

Effort Conquers Distance



Longreach School of Distance Education

STUDENT CODE of CONDUCT

2024-2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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Principal's Foreword



At Longreach School of Distance Education (LSODE), we believe that 'Effort Conquers Distance'. Longreach School of Distance Education is committed to providing every child with a balanced education in a supportive environment. Our goal is to maximise the educational outcomes for every student through providing a range of curricular and extra-curricular activities. Our staff are committed to achieving this goal for every student. Our aim is to overcome the challenges created by distance in order to educate our children to reach their full potential.

At LSODE, education is a team effort between home and school and our school community is like an extended family. It is the extra effort made by the staff, students and parents that brings everyone closer together. We believe that for a child to achieve the very best they can, there needs to be a very positive relationship between the school and home. At the Longreach School of Distance Education, we are a team who bring experience and enthusiasm to our role to meet the needs of all learners so they can engage in all opportunities and achieve their dreams and aspirations.

There is a strong sense of pride in this school; pride in the magnificent grounds, in the very high academic achievements of our students, their presentation and conduct, our teaching standards, our facilities, our use of technology and general resources. We hope that you and your children will look back on your years at the Longreach School of Distance Education with pride and fond memories of hard work, rewarding experiences and life-long friendships.

We hope that your association with our school will be a happy one and that your involvement with our activities will help to further a spirit of co-operation and cohesion within the school community.

I am very proud to be the Principal of a great school that provides 'Excellence in Education for Isolated Families'.

Fiona Clein

A/Principal

SECTION 1

Purpose

1.1 Purpose statement

The Student Code of Conduct reflects our school's purpose to work in partnership with students, parents and home tutors and the wider community to ensure that all students receive a high quality education appropriate to their individual needs. This document affirms that learning is the central function of this school and each person in the school community has worth and is important.

Our school is committed to providing a positive school environment, which maximises the educational opportunities for all students by teaching an inclusive and engaging curriculum and developing respectful relationships. At Longreach School of Distance Education, we actively encourage our students to broaden their horizons through the provision of an environment committed to providing lifelong foundations of learning.

Longreach School of Distance Education ensures that our vision to provide "Excellence in Education for Isolated Families" is evident every day in our educational service, and our motto "Effort Conquers Distance" is real for all our students, parents, home tutors and staff.

Our vision is supported by four pillars of a great school.

- Quality Teachers
- Quality Instruction
- Individualised Learning and
- Strong Partnerships between Home and School

These are reflected through our values of:

Communication – communication requires honesty, trust and respect from all parties.

Relationships – the school is like an extended family. Positive relationships among staff, families, home tutors and students are vital.

Diversity – understanding the lives and challenges of our school community is vital to team work.

Flexibility – our program must allow flexibility to cater for the competing demands of home and/or property life, especially when the parent is the home tutor.

Support – support for home tutors to feel confident and capable to teach at home is a core part of our role. Support for teachers to be expert curriculum and eLearning teachers in this context is essential.

Opportunity – creating, coordinating and informing of opportunities not ordinarily available to isolated learners are part of the education of the whole child.

1.2 Whole school approach to discipline

At Longreach School of Distance Education, we believe that discipline goes beyond punishment. It represents our view that student behaviour is an integral part of our overall teaching and learning approach. Our dedicated staff take responsibility for setting clear expectations, providing supportive guidance on meeting these expectations, and using behavioural incidents as teaching moments.

The development of Longreach School of Distance Education's Student Code of Conduct is an opportunity to engage parents and students in understanding our behaviour framework. We seek their support in establishing a consistent approach to teaching behaviour, which can also be applied at home. Together, as both parents and school staff, our shared goal is to empower students for success.

If students or parents have questions or would like to discuss the Student Code of Conduct further, we encourage them to reach out to their class or Go2 teacher or schedule an appointment with the Principal.

SECTION 2 Expectations

2.1 Learning and behaviour statement

Our Student Code of Conduct is based on the following principles:

- State schools expect high standards of personal achievement and behaviour.
- Families and staff of this school have very high expectations of student behaviour and our students are often complimented on their positive behaviour.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students and home tutors.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in schools.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

2.2 The Three Cs

Rather than be able to recite a set of school rules, we want our LSODE students to know, understand, demonstrate and appreciate the importance of **care, courtesy** and **consideration** in their interactions with others. It is the behaviours they learn in the formative years that will take them beyond their years with LSODE and help shape them into well-rounded human beings.

When students attend any field services they are reminded of the 3Cs – **Care, Courtesy** and **Consideration**.

- **Care** – care for people and things
- **Courtesy** – use your manners
- **Consideration** – be on the lookout for how you can be helpful and considerate towards others.

As well as saying please and thank you, being respectful and taking turns, it is also expected students join in the **LSODE Thanks** at the beginning of every evening meal at Minischools. Demonstrating gratitude, taking a minute to stop and think about the things we can be grateful for is also an important aspect of the 3Cs. Students line up

for their meal, sit and wait for all the year levels to receive their meal, say our thanks together and then begin to eat. Manners are also part of the behaviour expectations at LSOE.


LSODE Thanks

Thank you supervisors for the meal we are about to share.

Thank you teachers for a great day.

Thank you classmates for our time together at Minischool.

2.3 LSOE Behaviour Matrix

 LSODE Behaviour Matrix	ALL AREAS/ LEARNING AREAS	ONLINE	PLAYGROUND	TOILET
CARE Care for people and things	<ul style="list-style-type: none"> Hands, feet and objects to self Respect for school, own and others' property Respect others' personal space Put rubbish in bins provided Bags and equipment stored safely Keep desk and work area tidy Use equipment appropriately and safely 	<ul style="list-style-type: none"> Care for all technology equipment 	<ul style="list-style-type: none"> Care for the environment Return any equipment Be responsible with play and sporting equipment Wear a sun safe hat, shoes and socks for outside play Play in approved areas Walk on concrete 	<ul style="list-style-type: none"> Use the soap, toilet paper and hand towels appropriately Keep the area clean and tidy
COURTESY Use your manners and be polite	<ul style="list-style-type: none"> Speak politely and positively using appropriate language Share and take turns Follow instructions of adults Wear school uniform with pride Know and follow school routines Be kind 	<ul style="list-style-type: none"> Use appropriate language in all online platforms Use <u>Chatbox</u> at appropriate times Use the hand up tool and wait before speaking Use a portrait of yourself as a profile picture Use online tools appropriately 	<ul style="list-style-type: none"> Play fairly Learn and follow agreed game rules 	<ul style="list-style-type: none"> Recognise other people's right to privacy
CONSIDERATION Be on the lookout for how you can be helpful and considerate towards others	<ul style="list-style-type: none"> Walk safely around school grounds Keep calm Work as a team Report problems to an adult 	<ul style="list-style-type: none"> Report any inappropriate online behaviour to an adult 	<ul style="list-style-type: none"> Consider younger students Help others where needed School approved games only 	<ul style="list-style-type: none"> Stay in own cubicle

SECTION 3 Responsibilities

We expect everyone in our school community to honour confidentiality obligations. This means refraining from discussing or sharing information about individual student circumstances, including disciplinary consequences.

3.1 Student

As a student at our school, it is your responsibility to:

- Fully engage in your educational program, including meeting attendance expectations and participating fully in online lessons, demonstrating a strong work ethic
- Complete and submit schoolwork and assessments as outlined in the Work Rate Calendars or subject Term Overviews
- Meet homework requirements as outlined in the Homework Policy
- Familiarise yourself with the school's Assessment Policy and comply with its requirements
- Follow appropriate protocols during online lessons with teachers and fellow students as outlined in the Information and Communications Technology (ICT) User Agreement
- Maintain regular contact with teachers
- Attend face-to-face school events and activities when possible
- Always show respect and support to fellow students and staff
- Check Daily Notices at the beginning of each school day for important updates
- Use your EQ-assigned webmail address for all communications with the school
- Avoid using EQ emails, digital platforms, or the internet for non-school-related communications
- Comply with requests or directions from teachers and school staff members
- Show respect for school property, including resources on loan

3.2 Parent/guardian

It is the responsibility of **parents/guardian** to:

- Ensure your child meets attendance expectations in their enrolled educational program. Section 176(1)(b) of 'the Act' provides that each parent of a child of compulsory school age has the obligation to ensure their child is attending school on every school day, for the educational program in which the child is enrolled. Failure to comply with the obligation in s.176(1)(b) 'the Act', without a reasonable excuse, is an offence. If you are prosecuted for an offence, you may be liable to a fine.
- Ensure you comply with your legal obligation regarding compulsory schooling — details are contained within s.176 and s.178 of the Education (General Provisions) Act 2006 (Qld) ('the Act')
- Communicate explanations for absences from lesson attendance with the school
- Read, understand, and meet the assessment requirements outlined in the school's Assessment Policy
- Provide the necessary computer hardware, software, and internet connectivity for your child to fully engage in online learning
- Understand that the school may record online lessons
- Regularly check emails for school-related information
- Attend online, telephone, or in-person parent meetings whenever possible
- Ensure that work submitted by students is their own
- Inform the school of any problems that may affect your child's ability to learn
- Treat all school staff with dignity and respect
- Do not comment through chat or microphone during lessons; contact the teacher after the lesson if necessary
- Notify the school if the student faces criminal charges or a charge-related suspension

Notify the school of any custody issues or changes in family circumstances, including address and contact details.

3.3 Home tutor

The role of the home tutor is crucial in supporting our students' learning. This role can be fulfilled by a parent/guardian or a tutor selected by the family.

Prep to Year 6

Every primary student is expected to have adult supervision (age 18 and above). Success in distance education relies heavily on the home tutor's role in supervising and implementing the program. Students must not be unsupervised during online lessons and require continuous support from the home tutor.

Prospective home tutors should be aware of the following:

- They must be present with the student during the day (leaving students unattended for extended periods may have legal consequences, especially for certain age groups).
- They are responsible for supporting curriculum delivery in collaboration with the teacher.
- They must ensure students attend all lessons and meet requirements and timelines as outlined in Term Overviews.
- They are required to provide explanations for any absences from online lessons.
- They are responsible for providing and maintaining all necessary hardware and software for engaging with Longreach School of Distance Education.
- They must have signed the Curriculum Risk Assessment Supervisors Safety Agreement.
- They accept supervision and responsibility for the conduct of teacher-directed curriculum activities.

Years 7 to 10

For students in Years 7 to 10, independence in learning is assumed, with the main interactions between teachers and students. Home tutors shift to a supervisory and support role, overseeing participation, ensuring online lesson attendance, and compliance with subject Term Overview requirements. If assessment due dates cannot be met, the home tutor will support the student to communicate with the subject teacher in a timely manner.

Home tutors:

- Are responsible for providing and maintaining all necessary hardware and software equipment for engaging with Longreach School of Distance Education

- Ensure that students meet assessment requirements and timelines as outlines in Term Overviews
- Provide explanations for any absence from online lessons
- Must have signed the Curriculum Risk Assessment Supervisors Safety Agreement
- Accept supervision and responsibility for the conduct of any teacher-directed curriculum activities

3.4 School staff

It is the responsibility of **school staff** to:

- Treat students and parents with respect
- Inform students, parents, and home tutors about term objectives
- Provide regular progress updates to parents, carers, and home tutors
- Contact parents, carers, or home tutors promptly if concerned about schoolwork, behaviour, attendance, or punctuality
- Foster positive and productive relationships with families and the community
- Design and implement engaging and flexible learning experiences for individuals and groups in an online environment
- Teach effectively and set high standards for work and behaviour.
- Design intellectually challenging learning experiences that develop language, literacy, and numeracy
- Create and maintain safe and supportive online learning environments
- Store recorded lessons securely in a password-protected environment
- Support personal development and participation in society
- Provide students, parents, guardians and home tutors with a Work Rate Calendar, Term Overview and/or Assessment Calendar
- Clearly articulate the school's expectations regarding the Student Code of Conduct
- Deal with complaints openly, fairly and transparently in accordance with departmental procedure, [Complaints Management](#) - State Schools

3.5 Attendance - State schools procedure

Each parent of a child who is of compulsory school age has the legal obligation to ensure their child is enrolled and attends school on every school day for the educational program in which the child is enrolled unless the parent has a reasonable excuse.

Parents may be prosecuted if they do not fulfil these legal obligations. An authorised officer from either a school or region can seek consent from their regional director to refer a parent/s to the Queensland Police Service to consider prosecution.

To seek consent from the regional director, schools and regions should follow the processes for failure to attend, as outlined in the managing student absences and enforcing enrolment and attendance at state schools' procedure.

3.6 Attendance at Longreach School of Distance Education

The legal obligation to ensure their child attends school also applies to parents whose child is enrolled in a school of distance education (SDE). Attendance requirements at SDEs are unique as students do not generally physically attend the school. A student is taken to 'attend' the SDE by completing and returning their assigned work. Attendance requirements at each SDE will reflect that SDE's model of service delivery and may be based, for example, on participation in online lessons, return of paper-based assessments and/or completion of online activities. If parents do not fulfil their legal obligation regarding attendance, SDEs and regions should follow the processes for failure to attend outlined in the managing student absences and enforcing enrolment and attendance at state schools' procedure.

At Longreach School of Distance Education, our online learning sessions are conducted from 8:30 am to 2:30 pm, constituting a typical school day schedule. These lessons are delivered via an online platform and require internet access. Students designated as "online" are expected to attend all scheduled lessons.

For Prep to Year 6 students, daily attendance is expected, and they will be scheduled for lessons in various learning areas. The duration of these lessons may range from 30 to 60 minutes, varying based on the specific curriculum area and the age of the students. In some cases, lesson times may be adjusted to accommodate scheduling requirements. Class teachers will inform all students of their lesson timetables.

Students in Years 7 to 10 are also expected to actively participate in all lessons. Upon enrolment, students will receive their timetables, which outline the allocated times for different subjects. Additional details about time allocations and essential information can be found in the Western Alliance Student Guidelines. It is essential for parents/guardians to promptly notify the school of any absences, including instances where IT issues prevent a student from accessing class.

3.7 Engagement policy and process

Student engagement

Prep to Year 6

Students enrolled in distance education are obligated to submit all required assessment items in accordance with the Work Rate Calendar for each subject. Schooling is compulsory from Prep to Year 6 (Primary), and all enrolled students are expected to actively participate in all online lessons and fulfill all subject-related assignments as directed by their classroom teachers.

The class teacher will maintain a record of the work submitted. Instances of non-submission of work and/or lack of engagement with the program will be reported to the school's leadership team. Parents/guardians have a legal obligation under the Education (General Provisions) Act 2006 to ensure their child's active engagement in the school's educational program. The school will investigate and address reported cases of non- engagement or non-attendance.

Years 7 to 10

Attendance and engagement are closely monitored and addressed by our teaching staff and leadership team. This monitoring encompasses online lesson attendance, completion of course work and the timely return of assessment.

For students in Years 7 to 10, compulsory schooling is in effect. As such, it is mandatory for students to actively participate in all lessons and fulfill all coursework requirements as specified in the Term Overview, adhering to designated due dates.

The return of assessment, as detailed in the subject-specific Term Overview, is a fundamental requirement of enrolment at our school. We offer electronic submission options for your convenience. Failure to comply with the regular return of assessment will impact your academic rating and may affect your continued enrolment at our school.

3.8 Consideration of individual circumstances

At Longreach School of Distance Education, we take students' individual circumstances into account when establishing expectations, addressing inappropriate behaviour, or implementing disciplinary measures. These circumstances encompass factors such as behaviour history, disabilities, mental health, religious and cultural considerations, home environment, and care arrangements.

Recognising the principle of equality, we acknowledge that our teaching methods, support mechanisms and responses to students will vary. This approach ensures that each student receives the tailored support they need for success. It also means that fairness may require different approaches, as not everyone can be treated identically. For example, some students may require additional assistance in

understanding certain expectations, while others may benefit from more opportunities to practise specific skills or behaviours. In a limited number of cases, certain disciplinary actions may be deemed unsuitable or ineffective due to complex trauma or family circumstances. Our teachers and Principal carefully consider these factors for each student, both in behaviour instruction and response.

Furthermore, we are bound by legal obligations to respect and safeguard the privacy of individual students. Therefore, we cannot disclose or discuss disciplinary information with anyone other than the student's family, even if the behavioural incident involves your child. Please rest assured that we take matters like bullying very seriously and address them appropriately. We kindly request that parents and students also respect the privacy of their peers and their families.

If you have concerns about another student's behaviour or our staff's response to it, please schedule an appointment with the Principal to discuss the matter. Your input is important, and we are here to address any concerns you may have.

SECTION 4

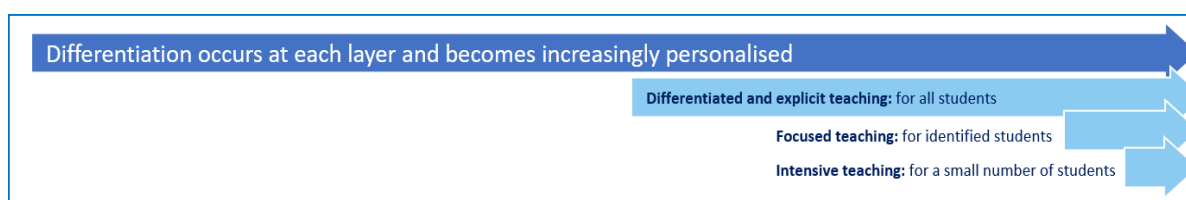
Differentiated learning for all students

4.1 Differentiated and explicit teaching

At Longreach School of Distance Education, we maintain a structured and focused school environment that utilises differentiated teaching to meet the diverse learning needs of our students. This approach includes teaching expected behaviours and providing opportunities for students to practise these behaviours. Our teachers actively support and reinforce positive behaviours, offering feedback, necessary corrections and practice opportunities.

Our educators at Longreach School of Distance Education employ differentiation by adjusting curriculum content, instructional methods and assessment approaches to suit each student's unique needs. These decisions regarding differentiation are grounded in data and daily monitoring, helping us identify students' behavioural learning requirements. As a result, our teachers can thoughtfully plan various strategies to engage students, assist them in reaching their learning goals, and demonstrate their acquired knowledge.

This differentiation model consists of three main layers, as depicted in the diagram below. This model aligns with our approach to academic and pedagogical differentiation, reflecting our commitment to academic excellence and inclusive education.



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.

4.2 Focused teaching

In any school or classroom, it is recognised that approximately 15% of students may require additional support to meet behaviour expectations, even after receiving differentiated and explicit teaching. These students may face challenges in meeting behaviour expectations during specific periods of the day or within certain learning areas or subjects. To assist them in achieving success, focused teaching is provided.

Focused teaching involves revisiting key behavioural concepts and/or skills, employing explicit and structured teaching strategies, particularly in areas related to behaviour skills. This approach offers students more opportunities to practise these

skills and multiple chances to attain the intended learning outcomes and expected behaviours.

Our support staff, including teachers with specialised expertise in learning, language or development, collaborate with class teachers at Longreach School of Distance Education to deliver focused teaching. This allows classroom teachers to monitor students' progress and determine those who:

- No longer require additional support
- Require ongoing focused teaching
- Need intensive teaching

Longreach School of Distance Education has a dedicated team of Diverse Learners staff in place to facilitate and provide focused teaching for students who require extra support in meeting expectations.

4.3 Intensive teaching

Research indicates that even in effective, well-functioning schools, approximately 5% of students may require intensive teaching to meet behavioural expectations. Intensive teaching involves frequent and explicit instruction, delivered individually or in small groups, to develop mastery of fundamental behavioural concepts, skills, and knowledge.

The duration and approach for intensive teaching may vary among students. Some may need it briefly to address specific behaviour skills, while others may require it for a more extended period. Decisions regarding the approach will be data-driven and involve consultation with the student's family based on information collected from their teachers.

For a small number of students displaying complex and challenging behaviours, individualised, function-based behaviour assessment and support plans, as well as collaboration with multiple agencies, may be provided to address barriers to learning and participation resulting from complex personal issues.

Students in need of intensive teaching will be assigned an individual mentor at the school responsible for coordinating their program, communicating with stakeholders, and directly consulting with the student.

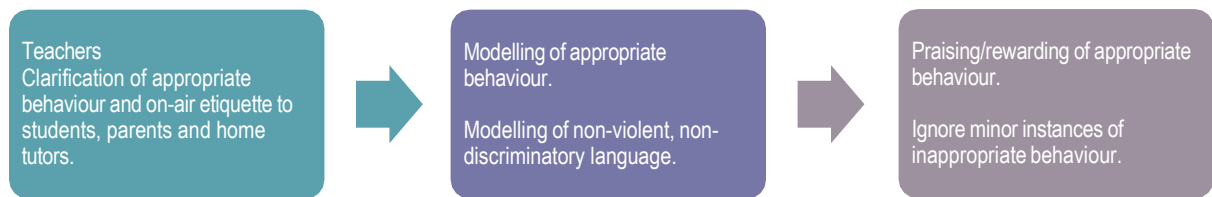
SECTION 5

LSODE Code of behaviour

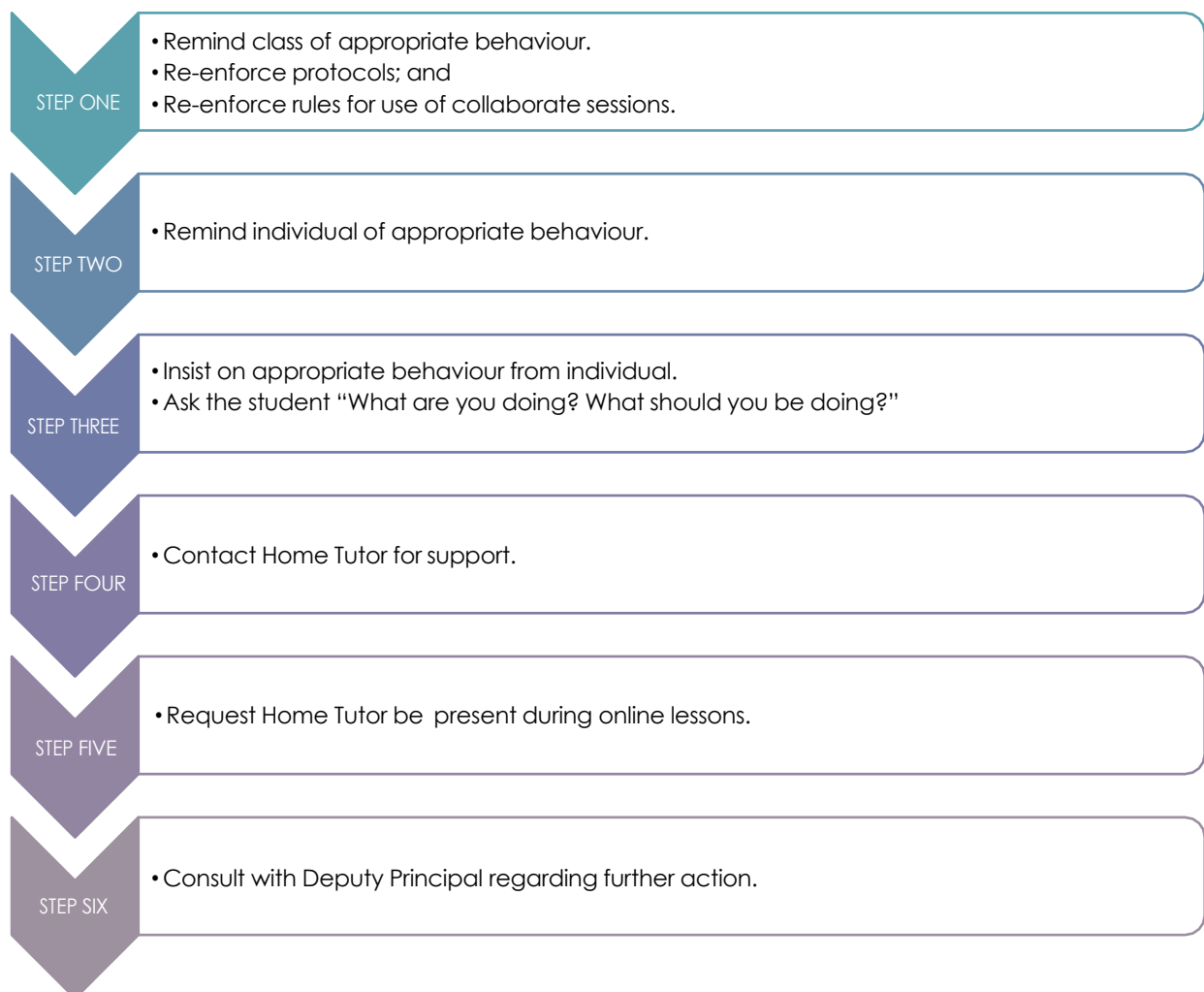
5.1 Online code of behaviour for students

RIGHTS	RESPONSIBILITIES
All students have a right to be heard, and to hear what others have to say	<ul style="list-style-type: none">• Students observe online protocol• Students are patient in larger than normal groups
All students have a right to online time	<ul style="list-style-type: none">• Students accept that teachers attempt to spread interaction fairly• Students reflect on each other's input to maximize "wait-time"
All students have a right to a quality communication system	<ul style="list-style-type: none">• Students use established etiquette• Students report any technical difficulties as soon as possible (e.g. unable to hear teacher)
All students have a right to a quality "online" provision	<ul style="list-style-type: none">• Students are punctual and prepared for lesson, as modelled by the teacher• Students listen carefully to teacher and classmates to avoid need for repeats by the teacher at the expense of other students' time• Students concentrate and participate throughout the lesson with the teacher and each other• Students are able to say "I don't know" yet should attempt a response as often as possible
All students have a right to appropriate language models	<ul style="list-style-type: none">• Students use appropriate language on the online platform and home tutors are mindful of background noise and images
All students have a right to courtesy and respect	<ul style="list-style-type: none">• Students always speak courteously and clearly• Students demonstrate tolerance of other points of view• Students show respect to teachers and classmates

5.1.1 Reinforcing responsible behaviour 'online'



5.1.2 Correcting inappropriate behaviour 'online'

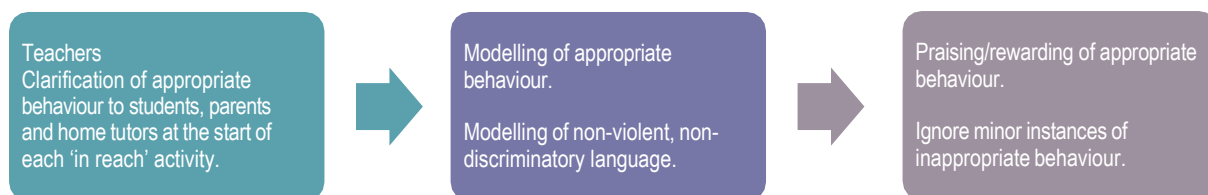


5.2 Field event code of behaviour for students

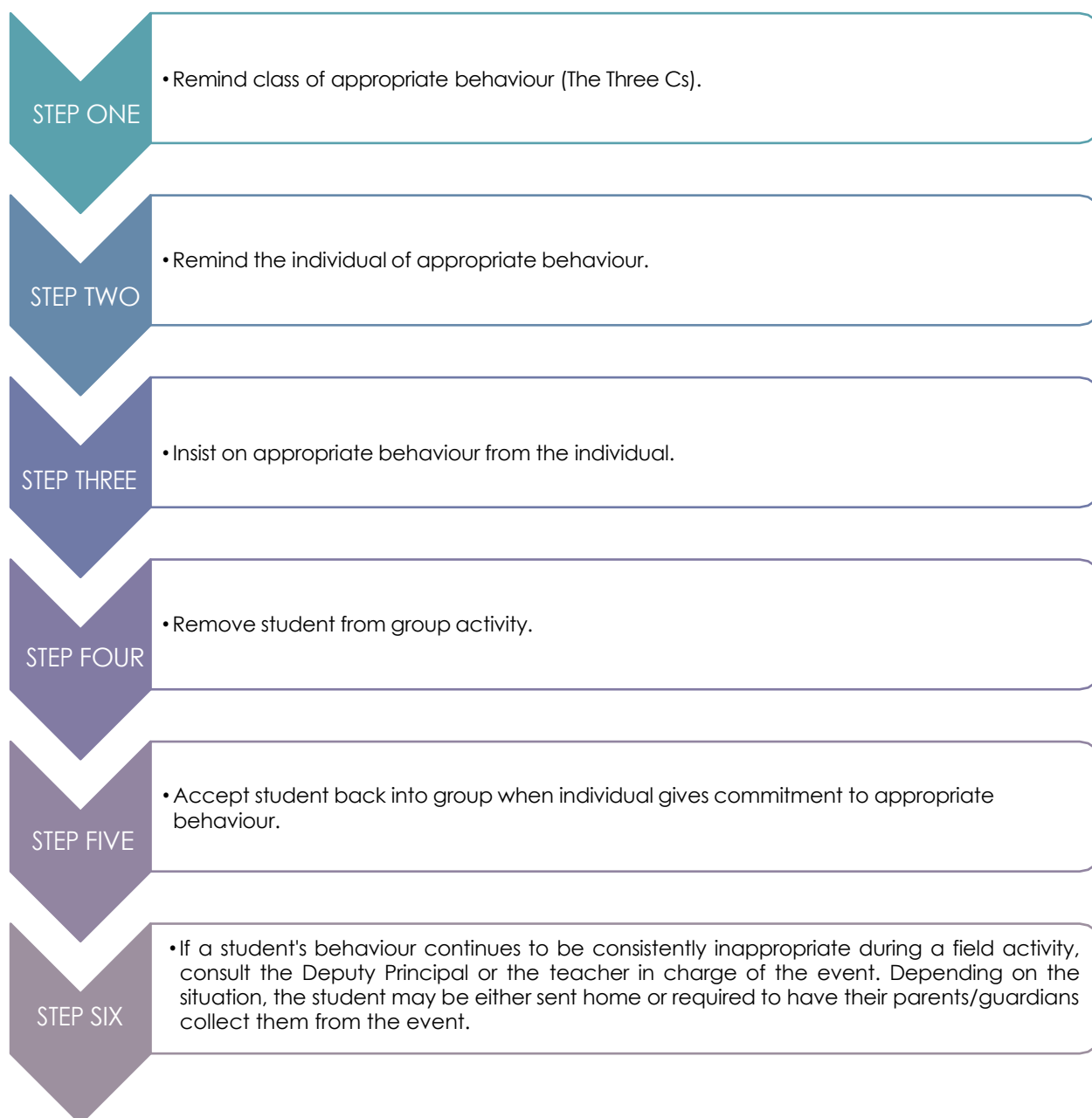
It is acknowledged that the learning process needs to be reinforced in relation to these rights and responsibilities as the students have limited opportunity for face-to-face contact.

RIGHTS	RESPONSIBILITIES
All students have a right to work and play in a safe environment	<ul style="list-style-type: none">• Students do not bully or endanger others by words or actions• Students accept ultimate authority of the person in charge• Students listen, contribute and clearly accept the rules established with the person in charge at the commencement of field activities• Students seek to be a positive role model to their peers
All students have a right to courtesy and respect	<ul style="list-style-type: none">• Students demonstrate consideration and sensitivity towards others and follow given directions• Students are to be tolerant of different learning styles and rates
All students have a right to learn without disruption from others	<ul style="list-style-type: none">• Students try to meet group expectations and limits so as not to impinge on each other's rights• Students accept responsibility for their own behaviour and not seek to blame others• Students encourage peers in field activities and refrain from criticising other's efforts
All students have a right to a range of field activities	<ul style="list-style-type: none">• Students make an effort to participate in activities available
All students have a right to expect cooperative effort	<ul style="list-style-type: none">• Students share in preparing for activities and tidying upon completion• Students demonstrate willingness to work as a member of a group

5.2.1 Reinforcing responsible behaviour 'field events'



5.2.2 Correcting inappropriate behaviour 'field events'



SECTION 6

Positive & related unacceptable behaviours and consequences

The following is a guide for positive and unacceptable behaviours and consequences. The list is not exhaustive.

6.1 Engagement in learning

6.1.1 Positive behaviours

Engage in school life:

- Complete all lessons
- Adhere to the Work Rate Calendar or Term Overview timelines
- Maintain regular and frequent contact with teacher
- Acknowledge and take ownership for our and others' achievements and actions
- Complete set work to the best of ability in the time given
- Respond promptly to all questions using tools or chat
- Positive behaviour leading to invitation to attendance at school functions including camps and field events

6.1.2 Strategies for success

- Attempt and submit all required formative and summative assessment tasks in line with the Work Rate Calendar or Term Overview timelines
- Discuss curriculum concerns with the teacher/s or ask home tutor to discuss concerns on student behalf
- Log in on time, participate in, and stay for the duration of all online lessons
- Home tutor to contact the school if the student is absent from an online lesson or an assessment extension is required
- If absent from online lessons, contact teacher regularly, preferably by email, to give an update on what work has been completed and what the student is currently working on and to discuss progress and concerns
- Accept and utilise offers of assistance from staff

6.1.3 Unacceptable behaviour

- Failure to complete lessons
- Failure to submit work as per the Work Rate Calendar or Term Overview
- Failure to follow directions during online lessons
- Failure to participate in online lessons

6.1.4 Possible consequences

- Parent contact
- Warning in online lessons via personal chat messages
- Removal of student into breakout room to complete set work without peers
- Removal of tools within online lessons, e.g., disabled chat and mic tools
- Consultation with teachers
- Contact by Head of Department/Deputy/Principal
- Contact by Leadership team — non-engagement letter. No response to contact initiation of truancy procedures in accordance with Education (General Provisions) Act, may result in subject or enrolment cancellation
- Attendance at camp or field event withdrawn
- Parental contact to collect student from camp or field event

6.2 Respect for property

6.2.1 Positive behaviours

- Respect school property, including resources that are on loan
- All resources that are on loan are to be returned on time and in the same condition as leant
- Respect their own and others' possessions

6.2.2 Strategies for success

- Keep all resources in a secure area
- Return all loaned resources in good condition
- Bring the required equipment and resources for school-related activities.
- Avoid bringing valuable items to field events
- Ask a school staff member if items need to be borrowed

6.2.3 Unacceptable behaviour

- Non-return of resources on loan
- Theft
- Deliberate damage

6.2.4 Possible consequences

- Parents informed
- Damage repaired and/or restitution costs.
- Meet with school's Principal – consequences negotiated.
- Reimburse or return stolen goods/possible police action.
- Possible suspension /recommendation for exclusion.

6.3 Field event behaviour

6.3.1 Positive behaviours

- Comply with instructions/directions from the teacher and other school staff members
- Be an active participant during activities

6.3.2 Strategies for success

- Respond to teacher contact
- Complete all tasks as required
- Follow directions when attending field events
- When attending field events, conduct oneself in a safe and responsible manner

6.3.3 Unacceptable behaviour

- Intentional failure to follow teachers' direction.
- Consistent failure to follow teachers' direction.

6.3.4 Possible consequences (note an exhaustive list)

- Contact by Deputy or Principal.
- Removal from class activities until return negotiated.
- Suspension.

6.4 Recognition strategies

There are a several ways in which Longreach School of Distance Education recognises positive behaviour of students in the online learning environment. Some include:

- Use of icons (smiley face, ticks, high fives) during lessons
- Use of animated gif awards
- Encouragement Awards and/or positive postcards
- Congratulating students within class
- Assessment feedback including use of stickers and stamps.
- Reports
- Verbal and written e.g. chat, recognition during lessons.
- Encouraging students to use tools to acknowledge other students.
- Communication (email/phone) with parents/home tutor after lesson
- Spontaneous phone calls

6.5 Possible actions and consequences

6.5.1 Differentiated

6.5.1 DIFFERENTIATED	Behaviour categories	Possible actions in general classroom behaviour management	Referral process for repeated behaviours and actions
	<ul style="list-style-type: none"> • Failure to complete lessons • Failure to submit work as per the Work Rate Calendar or Term Overview • Failure to follow directions during online lessons • Failure to participate in all online lessons: <ul style="list-style-type: none"> ◦ if students' have logged in but not participated in class activities or responded to the teacher • Inappropriate behaviours during lessons: <ul style="list-style-type: none"> ◦ disrupting the learning of others include writing inappropriately on the board, inappropriate chat, inappropriate use of the 'raise hand' function • Intentional failure to follow teachers' direction 	<p>Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:</p> <ul style="list-style-type: none"> • Pre-correction • Non-verbal and visual cues • Whole class practicing of routines • Ratio of five positive to one negative commentary or feedback to class • Corrective feedback e.g. online "Hand up when you want to ask a question." • Rule reminders • Explicit behaviour instructions • Removal of chat privileges in online lessons • Revised placement of students in breakout rooms and relocation of student/s • Individual positive reinforcement for appropriate behaviour • Class-wide incentives • Reminders of incentives or class goals • Redirection • Low voice and tone for individual instructions • Give 30 second 'take-up' time for student/s to process instruction/s • 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 modelling of 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 • Private discussion with student in private chat about expected behaviour • Reprimand for inappropriate behaviour • Warning of more serious consequences • Contact with parent/home tutor after class behaviour discussion 	<p>Minor —Classroom teacher / other support services</p> <ul style="list-style-type: none"> • OneSchool 'Behaviour Support' single or multiple record of behaviour incident • After three separate behaviour incidents for similar behaviours recorded within OneSchool and contact home to the family via email and phone, a teacher is to refer through OneSchool to Leadership team for intervention

6.5.2 Focussed

6.5.2 FOCUSED	Behaviour categories	Possible actions in general classroom behaviour management	Referral process for repeated behaviours and actions
	<ul style="list-style-type: none"> • Bullying/harassment/ violence/threats • Behaviours towards others • Consistent inappropriate behaviours during lessons • Intentional failure to follow instructions to ensure the safety of self and/or others. • Non-return of assessment work • Non-return of resources/return of damaged resources • Consistent failure to follow teachers' direction. 	<p>Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:</p> <ul style="list-style-type: none"> • Functional Behaviour Assessment • Individual student behaviour support strategies (e.g. Individual Behaviour Support Plan) • Targeted skills teaching in small group • Behavioural contract • Counselling and guidance support • Check in-check out strategy • Self-monitoring plan • Teacher coaching and debriefing • Referral to Student Support for team-based problem solving • Stakeholder meeting with parents and external agencies • Removal from class activities until return negotiated 	<ul style="list-style-type: none"> • Minor: Behaviour Incident Report in OneSchool • Major: Behaviour Incident Report in OneSchool with referral to Leadership team • Major: Behaviour Incident Report in OneSchool after Leadership intervention and no change in behaviour

6.5.3 Intensive

6.5.3 INTENSIVE	Behaviour categories	Possible actions in general classroom behaviour management	Referral process for repeated behaviours and actions
	<ul style="list-style-type: none"> • Illegal activity, e.g., drug related matters • Possession of prohibited items/content • Theft • Deliberate damage • Persistent refusal to participate in the educational program of instruction. • Refusal to return work as outlined in the Work Rate Calendar/Term Overview • Serious IT behaviour-inappropriate content 	<p>School leadership teamwork in consultation with Student Support to address persistent or ongoing serious problem behaviour. This may include:</p> <ul style="list-style-type: none"> • Functional Behaviour Assessment based individual support plan • Complex case management and review • Stakeholder meeting with parents and external agencies including regional specialists • Referral for Student Protection Report • Temporary removal of student property (prohibited item) • Enforcement of Attendance Process • 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 	<ul style="list-style-type: none"> • Major: Behaviour Incident Report in OneSchool and behaviour referral to Leadership team

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. An example of a strategy that staff members may use to achieve this is to have students:

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

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident; or
- after consideration has been given to all other responses

6.6 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 School of Distance Education, the use of any SDA is considered a very serious decision. It is typically only used by the principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community. Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary, or set aside the original SDA decision by the principal.

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

Suspension	<p>The principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> • disobedience by the student • misconduct by the student • other conduct that is prejudicial to the good order and management of the school.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> • disobedience • misconduct • other conduct that is prejudicial to the good order and management of the school.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student or school-based student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

6.6.1 Re-entry following suspension

Students who are suspended from Longreach School of Distance Education may be invited 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. It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

6.6.2 Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. 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.

6.6.3 Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. 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.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending

6.6.4 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 may also offer important advice to ensure a successful outcome to the re- entry meeting.

SECTION 7 School Policies

7.1 School policy — ICT User Agreement

Information and Communications Technology User Agreement Guidelines for Information and Communications Technology (ICT) use at Longreach School of Distance Education can be found in the Enrolment package.

Information and Communications Technology (ICT) facilities and devices provide innovative and engaging opportunities for teaching and learning. ICT are provided at Longreach School of Distance Education for educational and research purposes.

The User Agreement sets out the expectations for acceptable use of ICT for all students. This document also refers to what parents/guardians/home tutors and students are agreeing to, appropriate use of social media and appropriate online behaviour and cyberbullying.

Longreach School of Distance Education is committed to promoting and maintaining a culture of online behaviour that provides a safe, respectful and disciplined environment for students and staff. With the support of DoE, Longreach School of Distance Education employs systems to assist in managing and monitoring student access to ICT and avoiding and reducing access to harmful online content and materials. While every reasonable effort is made by the school to ensure students' use of ICT is safe and positive, developing positive online behaviours and protecting against negative influence is an ongoing and collaborative task that requires the active involvement of parents and caregivers.

Online behaviour can form the basis for criminal offences. The school may need to report serious instances of inappropriate online behaviour or content to police. Behaviour that is in violation of this acceptable use agreement may form the basis for disciplinary action.

7.2 Appropriate use of social media

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence'

(Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

7.3 Laws and consequences of inappropriate online behaviour

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a few criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is 'using a carriage service to menace, harass or cause offence to another person'.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- unlawful stalking
- computer hacking and misuse
- possession of child exploitation material involving a child in making child exploitation material
- making child exploitation material
- distribution of child exploitation material
- criminal defamation

There are significant penalties for these offences.

Longreach School of Distance Education strives to create positive environments for all

students at all times of the day, including while online. To help in achieving this goal, Longreach School of Distance Education expects its students to engage in positive online behaviours.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours and affects the good order and management of the school.

7.4 Temporary removal of student property by school staff

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students, and visitors.

State school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that:

- consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school
- consent is required from the student or parent to open, examine, or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, Principals or state school staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone
- where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, Principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves
- under normal circumstances, Principals and state school staff members are not permitted to search student property, e.g. a student's school bag, unless they have the consent of the student or their parent
- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, Principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents
- Principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination

7.5 Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off

and out of sight during assemblies or activity sessions. During field events, personal technology devices will be handed in upon arrival of the field event and returned prior to departure.

7.6 Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Longreach School of Distance Education. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony. These images should only be provided to school authorities for appropriate action.

Students must not record images anywhere that recording would not reasonably be considered appropriate, e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy.

Recording of events in class is not permitted unless express consent is provided by the class or subject teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or
- knowingly being a subject of a recording are in breach of this policy and may be subject to discipline (including suspension and proposal/recommendation for exclusion)

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

7.7 Messaging

The sending of messages that contain obscene language and/or threats of violence amounts to bullying and/or harassment or even stalking and will subject the sender to discipline and possible referral to police. Students receiving such messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school.

7.8 Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff may assume students in possession of such devices during exams or assessments are cheating. Students will be given a reasonable opportunity to explain the circumstances. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

7.9 Recording private conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

7.10 Special circumstances arrangement

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with a member of the leadership team.

7.11 Preventing and responding to bullying

Longreach School of Distance Education promotes positive relationships and the wellbeing of all students, staff, and visitors at the school. Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active

participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

1. **Leadership**

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. **Inclusion**

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. **Student voice**

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. **Partnerships**

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.



A future priority for the Student Leaders is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Longreach School of Distance Education we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

7.11.1 Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm
 - involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening
-

- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)
- having immediate, medium and long-term effects on those involved, including bystanders

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

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

The Anti-Bullying approach provides a clear outline of the way our community at Longreach School of Distance Education works together to establish a safe, supportive and disciplined school environment. We agree to work together to improve the quality of relationships in our community. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone.

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

Our expectations are to:

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

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

7.11.2 Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

- **Prep to Year 6** – Class teacher
 - **Year 7 to Year 10** – Go2 and/or subject teacher
 - **Deputy Principal**
-

FIRST HOUR -
LISTEN

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

DAY ONE -
DOCUMENT

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

DAY TWO -
COLLECT

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

DAY THREE -
DISCUSS

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

DAY FOUR -
IMPLEMENT

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

DAY FIVE -
REVIEW

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

ONGOING -
FOLLOW UP

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

7.12 Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the Go2 teacher (for students in secondary year levels). There is also a dedicated leadership officer (Deputy Principal) who can be approached directly by students, parents, or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Longreach School of Distance Education may face in-school disciplinary action, such as removing of privileges, not attending field events or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

7.12.1 Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

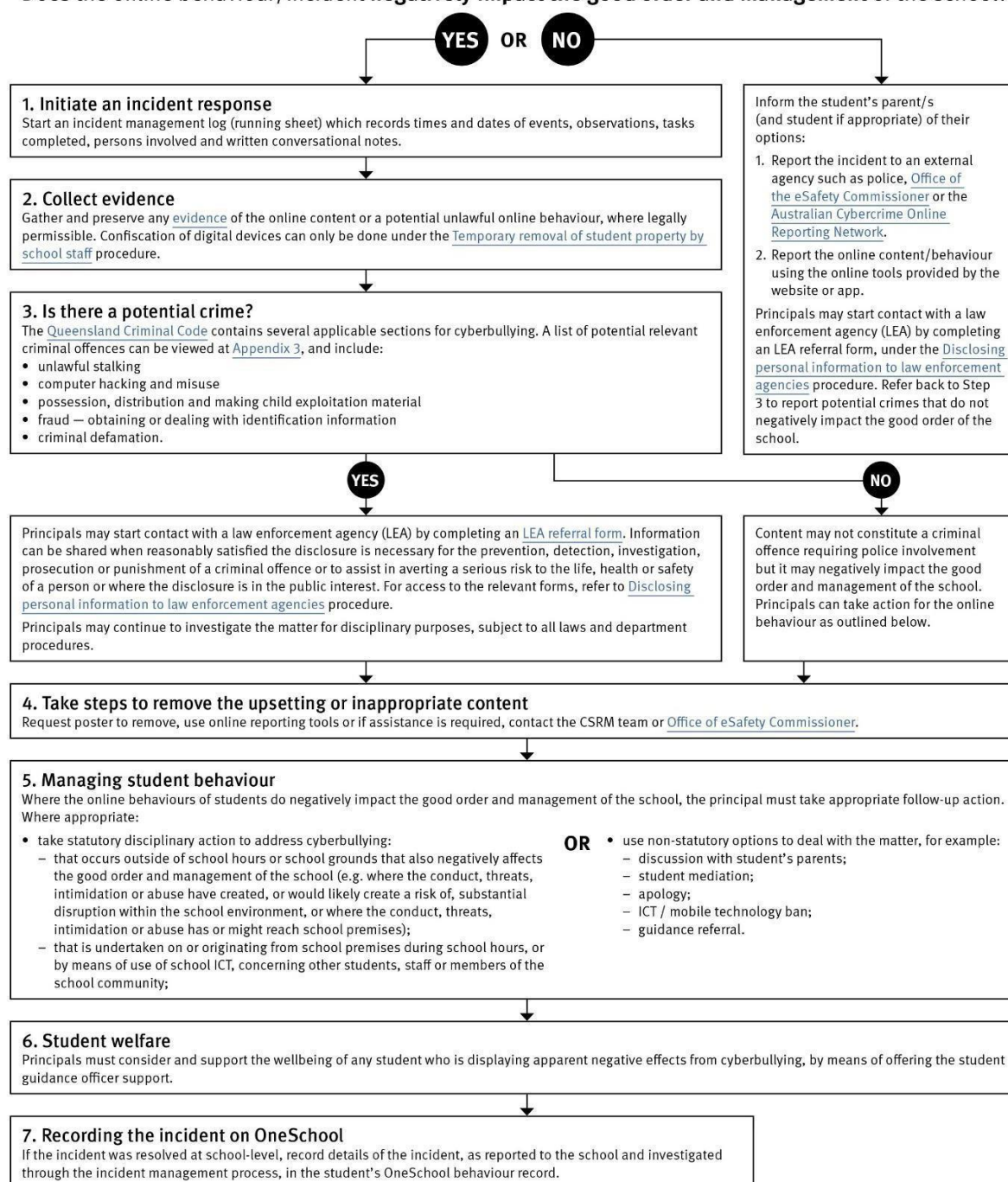
Explicit images

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

Report

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

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



7.13 Cybersafety and Reputation Management (CRM)

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

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

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

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management. For more information about Cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

7.13.1 Student Intervention and Support Services

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

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

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

7.14 Safe, responsible and respectful online

When students are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use mobile devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - intranet authoring text, artwork, audio and visual material for publication on the or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork
 - accessing online references such as dictionaries, encyclopaedias, etc
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school, or during lunch breaks
- seek teacher's approval where they wish to use a mobile device under special circumstances

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner
 - download, distribute or publish menacing, intimate, harassing or offensive messages or online content
 - use of obscene, inflammatory, racist, discriminatory or derogatory language
 - use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
 - insult, impersonate, harass or attack others or use obscene or abusive language
 - deliberately waste printing and internet resources
 - damage computers, printers or network equipment
 - commit plagiarism or violate copyright laws
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- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff

7.15 Restrictive practices

School staff at Longreach School of Distance Education 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.

7.16 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.
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3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
 4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
 5. Debrief: At an appropriate time when there is low risk of re- escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
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SECTION 8 Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school. The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).
2. **Internal review:** [contact the local Regional Office](#) If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority - If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au

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

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