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
Contact Information

Postal address: Jabiru Street
Phone: 07 4652 8333
Email: admin@longreachshs.eq.edu.au
School website address: https://longreachshs.eq.edu.au/
Contact Person: Kate Van Dorssen – Deputy Principal

Endorsement

Principal Name: Vanessa Moller
Principal Signature: 
Date: 30/11/2020

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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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.
Principal’s Foreword

Longreach State High School has a long and proud tradition of providing high quality education to students from Longreach and surrounding towns. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Longreach State High School's vision is to be the school of first choice for families, providing the best educational outcomes for all students, enabling them to develop to their full potential as independent and socially responsible global citizens, ensuring that every student is able to access the fullest possible range of opportunities and educational outcomes.

Longreach State High School has two core values of Respect and Responsibility.

**Respect** - for self, others and the school environment.

**Responsibility** - be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment.

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

Longreach State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school’s local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Longreach State High School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Yours Sincerely

Vanessa Moller

Principal

Longreach State High School
P&C Statement of Support

The Longreach State High School P&C Committee is proud to support the new Student Code of Conduct. The P&C, along with parents, have had opportunities to contribute and provide feedback on this final product. This has been an important aspect in the development of the Student Code of Conduct, as the involvement of parents and caregivers is critical to ensuring all adults are able to support the students of Longreach State High School to meet the set expectations.

We encourage all parents and caregivers to familiarise themselves with the Longreach State High School Student Code of Conduct and to take time to talk with their children about the school’s expectations and discuss any queries or concerns they may have.

Any parents or caregivers who wish to discuss the Longreach State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Longreach State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and supported so that they can learn, develop and grow to hopefully meet their full potential.

Leesa Hoolihan (P&C President)

School Captains’ Statement

On behalf of the student body at Longreach State High School, we endorse the Student Code of Conduct for 2021. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Longreach State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

School Captain: Seth Hunt
Date: 2.11.2020

School Captain: Aiyahna Browning
Date: 2.11.2020
Consultation

The consultation process used to inform the development of the Longreach State High School Student Code of Conduct occurred in three phases.

We held a series of internal meetings with staff between April and November 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, policies and areas for further development. The main consultation was within faculties, whole staff, PBL committee, leadership and other PLC’s.

A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community through the school P&C. Consultation was completed in October 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association endorsed the Longreach State High School Student Code of Conduct for implementation in Term 1 2021.

A communication strategy has been developed to support the implementation of the Longreach State High School Student Code of Conduct by referring through the school Parent and Community Engagement Framework (PACE) including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails. Any families who require assistance to access a copy of the Longreach State High School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement
The Longreach State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

Longreach State High School makes data informed decisions to evaluate the implementation of the positive whole-school approach and inform revision of current practice. Data is captured using OneSchool, school opinion surveys and other data collection methods. Data that may be used to inform creation of a positive school environment includes student achievement, student attendance, student behaviour (both positive behaviour and inappropriate behaviour) and academic data. Analysing data and sharing it with staff, parents and students allows everyone in the school community to focus on developing a safe and supportive learning environment.
Staff and the Leadership team regularly review data as part of the school wide data plan. In the development of the Code of Conduct, the school analysed data over the previous years to consider the schools need in implementation.

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<tr>
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<th>2019</th>
<th>2020*</th>
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<tbody>
<tr>
<td>Follow Up</td>
<td>19</td>
<td>42</td>
<td>74</td>
</tr>
<tr>
<td>Support &amp; Intervention</td>
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<td>1</td>
<td>26</td>
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<td>Cancellation - Non Compl.</td>
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<tr>
<td>Cancellation - Completed</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Suspension 1 to 10 days</td>
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<td>31</td>
<td>16</td>
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<tr>
<td>Suspension 11 to 20 days</td>
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<td>0</td>
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<tr>
<td>Exclusions</td>
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*as of 19th October 2020

**Whole School Attendance 2018-2020**

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<th>2020*</th>
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<td>Sem 1</td>
<td>Sem 2</td>
<td>Sem 1</td>
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</tr>
<tr>
<td>7</td>
<td>92.9</td>
<td>90.1</td>
<td>93.2</td>
<td>90.3</td>
</tr>
<tr>
<td>8</td>
<td>85.3</td>
<td>84.2</td>
<td>87.4</td>
<td>84.3</td>
</tr>
<tr>
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<td>87.2</td>
<td>84.3</td>
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<tr>
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<td>90.7</td>
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<td>91.1</td>
<td>84.3</td>
</tr>
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<td>11</td>
<td>85.2</td>
<td>87.9</td>
<td>87.4</td>
<td>83.8</td>
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<td>12</td>
<td>91.2</td>
<td>92.9</td>
<td>89.1</td>
<td>84.2</td>
</tr>
<tr>
<td>Whole</td>
<td>89.9</td>
<td>88.6</td>
<td>88.9</td>
<td>85</td>
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*Semester 2 2020 as of 16th November 2020*
## School Opinion Survey

### Parents/Caregivers

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<th>2016 (%)</th>
<th>2017 (%)</th>
<th>2018 (%)</th>
<th>2019 (%)</th>
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</thead>
<tbody>
<tr>
<td>My child likes being at this school.</td>
<td>84.2</td>
<td>87.5</td>
<td>85.7</td>
<td>66.7</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>90.0</td>
<td>81.3</td>
<td>81.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>80.0</td>
<td>81.3</td>
<td>81.0</td>
<td>75.0</td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns.</td>
<td>85.0</td>
<td>87.5</td>
<td>95.0</td>
<td>75.0</td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously.</td>
<td>72.2</td>
<td>80.0</td>
<td>85.7</td>
<td>75.0</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>47.4</td>
<td>56.3</td>
<td>66.7</td>
<td>41.7</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>77.8</td>
<td>87.5</td>
<td>90.5</td>
<td>90.9</td>
</tr>
<tr>
<td>This school gives my child opportunities to do interesting things.</td>
<td>90.0</td>
<td>81.3</td>
<td>81.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Teachers at this school are interested in my child’s wellbeing.</td>
<td>89.5</td>
<td>80.0</td>
<td>81.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Staff at this school are approachable.</td>
<td>75.0</td>
<td>93.3</td>
<td>90.5</td>
<td>83.3</td>
</tr>
<tr>
<td>This school asks for my input.</td>
<td>55.0</td>
<td>71.4</td>
<td>76.2</td>
<td>81.8</td>
</tr>
<tr>
<td>This school keeps me well informed.</td>
<td>75.0</td>
<td>71.4</td>
<td>81.0</td>
<td>83.3</td>
</tr>
<tr>
<td>This school has a strong sense of community.</td>
<td>62.2</td>
<td>64.3</td>
<td>90.0</td>
<td>91.7</td>
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<tr>
<td>I would recommend this school to others.</td>
<td>75.0</td>
<td>78.6</td>
<td>100.0</td>
<td>75.0</td>
</tr>
<tr>
<td>This is a good school.</td>
<td>78.9</td>
<td>78.6</td>
<td>95.0</td>
<td>75.0</td>
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</tbody>
</table>

### Students

<table>
<thead>
<tr>
<th>Statement</th>
<th>2016 (%)</th>
<th>2017 (%)</th>
<th>2018 (%)</th>
<th>2019 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like being at my school.</td>
<td>86.2</td>
<td>71.6</td>
<td>67.5</td>
<td>55.4</td>
</tr>
<tr>
<td>I feel safe at my school.</td>
<td>92.0</td>
<td>84.1</td>
<td>85.0</td>
<td>78.0</td>
</tr>
<tr>
<td>Teachers at my school treat students fairly.</td>
<td>69.0</td>
<td>61.4</td>
<td>42.5</td>
<td>57.0</td>
</tr>
<tr>
<td>I can talk to my teachers about my concerns.</td>
<td>73.6</td>
<td>59.1</td>
<td>55.0</td>
<td>51.0</td>
</tr>
<tr>
<td>My school takes students’ opinions seriously.</td>
<td>71.3</td>
<td>60.2</td>
<td>55.0</td>
<td>43.6</td>
</tr>
<tr>
<td>Student behaviour is well managed at my school.</td>
<td>58.6</td>
<td>55.7</td>
<td>37.5</td>
<td>41.4</td>
</tr>
<tr>
<td>My school looks for ways to improve.</td>
<td>85.1</td>
<td>81.8</td>
<td>84.6</td>
<td>63.0</td>
</tr>
<tr>
<td>My school gives me opportunities to do interesting things.</td>
<td>73.6</td>
<td>67.8</td>
<td>67.5</td>
<td>54.0</td>
</tr>
<tr>
<td>I feel accepted by other students at my school.</td>
<td>82.4</td>
<td>63.2</td>
<td>74.4</td>
<td>64.6</td>
</tr>
<tr>
<td>My teachers care about me.</td>
<td>80.5</td>
<td>68.2</td>
<td>60.0</td>
<td>53.1</td>
</tr>
<tr>
<td>My school encourages me to participate in school activities.</td>
<td>88.4</td>
<td>78.4</td>
<td>85.0</td>
<td>65.3</td>
</tr>
<tr>
<td>My school encourages me to be a good community member.</td>
<td>85.1</td>
<td>72.4</td>
<td>75.0</td>
<td>55.6</td>
</tr>
<tr>
<td>My school celebrates student achievements.</td>
<td>86.2</td>
<td>79.5</td>
<td>87.2</td>
<td>58.4</td>
</tr>
<tr>
<td>I would recommend my school to others.</td>
<td>72.4</td>
<td>61.6</td>
<td>60.5</td>
<td>42.9</td>
</tr>
<tr>
<td>This is a good school.</td>
<td>77.0</td>
<td>65.1</td>
<td>57.5</td>
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</table>

### Staff

<table>
<thead>
<tr>
<th>Statement</th>
<th>2016 (%)</th>
<th>2017 (%)</th>
<th>2018 (%)</th>
<th>2019 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy working at this school.</td>
<td>100.0</td>
<td>92.6</td>
<td>95.8</td>
<td>93.8</td>
</tr>
<tr>
<td>I feel this school is a safe place in which to work.</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<tr>
<td>Students are treated fairly at this school.</td>
<td>94.1</td>
<td>88.5</td>
<td>100.0</td>
<td>93.9</td>
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<tr>
<td>Student behaviour is well managed at this school.</td>
<td>67.6</td>
<td>80.8</td>
<td>70.8</td>
<td>81.8</td>
</tr>
<tr>
<td>Staff are well supported at this school.</td>
<td>84.4</td>
<td>88.9</td>
<td>79.2</td>
<td>72.7</td>
</tr>
<tr>
<td>This school takes staff opinions seriously.</td>
<td>90.6</td>
<td>88.9</td>
<td>87.0</td>
<td>75.8</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>100.0</td>
<td>92.6</td>
<td>100.0</td>
<td>100.0</td>
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<td>This school gives me opportunities to do interesting things.</td>
<td>97.0</td>
<td>88.5</td>
<td>100.0</td>
<td>93.8</td>
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<tr>
<td>Students with a disability are well supported at my school.</td>
<td>87.5</td>
<td>80.0</td>
<td>90.9</td>
<td>100.0</td>
</tr>
<tr>
<td>My school has an inclusive culture where diversity is valued and respected.</td>
<td>NA</td>
<td>88.5</td>
<td>91.7</td>
<td>93.9</td>
</tr>
<tr>
<td>People are treated fairly and consistently at my school.</td>
<td>NA</td>
<td>88.5</td>
<td>75.0</td>
<td>84.8</td>
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### Monthly Statistics

#### Date Range: 1 January 2018 to 31 December 2018

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<td>0.00</td>
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<td>16</td>
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<td>February</td>
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<td>219</td>
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<td><strong>977</strong></td>
<td><strong>402</strong></td>
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#### Date Range: 1 January 2019 to 31 December 2019

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#### Date Range: 1 January 2020 to 31 December 2020

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<tr>
<td>October</td>
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<td>20</td>
<td>36</td>
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<td>25</td>
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<tr>
<td>November</td>
<td>20</td>
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<td>0</td>
<td>0.00</td>
<td>0</td>
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<tr>
<td>December</td>
<td>2</td>
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<td>0.00</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>183</strong></td>
<td><strong>310</strong></td>
<td><strong>294</strong></td>
<td><strong>1.69</strong></td>
<td><strong>612</strong></td>
<td><strong>355</strong></td>
<td><strong>3.34</strong></td>
</tr>
</tbody>
</table>
Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Longreach State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Prevention Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>All students</strong> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</td>
</tr>
<tr>
<td></td>
<td>- teaching behaviours in the setting they will be used</td>
</tr>
<tr>
<td></td>
<td>- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</td>
</tr>
<tr>
<td></td>
<td>- teaching focus behaviours weekly that are re-enforced in all school settings and rewards.</td>
</tr>
<tr>
<td></td>
<td>- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</td>
</tr>
<tr>
<td></td>
<td>- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</td>
</tr>
<tr>
<td>2</td>
<td>Targeted instruction and supports for <strong>some students</strong> (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</td>
</tr>
</tbody>
</table>
|      | Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary
according to the needs of each school’s student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

3 Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student’s use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

 Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances
Staff at Longreach State High School take into account students’ individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.
In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student’s family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Student Wellbeing (SLAWF)
Longreach State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life. See Appendix 18 for overview.


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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Longreach State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; a broad sexuality and
relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students as part of work ready skills program.

**Policy and expectations**
Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

**Drug education and intervention**
Longreach State High School provides Drug Education within the curriculum and with additional support from the school based nurse and School Police Officers. Implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

**Specialised health needs**
Longreach State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

**Medications**
Longreach State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the School can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Longreach State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit and in the Learning Centre to provide emergency first aid medication if required.

**Mental health**
Longreach State High School implements early intervention measures for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

**Suicide prevention**
Longreach State High School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.
When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Longreach State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

**Suicide postvention**

In the case of a suicide of a student that has not occurred on school grounds, Longreach State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Longreach State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Supporting documentation: Policies, Procedures, Guidelines\Guidelines\Suicide Postvention Plan - Longreach SHS.docx

**Trauma informed practice**

When the school or the school wide community has had a traumatic incident occur, Longreach State High School enacts a postvention response. If the incident is connected to a current student the school will communicate with the family of the student in regards to support and ensuring immediate support is provided to students and staff who may be affected.

Where the traumatic event has occurred on school grounds or at a school event, Longreach State High School staff immediately enact the School Emergency Response Plan (SERP) and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Supporting documentation: Policies, Procedures, Guidelines\Guidelines\2020 SERP - Longreach SHS.pdf

**Student Support Network**

Longreach State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. The list member form part of the School Student Team. This team meets fortnightly.

Students can approach any trusted school staff member at Longreach State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help
ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal, on the school phone number.

<table>
<thead>
<tr>
<th>Role</th>
<th>What they do</th>
</tr>
</thead>
</table>
| Community Education Counsellor * | • Not currently provided by the school  
• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.                                                                                                                                                                                                                       |
| Community Elder *                | • Not currently provided by the school  
• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.                                                                                                                                                                    |
| Deputy Principal                 | • leadership of Student Support Network to promote an inclusive, positive school culture  
• monitors attendance, behaviour and academic data to identify areas of additional need.                                                                                                                                                                                                                     |
| Guidance Officer                 | • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting  
• assists students with specific difficulties, acting as a mediator or providing information on other life skills  
• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.                                                                                                                                                     |
| Head of Department (Yr 11&12)    | • coordinate transition to post schooling destination for students  
• support for implementation of Positive Behaviour for Learning (PBL)  
• monitors student attendance and behaviour data, arranges intervention for students in Years 11 & 12  
• lead development of PBL and welfare programs  
• respond to student welfare and behaviour concerns                                                                                                                                                                                                 |
| Head of Department (Yr 9&10)     | • coordinate transition to secondary for students moving from Year 10 into Year 11 (SET Planning)  
• support for implementation of Positive Behaviour for Learning (PBL)  
• monitors student attendance and behaviour data, arranges intervention for students in Years 9&10  
• lead development of PBL and welfare programs  
• respond to student welfare and behaviour concerns                                                                                                                                                                                                                         |
| Head of Department (Yr 7&8)      | • coordinate transition to secondary for students moving from Year 6 to Year 7  
• lead role for implementation of Positive Behaviour for Learning (PBL)  
• monitors student attendance and behaviour data, arranges intervention for students in Years 7 & 8  
• lead development of PBL and welfare programs  
• respond to student welfare and behaviour concerns                                                                                                                                                                                                                         |
| School-Based Youth Health Nurse  | • provides individual health consultations with assessment, support, health information and referral options related to:  
  - healthy eating and exercise                                                                                                                                                                                                                                                                                                                          |
| Chaplain* | Not currently provided by the school  
student mentorship  
relationships/social skills  
attendance support  
social/emotional/physical wellbeing |
|----------|----------------------------------------------------------------------------------|
| Year Level Coordinators | responsible for student welfare at each year level  
provides continuity of contact for students and their families through the six years of schooling  
ensures students feel safe and comfortable and want to come to school  
supports development of PBL and welfare programs  
nurtures a sense of belonging in the year level and school. |
| Youth Support Coordinator | provides individual and, at times, group support to students to assist their engagement with education and training  
support students to overcome barriers to education such as  
- attendance at school  
- VET pathways  
- Apprenticeships and Traineeships  
- Work Experience  
- QCE/learning support  
suspension/exclusion/referral for behaviour support  
conflict with family/peers/teachers  
social/emotional/physical wellbeing. |

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal.
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 classroom.
## Positive Behaviour for Learning Matrix

<table>
<thead>
<tr>
<th>All Learning Spaces</th>
<th>School Resources</th>
<th>Playground and Tuckshop</th>
<th>Bike Racks/ X-ing/Drop Off</th>
<th>Staff Spaces</th>
<th>Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ We respect others' rights to learn and teach</td>
<td>✓ We speak to others respectfully and use our manners</td>
<td>✓ We respect personal boundaries and wait patiently</td>
<td>✓ We speak in a polite manner</td>
<td>✓ We respect appropriately with all staff</td>
<td>✓ We respect diversity and difference by being inclusive of others</td>
</tr>
<tr>
<td>✓ We follow staff directions</td>
<td>✓ We encourage and welcome others</td>
<td>✓ We keep our hands to ourselves</td>
<td>✓ We keep our hands to ourselves</td>
<td>✓ We respect others' right to work</td>
<td>✓ We show respect, courtesy and manners to others</td>
</tr>
<tr>
<td>✓ We interact appropriately with all staff and peers</td>
<td>✓ We respect others' desire to work quietly</td>
<td>✓ We respect the environment</td>
<td>✓ We follow the directions of staff &amp; bus-drivers</td>
<td>✓ We respect the privacy of others</td>
<td>✓ We interact appropriately with all staff and peers</td>
</tr>
<tr>
<td>✓ We respect diversity and difference by being inclusive of others</td>
<td>✓ We obtain permission and consent to use images and equipment at all times</td>
<td>✓ We respect the privacy of others</td>
<td>✓ We respect personal boundaries and wait patiently</td>
<td>✓ We respect the privacy of others</td>
<td>✓ We respect diversity and difference by being inclusive of others</td>
</tr>
<tr>
<td>✓ We can bring or display content appropriate for educational purposes</td>
<td>✓ We can bring or display content appropriate for educational purposes</td>
<td>✓ We respect staff directions</td>
<td>✓ We respect staff directions</td>
<td>✓ We follow staff directions</td>
<td>✓ We respect staff directions</td>
</tr>
</tbody>
</table>

### Be Respectful
- 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 assessments
- 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 safe
- We demonstrate safety and report unsafe behaviour

### Be Responsible
- We complete work at our own workstations and leave our areas tidy for fellow students
- We use equipment and technology in a safe and appropriate manner and report faulty or damaged equipment to the teacher
- We move safely around the school
- We ensure water bottles are left in a safe area
- We obey the school internet policy
- We are safe
- We are responsible for our food, nutrition, and water
- We move safely 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
- We wear helmets if riding bikes
- We store transport safely and securely
- We keep our hands to ourselves
- We follow the instructions of staff, teachers and employers
- We exercise hygiene and cleanliness at all times
- We respect the privacy of others
- We interact appropriately with all staff
- 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 diversity and difference by being inclusive of others

### Classroom
- Developed by: DP
- Coredata
- Common

### Code of Conduct
- Version: 4
- Version Date: 30th November 2020
- Review Date: August 2021

This Code of Conduct is used as the basis of teaching expectations throughout the year and is reviewed regularly to address any new or emerging issues.
## 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](#)

<table>
<thead>
<tr>
<th>Major and Minor Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bullying</strong></td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td><strong>Defiant/threat/s to adults</strong></td>
</tr>
<tr>
<td>• Defiant verbal interaction with staff</td>
</tr>
<tr>
<td>• Verbal, written or physical threat, including use of proximity, directed at a staff member or other adult</td>
</tr>
<tr>
<td><strong>Disruptive</strong></td>
</tr>
<tr>
<td>• Short interruptions (e.g. talking, yelling, noise with materials)</td>
</tr>
<tr>
<td>• Sustained interruption to teaching and learning</td>
</tr>
<tr>
<td><strong>Dress code</strong></td>
</tr>
<tr>
<td>• Wearing of clothing or accessories not included in the dress code guidelines without a note to explain (or uniform pass)</td>
</tr>
<tr>
<td>• Continued wearing of clothing or accessories not included in the dress code guidelines without a note to explain (or uniform pass)</td>
</tr>
<tr>
<td>See LSHS Uniform Policy for detail</td>
</tr>
<tr>
<td><strong>Harassment</strong></td>
</tr>
<tr>
<td>• Isolated disrespectful message (Teasing, putdown a directed towards a student)</td>
</tr>
<tr>
<td>• Sustained or intense disrespectful messages (e.g. based upon cultural identity, religion, sexual identity, age ) directed to a student</td>
</tr>
<tr>
<td>• Includes threats and/or intimidation</td>
</tr>
<tr>
<td>• Can be verbal, written, gestural or cyber</td>
</tr>
<tr>
<td><strong>IT misconduct</strong></td>
</tr>
<tr>
<td>• Inappropriate use of school technology</td>
</tr>
<tr>
<td>• Major mistreatment of school IT equipment</td>
</tr>
<tr>
<td>• Mobile phone evident or being used</td>
</tr>
<tr>
<td>• Repeated inappropriate use of school technology</td>
</tr>
<tr>
<td>• Major mistreatment of school IT equipment (requires repair)</td>
</tr>
<tr>
<td>• Privacy breaches for staff/students</td>
</tr>
<tr>
<td>• Access or attempted access to illicit material</td>
</tr>
<tr>
<td>• Mobile phone evident or being used on multiple occasions</td>
</tr>
<tr>
<td>See LSHS Mobile Phone Policy for detail</td>
</tr>
<tr>
<td><strong>Late</strong></td>
</tr>
<tr>
<td>• Late to class without a note and/or a valid reason</td>
</tr>
<tr>
<td>• Late to school without a note</td>
</tr>
<tr>
<td>See LSHS Attendance Policy for detail</td>
</tr>
<tr>
<td><strong>Lying/Cheating</strong></td>
</tr>
<tr>
<td>• In-class copying of other’s work</td>
</tr>
<tr>
<td>• Non-threatening untrue message</td>
</tr>
<tr>
<td>See LSHS Assessment Policy for detail</td>
</tr>
<tr>
<td><strong>Misconduct involving object</strong></td>
</tr>
<tr>
<td>• Actions using an object (e.g. stick, school equipment) which distracts or interrupts</td>
</tr>
<tr>
<td>• Actions using an object (e.g. stick, school equipment) which causes harm or has the potential to harm self or others</td>
</tr>
<tr>
<td>See LSHS Assessment Policy for detail</td>
</tr>
<tr>
<td><strong>Non compliant with routine</strong></td>
</tr>
<tr>
<td>• Failure to respond to staff requests in relation to school rules and routine</td>
</tr>
<tr>
<td>• Repeated failure to respond to staff requests in relation to school rules and routine</td>
</tr>
<tr>
<td>• Repeated failure to attend detention</td>
</tr>
<tr>
<td>Category</td>
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<tr>
<td>----------</td>
</tr>
<tr>
<td>Failure to attend detention</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of school</td>
</tr>
<tr>
<td>Physical misconduct</td>
</tr>
<tr>
<td>Possess prohibited items</td>
</tr>
<tr>
<td>Prohibited items</td>
</tr>
<tr>
<td>Property misconduct</td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
</tr>
<tr>
<td>Threat/s to others</td>
</tr>
<tr>
<td>Truant/skip class</td>
</tr>
<tr>
<td>Verbal misconduct</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
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.

![Diagram of differentiation layers]

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.
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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**Legislative Delegations**

**Legislation**

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

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

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

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

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

- **Education (General Provisions) Act 2006 Director-General’s delegations**
- **Education (General Provisions) Act 2006 Minister’s delegations**
- **Education (General Provisions) Act 2006 Director-General’s authorisations**
- **Education (General Provisions) Regulation 2006 Minister’s delegations**
- **Education (General Provisions) Regulation 2017 Director-General’s delegations**

**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. (See Table 1&2).

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
- Direction
- 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
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.

Behaviour Management Flowchart
Positive reinforcement and classroom incentives, Record positive behaviour in One School

Natural Consequences:
Warning
Restorative
Make Up time
Lunch Detention
Outside school hours time
Buddy Classroom
Work Plan

One School strategies and include YLC / HOD

Use Restorative Practices

Refine, monitor and support

HOD Managed

HOD Case Manage

Complete Support Referral in One School Student Profile

Support & Intervention

Student Services

Engage External Support if required

Admin Managed

DIP Created

DIP case manage

FRA Complex Case Management Stakeholder Meeting

Support Provision Created

Teacher Managed

Teacher Managed

Differentiated

Version Date: 30th November 2020

Review Date: August 2021

Developed By: DP

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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 consider 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 including 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
• 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 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 SDA.

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.

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 feel welcome back into the school community.
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.

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.

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.

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.

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.

Supporting documentation: [Policies, Procedures, Guidelines\Guidelines\2020 SERP - Longreach SHS.pdf](#)

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**School Policies and Resources**

Longreach State High School recognised the following policies, guidelines and procedures to support 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. Use of mobile phones and other devices by students
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.

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**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.

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

**Early Resolution**
- The best place to raise any concerns is at the point where the problem or issue arose.
- To discuss your complaint with the school
- If relevant or reasonable, first discuss concerns with teacher or Head of Department
- If you need further clarification or support or the concerns is of a higher priority:
  - you are also welcome to lodge your complaint in writing or over the phone. Send an email to principal@longreachshs.eq.edu.au detailing the concerns including specific details such as names, times, locations and other supporting evidence.
  - You can make an appointment at the school to discuss your complaint with your the principal or deputy principal

**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.

**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**.
Appendix 1: Flowchart and Checklist: Detention

Appendix 2: Flowchart and Checklist: Detention (Out of Hours or non-school days)

Appendix 3: Flowchart and Checklist: Alternative Program

Appendix 4: Flowchart and Checklist: Discipline Improvement Plan

Appendix 1: Flowchart and Checklist: Detention

**Flowchart: Detention (school hours)**

1. **CONSIDER**
   - Principal or teacher considers whether the student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct.

2. **ISSUE**
   - Principal or teacher issues the student with a detention during school hours.

3. **NOTIFY**
   - Depending on the school's policy, principal or teacher notify the student's parent of the detention.

4. **RECORD**
   - Principal or teacher documents the disciplinary consequence and reason in the individual student's OneSchool record.

*If the student fails to attend the detention, this may be considered disobedience and the principal makes a decision about the appropriate course of action.

**Checklist: Detention (school hours)**

- [ ] Student is enrolled at the school
- [ ] Assessment undertaken of the student’s behaviour and the level of risk
- [ ] Student’s individual circumstances have been considered
- [ ] Student’s behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct

- [ ] Detention has been issued during school hours
- [ ] Depending on the school’s policy, the student’s parent has been notified of the detention
- [ ] Disciplinary consequence and reasons have been documented in the student’s OneSchool record
- [ ] Student’s attendance at the detention has been recorded.
Appendix 2: Flowchart and Checklist: Detention (Out of Hours or non-school days)
Flowchart: Detention (out-of-school hours or on non-school days)

**CONSIDER**
Principal or teacher considers whether the student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct.

**ASSESS**
Principal or teacher completes a risk assessment and develops a risk management plan.

**NOTIFY**
Principal or teacher, at least 24 hours before the detention is scheduled to occur, 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 supervision and transport arrangements.

**ISSUE**
Principal or teacher issues the student with a detention during school hours.

**RECORD**
Principal or teacher documents the disciplinary consequence and reason in the individual student's OneSchool record.

* If the student fails to attend the detention, this may be considered disobedience and the principal makes a decision about the appropriate course of action.

Checklist: Detention (out-of-school hours or on non-school days)

- Student is enrolled at the school
- Assessment undertaken of the student's behaviour and the level of risk
- Student's individual circumstances have been considered
- Student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct
- Risk assessment has been completed
- Risk management plan has been developed.

At least 24 hours before the detention is scheduled to occur, parents have:
- Been consulted about suitable times for the detention to be completed within the parameters set by the school
- Been informed of the location and duration of the detention
- Been informed of their responsibility to arrange travel/supervision to and from the detention, where appropriate
- Provided consent for the student to participate in the out-of-school hours or non-school day detention.

- Detention has been issued during out-of-school hours or on non-school days
- Disciplinary consequence and reasons have been documented in the student's OneSchool record
- Student's attendance at the detention has been recorded.
Appendix 3: Flowchart and Checklist: Alternative Program

Flowchart: Alternative Program

Checklist: Alternative Program (completed in school hours)
- Student is enrolled at the school
- Assessment undertaken of the student’s behaviour and the level of risk
- Student’s individual circumstances have been considered
- Student’s behaviour constitutes grounds for Alternative Program as per the consequences and management outlined in the Student Code of Conduct
- Risk Assessment has been completed
- Risk Management Plan has been developed and attached to Support & Intervention Record.
- Alternative Program has been issued during school hours.
- Student’s parent has been notified of the Alternative Program.
- Disciplinary consequence and reasons have been documented in the student’s OneSchool record.
- Student’s attendance at the Alternative Program has been recorded.

Appendix 4: Flowchart and Checklist: Discipline Improvement Plan

Appendix 5: Flowchart: Suspensions (1-10 days)
Appendix 6: Checklist: Suspensions (1-10 days)
Appendix 7: Flowchart: Suspensions (11-20 days)
Appendix 8: Checklist: Suspensions (11-20 days)
Appendix 9: Flowchart: Charge-related suspension
Appendix 10: Checklist: Charge-related suspension
Appendix 11: Flowchart: Exclusion

Code of Conduct
Version 4
Version Date: 30th November 2020
Review Date: August 2021
Developed By: DP
Appendix 12: Checklist: Exclusion
Appendix 13: Flowchart and Checklist: Discipline Improvement Plan
Appendix 14: Flowchart and Checklist: Cancellation of Enrolment
Appendix 15: Buddy Class Referral
Appendix 16: Buddy Class Flow Chart
Appendix 17: Student Services Referral Process
Appendix 18: SLAWF
Appendix 19: Principal Guidelines - Tables
Appendix 1: Flowchart and Checklist: Detention

Flowchart: Detention (school hours)

1. **CONSIDER**
   - Principal or teacher considers whether the student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct.

2. **ISSUE**
   - Principal or teacher issues the student with a detention during school hours.

3. **NOTIFY**
   - Depending on the school’s policy, principal or teacher notify the student’s parent of the detention.

4. **RECORD**
   - Principal or teacher documents the disciplinary consequence and reason in the individual student's OneSchool record.

*If the student fails to attend the detention, this may be considered disobedience and the principal makes a decision about the appropriate course of action.

Checklist: Detention (school hours)

- [ ] Student is enrolled at the school
- [ ] Assessment undertaken of the student’s behaviour and the level of risk
- [ ] Student’s individual circumstances have been considered
- [ ] Student’s behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct
- [ ] Detention has been issued during school hours
- [ ] Depending on the school’s policy, the student’s parent has been notified of the detention
- [ ] Disciplinary consequence and reasons have been documented in the student's OneSchool record
- [ ] Student’s attendance at the detention has been recorded.
Appendix 2: Flowchart and Checklist: Detention (Out of Hours or non-school days)

Flowchart: Detention (out-of-school hours or on non-school days)

- **CONSIDER**: Principal or teacher considers whether the student’s behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct.

- **ASSESS**: Principal or teacher completes a risk assessment and develops a risk management plan.

  Principal or teacher, at least 24 hours before the detention is scheduled to occur, 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 supervision and transport arrangements.

- **NOTIFY**: Principal or teacher issues the student with a detention during school hours.

- **ISSUE**: Principal or teacher documents the disciplinary consequence and reason in the individual student’s OneSchool record.

* If the student fails to attend the detention, this may be considered disobedience and the principal makes a decision about the appropriate course of action.

Checklist: Detention (out-of-school hours or on non-school days)

- Student is enrolled at the school
- Assessment undertaken of the student’s behaviour and the level of risk
- Student’s individual circumstances have been considered
- Student’s behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct
- Risk assessment has been completed
- Risk management plan has been developed.

At least 24 hours before the detention is scheduled to occur, parents have:

- been consulted about suitable times for the detention to be completed within the parameters set by the school
- been informed of the location and duration of the detention
- been informed of their responsibility to arrange travel/supervision to and from the detention, where appropriate
- provided consent for the student to participate in the out-of-school hours or non-school day detention.

- Detention has been issued during out-of-school hours or on non-school days
- Disciplinary consequence and reasons have been documented in the student’s OneSchool record
- Student’s attendance at the detention has been recorded.
Appendix 3: Flowchart and Checklist: Alternative Program

Flowchart: Alternative Program

Checklist: Alternative Program (completed in school hours)

☐ Student is enrolled at the school
☐ Assessment undertaken of the student’s behaviour and the level of risk
☐ Student’s individual circumstances have been considered
☐ Student’s behaviour constitutes grounds for Alternative Program as per the consequences and management outlined in the Student Code of Conduct

☐ Risk Assessment has been completed
☐ Risk Management Plan has been developed and attached to Support & Intervention Record.
☐ Alternative Program has been issued during school hours.
☐ Student’s parent has been notified of the Alternative Program.
☐ Disciplinary consequence and reasons have been documented in the student’s OneSchool record.
☐ Student’s attendance at the Alternative Program has been recorded.
Appendix 4: Flowchart and Checklist: Discipline Improvement Plan

Flowchart: Discipline improvement plan

1. **CONSIDER**
   - Principal considers whether the student’s behaviour constitutes grounds for a discipline improvement plan to be imposed.

2. **INITIATE**
   - Principal initiates a discipline improvement plan with the support of staff in partnership with the parent and student.

3. **DETERMINE**
   - Principal or delegated staff member determines the conditions of the discipline improvement plan in collaboration with the student and their parent.
   - If agreement is reached, the principal, student and parent sign the discipline improvement plan and obtain copies.

4. **AGREE**
   - Principal or delegated staff member saves a copy of the signed discipline improvement plan in the student’s OneSchool record.

5. **RECORD**

* Failure to meet the conditions of a discipline improvement plan cannot be used as a ground for exclusion. However, a student may be suspended or excluded if their behaviour meets the grounds for suspension or exclusion.

Checklist: Discipline improvement plan

- Student is enrolled at the school
- Assessment undertaken of the student’s behaviour and the level of risk
- Student’s individual circumstances have been considered
- Principal has considered whether the student’s behaviour constitutes grounds for a discipline improvement plan to be imposed
- Principal has initiated a discipline improvement plan with the support of staff in partnership with the parent and student.
- Principal or delegated staff member has determined the conditions of the discipline improvement plan in collaboration with the student and their parent, including:
  1. behaviours expected of the student
  2. consequences for not meeting the expected behaviours
  3. participation in relevant programs to address inappropriate behaviour (where appropriate)
  4. support to be provided by the school
  5. the duration of the plan.
- If agreement is reached, the principal, student and parent have signed the discipline improvement plan
- A copy of the signed discipline improvement plan has been given to the student and parent
- A copy of the signed discipline improvement plan has been saved in the student’s OneSchool record.
**Appendix 5: Flowchart: Suspensions (1-10 days)**

**Flowchart: Suspensions (1–10 days)**

- **CONSIDER**: Principal considers whether the student’s behaviour constitutes grounds for suspension as per section 282 of the *Education (General Provisions) Act 2006*.
- **DOCUMENT**: If the principal decides the behaviour meets one or more of the grounds for suspension under section 282 of the *Education (General Provisions) Act 2006*, they ensure documentation is completed to explain how they believe the student’s behaviour meets the ground/s (e.g., explain how the behaviour constitutes misbehaviour).
- **REFLECT**: Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g., reports, statements, other documents, video/audio recordings noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the suspension decision is made).
- **DISCUSS**: Principal ensures the student and the parent are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.
- **DECIDE**: Principal makes the disciplinary decision to progress or cease the suspension process, including the start and end date of the suspension if relevant.
- **NOTIFY**: Principal or authorised officer tells the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence, ensuring the suspension is completed in the current school year and does not extend over the summer holiday period into the new year.
- **ARRANGE**: Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.
- **APPOINT**: Principal ensures a school staff member is appointed as the contact for the student and parent while suspension is in effect and ensures student and parent are advised of the contact information for this person.
- **NOTICE**: Principal ensures a record for 1–10 day suspension is created and a decision notice is prepared in OneSchool, and gives it to the student and parent as soon as practicable.
- **RECORD**: Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.
- **ACCESS**: Principal takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.
Appendix 6: Checklist: Suspensions (1-10 days)

Checklist: Suspensions (1–10 days)
□ Student is enrolled at the school
□ Assessment undertaken of the student's behaviour and the level of risk
□ Student's individual circumstances have been considered
□ Student's behaviour constitutes grounds for suspension under section 282 of the Education (General Provisions) Act 2006
□ Principal or delegate have documented how the behaviour meets one or more of the grounds under section 282 of the Education (General Provisions) Act 2006
□ Student and parent have had the opportunity to consider relevant evidence under consideration about the behaviour
□ Student and parent have had the opportunity to discuss and respond to the allegations with a school staff member
□ Principal has made the disciplinary decision to progress or cease the suspension process, including the start and finish date if relevant
□ Disciplinary consequence and reasons have been documented in the student’s OneSchool record
□ Suspension will be completed in the current school year and will not extend over the same school holiday period into the new year
□ Principal or authorised officer has told the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence
□ Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
□ School staff member has been appointed as the contact for the student and parent while suspension is in effect
□ Student and parent have been advised of the contact information for the appointed staff member
□ Record for 1–10 day suspension has been created in OneSchool
□ Decision notice has been prepared on the approved form for 1–10 day suspension in OneSchool
□ Signed decision notice on approved form for 1–10 day suspension, including material facts and evidence have been given to the student and parent as soon as practicable
□ Copies of the signed suspension decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student’s OneSchool record
□ Reasonable steps have been taken to arrange for the student to access an educational program to continue with their education during the suspension.
Appendix 7: Flowchart: Suspensions (11-20 days)

Flowchart: Suspensions (11–20 days)

CONSIDER

DOCUMENT

REFLECT

DISCUSS

DECIDE

NOTIFY

ARRANGE

APPOINT

NOTICE

RECORD

ACCESS

Student is enrolled at the school

Principal considers whether the student’s behaviour constitutes grounds for suspension as per section 282 of the Education (General Provisions) Act 2006.

If the principal decides the behaviour meets one or more of the grounds for suspension under section 282 of the Education (General Provisions) Act 2006, they ensure documentation is completed to explain how they believe the student’s behaviour meets the ground/s (e.g. explain how the behaviour constitutes misbehaviour).

Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g. reports, statements, other documents, video/audio recordings noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the suspension decision is made).

Principal ensures the student and the parent are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.

Principal makes the disciplinary decision to progress or cease the suspension process, including the start and end date of the suspension if relevant.

Principal or authorised officer tells the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence, ensuring the suspension is completed in the current school year and does not extend over the summer holiday period into the new year.

Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.

Principal ensures a school staff member is appointed as the contact for the student and parent while suspension is in effect and ensures student and parent are advised of the contact information for this person.

Principal ensures a record for 11–20 day suspension is created and a decision notice is prepared in OneSchool, including details about how to make a submission against the suspension to the Director-General or delegate, and gives it to the student and parent as soon as practicable.

Principal ensures signed copies of decision Notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.

Principal takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.
Appendix 8: Checklist: Suspensions (11-20 days)

Checklist: Suspensions (11–20) days

☐ Student is enrolled at the school
☐ Assessment undertaken of the student’s behaviour and the level of risk
☐ Student’s individual circumstances have been considered
☐ Student’s behaviour constitutes grounds for suspension under section 282 of the *Education (General Provisions) Act 2006*
☐ Principal or delegate have documented how the behaviour meets one or more of the grounds under section 282 of the *Education (General Provisions) Act 2006*
☐ Student and parent have had the opportunity to consider relevant evidence under consideration about the behaviour
☐ Student and parent have had the opportunity to discuss and respond to the allegations with a school staff member
☐ Principal has made the disciplinary decision to progress or cease the suspension process, including the start and finish date if relevant
☐ Disciplinary consequence and reasons have been documented in the student’s OneSchool record
☐ Suspension will be completed in the current school year and will not extend over the state school holiday period into the new year
☐ Principal or authorised officer has told the student and parent of the decision to suspend, the reasons for the suspension and the date on which it will commence
☐ Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
☐ School staff member has been appointed as the contact for the student and parent while suspension is in effect
☐ Student and parent have been advised of the contact information for the appointed staff member
☐ Record for 11–20 day suspension has been created in OneSchool
☐ Decision notice has been prepared on the approved form for 11–20 day suspension in OneSchool, including information about making a submission against the suspension to the Director-General or delegate
☐ Signed decision notice on approved form for 11–20 day suspension, including details about making a submission to the Director-General or delegate, material facts and evidence have been given to the student and parent as soon as practicable
☐ Copies of the signed suspension decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student’s OneSchool record
☐ Reasonable steps have been taken to arrange for the student to access an educational program to continue with their education during the suspension.
Appendix 9: Flowchart: Charge-related suspension

Flowchart: Charge-related suspensions

Principal receives information that a student has been charged with a serious offence or an offence other than a serious offence.

Principal considers whether the student’s behaviour constitutes charge-related ground for suspension as per section 282 of the Education (General Provisions) Act 2006 and determines if there is sufficient information to make a disciplinary decision while the student’s charge is pending.

Principal requests the Director-General obtain information from the Queensland Police Commissioner for the purposes of informing the decision making process and uses the Behaviour risk assessment tool—safety or wellbeing (a copy of the completed risk assessment should be retained in OneSchool).

If the principal decides the student’s behaviour constitutes the relevant ground for suspension under section 282 of the Education (General Provisions) Act 2006, they ensure documentation is completed to explain how they believe the student’s behaviour meets the ground’s (e.g. explain the serious offence charge or charge other than a serious offence).

Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g. information provided through requesting the Director-General obtain information from the Queensland Police Commissioner).

Principal ensures the student and parent are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.

Principal makes the disciplinary decision to progress or cease the charge-related suspension process, including the start date if relevant.

Principal or authorised officer tells the student and parent of the charge-related suspension, the date on which it will commence and that the end date will likely be determined once the charges have been finalised in the court.

Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.

Principal ensures a regional case manager is allocated through OneSchool.

Principal takes a record for a charge-related suspension is created (restricted to Senior Responsible Officer), and a decision notice is prepared in OneSchool, including details about making a submission against the suspension to the Director-General or delegate, and gives it to the student and parent as soon as practicable with a copy of the information provided by the Queensland Police Commissioner.

Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absences decision are uploaded in OneSchool (ensure no hard copies of the information received from the Queensland Police Commissioner are kept by the school or saved in OneSchool outside the ‘Confidential Attachment’).

Principal takes reasonable steps to arrange for the student to access an educational program or a school of distance education to allow the student to continue with their education during the suspension.

Principal, as soon as the charges are dealt with, moves forward with a decision about ending the charge-related suspension or progressing to excursion.

*At any time throughout the charge-related suspension, the principal may seek an update on the status of the student’s charges through an additional request to the Director-General to obtain information from the Queensland Police Commissioner.*
Appendix 10: Checklist: Charge-related suspension

Checklist: Charge-related suspensions

☐ Student is enrolled at the school
☐ Information received from a credible source that there are reasonable grounds to suspect the student has been charged with a serious offence or an offence other than a serious offence where the principal considers the student's attendance at school would not be in the best interests of other students or staff
☐ Student's individual circumstances have been considered
☐ Student's behaviour constitutes grounds for charge-related suspension under section 282 of the Education (General Provisions) Act 2006
☐ Principal or delegate have documented how the behaviour meets a charge-related ground under section 282 of the Education (General Provisions) Act 2006
☐ There is sufficient information to make a disciplinary decision while the student’s charge is pending
☐ Request sent to the Director-General to obtain information from the Queensland Police Commissioner
☐ Behaviour risk assessment tool — safety or wellbeing completed prior to identifying appropriate disciplinary response or intervention
☐ A copy of the completed risk assessment has been documented in OneSchool
☐ Student and parent have had the opportunity to consider relevant evidence under consideration about the behaviour
☐ Student and parent have had the opportunity to discuss and respond to the allegations with a school staff member
☐ Principal has made the disciplinary decision to progress or cease the charge-related suspension process
☐ Disciplinary consequence and reasons have been documented in the student's OneSchool record
☐ Principal or authorised officer has told the student and parent of the charge-related suspension decision, the date on which it will commence and that the end date will likely be determined once the charges have been finalised in court
☐ Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
☐ Record for suspension on a charge-related ground created in OneSchool and restricted to Senior Responsible Officer
☐ Decision notice has been prepared on the approved form for charge-related suspension in OneSchool, including information about making a submission against the suspension to the Director-General or delegate
☐ Regional case manager has been allocated through OneSchool
☐ Signed decision notice on approved form for charge-related suspension, including details about making a submission to the Director-General or delegate, material facts and evidence, and a copy of the information received from the QPC (if any) have been given to the student and parent as soon as practicable
☐ Copies of the signed suspension decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision (excluding the copy of the information received from the QPC (if any)) have been uploaded in the student’s OneSchool record
☐ Reasonable steps have been taken to arrange for the student to access an educational program to continue with their education during the suspension
☐ Requests from the Director-General or delegate for information have been responded to
☐ No hard copy of the charge-related suspension letters or attachments have been kept by the school
☐ No hard copy of the information received from the QPC have been kept by the school or saved in OneSchool outside the 'Confidential Attachment'.

As soon as the charge has been dealt with:
☐ Behaviour risk assessment tool — safety or wellbeing has been completed to determine if the student’s attendance at school would not be in the best interests of other students or staff
☐ Decision about ending the charge-related suspension or progressing to exclusion has been made.

If the decision is to exclude:
☐ Exclusion process will be followed, creating a new incident on OneSchool for the charge-related behaviour.
Appendix 11: Flowchart: Exclusion

Flowchart: Exclusion

- **CONSIDER**
  - Principal considers whether the student's behaviour constitutes grounds for exclusion as per section 292 of the Education (General Provisions) Act 2006.

- **RECORD**
  - Principal ensures completion of the [Behaviour risk assessment tool — safety or wellbeing](#) prior to identifying an appropriate disciplinary response or intervention and retains a copy of the completed risk assessment in OneSchool.

- **DOCUMENT**
  - Principal ensures documentation of how the behaviour meets one or more of the grounds under section 292 of the Education (General Provision) Act 2006 (e.g. explaining how the behaviour adversely affects the good order and management of the school, evidence of conviction of a serious offence).

- **REFLECT**
  - Principal arranges for the student and parent to have the opportunity to view the relevant evidence under consideration about the behaviour (e.g. reports, statements, other documents, video/audio recordings noting that a copy of the recordings should not be provided to the student or parent but they should be invited to view/hear the recordings at the school or elsewhere before the proposed exclusion decision is made).

- **DISCUSS**
  - Principal ensures the student and parent are offered the opportunity to discuss the allegations with a school staff member and respond if they choose prior to the principal making a disciplinary decision.

- **DECIDE**
  - Principal makes the disciplinary decision to progress or cease the proposed exclusion process: if **not satisfied** there is a ground for exclusion, may consider a less serious disciplinary consequence such as suspension or an alternative consequence. If **satisfied** there is a ground for exclusion, continues the exclusion process.

- **NOTIFY**
  - Principal or authorised officer tells the student and parent of the decision to propose exclusion, the reasons for the proposed exclusion, the date on which the suspension will commence and that a final decision about the exclusion will be made within 20 school days.

- **ARRANGE**
  - Principal takes reasonable steps to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or alternatively isolate and supervise the student until such arrangements are made.

- **NOTICE**
  - Principal ensures a record for proposed exclusion is created and a decision notice is prepared in OneSchool and ensures it is given to the student and parent as soon as practicable.

- **APPOINT**
  - Principal ensures a regional case manager is allocated through OneSchool.

- **RECORD**
  - Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.

- **ACCESS**
  - Principal takes reasonable steps to arrange for the student to access an educational program to allow the student to continue with their education during the suspension.

- **DECIDE**
  - Principal, within 20 school days of notifying the student and parent of the proposed exclusion, and after considering all of the available information, decides whether to exclude or not exclude.

- **DETERMINE**
  - Principal assumes the exclusion decision is updated in OneSchool and, if the decision is to **not exclude**, makes arrangements for the return of the student to school and any necessary support provisions. If the decision is to **exclude**, determines whether to exclude for a period of not more than one school year or to exclude permanently.

- **NOTIFY**
  - Principal or authorised officer tells the student and parent of the exclusion decision, the reasons for the exclusion and if or when the student can reapply to enrol at the school.

- **NOTICE**
  - Principal ensures a decision notice is prepared in OneSchool and gives it to the student and parent as soon as practicable. If the decision is to exclude, the notice includes details about how to make a submission to the Director-General or delegate and, for permanent exclusions, a periodic review submission to the Director-General.

- **RECORD**
  - Principal ensures signed copies of decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.
Appendix 12: Checklist: Exclusion

Checklist: Exclusion
☐ Student is enrolled at the school
☐ Assessment undertaken of the student’s behaviour and the level of risk
☐ Student’s individual circumstances have been considered
☐ Student’s behaviour constitutes one or more grounds for exclusion under section 292 of the EGPA
☐ Principal or delegate have documented how the behaviour meets the ground for exclusion under section 292 of the EGPA
☐ Exclusion has been considered as a last resort, where suspension is demonstrably inadequate to deal with the student’s disobedience, misbehaviour, conduct or risk
☐ Behaviour risk assessment tool — safety or wellbeing has been completed prior to identifying an appropriate disciplinary response or intervention
☐ A copy of the completed Behaviour risk assessment tool — safety or wellbeing has been documented in OneSchool
☐ Student and parent have had the opportunity to consider relevant evidence under consideration about the behaviour
☐ Student and parent have been offered the opportunity to discuss and respond to the allegations
☐ Principal, if not satisfied there is a ground for exclusion, has considered a less serious disciplinary consequence such as suspension or decided no further action is needed
☐ Principal, if satisfied there is a ground for exclusion, has continued the exclusion process
☐ Disciplinary consequence and reasons have been documented in the student’s OneSchool record
☐ Principal or authorised officer has told the student and parent of the decision to propose exclusion, the reasons for the proposed exclusion, the date on which the suspension will commence and that the final decision about exclusion will be made within 20 school days
☐ Reasonable steps have been taken to ensure that parents have made appropriate supervision arrangements prior to the student leaving the school grounds, or the student has been isolated and supervised until such arrangements have been made
☐ Record for proposed exclusion has been created in OneSchool
☐ Decision notice has been prepared on the approved form for proposed exclusion in OneSchool
☐ Regional case manager has been allocated through OneSchool
☐ Signed decision notice on approved form for proposed exclusion, material facts and evidence have been given to the student and parent as soon as practicable
☐ Copies of the signed proposed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student’s OneSchool record
☐ Reasonable steps have been taken to arrange for the student to access an educational program to allow the student to continue with their education during the suspension
☐ Principal has finalised the decision within 20 school days of providing the student and parent the proposed exclusion notice and after considering all of the available information
☐ Exclusion decision has been updated in OneSchool
☐ If the decision is to not exclude, arrangements for the return of the student to school and any necessary support provisions have been made
☐ If the decision is to exclude, determined whether to exclude for a period of not more than one school year or to exclude permanently
☐ Principal or authorised officer has told the student and parent of the exclusion decision, the reasons for the exclusion and if or when the student can reapply to enrol at the school
☐ Decision notice has been prepared on the approved form for exclusion in OneSchool (including if the decision is to exclude, information about making a submission against the exclusion to the Director-General or delegate and, for permanent exclusions, a periodic review submission to the Director-General)
☐ Signed decision notice on approved form for exclusion, including details about making a submission to the Director-General or delegate, material facts and evidence has been given to the student and parent as soon as practicable
☐ Copies of the signed exclusion decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision have been uploaded in the student’s OneSchool record.
Appendix 13: Flowchart and Checklist: Discipline Improvement Plan

Flowchart: Discipline improvement plan

- **CONSIDER**: Principal considers whether the student’s behaviour constitutes grounds for a discipline improvement plan to be imposed.
- **INITIATE**: Principal initiates a discipline improvement plan with the support of staff in partnership with the parent and student.
- **DETERMINE**: Principal or delegated staff member determines the conditions of the discipline improvement plan in collaboration with the student and their parent.
- **AGREE**: If agreement is reached, the principal, student, and parent sign the discipline improvement plan and obtain copies.
- **RECORD**: Principal or delegated staff member saves a copy of the signed discipline improvement plan in the student’s OneSchool record.

* Failure to meet the conditions of a discipline improvement plan cannot be used as a ground for exclusion. However, a student may be suspended or excluded if their behaviour meets the grounds for suspension or exclusion.

Checklist: Discipline improvement plan

- Student is enrolled at the school
- Assessment undertaken of the student’s behaviour and the level of risk
- Student’s individual circumstances have been considered
- Principal has considered whether the student’s behaviour constitutes grounds for a discipline improvement plan to be imposed
- Principal has initiated a discipline improvement plan with the support of staff in partnership with the parent and student.

Principal or delegated staff member has determined the conditions of the discipline improvement plan in collaboration with the student and their parent, including:

- Behaviours expected of the student
- Consequences for not meeting the expected behaviour
- Participation in relevant programs to address inappropriate behaviour (where appropriate)
- Support to be provided by the school
- The duration of the plan.

- If agreement is reached, the principal, student, and parent have signed the discipline improvement plan
- A copy of the signed discipline improvement plan has been given to the student and parent
- A copy of the signed discipline improvement plan has been saved in the student’s OneSchool record.

Appendix 14: Flowchart and Checklist: Cancellation of Enrolment
### Flowchart: Cancellation of enrolment

- **CONSIDER**
- **WARN**
- **DECIDE**
- **NOTIFY**
- **APPOINT**
- **NOTICE**
- **RECORD**

**Student is enrolled at the school**

Principal considers whether the behaviour of the student (who is older than compulsory school age) amounts to a refusal to participate in the educational program provided at the school.

Principal or delegate provides a warning to the student and parent of the refusal to participate, the school’s expectations for participation in the educational program, records content of the warning in the student’s OneSchool record and allows the student time to meet the school’s expectations.

Principal considers records (e.g. contact record, report card, teacher statements) and makes a decision about whether to cancel the student’s enrolment if the student continues to refuse to participate.

Principal or delegate notifies the student and parent of the decision to cancel enrolment, the reasons for the cancellation of enrolment and the date on which the student can apply to re-enrol at the school.

Principal or delegate notifies the region to appoint a regional case manager and advises the student and parent of contact information for this staff member.

Principal ensures a record for cancellation of enrolment is created and a decision notice is prepared in OneSchool, including details about how to make a submission against the cancellation to the Director-General or delegate, and gives it to the student and parent as soon as practicable. As part of the Department of Education’s Youth Engagement Strategy, students should be provided with relevant information about eligible education and training options within the cancellation of enrolment notice.

Principal ensures copies of signed decision notice (approved forms) and supporting materials relating to the cancellation of enrolment decision are uploaded in OneSchool.

### Checklist: Cancellation of enrolment

- Student is enrolled at the school
- Student is older than compulsory school age
- Student’s individual circumstances have been considered
- Student’s behaviour constitutes grounds for cancellation under section 317 of the EGPA (their behaviour amounts to a refusal to participate in the educational program provided at the school)
- Principal or delegate have documented how the behaviour meets the grounds for cancellation under section 317 of the EGPA
- Principal or delegate has provided a warning to the student and the parent of the refusal to participate and the school’s expectations for participation in the educational program
- Content of the warning has been recorded in OneSchool
- Student has had a reasonable opportunity to meet the school’s expectations
- Evidence has been considered and principal has made a decision about whether to cancel the student’s enrolment (if the student continued to refuse to participate)
- If the decision is to cancel enrolment, determined the date on which the student can apply to re-enrol at the school (not more than 12 months after giving the decision notice)
- Principal or delegate has notified the student and parent of the decision to cancel enrolment, the reasons for the cancellation of enrolment and the date on which the student can apply to re-enrol at the school
- Region has been notified to appoint a regional case manager
- Record for cancellation of enrolment has been created in OneSchool
- Decision notice has been prepared on the approved form for cancellation of enrolment in OneSchool, including details about making a submission against the decision to the Director-General or delegate
- If the student is in the compulsory participation phase, relevant information has been provided about eligible education and training options within the decision notice
- Signed decision notice on approved form for cancellation of enrolment, including details about making a submission to the Director-General or delegate, material facts and evidence have been given to the student and parent as soon as practicable
- Copies of the signed cancellation of enrolment notice (approved forms) and supporting materials relating to the decision have been uploaded in the student’s OneSchool record.

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**Code of Conduct**

**Version 4**

**Version Date:** 30th November 2020

**Review Date:** August 2021

**Developed By:** DP

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Appendix 15: Buddy Class Referral

LONGREACH STATE HIGH SCHOOL
BUDDY CLASS REFERRAL

To be filled out by referring teacher

Student:
Class: 
Date: 
Buddy teacher:

Teacher: 
Time left class: 
Buddy classroom:

Work to be done by student in buddy class:

Teacher Use Only: Student to return to class at end of lesson

☐ Yes 
☐ No

Time Returned: 
If "NO" – record time when follow-up will occur:

To be filled out by buddy teacher and given to teacher. Refer to HOD if needed.

Note: Student is to be removed to HOD if they are disruptive. 
Location of HOD: 

Student arrived at buddy class at 
Student returned to class at 

Student Behaviour: 
☐ Good 
☐ Satisfactory 
☐ Unsatisfactory

Student Industry: 
☐ Good 
☐ Satisfactory 
☐ Unsatisfactory

Teacher's signature: 

Teacher Use Only: 

Student to return to class at end of lesson

☐ Yes 
☐ No

Time Returned: 
If "NO" – record time when follow-up will occur:

To be filled out by buddy teacher and given to teacher. Refer to HOD if needed.

Note: Student is to be removed to HOD if they are disruptive. 
Location of HOD: 

Student arrived at buddy class at 
Student returned to class at 

Student Behaviour: 
☐ Good 
☐ Satisfactory 
☐ Unsatisfactory

Student Industry: 
☐ Good 
☐ Satisfactory 
☐ Unsatisfactory

Teacher's signature: 

Teacher Use Only: 

Student to return to class at end of lesson

☐ Yes 
☐ No

Time Returned: 
If "NO" – record time when follow-up will occur:
Appendix 16: Buddy Class Flow Chart

Buddy Class Protocol Flowchart

Teacher will first use strategies in the essential skills to manage the behaviour, including the use of a timeout.

If a student is sent to a buddy-class, this will need to be One Schooled & a 20min detention will administered by the classroom teacher which will involve catching-up on the work missed & a re-entry process to ensure that both parties move on from the issues from that lesson.

If you refer a junior student (yrs. 7-9), then they will be sent to the senior buddy teacher, and vice versa.

If the referred student is disruptive to the buddy class & is sent to HOD, this will result in an after-school detention for the student.

If student refuses to go – call HOD on duty – this will result in an after-school detention for the student, which will include a re-entry/mediation process between the teacher, student and HOD

If student has not arrived in an appropriate amount of time – Buddy teacher call HOD on duty.

File Location:
file://G:\Coredata\Common\_SCHOOL\%20DOCUMENTS\Code\%20of\%20Conduct\Policies,\%20Procedures,\%20Guidelines\Procedures\Buddy\%20Class\%20Protocol\%20Flowchart.docx
Appendix 17: Student Services Referral

Student Support Referral Form

*Attach to ONE SCHOOL REFERRAL in Student Profile SUPPORT tab. Record contact within Referral. Include referred person in Contact*

**STUDENT DETAILS:**
- Name: 
- Form Class: 
- REFERRED BY: 
- Date: 

**KEY AREA/S OF CONCERN (tick all that apply):**
- Self-Harm*  
- Harm (neglect and/or abuse)*  
- Suicidal Ideation*  
- Achievement  
- Family Issues  
- Engagement  
- Domestic Violence  
- Attendance  
- Future/Career/Pathways  
- Anxiety/Depression  
- Illness/Family Illness  
- Bullying  
- Other Mental Health  
- Social/Peer Issues  
- Stress  
- Death of a Loved One  
- Anger/Aggression  
- Homelessness  
- Sexual Health  
- Substance Abuse  
- Financial Hardship  
- Hygiene/cleanliness  
- Diet/Food Intake  
- Motivation/Mood  
- Other (please specify): 

*Make direct contact with GO/DP/Principal first, then complete this form and email to GO*

**DETAILS OF REFERRAL:**
Provide a brief description of what you have observed and/or disclosures made to you. Include names, dates and times, as well as details of support already provided, where applicable.

Ensure you also record any behaviour incidents on OneSchool and refer/restrict access as appropriate.

Student consents to being referred to any of the below support staff, as deemed appropriate by the GO:
- Yes  
- No

**STUDENT SUPPORT TEAM USE ONLY – NOT TO BE COMPLETED BY REFERRER**
- Date Received: 
- Follow Up Urgency:  
- Critical  
- 2-3 days  
- Routine  
- Referred to:  
- GO  
- YLC  
- Deputy Principal  
- HOD  
- SEYHN  
- YSC  
- Principal  
- Chaplain  
- MOSES/Case Manager

Appendix 18: SLAWF
### Appendix 19: Principal Guidelines - Tables

#### Table 1: Risk Assessment Score Table (Behaviour: Principal’s Guidelines)

<table>
<thead>
<tr>
<th>LIKELIHOOD OF THE BEHAVIOUR</th>
<th>Low risk</th>
<th>Low risk</th>
<th>Low risk</th>
<th>Low risk</th>
<th>Low risk</th>
<th>Low risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rare</td>
<td>May occur in exceptional circumstances.</td>
<td>Unlikely</td>
<td>Unlikely to occur in some circumstances. For example, less than once a month*</td>
<td>Possible</td>
<td>Possible to occur in some circumstances. For example, one to three times per month*</td>
<td>Likely</td>
</tr>
</tbody>
</table>

#### Risk Assessment Score Table continued

**Managing risk**

Where possible, controls and actions to mitigate the risk should be prioritised. An experienced specialist teacher may conduct a functional Behaviour Assessment to identify appropriate control measures. Examples of controls are:

- **Low supervision**
- Limiting school-based activities
- Restricting an individual’s access to the building
- Reduced monitoring in high-risk areas
- Reduced access to school-based activities

The risk level assessment should be determined after controls and actions to mitigate the risks have been identified and put into place. For example, a control for a student who has charges pending regarding an offence involving sharing indecent images with others, might include restricted access to IT applications and 1:1 supervision out of class. The risk level without controls and actions might be assessed as ‘High’. However, once controls and actions are in place, the risk level may be assessed as ‘Medium’.

<table>
<thead>
<tr>
<th>RISK LEVEL</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low risk</td>
<td>Behaviours that typically require a differentiated response. Can be managed by routine procedures—mitigate and monitor, plan permanent controls in the long term.</td>
</tr>
<tr>
<td>Medium risk</td>
<td>Behaviours that typically require a differentiated response. Action by administration to mitigate risk—interim controls to be identified to reduce risk until permanent solutions are in place.</td>
</tr>
<tr>
<td>High risk</td>
<td>Behaviours that typically require a focussed response. Immediate action required by principal—prioritise behaviour management plan and risk assessment issues, monitor closely and review regularly.</td>
</tr>
<tr>
<td>Extreme risk</td>
<td>Behaviours that typically require an intensive response. Immediate action required by principal—emergency procedures in place e.g., call 000, school lockdown.</td>
</tr>
</tbody>
</table>
Impact exemplar

Principals can use the table below as a guide to assist with decision making about the impact of a particular behaviour. It is a guide and as such principals will use their professional judgment in interpreting the impact of a particular behaviour in the context of the school environment, the impact on the community and the known risk thresholds. The table is a list of examples. It does not take account of the dynamic nature of risk, and therefore the frequency and likelihood of an adverse outcome must also be considered.

Table 2: Risk Action Table (Behaviour: Principals Guidelines)

Risk Action Table

Once a risk has been identified it is important to ensure that action is taken to reduce or mitigate against the known risk. The Risk Action Table is provided only as a guide to assist principals and staff in their decision making. Staff will use their professional judgment in balancing all the information known to them:

- about the specific situation;
- about the students;
- contextual to the known behavioural risks;
- to evaluate the risk, and;
- to ensure that they take action aimed at reducing or controlling the risk.

It is important to ensure that any action taken in regard to mitigating risk is consistent with the school Student Code of Conduct. Principals may also need to consider any identified risk within a workplace health and safety context, including identifying any risk that remains unmanaged or uncontrolled and escalating these issues to their regional superintendents.

<table>
<thead>
<tr>
<th>LEVEL OF RISK</th>
<th>EXAMPLES OF RISK ACTIONS AND CONTROLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk</td>
<td>Identify behaviours and plans to monitor the behaviour.</td>
</tr>
<tr>
<td></td>
<td>Review each semester to ensure the level of risk remains low.</td>
</tr>
<tr>
<td></td>
<td>Communicate any concerns with the student parents.</td>
</tr>
<tr>
<td>Medium Risk</td>
<td>Implement risk mitigation controls and actions plan to undertake a functional behaviour assessment.</td>
</tr>
<tr>
<td></td>
<td>Develop and implement a Behaviour Support Plan.</td>
</tr>
<tr>
<td></td>
<td>Review the Behaviour Support Plan as required.</td>
</tr>
<tr>
<td></td>
<td>Communicate any concerns with the students’ parents.</td>
</tr>
<tr>
<td>High Risk</td>
<td>Immediately respond to reducing the risk and reporting any potential illegal behaviour or risks through the appropriate channels and to the police if necessary.</td>
</tr>
<tr>
<td></td>
<td>Notify the student’s parents that their behaviour is causing serious concern.</td>
</tr>
<tr>
<td></td>
<td>Implement immediate risk mitigation controls and actions.</td>
</tr>
<tr>
<td></td>
<td>Undertake a functional behaviour assessment.</td>
</tr>
<tr>
<td></td>
<td>Develop and implement a behaviour support plan.</td>
</tr>
<tr>
<td></td>
<td>Review the plan on a regular basis (at least once a month).</td>
</tr>
<tr>
<td></td>
<td>Review the associated risk on a regular basis (at least each term).</td>
</tr>
<tr>
<td></td>
<td>Convene a stakeholder meeting if appropriate.</td>
</tr>
<tr>
<td>Extreme Risk</td>
<td>Immediately respond to reducing the risk and reporting any potential illegal behaviour or risks through the appropriate channels and to the police if necessary.</td>
</tr>
<tr>
<td></td>
<td>Ensure that the student and/or others are safe and no longer at ongoing risk.</td>
</tr>
<tr>
<td></td>
<td>Notify the students’ parents that their behaviour is causing serious concern.</td>
</tr>
<tr>
<td></td>
<td>Implement immediate risk mitigation controls and actions.</td>
</tr>
<tr>
<td></td>
<td>Undertake a functional behaviour assessment.</td>
</tr>
<tr>
<td></td>
<td>Develop and implement a behaviour support plan.</td>
</tr>
<tr>
<td></td>
<td>Review the plan on a regular basis (at least weekly).</td>
</tr>
<tr>
<td></td>
<td>Review the associated risk on a monthly basis.</td>
</tr>
<tr>
<td></td>
<td>Convene a stakeholder meeting if appropriate.</td>
</tr>
</tbody>
</table>