i>See LSHS Attendance Policy for detail</i>
Lying/Cheating	• In-class copying of other's work • Non-threatening untrue message <i>See LSHS Assessment Policy for detail</i>	• Plagiarism of work for assessment <i>See LSHS Assessment Policy for detail</i>
Misconduct involving object	• Actions using an object (e.g. stick, school equipment) which distracts or interrupts	• Actions using an object (e.g. stick, school equipment) which causes harm or has the potential to harm self or others
Non compliant with routine	• Failure to respond to staff requests in relation to school rules and routine	• Repeated failure to respond to staff requests in relation to school rules and routine • Repeated failure to attend detention

	<ul style="list-style-type: none"> • Failure to attend detention 	
Other conduct prejudicial to the good order and management of school	Do not use this category as it does not provide information to support any intervention strategies.	
Physical misconduct	<ul style="list-style-type: none"> • Actions involving physical contact where unintentional injury may occur (e.g. rough play, running where they shouldn't) 	<ul style="list-style-type: none"> • Serious physical contact where injury may occur (e.g. hitting, punching etc.)
Possess prohibited items	<ul style="list-style-type: none"> • Possession of items not allowed at school e.g. chewing gum 	<ul style="list-style-type: none"> • Possession of prohibited items that have the potential to damage e.g. matches, lighters, petrol
Prohibited items	<ul style="list-style-type: none"> • Accessory to possession of prohibited item not allowed at school 	<ul style="list-style-type: none"> • Accessory to possession of prohibited item that have the potential to damage
Property misconduct	<ul style="list-style-type: none"> • Intentional actions that result in minor damage to property that is repairable or cleanable 	<ul style="list-style-type: none"> • Intentional actions that result in destruction or damage of property that is not repairable
Refusal to participate in program of instruction	<ul style="list-style-type: none"> • Refusal to participate in an activity that forms part of the school curriculum where the activity is at an appropriate level and support has been provided 	<ul style="list-style-type: none"> • Continual and persistent refusal to participate in an activity that forms part of the school curriculum where the activity is at an appropriate level and support has been provided
Substance misconduct involving illicit substance		<ul style="list-style-type: none"> • Possession or use of illegal drugs/ substances (including synthetic imitations) and alcohol
Substance misconduct involving tobacco and other legal substances	<ul style="list-style-type: none"> • In the company of others who were using tobacco, alcohol, or other illicit substances 	<ul style="list-style-type: none"> • Using/possessing tobacco or related products on the school grounds • Using/possessing tobacco or related products off the school grounds when in school uniform
Threat/s to others		<ul style="list-style-type: none"> • Verbal, written or physical threat, including proximity directed at another student
Truant/skip class	<ul style="list-style-type: none"> • Leaving class without permission, but staying outside the room. <p><i>See LSHS Attendance Policy for detail</i></p>	<ul style="list-style-type: none"> • Leaving the lesson or missing entire lesson without permission • Missing from the school grounds during school time without permission <p><i>See LSHS Attendance Policy for detail</i></p>
Verbal misconduct	<ul style="list-style-type: none"> • Non directed swearing when given directions • Inappropriate language e.g. calling a teacher racist/sexist 	<ul style="list-style-type: none"> • Swearing directed at a person
Other	Do not use this category if the behaviour potentially fits within another category	

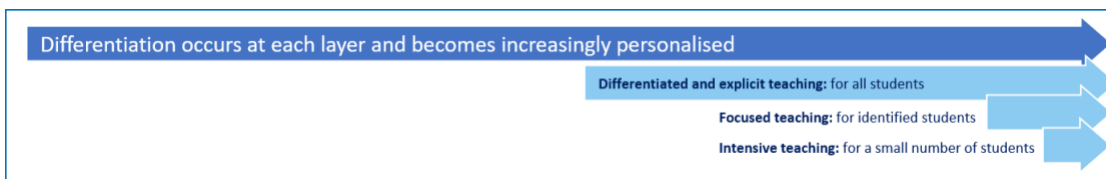
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Differentiated and Explicit Teaching

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

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

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



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

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Longreach State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

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Longreach State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

For more information about these programs, please speak with the Deputy Principal.

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

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Disciplinary Consequences

The disciplinary consequences model used at Longreach State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student

for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations. The Risk Assessment Score table and Risk Action Table is used to make an informed decision on a supported response, intervention or consequence for student's behaviour.

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Differentiated

Class teacher utilises *essentials skills for classroom management* and other strategies to manage low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives and / or PBL incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Temporary removal of student property (e.g. mobile phone)
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Natural consequences
- Time outs
- Agreed work plans
- Detention

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Focussed

Teachers and other school-based staff use strategies to support student to address medium or moderate risk or problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour/ curriculum plan)
- Targeted skills teaching in small group
- Token economy
- In School Hours Detention
- Outside School Hours Detention*
- Alternative Program*
- Behavioural/ Curriculum work contract
- Counselling and guidance support
- Self-monitoring plan
- Temporary removal of student property (e.g. mobile phone)
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

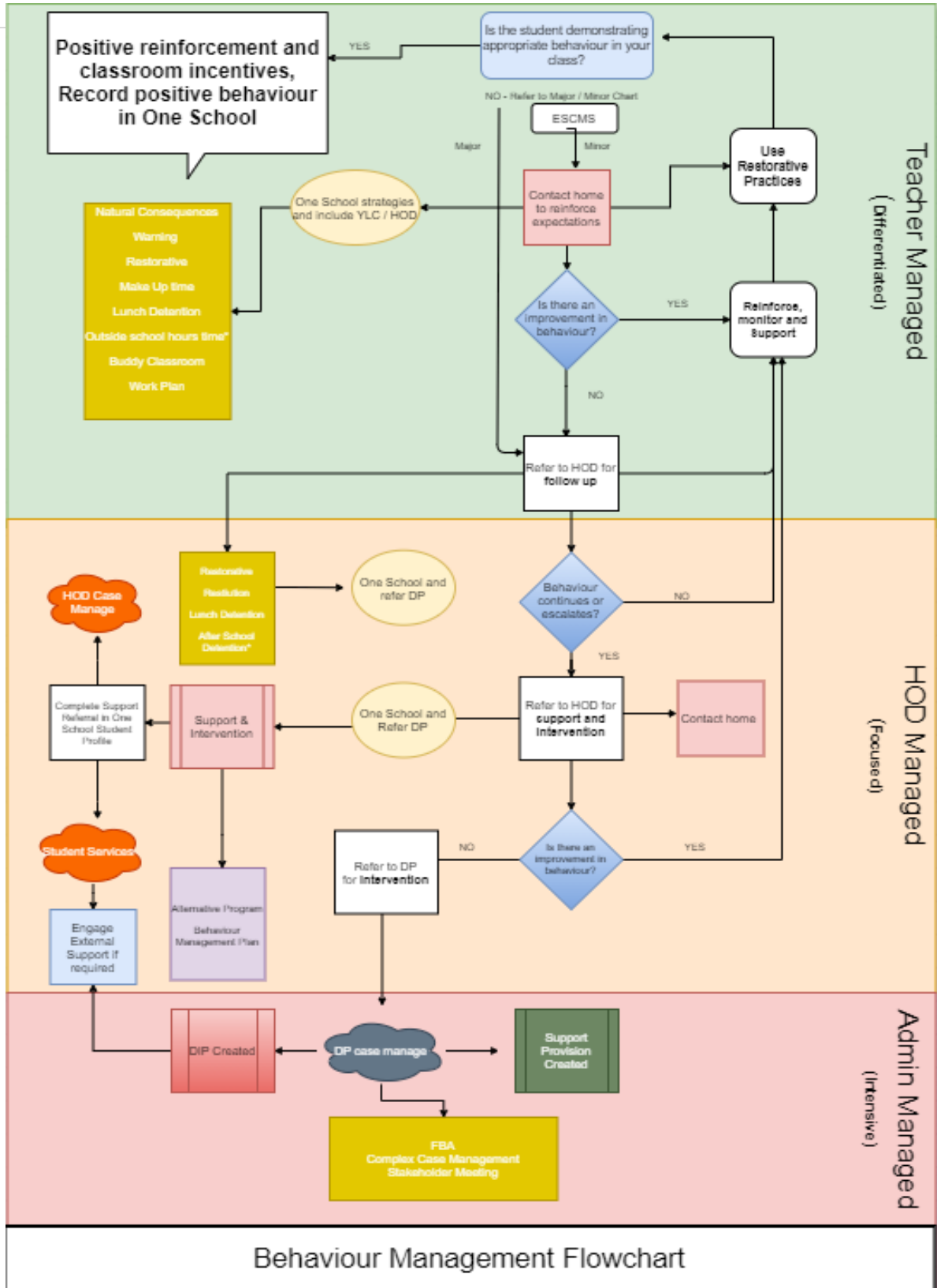
Intensive

School leadership teamwork in consultation with Student Support Network to address persistent or ongoing high risk problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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Behaviour Management Flowchart



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Detention

Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, after-school or a Saturday morning).

- Detentions may be issued by the principal or a teacher.
- The maximum length of detention will be dependent on age of student; food and toilet breaks; and which teachers are authorised by the principal to impose the various types of detentions.
- **Outside of school hours**, including Saturday:
 - a **risk assessment** has been completed and a **risk management plan** developed
 - parents have been notified verbally and in writing of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
 - parents have been consulted about suitable times for the detention to be completed within the parameters set by the school and
 - parents have been informed of:
 - location and duration of the detention
 - their responsibility to arrange travel/supervision to and from the detention, where appropriate.
- Parents **may** be notified by the principal or teacher if a student is placed on detention during school hours, depending on the context of the situation.
- If an out-of-school hours detention is considered, the principal or teacher **will** notify parents to negotiate, within parameters, the day, time and duration of the detention and the responsibilities of the student, parent and school in relation to detention supervision arrangements.
- If a student fails to attend a detention, this may be considered disobedience and the school principal makes a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension.
- All detentions must be recorded in OneSchool (keeping records in OneSchool enables them to be used to inform future decisions, e.g. it records that the student knew the expected behaviour and consequences and the support put in place by the school).

Alternative Program

Alternative Programs are applied during school hours and are considered an extended detention or temporary alternative program. Alternative Programs may be issued by the principal, deputy principal or head of department.

The conditions of Alternative Program will include adjustments to alternative times food and toilet breaks, alternative learning space and may include focussed teaching time on the behaviour. Teachers outside normal class times may also support students.

- a **risk assessment** has been completed and a **risk management plan** developed
- parents have been notified verbally of the Alternative Program
- parents have been consulted for the Alternative Program to be completed within the parameters set by the school and
- parents have been informed of:
 - duration of the Alternative Program

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- meeting place for students and intended work and support arrangements.

If a student fails to attend an Alternative Program, this may be considered disobedience and the school principal makes a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension.

All Alternative Program must be recorded in OneSchool (keeping records in OneSchool enables them to be used to inform future decisions, e.g. it records that the student knew the expected behaviour and consequences and the support put in place by the school). A Risk Management Plan must be completed and attached to Support and Intervention.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

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

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

Prior to making a decision about the suitability of a suspension as a disciplinary consequence, the principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

Grounds for suspension

The *Education (General Provisions) Act 2006* provides authority for the principal of a state school to suspend a student from their school on the ground/s of:

- disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the school poses an unacceptable risk to

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- the safety or wellbeing of other students or of staff;
- the student is charged with a serious offence (as defined in the Working with Children (Risk Management and Screening) Act 2000) (refer to Charge- related suspension);
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending (refer to Charge-related suspension).

The principal will select **one main ground** as the basis for a decision to suspend a student. Every ground selected will be justified with comprehensive evidence, explaining how the student’s behaviour specifically meets the identified ground/s.

School Disciplinary Absences Complaints and Appeals

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 schools 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 SD.

Re-entry following suspension

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

The attendance of the student or their parents to attend a re-entry meeting, can be negotiated with the Principal. The re-entry meeting is used as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to the re-entry meeting will be communicated in the suspension letter. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

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Structure

The structure of the re-meeting will follow a set agenda of requirements upon re-entry and support provided the student and their family. A re-entry agreement will be signed to establish the support provisions and considered range of consequences should the student not meet the agreement. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Exclusion

The Principal has the authority to exclude a student from school for a period of not more than one year, or permanently. The Principal can refer an exclusion decision to the Director-General for their consideration to exclude a student from certain or all state schools; however only the Director-General has the authority to exclude students from certain or all state schools. Prior to making a decision about the suitability of an exclusion as a disciplinary consequence, the principal will consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. feel welcome back into the school community.

Grounds for exclusion

The Education (General Provisions) Act 2006 provides authority for the principal of a state school to exclude a student from their school on the ground/s of:

- persistent disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for exclusion even if the conduct does not happen on school premises or during school hours);
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to remain enrolled at the school; if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.

It is also ground for exclusion if:

- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.

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It is strongly recommended that principals select one main ground as the basis for a decision to exclude a student. Every ground selected must be justified with comprehensive evidence, explaining how the student's behaviour specifically meets the identified ground/s. If the Principal selects multiple grounds as reasons for an exclusion they will provide an explicit explanation and evidence of how the student's behaviour met each of the identified grounds.

The student or their parent may submit an **appeal to the Director-General** to request a review of an exclusion decision. For permanent exclusions, a periodic review submission may be submitted to the Director-General or delegate in each calendar year until the student turns 24 years of age.

The Principal will ensure the student and parent have at least five school days of receiving the proposed exclusion decision notice to provide relevant additional information or responses to allegations prior to making their final decision. Utilising registered post or courier to give the student and parent the decision notice ensures an accurate record of the date the notice was received.

Cancellation of enrolment

The principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program provided by the school. This is the only ground for cancellation of enrolment under the EGPA.

If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age or complete Year 10, whichever comes first.

The principal must consider the individual circumstances such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. The principal must also consider whether another disciplinary strategy or consequence would be more appropriate.

If a young person is under 17 years of age, they are in the compulsory participation phase. If a student's enrolment is cancelled during this phase, they should be provided with information about eligible education and training options within the cancellation of enrolment notice. The student or their parent may submit an **appeal to the Director-General or delegate** to request a review of a cancellation decision by a principal.

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Restrictive Practices

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

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

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

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

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

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

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

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

All incidents of restrictive practices will be recorded and reported in line with departmental procedures. If there is reasonable concern for the use of restrictive practices with the school, the complaints [process](#) should be used.

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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.

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.

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School Policies and Resources

Longreach State High School recognised the following policies, guidelines and procedures to support to the enacting of the Code of Conduct. These policies provide a description of the managements in specific circumstance.

1. [Temporary removal of student property](#)
2. [Longreach SHS Mobile Phone Policy 2024](#)
3. [Preventing and responding to bullying](#)
4. The wearing of School Uniform and Sun Safety
5. [Assessment and Academic Integrity](#)
6. Homework
7. Internet Access and school based resources
8. [Attendance](#)
9. [Appropriate use of Social Media](#)

Policies are located on the School Website in the Policies Section.

Complaints

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

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

As a complainant, it is your responsibility to:

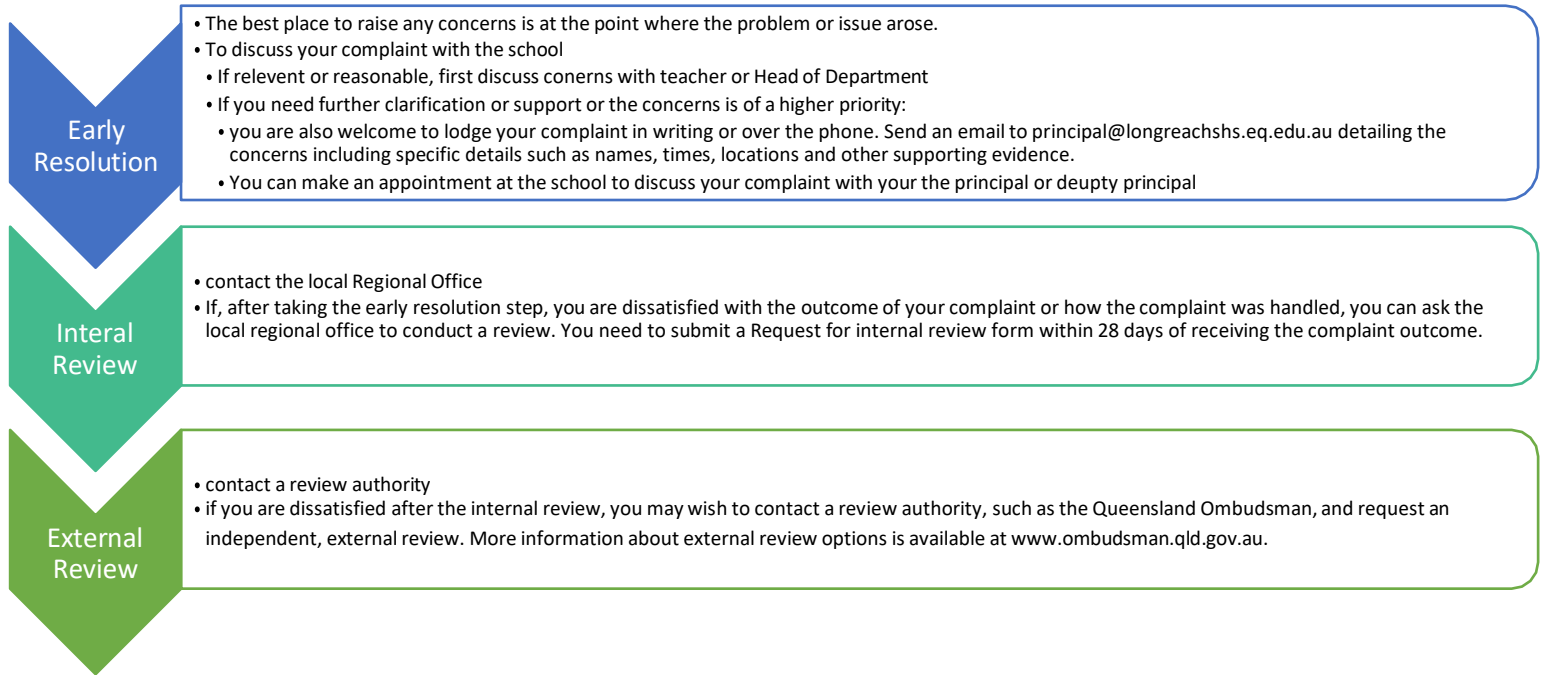
- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated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

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

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

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



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](#)

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