Mount Larcom State School

Student
Code of Conduct
2026-2030

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

Purpose

Mount Larcom State School is committed to providing a safe and respectful learning environment for all school community members with everyone taking responsibility for themselves, their learning and our physical environment. Mount Larcom State School is committed to providing a **safe, respectful, and disciplined learning environment** for all students, staff, and visitors. This **Student Code of Conduct** outlines:

- The **responsibilities and expectations** for behaviour.
- The **Positive Behaviour for Learning (PBL) framework**, known at our school as **Summit 632 PBL**.
- **Fair and consistent** responses to student behaviour, aligned with **Queensland Department of Education policies**.
- The **consequences** for breaches of school expectations and how **support and intervention** are provided.

This document ensures that all students can engage in learning, develop self-discipline, and contribute positively to the school community.

Our Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a prodctive and effective whole school approach to discipline, including ensuring high expectations of all school community members are promoted. The Student Code of Conduct clearly sets out expectations about staff responsibilities to support students to understand and meet discipline expectations of the school, and guidance on the application, where required, of disciplinary consequences.

Contact Information

Postal address:	Raglan Street, Mount Larcom, QLD 4695
Phone:	(07) 49 702 333
Email:	principal@mtlarcomss.eq.edu.au
School website address:	mtlarcommss.eq.edu.au
Contact Person:	Rachel Bachmann (Principal)

Endorsement

Principal Name:	Rachel Bachmann
Principal Signature:	*RBachmann*
Date:	28.01.25

Queensland
Government

At Mount Larcom State School, we believe that every student has the right to learn in a **safe, respectful, and supportive** environment. Our commitment to **Equity and Excellence** ensures that every student is given the opportunity to **reach their full potential** through clear expectations, high-quality teaching, and strong partnerships between staff, students, and families.

The **Student Code of Conduct (2024-2028)** outlines the **behavioural expectations** at our school, ensuring a consistent and **positive learning culture** for all. Our approach is grounded in **Positive Behaviour for Learning (PBL)**, known at our school as **Summit 632 PBL**, which provides a framework for students to develop self-discipline, accountability, and respect for others.

At Mount Larcom, we see **behaviour as a form of learning**. Discipline is not just about consequences—it is about **teaching and reinforcing** the skills needed to be responsible, engaged, and contributing members of our school community. Our staff are committed to **explicitly teaching** expected behaviours, recognising and celebrating positive choices, and supporting students in making better decisions when challenges arise.

This document provides clear guidance on:
- **School-wide behaviour expectations**—Being **Respectful, Responsible, and Safe**.
- **Strategies for managing and improving behaviour**, including **restorative conversations, re-entry processes, and individualised support**.
- **Fair and consistent disciplinary responses**, ensuring that consequences are proportionate, transparent, and focused on learning.
- **Rights and responsibilities** of students, staff, and families in creating a positive school environment.

We recognise that **every student is unique**, and our approach takes into account individual circumstances, including **learning needs, social-emotional development, and wellbeing**. By working together, we can ensure that every student at Mount Larcom State School feels **valued, supported, and empowered to succeed**.

I encourage students, staff, and parents to read this document carefully and **work collaboratively** to uphold the values and expectations outlined within.

Together, we will continue to build a **culture of excellence** where **every student can thrive**.

Rachel Bachmann
Principal
Mount Larcom State School

Data Overview

Mount Larcom State School utilises OnesSchool to collect, store and analyse behaviour data. OneSchool is the comprehensive school management system utilized by Queensland State Schools to support student learning, well-being, and achievement. One of its key functions is to collect and manage student behaviour data, providing valuable insights to educators and administrators.

MOUNT LARCOM STATE SCHOOL AND SECONDARY DEPARTMENT SDA DATA			
Type	2022	2023	2024
Short Suspensions – 1 to 10 days	25	40	32
Long Suspensions – 11 to 20 days	1	1	0
Exclusions	1	0	0
Cancel	0	0	0

The development of the **Mount Larcom State School Student Code of Conduct (2025-2029)** involved a **collaborative consultation process** to ensure it reflects the needs of our students, staff, and broader school community.

Stakeholder Engagement
The following groups were actively involved in reviewing and refining this document:
- **Staff Consultation** – Teachers, support staff, and the leadership team reviewed the document to ensure consistency in expectations, clarity in procedures, and alignment with **Summit 632 PBL**. Feedback was gathered through **staff meetings, PBL team discussions, and individual contributions**.
- **Student Voice** – Student representatives provided insights into the clarity of expectations and their understanding of behaviour processes through **student forums and feedback sessions**.
- **Parent & Caregiver Input** – Parents and caregivers were invited to provide feedback through **parent consultation meetings, surveys, and individual discussions with school leadership**. Their insights helped shape strategies to strengthen the **home-school partnership in behaviour expectations and student wellbeing**.
- **Policy Alignment & Compliance** – The document was cross-referenced with the **Queensland Department of Education's** Student Discipline Procedure to ensure compliance with legislative and policy requirements.

Review & Endorsement
- **Staff Review & Feedback** – Staff reviewed the draft during a **staff meeting in Term X, 2025**. Adjustments were made based on feedback.
- **Parent Review** – Parents were invited to review the draft via **consultation emails and information sessions**, ensuring alignment with community expectations.
- **Final Approval** – The final version was endorsed by the **Principal**, ensuring it meets **policy, school, and community expectations**.

Ongoing Review
This document will be **reviewed annually** to ensure it remains **relevant and effective** in supporting student behaviour and wellbeing. Formal updates will be conducted **every four years**, with **interim amendments** made as needed in response to policy changes or emerging school needs.

We encourage all members of our school community to **provide feedback** on this document at any time by contacting the **Principal's Office** at principal@mtlarcomss.eq.edu.au.

Queensland
Government

At Mount Larcom State School, we believe that **effective learning and positive behaviour go hand in hand**. A **safe, respectful, and disciplined** environment allows all students to engage in learning, develop self-discipline, and reach their full potential.

Our Approach
Our school-wide behaviour and learning framework is built on **Summit 632 Positive Behaviour for Learning (PBL)**, which ensures:
- **Clear and consistent expectations** for behaviour and engagement in learning.
- **Explicit teaching of positive behaviours** to equip students with lifelong skills.
- **Fair, supportive, and structured responses** to behaviour to promote accountability.
- **A restorative approach** to resolving conflict and rebuilding relationships.

At Mount Larcom SS, we see **behaviour as a skill that can be taught and improved over time**, just like literacy and numeracy. Our goal is to provide students with the **strategies and support** needed to make responsible choices and contribute positively to our school community.

Our Expectations – Summit 632 PBL
All students, staff, and visitors are expected to follow our three core values:
- 🏆 **Be Respectful** – Speak and act with kindness, listen to others, and follow instructions.
- 🎯 **Be Responsible** – Take ownership of your learning, actions, and choices.
- 🔴 **Be Safe** – Move safely, use equipment appropriately, and report concerns.

These expectations apply **in all settings**, including classrooms, playgrounds, specialist areas, excursions, and when using technology.

How We Support Learning and Behaviour
Our school provides a **tiered system of support** to ensure every student is given the assistance they need to meet behaviour expectations.

Whole-School Support (Tier 1) – All students receive explicit teaching, positive reinforcement (Dojo Points), and structured routines to support learning and behaviour.

Targeted Support (Tier 2) – Students who need extra support receive small-group interventions, mentoring, and check-ins with staff.

Intensive Support (Tier 3) – Students requiring significant intervention have personalised behaviour support plans and individualised strategies to address specific challenges.

A Partnership Between School and Home
We recognise that **positive learning and behaviour outcomes** are strengthened when schools and families work together. Parents and caregivers play a vital role in reinforcing expectations at home, supporting students in **understanding accountability**, and encouraging open communication about their experiences at school.

By working collaboratively, we ensure that every student at Mount Larcom State School feels **safe, valued, and empowered to succeed**.

Queensland Government

Student Wellbeing and Support Network

At Mount Larcom State School, we are committed to fostering a supportive and nurturing environment where every student can thrive both academically and personally. Our school-based support network ensures that students have access to a range of services and programs designed to promote well-being, resilience, and success.

School-Based Support Staff
Guidance Officer
Our Guidance Officer is available two days a week to provide professional support to students. Their role includes:
- Academic planning and goal setting
- Emotional well-being and personal development support
- Counselling services for students experiencing challenges
- Career guidance and support with future pathways
- Learning strategy development to enhance student success

Social Worker
Our Social Worker is available twice weekly, providing specialised support for students facing social, emotional, or family-related challenges. They work closely with families and external agencies to ensure students receive comprehensive, individualised support. Their role includes:
- One-on-one counselling and case management
- Support for students dealing with personal, social, or family-related difficulties
- Referrals to external services and community support
- Assistance with conflict resolution and social skills development

School-Based Youth Health Nurse
Our School-Based Youth Health Nurse is available one day a week, focusing on student health and well-being. Their role includes:
- Conducting health and hygiene talks
- Providing health education and preventative care
- Supporting students with health-related concerns to ensure well-being does not impact academic progress

Student Services Team & Well-being Programs
Our Student Services Team runs a variety of evidence-based programs designed to support student well-being and personal development. These include:

- RAGE Program – Helps students manage anger and develop positive coping strategies.
- Feeling FANtastic – Focuses on emotional resilience and mental health awareness.
- Health & Hygiene Education – Promotes good health practices and personal hygiene to enhance student well-being.
- Other programs based on indentified student needs.

Student Leadership & Engagement Opportunities
Student Council
Our Student Council meets weekly and provides students with a strong voice in school decision-making. The council:
- Represents student concerns and ideas
- Organises events and initiatives that enhance school life
- Encourages leadership, responsibility, and active participation

Queensland
Government

Secondary Interact Club

The Secondary Interact Club meets fortnightly and engages students in community service projects and leadership activities. This club fosters:

- A sense of social responsibility
- The development of teamwork, project management, and public speaking skills
- Opportunities to give back to the community through service

Comprehensive Support Approach

At Mount Larcom State School, we take a holistic approach to student success, ensuring that academic, emotional, social, and health needs are met. By leveraging internal resources and strong community partnerships, we are dedicated to creating a safe, inclusive, and supportive school environment where every student can flourish and succeed.

Mount Larcom State School implements a **whole-school approach** to discipline through the **Positive Behaviour for Learning (PBL) framework**, ensuring a **consistent, proactive, and evidence-based** system to support student learning and behaviour. This approach is embedded across all school activities, including classrooms, playgrounds, excursions, and extracurricular programs.

Alignment with Departmental Policy

Our school's behaviour management approach is guided by the **Queensland Department of Education's Student Discipline Procedure**, which ensures fair, consistent, and legally compliant practices. Key documents that inform our school-wide approach to discipline include:

- [Student Discipline Procedure](#)
- Inclusive Education Policy
- Supporting Students' Mental Health and Wellbeing Policy
- Respectful Relationships Education

These policies ensure that Mount Larcom SS upholds **equity, inclusivity, and student well-being** while maintaining **high expectations for behaviour**.

Positive Behaviour for Learning (PBL) Framework

At Mount Larcom State School, **Positive Behaviour for Learning (PBL)** serves as the **multi-tiered system of support** for discipline within the school. This **evidence-based framework** is designed to:

- **Improve student behaviour and learning outcomes** through explicit teaching and reinforcement
- **Ensure staff use effective, evidence-based practices** to support student behaviour.
- **Provide ongoing professional learning and support** to maintain **consistent classroom and school-wide behaviour practices**.

PBL is **not just a behaviour management strategy**—it is a school-wide culture that enhances learning environments and maximises student success.

Beliefs About Student Learning and Behaviour

At Mount Larcom State School, we believe that **discipline is more than just punishment**—it is a **teachable moment** that builds responsibility, resilience, and respect.

- **Behaviour is a skill that can be taught**—just like literacy or numeracy.
- **Staff clearly articulate expectations and model appropriate behaviour.**
- **Behavioural incidents are used as opportunities for re-teaching, reflection, and growth.**

We are committed to providing a **safe, respectful, and disciplined** learning environment where students develop the skills, values, and attitudes necessary for lifelong success.

Behaviour Management and Expectations

All areas of Mount Larcom State School are **learning environments**, and behaviour management is viewed as an **opportunity for social learning**. We ensure that:

- **Positive behaviours are explicitly taught and rewarded.**
- **A proactive approach is taken to prevent problem behaviour.**
- **Behaviour expectations are shared and made explicit for students, staff, and families.**
- **Responses to behaviour are consistent, fair, and aligned with Department of Education policies.**

Our **Behaviour Expectations Matrix** and **Behaviour Flowchart** outline clear guidelines for students and ensure that expectations are consistently reinforced across all school settings.

School-Wide Behaviour Expectations

Mount Larcom State School's behaviour expectations align with our **Summit 632 PBL** framework. Our school community upholds the following **core values**:

- **Be Safe** – Move safely, use equipment properly, and report concerns.
- **Be Respectful** – Speak kindly, listen to others, and follow instructions.
- **Be Responsible** – Take ownership of your learning and actions.

Students, parents, and guardians receive **clear and regular communication** regarding expectations, rules, and consequences. **Behaviour updates are shared monthly** on the **Mount Larcom State School Facebook page** and **Newsletter.**

Proactive and Preventative Strategies

Mount Larcom State School employs the following **proactive and preventative strategies** to support positive student behaviour:

- **School-wide implementation of Positive Behaviour for Learning (PBL)**—an evidence-based framework ensuring clear, consistent expectations.
- **Regular review of behaviour data** to inform targeted interventions and classroom support strategies.
- **Explicit teaching of behaviour expectations** across all school settings, ensuring students understand and can meet them.
- **Consistent classroom behaviour plans**—each teacher reinforces clear expectations, consequences, and rewards.
- **Recognition and rewards for positive behaviour**, including:
  - **Dojo Points** and class-based incentives.
  - **Weekly Summit Shout-Out** presented on parade.
  - **Termly Industry Awards** – Awarded/ subject area for A-B Level behaviour across the term
  - **Termly whole-school PBL celebrations** for students meeting behaviour goals
- **Principal-led explicit promotion of school culture**, reinforcing high expectations and positive conduct.
- **Weekly staff meetings to review behaviour management strategies** and ensure consistency in staff application.
- **Termly PBL updates to families**—encouraging parents to be active partners in reinforcing positive behaviour.
- **Induction programs for new staff and students**, outlining how PBL and behaviour management processes operate within our school.
- **Individual Learning Plans (ILPs), Discipline Improvement Plans (DIPs), and personalised support** for students requiring additional behavioural assistance.

These strategies ensure that behaviour management remains **proactive rather than reactive**, creating a **positive and productive** school environment for all students.

Specific Policies

To further support our behaviour framework, Mount Larcom State School has developed policies and agreements that align with **Queensland Department of Education guidelines**:

- **Use of Personal Technology Devices Policy** – Outlines rules for student mobile phones, tablets, and smartwatches at school.
- **Bullying Response Policy** – Procedures for preventing and responding to bullying and cyberbullying.
- **Student Wellbeing Framework** – Strategies to support student mental health, resilience, and engagement.
- **Drugs and Alcohol in Schools Policy** – Ensures clear guidelines on the possession and use of prohibited substances at school.
- **Appropriate Use of Social Media** – Expectations for student and staff conduct on social media.

- **Locker Agreement (Secondary Students)** – Outlines the appropriate use of lockers for personal storage and security.
- **Bus Conduct Policy** – Expectations for student behaviour when travelling on school transport.

Commitment to Continuous Improvement

Mount Larcom State School is dedicated to **ongoing improvement and reflection** in our approach to student behaviour. We regularly review:
- **Behaviour data trends** to ensure effective interventions.
- **Staff feedback and professional learning needs**.
- **Parent and student feedback on school behaviour practices**.

Our goal is to provide an **inclusive, engaging, and disciplined** school environment where every student has the opportunity to **learn, grow, and succeed**.

Final Statement

By upholding the **Summit 632** framework, ensuring **clear expectations**, and using **evidence-based discipline strategies**, Mount Larcom State School maintains a **safe, supportive, and high-expectation learning culture** for all students.

pproach is applied across all classrooms and programs, including sporting activities and excursions.

PBL is an evidence-based framework employed to:
- Analyse and improve student behaviour and learning outcomes.
- Ensure that only evidence-based practices are correctly utilised by teachers to support students.
- Continually support staff members in maintaining consistent school and classroom improvement practices.

Queensland
Government

Consideration of Individual Circumstances

At Mount Larcom State School, we are committed to ensuring that **disciplinary decisions are fair, equitable, and aligned** with the **Queensland Department of Education's Student Discipline Procedure**. When applying support or consequences for behaviour, we consider the **individual circumstances** of each student, balancing their needs with the rights and safety of the entire school community.

We recognise that **every student is unique**, and their personal circumstances must be **considered when determining appropriate responses to behaviour**.

How Individual Circumstances Are Considered

Staff take into account a range of factors when **providing support and determining disciplinary consequences**, including:

- **Age and developmental stage** – Ensuring consequences are appropriate to the student's level of understanding and responsibility.
- **Disability and additional learning needs** – Providing **reasonable adjustments** to support students with disabilities or learning differences, in line with the **Inclusive Education Policy**.
- **Cultural background and linguistic diversity** – Respecting cultural values and communication styles while reinforcing school expectations.
- **Socioeconomic circumstances** – Acknowledging external challenges that may impact student behaviour and engagement.
- **Previous behaviour record** – Considering past behaviour and whether the incident represents an ongoing pattern or an isolated event.
- **Severity of the incident** – Applying proportional responses that align with the level of impact on others.
- **Degree of provocation or intent** – Assessing whether the behaviour was intentional, reactive, or influenced by external factors.
- **Emotional regulation and mental health** – Recognising when behaviour may be linked to **mental health, trauma, or distress**, and ensuring appropriate support is in place.
- **Amount of reliable evidence available** – Ensuring that decisions are based on factual, well-documented information.

Equity, Not Just Equality

At Mount Larcom State School, we **do not apply a one-size-fits-all approach** to discipline. Instead, we focus on **equity**, ensuring that each student receives the **support, interventions, and consequences appropriate to their individual circumstances**.

Rights of All Students

All students at Mount Larcom SS have the right to:

- **Express their opinions** in an appropriate manner and at the appropriate time.
- **Learn in a safe and supportive environment**, free from harm or discrimination.
- **Receive adjustments** appropriate to their learning and/or impairment needs, as per the **Disability Standards for Education 2005**.

Applying Consequences Fairly

Consequences for behaviour are applied **proportionally and consistently**, ranging from **the least intrusive to more serious interventions where required**. These responses may include:

- **Positive reinforcement and re-teaching** for low-level behaviours.
- **Restorative conversations and conflict resolution** for relational disputes.
- **Additional supports, such as referrals to the Guidance Officer, Social Worker, or Youth Health Nurse**.
- **Formal disciplinary actions**, including detentions, suspensions, and other appropriate consequences.

Commitment to Restorative and Supportive Practices

Our school prioritises **restorative approaches** wherever possible, ensuring that students understand the **impact of their actions** and are given opportunities to **repair relationships and learn from mistakes**.

By recognising and responding to **individual needs**, Mount Larcom State School creates an environment where every student is **supported, understood, and held to high expectations in a fair and equitable manner**.

individual circumstances of students are considered by staff when providing support and determining appropriate consequences for disciplinary matters.

Summit 632 Expectations

Mount Larcom State School implements **Positive Behaviour for Learning (PBL)** as a **whole-school framework** to support student engagement, behaviour, and learning. Our **Summit 632 PBL approach** ensures that behaviour expectations are **explicitly taught, modelled, and reinforced** to create a **safe, respectful, and responsible** learning environment.

Summit 632 – Our School-Wide Expectations

Summit 632 is the name of Mount Larcom State School's positive behaviour system. It takes its name from the peak of Mount Larcom, which stands **632 metres high**. Just as climbing a mountain takes effort, persistence, and teamwork, Summit 632 represents our school's shared commitment to aiming high in behaviour, learning, and success.At **Mount Larcom SS**, students, staff, and the wider school community follow three **clear expectations**:

- **Be Safe** – Act in ways that protect yourself and others. Move safely, follow instructions, and use equipment responsibly.
- **Be Respectful** – Speak and act with kindness, show empathy, and follow directions. Listen actively and acknowledge different perspectives.
- **Be Responsible** – Take ownership of your learning, choices, and actions. Be prepared, complete tasks, and use time effectively.

These expectations apply in **all settings**, including classrooms, playgrounds, excursions, and online learning spaces. They are explicitly **taught, reinforced, and recognised** through our **Summit Points System, PBL Lessons, and Restorative Conversations**.

How Summit 632 PBL is Implemented at Mount Larcom SS
1. Explicit Teaching of Behaviour Expectations
- **Weekly PBL lessons** delivered on **Parade every Monday**.
- **3 Weekly Summit Focus**, determined by **behaviour data and school priorities**.
- **Explicit instruction on expected behaviours** in different school settings (e.g., library, tuckshop, manual arts).
- **Restorative conversations** to help students reflect and take responsibility.

2. Recognising and Reinforcing Positive Behaviour
- **Summit Points System** (linked to School-Wide Expectations):
  - Students earn points for demonstrating Safe, Respectful, Responsible, Engaged and Ready to learn behaviours.
  - Points contribute to weekly, termly, and annual rewards.
- Summit Store allows students to trade points for rewards.
  Recognition at school-wide assemblies, including:
  - **Summit Shout- Outs** (presented on parade).
  - **Weekly 10 x 5 Point Lesson Draw** – students with 10 Lessons with 5 Points enter their signed card into the weekly draw.
  - **Summit Shop access** for students meeting behavioural expectations.
- **Termly and annual PBL celebrations**, such as:
  - **Termly Rewards Days** (e.g. Movie @ the Cinema, Mt Larcom Climb, Laser Tag, Summit Festival).
  - **Yearly Summit Awards** for students reaching high points.

3. Data-Driven Decision Making

- **The Whole school Team meets three weekly** to analyse behaviour data and adjust strategies.
- **Behaviour trends are reviewed regularly**, ensuring targeted support for students and staff.
- **Summit Points System ensures consistent tracking and recognition of behaviour.**

4. Supporting Students Who Need Additional Help

- Most students will meet expectations through Tier 1 strategies (universal support).
- Some students may require **targeted support (Tier 2)**, such as:
    - Check-ins with staff or small-group behaviour interventions.
    - Additional social-emotional learning programs (e.g., RAGE, Feeling FANtastic).
- A small number of students may need **intensive support (Tier 3)**, such as:
    - Individual Behaviour Support Plans.
    - Discipline Improvement Plans (DIPs).
    - External agency support (e.g., Roseberry Youth Services, PCYC).

For more information on targeted and intensive supports, refer to the **Three-Tiered Support Framework** section.

Queensland
Government

Setting	Be Safe	Be Respectful	Be Responsible
All Settings	Follow school rules and safety guidelines.	Use polite and inclusive language.	Take responsibility for your behaviour and choices.
In the Classroom	Move safely, use equipment properly, and stay in designated areas.	Listen actively, raise your hand to speak, and respect different opinions.	Bring required materials, complete tasks, and follow teacher instructions.
On the Oval/Playground	Use play equipment appropriately, report unsafe behaviour.	Include others, take turns, and use kind words.	Return sports equipment and stay within play areas.
At Eating Time	Sit while eating, dispose of rubbish correctly.	Use good table manners and be mindful of others.	Clean up after yourself and follow eating time routines.
At Parade	Sit in assigned areas and listen respectfully.	Clap appropriately and respect speakers.	Represent the school positively and follow instructions.
In the Library	Move quietly and handle books with care.	Speak in a whisper and return books on time.	Follow library rules and respect shared spaces.
In the Bathrooms	Use facilities correctly and maintain hygiene.	Respect others' privacy and keep areas clean.	Report issues and return to class promptly.
At the Tuckshop/Breakfast Club	Wait in line safely and follow hygiene rules.	Say "please" and "thank you" to tuckshop staff.	Make healthy choices and use money responsibly.
While Moving Around the School	Walk safely and follow traffic flow in corridors.	Keep noise levels appropriate and greet staff respectfully.	Be punctual and move to class efficiently.
During Excursions	Stay with your group and follow teacher instructions.	Represent the school with pride and show respect to the public.	Be prepared with required materials and follow excursion guidelines.
In the Computer Labs & Using iPads	Use technology responsibly and follow cyber safety rules.	Respect devices and others' work.	Log out properly and care for school equipment.
In Home Economics & Manual Arts	Follow all safety procedures and wear appropriate gear.	Respect equipment and shared spaces.	Clean up after yourself and complete tasks responsibly.
In Agricultural Studies	Handle animals and tools safely.	Follow farm rules and respect living creatures.	Complete assigned tasks and care for equipment.

Each area of the school has the **Summit 632 Behaviour Expectation Posters** for the corresponding area. This allows **staff, students, and parents** to easily refer to the expectations in different settings.

Tip: If printed versions of the posters are being used, consider displaying **poster summaries in classrooms and key areas** around the school for daily reinforcement.

Restorative Practices & Reflection Process

At Mount Larcom SS, we **prioritise restorative approaches** rather than punitive measures. Students who engage in **inappropriate behaviour** are given opportunities to **reflect, repair, and reset** through:
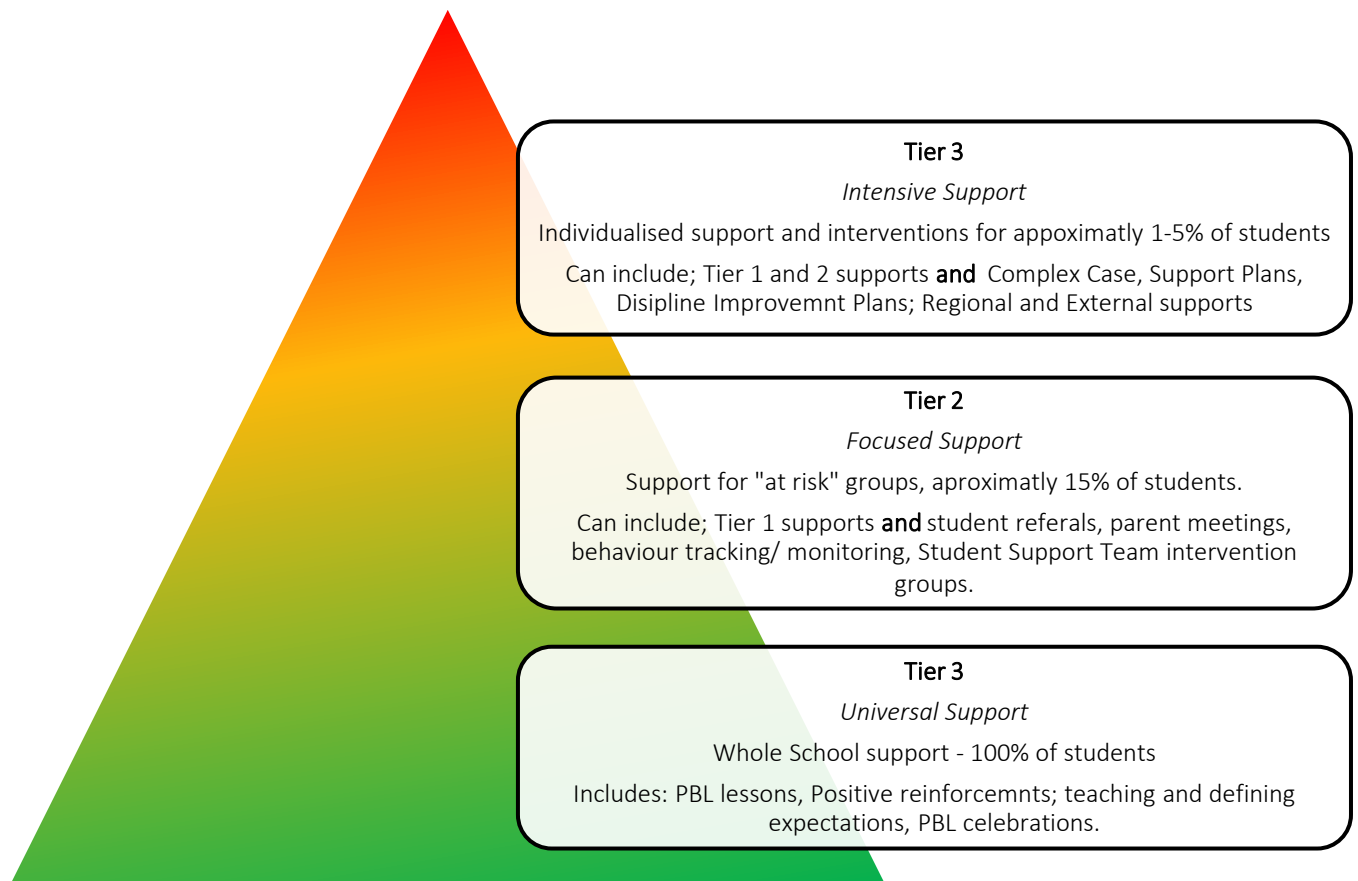
- **Restorative Conversations** – Helping students understand the impact of their actions.
- **Supported Reflection Process** – Providing a structured space for behaviour re-engagement.
- **Re-entry Meetings** – Ensuring students are supported when returning from disciplinary actions.

Three Tiered Support

At Mount Larcom State School, we recognise that students have diverse needs when it comes to behaviour, engagement, and well-being. To ensure fair and appropriate support for all students, we use a Three-Tiered System of Support, aligned with Positive Behaviour for Learning (PBL) and Summit 632.

This framework ensures that students receive the right level of support based on their needs, helping them to meet behaviour expectations, stay engaged in learning, and develop the skills needed for lifelong success.

Approach

Tier 3

Intensive Support

Individualised support and interventions for appoximatly 1-5% of students

Can include; Tier 1 and 2 supports **and** Complex Case, Support Plans, Disipline Improvemnt Plans; Regional and External supports

Tier 2

Focused Support

Support for "at risk" groups, aproximatly 15% of students.

Can include; Tier 1 supports **and** student referals, parent meetings, behaviour tracking/ monitoring, Student Support Team intervention groups.

Tier 3

Universal Support

Whole School support - 100% of students

Includes: PBL lessons, Positive reinforcemnts; teaching and defining expectations, PBL celebrations.

Utilising a three-tiered approach to facilitate positive behaviour standards and respond to unacceptable behaviour, Mount Larcom State School outlines whole-school provision of universal, targeted, and intensive supports to ensure the wellbeing and success of every student.

Intensive – Tier III (RED ZONE)
In a supportive and well-disciplined school approximately 2% to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised learning plans and support provisions for students with highly complex and challenging behaviours.

Targeted – Tier II (YELLOW ZONE)
In a supportive and well-disciplined school approximately 10% to 15% of students may occasionally need additional targeted support, specific individualised learning plans and support provisions for program intervention. Targeted support is typically delivered in small groups to the identified population.

Universal – Tier I (GREEN ZONE)

In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

Tier 1: Whole-School (Universal Support) – All Students

>**Who?** – Every student at Mount Larcom SS.
>**What?** – School-wide expectations and proactive strategies to **prevent problem behaviours**.
>**How?** – Behaviour expectations are **explicitly taught, modelled, and reinforced** in all school settings.

Key Features of Tier 1 Support

- **Explicit teaching of expected behaviours** through **Summit 632 PBL** lessons.
- **Summit Points system** to recognise and reward positive behaviour.
- **Behaviour Expectations Matrix** – Clear rules for all school areas (classrooms, playgrounds, excursions, etc.).
- **Restorative conversations** to help students reflect and take responsibility.
- **Regular behaviour updates and parent communication** via Facebook and QSchools.
- **Classroom and school-wide behaviour management plans**, including Dojo points and rewards.
- **Engagement strategies** – Inclusive teaching practices to ensure active student participation.
- **Data-driven decision-making** – Behaviour data is reviewed regularly to adjust support as needed.

Goal: 90-95% of students *should be successfully supported at this level with* ***consistent expectations and positive reinforcement.***

Tier 2: Targeted (Additional Support) – Some Students

>**Who?** – Students who require **extra support** to consistently meet school expectations.
>**What?** – Small-group or individual interventions to **address behaviour concerns early**.
>**How?** – Additional structured support **without removing students from the general learning environment**.

Key Features of Tier 2 Support

- **Check-ins with key staff** (Guidance Officer, Social Worker, Student Services Team).
- **Small-group interventions** (e.g., **RAGE Program, Feeling FANtastic**).
- **Social skills and self-regulation programs** to help students develop coping strategies.
- **Restorative conversations and mediation** to repair relationships.
- **Increased communication with parents/carers** to work collaboratively on strategies.
- **Think Tank Reflection Process** – A structured approach to **re-engaging students in learning**.
- **Short-term individualised behaviour plans** with clear goals and teacher support.

Goal: 5-10% of students *may require this level of support for* ***short periods*** *before successfully transitioning back to Tier 1 strategies.*

Tier 3: Intensive (Individualised Support) – Few Students

>**Who?** – Students who require **significant, ongoing support** to meet school expectations.
>**What?** – Highly individualised interventions and multi-agency collaboration.
>**How?** – Support is **structured and intensive**, with plans tailored to the student's needs.

Key Features of Tier 3 Support

- **Individual Behaviour Support Plans (IBSPs)** – Developed with input from **staff, parents, and external specialists**.
- **Discipline Improvement Plans (DIPs)** – Designed for students requiring ongoing behaviour monitoring.
- **Referral to external agencies** (e.g., **Guidance Officer, Roseberry Youth Services, PCYC**).
- **Personalised mentoring and intensive case management**.

Queensland Government

- **Modified timetables or learning environments**, if required.
- **Involvement in specialist programs** to address complex behavioural needs.
- **Ongoing monitoring, with frequent check-ins** between staff, students, and families.

*Goal: Less than 5% of students should require this level of support, with interventions focused on **helping them transition to Tier 2 or Tier 1 strategies over time***.

How We Use the Three-Tiered System

1. **Prevention First** – We prioritise **Tier 1 strategies** to set all students up for success.
2. **Early Intervention** – We **identify students who need extra support early** and provide Tier 2 interventions before behaviours escalate.
3. **Intensive Support When Needed** – We ensure that **students requiring Tier 3 support receive structured, ongoing interventions** while maintaining expectations for behaviour.

This **Three-Tiered Support Framework** ensures that **all students at Mount Larcom State School are supported fairly and appropriately**, with interventions **tailored to their individual needs**.

By consistently applying this approach, we create a **safe, respectful, and high-expectation learning environment where every student can thrive**.

Support and Engagement

The development of the Mount Larcom State School Student Code of Conduct (2025-2029) provides an opportunity to clearly explain the Positive Behaviour for Learning (PBL) framework to students, parents, and caregivers. By fostering a shared understanding and consistent approach to behaviour expectations, we ensure that students receive clear, supportive, and structured guidance both at school and at home.

The language and expectations of Summit 632 PBL are designed to be applied in all environments, including the home setting. Parents and guardians play a vital role in reinforcing the core values of Be Safe, Be Respectful, and Be Responsible, helping students make positive choices in both school and community settings. When schools and families work together, students are more likely to thrive.

Mount Larcom SS values the active involvement of parents and caregivers in supporting student behaviour, engagement, and well-being. If students or parents have any questions, concerns, or wish to discuss the Student Code of Conduct or PBL, they are encouraged to:
- Speak with the classroom teacher in the first instance.
- Arrange an appointment with the Principal to discuss concerns in more detail.

By working collaboratively, we ensure that all students at Mount Larcom State School are supported in achieving their full academic and personal potential within a safe, respectful, and responsible learning environment.

Differentiated and Explicit Teaching

Mount Larcom State School is a disciplined and inclusive learning environment where explicit teaching of behaviour expectations is embedded into daily practice. We recognise that positive behaviour is a skill that must be taught, modelled, practised, and reinforced, just like any other aspect of learning.

Through differentiated teaching, our staff ensure that all students are explicitly taught:
- What expected behaviours look like in different school settings.
- Why these behaviours are important for learning and social success.
- How to practise and demonstrate positive behaviour consistently.
- How to reflect and adjust behaviour when needed through feedback and guided conversations.

How Behaviour is Taught at Mount Larcom State School

Teaching behaviour is an ongoing process and follows the same structured approach as academic learning. Teachers use:
- Explicit instruction – Behaviour expectations are introduced, explained, and demonstrated.
- Modelling and guided practice – Staff model expected behaviours, and students practise them with teacher guidance.
- Opportunities for independent practice – Students apply positive behaviours in real-world school settings.
- Feedback and reinforcement – Students receive immediate, specific feedback to strengthen their understanding and encourage ongoing positive choices.

Teachers at Mount Larcom State School and in the Secondary Department adapt their teaching strategies based on student needs. This includes varying instructional approaches, using data to track progress, and implementing targeted interventions for students requiring additional support.

Three-Tiered Approach to Behaviour Teaching

The explicit teaching of behaviour expectations follows a three-tiered model, ensuring that all students receive the appropriate level of instruction and support.

Tiered Support	Teaching Approach
Tier 1 – Universal (All Students)	School-wide explicit instruction of behaviour expectations through Summit 632 PBL lessons, classroom discussions, role-playing, and daily reinforcement.
Tier 2 – Targeted (Some Students)	Small-group instruction and reteaching for students who require additional support. Strategies include check-ins, social skills groups, and explicit reinforcement of specific behaviours.
Tier 3 – Intensive (Few Students)	Highly individualised behaviour instruction using one-on-one coaching, behaviour support plans, and external interventions to reinforce expectations and develop self-regulation skills.

By **differentiating behaviour instruction**, teachers ensure that **all students receive the right level of guidance, repetition, and reinforcement** to internalise school-wide expectations.

PBL Expectations Matrix – A Teaching Tool

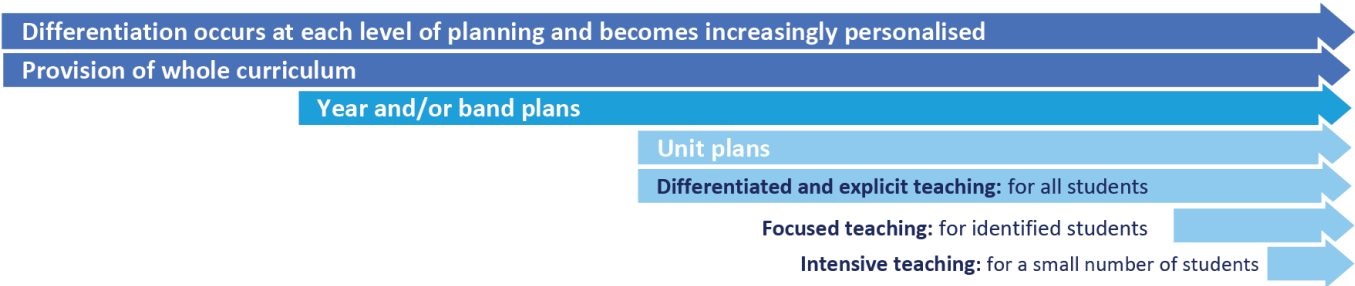Every classroom at Mount Larcom State School utilises the Summit 632 PBL Expectations Matrix as a teaching framework for behaviour. Teachers:
- Work with students to define expected behaviours in their specific classroom environment.
- Use the matrix to explicitly teach and practise behaviour expectations in different contexts.
- Revisit and reinforce expectations throughout the year to address emerging needs.

By integrating the Summit 632 Expectations Matrix into daily lessons, teachers create a structured, consistent, and supportive environment where all students can successfully learn and apply positive behaviours.

Ensuring Long-Term Success

Teaching behaviour is not a one-time event—it is a continuous process that requires explicit instruction, practice, and reinforcement at every stage of schooling. Through structured PBL lessons, ongoing classroom discussions, and proactive teaching strategies, Mount Larcom State School ensures that students develop the skills they need to be successful learners and responsible members of the school community.

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Queensland
Government

Focused Teaching

Approximately **15% of students** in any school or classroom may require **additional, structured support** to meet behaviour expectations, even after receiving **differentiated and explicit whole-class teaching**. These students may struggle with expectations at **specific times of the day, in certain learning areas, or in particular social situations**.

How Focused Teaching Works
- **Revisiting key behavioural skills** with explicit, structured instruction.
- **Providing multiple practice opportunities** to reinforce and strengthen skills.
- **Using evidence-based teaching strategies** to support behaviour development.

Focused teaching at Mount Larcom SS is **aligned with Summit 632 PBL expectations** and is **monitored by classroom teachers** to identify students who:
- No longer require additional support.
- Require **ongoing** focused teaching.
- Require **intensive** teaching and support.

Who Provides Focused Teaching?
Support staff, including **teachers with expertise in learning, language, and social-emotional development**, work collaboratively with classroom teachers to deliver **targeted support**.
Additionally, Mount Larcom SS has a **Student Support Network** in place to help arrange and implement **focused interventions** for students who need more assistance in meeting expectations.

Evidence-Informed Programs for Focused Teaching
To support students requiring **focused teaching**, Mount Larcom SS invests in the following **evidence-based programs**:
- **PBL Lessons** – Regular, explicit lessons reinforcing school-wide expectations.
- **Love Bites** – A program addressing healthy relationships and respectful behaviour.
- **Roseberry Youth Services** – External support services providing mentoring, wellbeing support, and skill development.

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

Intensive Teaching

Research shows that **approximately 5% of students** require **frequent, highly structured, and individualised behaviour instruction** to successfully meet school expectations.
Intensive teaching provides:
- **One-on-one or small-group instruction** in essential behaviour skills.
- **Personalised strategies** based on the student's unique needs.
- **Frequent and explicit teaching sessions** to reinforce expectations.
- **Additional mentoring and support** to help students regulate their behaviour.

Short-Term vs Long-Term Intensive Teaching
Some students require **intensive teaching for a short period** to develop specific behaviour skills. Others may require **long-term, individualised intervention** due to complex or ongoing behavioural challenges.
Decisions about the **level and duration** of intensive teaching are based on:
- **Behaviour data collected from teachers** and school records.
- **Consultation with the student's family** to develop a consistent approach.
- **Ongoing monitoring and adjustments** based on student progress.

Queensland Government

Individualised Support for Complex Behaviour Needs

For a small number of students displaying **ongoing, complex, or challenging behaviours**, a **function-based behaviour assessment** and **multi-agency collaboration** may be required.

This approach seeks to address **barriers to learning and participation**, particularly for students managing:

- Complex personal issues.
- Trauma-related responses.
- Mental health concerns.
- Social-emotional difficulties impacting school engagement.

Personalised Mentoring & Case Management

Students receiving **intensive teaching** will be assigned a **dedicated school mentor** who will:

- Oversee and coordinate their **individualised support plan**.
- Communicate with **families, staff, and external support agencies**.
- Directly support the student in developing strategies for success.

By ensuring that students **receive the appropriate level of support**, Mount Larcom SS remains committed to **equity, inclusion, and high expectations for all learners**.

Legislative Delegations

Legislation

In this section of the Mount Larcom State School and Secondary Department 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)
Disability Discrimination Act 1992 (Cwth)
Disability Standards for Education 2005 (Cwth)
Criminal Code Act 1899 (Qld)
Education (General Provisions) Act 2006 (Qld)
Education (General Provisions) Regulation 2017 (Qld)
Human Rights Act 2019 (Qld)
Information Privacy Act 2009 (Qld)
Judicial Review Act 1991 (Qld)
Right to Information Act 2009 (Qld)
Police Powers and Responsibilities Act 2000 (Qld)
Work Health and Safety Act 2011 (Qld)
WorkHealth and Safety Regulations 2011 (Cwth)

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 Mount Larcom State School and Secondary Department aligns with the differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students confidently meet school expectations when clear rules are explicitly taught and reinforced through Summit 632 PBL. In these cases, teachers respond to low-level or minor problem behaviours using in-class corrective feedback, redirection, and rule reminders to maintain a positive learning environment.

However, some students require additional support, structured intervention, or more intensive consequences to achieve behavioural expectations. The three-tiered approach ensures that consequences are applied fairly and consistently based on student needs and the severity of the behaviour.

Tiered Response	Who It Applies To	Level of Support & Consequences
Tier 1 – Differentiated	All students	Classroom-based responses managed by the teacher to correct minor problem behaviours and reinforce expectations.
Tier 2 – Focused	Approximately 15% of students who need additional support	School-based interventions involving support staff to reinforce positive behaviour and prevent escalation.
Tier 3 – Intensive	Approximately 2-5% of students requiring sustained, high-level intervention	Serious disciplinary actions requiring leadership and external agency involvement for ongoing or severe behaviours.

Tier 1 – Differentiated Disciplinary Responses

Class teachers provide **in-class or in-school disciplinary responses** to **low-level** or **minor problem behaviours**, ensuring that students **understand and practise appropriate behaviours**. These responses include:

- **Pre-correction & Expectation Reminders** (e.g. "Remember, walk quietly to your seat.")
- **Non-verbal & Visual Cues** (e.g. posters, hand gestures)
- **Whole-Class Routine Practice**
- **Corrective Feedback** (e.g. "Raise your hand before speaking.")
- **Revised Seating Plans & Student Relocation**
- **Ratio of 5 Positive to 1 Negative Feedback Comments**
- **Redirection & Tactical Ignoring of Minor Behaviour**
- **Providing Task Choices** (e.g. "Would you like to start with writing or reading?")
- **Proximity Control & Low-Voice Instruction**
- **Peer Consequences** (e.g. targeted feedback to influential students)
- **Restorative Conversations** (e.g. private discussion with the student)
- **Reprimands & Warnings** (e.g. "If this behaviour continues, you will be removed from the classroom.")
- **Class Incentives & Recognition for Positive Behaviour**

When these strategies are consistently applied but problem behaviour persists, the student may require additional support at the Focused Teaching level.

Queensland
Government

Tier 2 – Focused Disciplinary Response

When a student **consistently struggles to meet expectations** despite Tier 1 strategies, **focused interventions** are implemented. These students may:

- Have **difficulty meeting expectations at specific times or in certain subjects**.
- Require **more explicit reteaching of behaviour skills**.
- Display **low-level disruptions that interfere with the learning of others**.

Focused disciplinary responses involve **collaboration between classroom teachers and support staff** and may include:

- **Functional Behaviour Assessment (FBA)** – Identifies triggers and solutions.
- **Individual Student Behaviour Support Plans (Discipline Improvement Plans - DIPs)**.
- **Small-Group Social & Behaviour Skills Lessons**.
- **Restorative Sessions & Problem-Solving Conversations**.
- **Self-Monitoring Plans & Behavioural Contracts** (e.g. setting goals and check-ins).
- **Token Economy or Reward System** (e.g. Dojo/ Summit Points).
- **Detentions & Reflection Time**.
- **Counselling & Guidance Officer Support**.
- **Check-In/Check-Out System** – Student reports to a mentor teacher for regular check-ins.
- **Referrals to the Student Support Team** for multi-disciplinary interventions.
- **Stakeholder Meetings** with parents and external agencies (if needed).
  If a student continues to display ongoing, disruptive, or more serious behaviours, they may require Intensive Support.

Tier 3 – Intensive Disciplinary Response

For a **small number of students (2-5%)**, ongoing or serious problem behaviours require **intensive, high-level interventions**. These behaviours may:

- **Cause harm to others or staff**.
- **Create significant disruptions to teaching and learning**.
- **Indicate a need for multi-agency support** due to complex social-emotional needs.

Intensive disciplinary responses include:

- **Functional Behaviour Assessments (FBA)** – In-depth analysis to guide intervention.
- **Complex Case Management** – Multi-agency collaboration for students with serious needs.
- **Stakeholder Meetings with Parents, External Agencies & Regional Support**.
- **Temporary Removal of Student Property** (e.g. mobile phones).
- **Suspensions & Exclusions (in accordance with Department of Education policies)**:
  - **Short-Term Suspension** (up to 10 school days).
  - **Long-Term Suspension** (up to 20 school days).
  - **Charge-Related Suspension** (if the student has been charged with a serious criminal offence).
  - **Suspension Pending Exclusion** (awaiting a formal exclusion decision).
  - **Exclusion** (permanent or temporary removal from a state school or multiple schools).
- **Cancellation of Enrolment** *(for students past the compulsory schooling age who refuse to engage in education)*.

All decisions at this level are made by the **Principal in consultation with staff, families, and external specialists** *where required.*

Ensuring Fair and Consistent Consequences

At **Mount Larcom SS**, disciplinary consequences are:

- **Differentiated** – Responses align with the **level of student need and behaviour impact**.
- **Consistently Applied** – Expectations are **clear, documented, and consistently reinforced**.
- **Data-Driven** – Behaviour data is **reviewed regularly** to guide decision-making.
- **Focused on Learning & Support** – The goal is **restoring positive behaviour and engagement**, not just punishment.

By applying this **three-tiered disciplinary model**, Mount Larcom State School ensures that **all students are supported to meet behaviour expectations**, while also maintaining **a safe and productive learning environment for all**.

School Disciplinary Absences

School Disciplinary Absences (SDA) and Re-Entry Procedures

A **School Disciplinary Absence (SDA)** is an **enforced period of absence** from attending a Queensland state school, applied by the **Principal** as a **consequence for serious student behaviour concerns**. SDAs are used in accordance with the **Department of Education's Student Discipline Procedure** and are considered a **last resort** when other **behaviour management strategies have been unsuccessful** or when a **student's actions pose a significant risk** to the safety and well-being of the school community.

Types of School Disciplinary Absences

There are four types of SDAs that may be applied at **Mount Larcom State School and Secondary Department**:

- **Short Suspension** *(1 to 10 school days)* – Applied for **serious behaviour breaches** where other disciplinary strategies have not been effective.
- **Long Suspension** *(11 to 20 school days)* – Used for **ongoing or more severe behaviour incidents** requiring an extended period away from school.
- **Charge-Related Suspension** – Applied when a student is **charged with a serious criminal offence** and the Principal determines their continued attendance poses a risk.
- **Exclusion** *(up to one year or permanent)* – Applied in **extreme cases** where the student's behaviour is so serious that they are **removed from the school** either **for a set period** or **permanently**.

Decision-Making & Considerations for SDA

At **Mount Larcom State School**, the use of any SDA is a **serious decision** made by the **Principal**. The decision is only taken when:

- **All other reasonable disciplinary options have been exhausted**.
- **The student's behaviour is so dangerous or disruptive** that continued attendance is considered a **risk to the safety, well-being, or learning environment** of others.

Appealing a School Disciplinary Absence

Parents, caregivers, and students may **appeal a Long Suspension, Charge-Related Suspension, or Exclusion decision**. The appeal process is overseen by the **Director-General (or their delegate)** and involves:

- **A full review of all documentation** related to the SDA decision.
- **Opportunities for both the school and the family to present their case**.
- **A decision made within 40 school days** to either:
  - **Confirm** the original decision.
  - **Amend or vary** the decision.
  - **Set aside** the decision.

The appeal process is designed to be **fair, transparent, and evidence-based**, ensuring that all **stakeholders understand the rationale behind the decision**. During this period, the school will **support the student in accessing educational materials** to minimise disruption to their learning.

Queensland Government

Re-Entry Following Suspension

Students returning from an SDA **must attend a re-entry meeting** on the day of their return to school (or beforehand if scheduled). The purpose of this meeting is to:

- **Welcome the student back to school**.
- **Ensure they feel supported and ready to re-engage** in learning.
- **Strengthen home-school communication** and set clear expectations for future success.

*This meeting is **not** intended to revisit the incident that led to the suspension, as the student has already received a consequence.*

Re-Entry Meeting Arrangements

How is the meeting scheduled?

- The school will notify parents/caregivers via **phone and email**.
- Meetings are **brief (under 10 minutes)** and are attended by:
  - The **Principal (or delegate)**.
  - The **student**.
  - The **student's parent/guardian**.

Where is the meeting recorded?

- A record of the re-entry meeting is **saved in OneSchool**, under the **Contact tab**, including any **notes or agreements made during the meeting**.

Structure of the Re-Entry Meeting

Re-entry meetings follow a **structured agenda** to ensure they remain **focused on student success and reintegration**.

Suggested Agenda:

1. **Welcome back to school** – Reinforce that the student is a valued member of the school community.
2. **Check-in on student well-being** – Ask how they are feeling and whether they need any support.
3. **Update on any changes to school routine or staffing** – Inform the student of any updates.
4. **Provide information about available school supports** – e.g. Guidance Officer, Social Worker.
5. **Set a follow-up date** – Schedule a check-in to monitor progress.
6. **Thank the student and parent/guardian for attending**.
7. **Escort the student to their classroom** – Ensure a smooth transition back to learning.

If additional concerns arise during the meeting, **separate follow-up discussions** can be arranged with the family at another time.

Reasonable Adjustments for Re-Entry Meetings

To ensure that all students can **fully participate and engage** in their re-entry meeting, the school will consider:

- **Selecting an appropriate and accessible meeting space**.
- **Organising translation or interpretation services** (e.g. AUSLAN or other language supports).
- **Providing written or pictorial information** to assist in understanding.
- **Including relevant support staff** (e.g. Guidance Officer, Social Worker, Community Education Counsellor).

By implementing **reasonable adjustments**, Mount Larcom State School ensures that all students can successfully **reintegrate into the school environment** following an SDA, **setting them up for future success**.

School Policies

In this section, provide copies of any specific school discipline policies designed to ensure all staff work consistently to create and maintain a supportive and safe learning environment. At a minimum, each school has a policy on each of the following:

- Temporary removal of student property
- Use of mobile phones and other devices by student
- Preventing and responding to bullying
- Appropriate use of social media
- Dress Code Policy
- Restrictive Practices
- Camps and Excursions

Queensland
Government

Temporary removal of student property

At **Mount Larcom State School**, the temporary removal of **student property** may be necessary to:
- Ensure a safe, supportive, and respectful learning environment.
- Prevent disruption to teaching and learning.
- Maintain mutual respect between staff, students, and visitors.

The removal of student property is guided by the **Queensland Department of Education's Temporary Removal of Student Property by School Staff Procedure**.

Inappropriate Items at School

Students must not bring **items that are unsafe, inappropriate, or prohibited** to school. Examples include:
- **Dangerous Items** – Weapons, knives (including pocket knives), explosives, or any object that could be used to cause harm.
- **Disruptive Electronic Devices** – Mobile phones, smartwatches, iPads, and similar devices during school hours unless permitted for educational purposes.
- **Banned Substances** – Alcohol, cigarettes, vaping devices, drugs, or drug paraphernalia.
- **Recreational Distractions** – Toys, trading cards, laser pointers, or non-educational electronics.
- **Valuable or Excessive Jewellery** – Large rings, chains, or items that pose a risk during school activities.
- **Sporting or Transport Equipment** – Skateboards, scooters, or bikes (unless stored appropriately and used outside school hours).

Students who bring **prohibited or inappropriate** items to school may have them **temporarily removed by staff** in accordance with policy.

Authority to Remove Student Property

School staff may **temporarily remove** student property **without the consent of the student or parent** when:
- The item **poses a risk to the safety of students, staff, or others**.
- The item **disrupts the learning environment**.
- The student is **misusing the item** in a way that breaches school expectations.
- The removal of the item is required to **uphold school policies**.

Exceptions:
- Staff **cannot conduct personal searches** of students.
- Bags, lockers, and personal devices **can only be searched with the student's consent** or under **police involvement**.
- If a student refuses to hand over an item, the issue will be referred to the **Principal** for further action.

Examples of Items That May Be Temporarily Removed
- **Bags & Backpacks** – If suspected to contain dangerous or prohibited items.
- **Mobile Phones & Smartwatches** – If used inappropriately during school hours.
- **Jewellery** – If excessive, distracting, or unsafe for school activities.
- **Hats or Clothing Items** – If non-compliant with uniform policy.
- **Prohibited Items** – Such as knives, vapes, or inappropriate printed materials.

Items that present a significant safety risk (e.g., weapons or illegal substances) may be seized by police.

Duration of Property Removal

The duration of property removal will depend on **the type of item and the reason for removal**:

- Items such as mobile phones, jewellery, or non-dangerous objects – Returned at the **end of the school day** or **school week** depending on the circumstances.
- **Prohibited or dangerous items (e.g., weapons, drugs, or stolen property)** – Held until collected by a **parent or guardian** or, in serious cases, **handed over to police**.
- Repeated misuse of certain items (e.g., mobile phones) – May result in **extended removal periods**, with a requirement for **parent meetings** before the item is returned.

Returning Removed Property

- Students will be informed of when and how they can collect their property.
- **Parents may be required to collect certain items** depending on the nature of the removal.
- **Dangerous or illegal items will not be returned to the student** and may be handed to **police or relevant authorities**.

For more information, refer to the **Temporary Removal of Student Property by School Staff Procedure**.
By following this policy, **Mount Larcom State School** ensures a **safe, respectful, and well-regulated school environment** where learning remains the primary focus.

Use of mobile phones and other devices by students

At **Mount Larcom State School**, we are committed to ensuring that **mobile phones and personal electronic devices do not disrupt learning**. Our policy aligns with the **Department of Education's** "Phones Away for the Day" initiative and the **Use of ICT Systems Procedure**, ensuring **clear expectations for students, staff, and parents**.

Approved Devices at School
The following **personal devices** are covered by this policy:
- **Mobile phones** – Including smartphones and basic mobile devices.
- **Tablets and laptops** – Used for learning activities with teacher approval.
- **Wearable technology** – Smartwatches, fitness trackers, or similar devices.
- **Gaming devices, personal hotspots, and other non-educational devices are not permitted.**

Mobile Phone Expectations & Procedures
From **Day 1, 2024**, all students must **hand in their mobile phones** at the start of each school day. Phones **must not be stored in student bags or used during school hours**.
- Phones must be **switched off** and **handed in each morning** with the student's Form Class teacher.
- Each classroom has a **lockable storage box** where phones are stored safely.
- **Smartwatches must be placed in 'airplane mode' during school hours**, disabling calls, messages, and notifications.
- Students can **collect their phones at the end of the school day** from their Form Class teacher.

All communication between parents and students during school hours must go through the school office.

Non-Compliance with Mobile Phone Policy
- If a student does not follow the mobile phone policy, the phone will be confiscated immediately and handed to the school office. The student may collect it at the end of the school day.

- If a student repeatedly fails to comply with this policy, a parent or guardian will be required to collect the phone. The student will not be permitted to bring their phone to school for a period of time determined by the Principal.

- Failure to follow these expectations will result in further disciplinary action. Students who refuse to hand over a mobile phone when directed by staff will be considered **defiant**, and this will be managed in accordance with the **school's disciplinary procedures**.

- Under no circumstances will a student be allowed to use their phone as a calculator, check the time, or for any other reason without **explicit, one-time permission from a teacher for a specific learning activity**. Simply stating that a phone was **"turned off in a bag"** will not be accepted as an excuse for non-compliance.

Use of Laptops, Tablets & ICT Devices
- **Laptops and tablets may only be used for educational purposes** and must be connected to the **school's ICT network**.
- Personal hotspot tethering is **not permitted**.
- **Students must follow the Acceptable Use of ICT Facilities and Devices Policy**.
- Any misuse of school-provided ICT devices may result in **restricted access or disciplinary action**.

Use of Wearable Technology (Smartwatches, Fitness Trackers, etc.)
- **Smartwatches must be placed in 'airplane mode' during school hours** to disable calls, messages, and notifications.
- If a smartwatch is used for texting, gaming, or any other **non-approved activity**, it will be treated as a **mobile phone violation**, and the same consequences will apply.
- **Recording, taking photos, or making videos without permission is strictly prohibited** and will result in disciplinary action.

Security & Responsibility
- The school **takes no responsibility for lost, stolen, or damaged devices**.
- All personal devices must be **clearly labelled** with the student's name.
- **Students bring electronic devices to school at their own risk** and must follow school expectations at all times.

For more details, refer to the _Phones Away for the Day Policy_.
By following this policy, **Mount Larcom State School** ensures a **safe, distraction-free learning environment** where students can **focus on their education without unnecessary digital disruptions**.

Preventing and responding to bullying

At **Mount Larcom State School**, we are committed to providing a **safe, supportive, and inclusive learning environment** where all students feel valued and respected. Bullying in any form, including **verbal, physical, social, and cyberbullying**, is not tolerated. We take a **whole-school approach** to **prevent, identify, and respond** to bullying to ensure the well-being of all students.

Promoting Social and Emotional Competencies

Mount Larcom State School actively **teaches and promotes** social and emotional skills through:

- **Summit 632 Framework** – Explicit teaching of positive behaviours and social expectations.
- **Weekly Social-Emotional Learning Lessons** – Supporting student well-being and relationship-building.
- **Restorative Conversations & Peer Mediation** – Helping students develop conflict-resolution skills.
- **The Resilience Project** – Whole-school well-being program that focuses on **Gratitude, Empathy, and Mindfulness (GEM).**
- **Student Leadership & Peer Support Programs** – Encouraging positive role modelling and mentoring.
- **Community Partnerships** – Working with **Headspace, Roseberry Youth Services, PCYC, and other local youth support agencies** to provide additional well-being support.

By embedding these practices across **all year levels**, we foster a culture of **respect, kindness, and personal responsibility**.

Whole-School Anti-Bullying Program

Mount Larcom State School implements a **whole-school evidence-based approach** to bullying prevention, informed by research through:

- **Be You Programs Directory** – A national framework supporting student well-being.
- **STEPS Decision-Making Tool** – Ensuring all strategies are evidence-based and effective.
  The Resilience Project – Explicitly teaching students practical strategies to improve **mental health and well-being.**
- **Summit 632 Integration** – Clear expectations for **respectful interactions** in all school settings.
- **Annual School-wide Anti-Bullying Week** – Raising awareness and educating students on bullying prevention.
- **Digital Citizenship & Cyber Safety Programs** – Teaching students how to stay safe online.

These programs aim to **proactively prevent** bullying by ensuring students develop **positive social behaviours and resilience strategies.**

Staff Professional Development on Bullying Prevention

All staff receive **ongoing professional development** to ensure they can **identify, prevent, and appropriately respond to bullying**. Training includes:

- **Recognising Different Types of Bullying** – Verbal, physical, social, and cyberbullying
- **How to Respond Effectively** – Ensuring all reports of bullying are addressed promptly and appropriately.
- **Managing Cyberbullying Incidents** – Following departmental guidelines for online safety.
- **Restorative Practices Training** – Using positive interventions to rebuild relationships.
- **Mandatory Reporting Procedures** – Understanding when to escalate serious concerns.

- **The Resilience Project Staff Training** – Building staff capacity to support student well-being.
- **Training from Local Organisations** – **Headspace, Roseberry Youth Services, and PCYC** provide targeted training on mental health, youth resilience, and student support strategies.

These **professional development opportunities equip staff** with the tools needed to create a **safe and positive learning environment** for all students.

Reporting Bullying (Including Cyberbullying)
Students and parents can report bullying through **multiple channels** to ensure concerns are addressed quickly and effectively.
- **Students can report bullying by:**
  Speaking directly to a **trusted teacher, Form Class teacher, or staff member.**
- Visiting the **Student Services Team** for support.
- Using the school's **anonymous reporting system (if available).**

Parents can report bullying by:
- Contacting the **school office** to arrange a meeting with the Principal.
- Emailing the **school's designated bullying response contact.**
- Requesting a **conference with the Student Support Team.**

Teachers & Staff must:
- Follow the **Bullying Response Flowchart** to **document and escalate reports appropriately.**
- Provide **support to students experiencing bullying** and take action to **prevent further incidents.**

Consequences for Bullying Behaviour
Bullying in any form is **not tolerated**, and consequences will be applied based on the **Three-Tiered Disciplinary Model**:
- **First Offence:** Restorative conversation, mediation, and formal warning.
- **Repeated Behaviour:** Behaviour contract, parental involvement, and targeted intervention.
- **Severe or Ongoing Cases:** Suspension or referral to external support services.
- **Cyberbullying or Threats:** Potential referral to **police, suspension, or exclusion.**

The **response will be tailored** based on the **severity and impact of the bullying behaviour.**

Support for Students Affected by Bullying
Students who experience bullying will receive:
- **One-on-one support from the Student Support Team** (Guidance Officer, Social Worker, or Chaplain).
- **Restorative conversations** to repair relationships when appropriate.
- **Referral to external support agencies** (**Headspace, Roseberry Youth Services, PCYC, and other well-being organisations**).
- **Regular check-ins with school staff** to monitor well-being.
- **Adjustments to their learning environment** if needed for safety and emotional well-being.

The school is committed to **providing safe spaces** where affected students feel **heard, supported, and empowered.**

Managing Bullying Investigations & Parent Communication

To ensure **transparency and accountability**, a **single point of contact** will oversee all **bullying investigations**.

- The **Principal (or delegate) will manage all reports** and provide updates to parents.
- Parents will receive a **formal acknowledgment of the report** within **24-48 hours.**
- Investigations will be **completed within a reasonable timeframe**, with updates provided at key stages.
- **Final outcomes and actions** will be shared with students and parents while maintaining confidentiality.

A **Bullying Investigation Compact** will be signed by **students, parents, and the school** to outline expectations, timeframes, and communication processes.

Complaints Management for Bullying Issues

If a parent or student is dissatisfied with how a bullying case has been handled, they may:

- **Request a review meeting with the Principal.**
- **Submit a formal complaint through the school office.**
- **Escalate concerns to the Regional Director if unresolved.**

The school is committed to ensuring all **bullying matters are handled fairly, promptly, and with student well-being as the priority.**

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 12 – Form teacher
Princial – Rachel Bachmann (07) 49702333

**First hour
Listen**

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

**Day one
Document**

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

**Day two
Collect**

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

**Day three
Discuss**

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

**Day four
Implement**

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

**Day five
Review**

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

**Ongoing
Follow up**

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

Queensland
Government

Appropriate use of social media

Introduction
Mount Larcom State School acknowledges the **growing popularity of social media** as both a **communication and educational tool**. While social media can be used positively, **inappropriate use** has the potential to **cause harm to students, families, and staff**.

This policy outlines **clear expectations** for students regarding their use of social media and the consequences for failing to meet these expectations. It also provides guidance on **cybersafety, digital reputation management, and reporting inappropriate behaviour**.

Expectations for Student Use of Social Media
Students at Mount Larcom State School are expected to use **social media responsibly, respectfully, and in accordance with school values**.
- **Be Safe** – Protect personal information and report concerns to a trusted adult.
- **Be Respectful** – Do not engage in **harassment, bullying, or offensive behaviour** online.
- **Be Responsible** – Understand that **digital footprints are permanent** and inappropriate content can have **long-term consequences**.

What Students Must NOT Do on Social Media
- Use social media during school hours without permission.
- Post, share, or comment on harmful, offensive, or defamatory content.
- Engage in cyberbullying, harassment, or discrimination.
- Use fake accounts or anonymity to intimidate or harm others.
- Share personal or confidential information about themselves or others.
- Record, film, or take photos of staff or students without consent.
- Create, participate in, or spread rumours or gossip.

Reinforcement of Positive Social Media Behaviour

To help students develop **safe and responsible** online habits, Mount Larcom State School:
- Provides **cybersafety education** through **PBL lessons, The Resilience Project, and Digital Citizenship programs**.
- Engages students in discussions about **online reputation and digital footprints**.
- Promotes the **Think Before You Post** approach:
    - T – Is it **true**?
    - H – Is it **helpful**?
    - I – Is it **inspiring**?
    - N – Is it **necessary**?
    - K – Is it **kind**?
- Encourages students to **report cyberbullying and online misconduct** to trusted adults.

Consequences for Inappropriate Use of Social Media
Failing to meet the expectations of **appropriate social media use** may result in disciplinary action. **Consequences may include:**
- **First Offence** – Verbal warning and parent notification.
- **Repeated Offences** – Referral to the **Student Support Team, formal meeting with parents, and loss of privileges** (e.g., restricted device use at school).
- **Serious Offences** – Involvement of **school leadership, suspension, and possible referral to external authorities** (e.g., Queensland Police or eSafety Commissioner).

Queensland
Government

Cyberbullying, harassment, or defamatory comments made outside of school that **impact the safety and well-being of students or staff** may still result in disciplinary action.

Managing Cyber Incidents – Response Flowchart

All reports of inappropriate social media use will be **investigated fairly and confidentially**.

Step 1: Report the Incident
- Student or parent reports concerns to a **teacher, Student Support Team, or school administration**.
- Staff **document the incident** in **OneSchool** and notify the appropriate personnel.

Step 2: Investigation & Response
- School **gathers evidence** (screenshots, messages, witness statements).
- **If cyberbullying or serious misconduct is identified**, appropriate action is taken, including restorative conversations, parental meetings, or disciplinary consequences.
- If necessary, school leadership may **escalate concerns** to **Queensland Police, eSafety Commissioner, or Child Protection Services**.

Step 3: Support & Follow-Up
- Support provided to **affected students** through **Guidance Officer, Social Worker, or external support agencies (e.g., Headspace, Roseberry Youth Services).**
- Regular **follow-ups** ensure **ongoing student safety and well-being**.

Cybersafety & Reputation Management

Mount Larcom State School educates students on **responsible digital behaviour** to protect their **online reputation and personal safety**.
- **Think before you post** – Content posted online can be permanent.
- **Privacy matters** – Keep accounts private and limit sharing of personal details.
- **Know the laws** – Sharing explicit content, harassment, or defamation can have **legal consequences**.
- **Speak up** – Report concerning online behaviour to trusted adults.

Parental & Community Responsibilities

Parents and guardians play a key role in **guiding responsible social media use**. We encourage parents to:
- **Monitor their child's online activity** and discuss appropriate use.
- **Encourage open conversations** about **online experiences, risks, and responsible behaviour**.
- **Report concerns** to the school or relevant authorities if needed.

Mount Larcom State School is committed to **working with families** to ensure a **safe and respectful online environment** for all students.

Further Information & Support

- **Queensland Department of Education – Use of ICT Systems Procedure**: Click here
- **eSafety Commissioner (Report Online Harm)**: Click here
- **Headspace (Youth Mental Health Support)**: Click here
- **Queensland Police Cyber Safety Advice**

By **following this policy**, Mount Larcom State School ensures that students use **social media responsibly, safely, and in a way that upholds our school values**.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
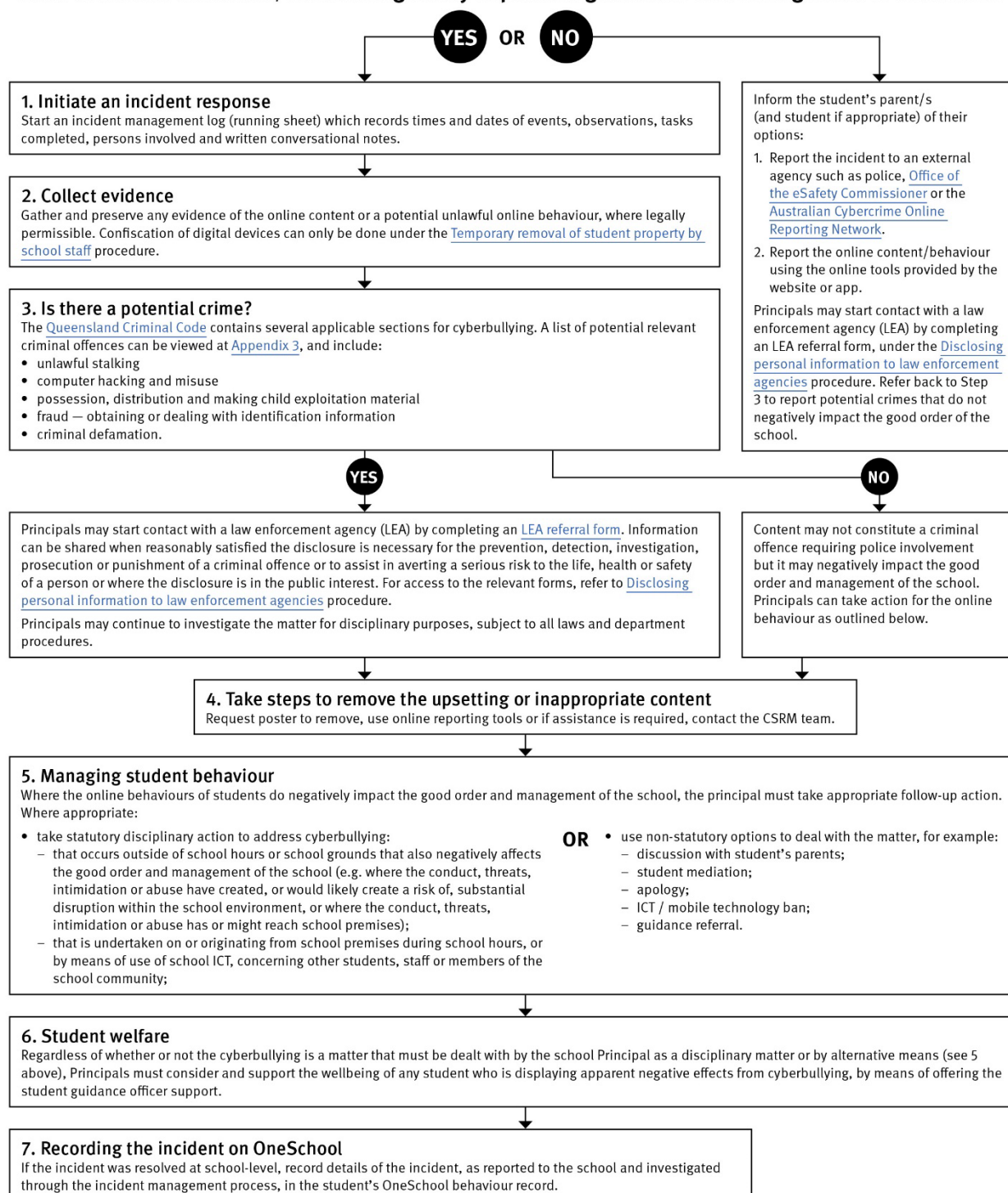
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Queensland Government

Uniform Policy

Introduction

Mount Larcom State School is committed to fostering a **safe, inclusive, and disciplined learning environment**. The **Student Dress Code** plays a key role in promoting:

- **A sense of identity and belonging** within the school community.
- **Student safety** by ensuring appropriate attire for school activities.
- **Self-discipline, responsibility, and pride** in personal appearance.
- **Workplace health and safety compliance** for specialist subjects (e.g., Agriculture, Home Economics, Manual Arts).

This policy applies to **all students** and has been developed in consultation with the **school community and the Department of Education guidelines**.

School Uniform Requirements

Everyday Uniform (Years P-10)

👕 **Shirt** - School polo with school logo.

👖 **Bottoms** – Navy blue shorts, skorts, or trousers or school shorts.

🧦 **Socks** – Plain white.

👟 **Shoes** – Fully enclosed black leather shoes or joggers (**no sandals, thongs, or Crocs**).

👒 **Hat** – Wide-brimmed, bucket, or legionnaire-style hat (**no caps**).

Winter Uniform (Optional)

🧥 **Jumper/Jacket** – Navy blue or Black with or without the school logo (**no hoodies or large logos**).

👖 **Long Pants/Tracksuit** – Navy blue or Black.

Sports Uniform (For Designated Days Only)

👖 Navy blue sports shorts/skorts.

👟 Running shoes/joggers (fully enclosed).

Subject-Specific Uniform Requirements

Certain subjects require **specialised clothing or safety equipment** to meet **Workplace Health and Safety (WHS) standards**.

- **Agriculture & Manual Arts** – **Long pants, steel-capped boots, and safety glasses** when working with tools, machinery, or animals.
- **Home Economics & Science** – **Hair tied back, enclosed shoes, and aprons where required**.
- **Physical Education (PE)** – **Correct sports uniform and appropriate running shoes** for safety.

Failure to wear the required attire may result in **inability to participate** in practical activities for safety reasons.

Grooming & Presentation Expectations

- **Hair** – Must be **neat, tied back if long, and in natural colours** (for hygiene and safety reasons).
- **Jewellery** – Limited to **a wristwatch, one small pair of stud or sleeper earrings, and medical alert accessories**.
- **Nails:** Only natural-coloured nail polish is permitted. Acrylic or false nails are not permitted and will need to be removed.
- **Make-up:** Must be light and natural in appearance. Students wearing heavy or inappropriate make-up will be required to remove it.
- **Tattoos & Piercings** – Must be **covered** while in school uniform.

Free Dress Days & Excursions

Students must still comply with **sun-safe and appropriate clothing guidelines** on free dress days.

- **Clothing must be sun-safe (shoulders covered, no singlets, offensive graphics, or inappropriate slogans).**
- **Closed-in footwear is required** for safety.
  Hats must be worn for outdoor activities.
- **Excursion dress codes** will be communicated prior to events and must align with venue expectations.

Queensland Government

Students not dressed appropriately on free dress days may be asked to **change or be provided with alternative clothing**.

Enforcement of Dress Code
The **Student Dress Code is mandatory**. Students who **fail to comply** will be supported to rectify the issue:
- **First Offence** – **Reminder and provision of a loaned uniform** if available.
- **Repeated Offences** – **Parental contact and further discussion**.
- **Ongoing Non-Compliance** – May result in loss of privileges (**e.g., exclusion from extra-curricular activities, school representation, or special events**).

If a student **cannot wear the correct uniform due to unforeseen circumstances**, parents must provide a **written explanation**.

Exemptions & Special Considerations
Mount Larcom State School acknowledges that **some students may require adjustments** to the uniform policy due to:
Religious, cultural, or medical reasons (upon approval).
Financial hardship – Families can seek **uniform assistance** via the school office.
Temporary exemptions – Must be requested **in writing** and will be reviewed **on a case-by-case basis**.
The school will work with students and families to ensure that **reasonable adjustments** are made **without compromising school safety, identity, and expectations**.

Policy Compliance & Review
This policy is reviewed **regularly** in consultation with the **school community, staff, and students** to ensure it remains **relevant and appropriate**. It aligns with the **Queensland Department of Education's Student Dress Code Procedure**.

Introduction

At Mount Larcom State School, we are committed to creating a safe, inclusive, and supportive learning environment for all students and staff. Restrictive practices are only used as a last resort in emergency situations where there is an immediate risk of physical harm to the student or others, and where all other alternative strategies have failed to reduce that risk.

Restrictive practices are never used for punishment, compliance, or disciplinary measures and must align with Department of Education guidelines to ensure the protection of human rights, safety, and well-being of all individuals involved.

This policy outlines:
- When and why restrictive practices may be used.
- The principles that guide their use.
- How they will be recorded and reviewed to ensure transparency and accountability.

Guiding Principles for Restrictive Practices

Restrictive practices must be used in accordance with the Queensland Department of Education's Restrictive Practices Procedure. The six fundamental principles guiding their use are:

1. Respect for Human Rights – Ensuring all students are treated with dignity and respect.
2. Protection from Harm – Safeguarding students, staff, and others from physical injury.
3. Transparency & Accountability – Ensuring decisions are made openly and documented.
4. Communication & Consultation – Working closely with parents/carers and relevant professionals.
5. Maximising Positive Outcomes – Using strategies that promote long-term student well-being.
6. Reducing or Eliminating Restrictive Practices – Seeking alternatives wherever possible.

At Mount Larcom SS, restrictive practices will only be used in rare and unavoidable circumstances and will be reviewed immediately after each incident.

Types of Restrictive Practices

Restrictive practices may involve physical, mechanical, or environmental interventions to manage immediate risks. The following table outlines potential restrictive practices and their application at Mount Larcom SS:

Restrictive Practice	Definition & Application	Guidelines for Use
Physical Restraint	Holding a student to prevent harm to themselves or others.	Used only as a last resort, for immediate safety concerns. The restraint must be proportionate, for the shortest duration possible, and in a way that minimises distress.
Mechanical Restraint	Use of approved equipment to restrict movement for medical/safety reasons (e.g., seatbelt harness for transport safety).	Only used when required for a medical condition or behavioural risk, and with parental consent and documented in an Individual Behaviour Support Plan (IBSP).
Seclusion (Emergency Use Only)	Isolating a student in a safe space due to an unforeseeable, serious risk of harm.	Not a planned response. Used only in emergencies for the shortest time possible. The student must be monitored at all times.

When Restrictive Practices May Be Used

Restrictive practices may **only** be used in **situations where all de-escalation strategies have failed**, and a **student's behaviour poses an immediate risk of physical harm to themselves, staff, or other students**.

Examples of situations where restrictive practices may be necessary:

- A student is physically assaulting another student or staff member, and immediate intervention is required to stop harm.
- A student is engaging in self-harm, and staff need to prevent further injury.
- A student is displaying uncontrolled aggression that places others in immediate danger.
- A student attempts to run into a hazardous area (e.g., roads, car parks), and immediate intervention is needed.

Wherever possible, staff will use **de-escalation techniques, positive behaviour strategies, and safe interventions** to prevent restrictive practices from being required.

Prohibited Uses of Restrictive Practices

Restrictive practices must **never** be used for:

- Punishment or compliance.
- Convenience of staff.
- Threats or coercion.
- Situations where alternative strategies could be effective.

Any **misuse of restrictive practices** will be considered a **serious breach of professional conduct** and managed in line with **Department of Education procedures**.

Recording, Reporting & Reviewing Restrictive Practices

All incidents involving restrictive practices must be **recorded, reviewed, and reported** in accordance with the **Department of Education's guidelines**.

Recording the Incident (OneSchool)

- All incidents will be **documented in OneSchool** under **Restrictive Practices – Behaviour Category**.
- The record must include:
  - Details of the **student(s) involved**.
  - **Type of restrictive practice used**.
  - **Reason for use** (including immediate risk factors).
  - **Duration and actions taken** to resolve the situation.
  - **Staff involved and witness statements**.
  - **Parental notification details**.

Reporting & Parental Notification

- Parents/carers **must be informed** of any use of restrictive practices **on the same day**.
- The Principal will report the **incident to regional Department of Education personnel if required**.
- If serious concerns arise, the incident may be **referred to Child Safety Services or Queensland Police**.

Review & Debriefing Process

- A **focused review** will be conducted with all **staff involved, leadership, and relevant specialists**.
- The review will evaluate:
  - Whether **de-escalation strategies were effectively applied** before the restrictive practice was used.
  - Whether **alternative responses could have been employed**.
  - **Impact on the student's well-being** and required **follow-up support**.
  - Any **adjustments needed** to the student's **Individual Behaviour Support Plan (IBSP)**.

This process helps ensure **continuous learning and a reduction in restrictive practices over time**.

Staff Training & Compliance

- **All staff receive annual professional development** on restrictive practices, de-escalation strategies, and the **ethical and legal considerations** of physical interventions.

Queensland
Government

- Training includes **Managing Actual & Potential Aggression (MAPA)** and **Restorative Behaviour Management Strategies**.
- Staff must **follow Department of Education policies** and use restrictive practices **only when absolutely necessary**.

Commitment to Minimising Restrictive Practices
Mount Larcom State School is committed to:
- Using positive behaviour support strategies to prevent restrictive practices.
- Ensuring staff are trained in safe, ethical intervention methods.
- Reviewing each incident to identify alternative responses for the future.
  Maintaining transparency and accountability in all cases where restrictive practices are used.

Further Information & Resources
- Queensland Department of Education – Restrictive Practices Procedure
- Restrictive Practices Recording & Reporting Guide (OneSchool): Click here
- Queensland Human Rights Act – Student Protections

Critical Incidents

Introduction
Mount Larcom State School is committed to ensuring a **safe and secure environment** for students, staff, and the wider school community. In the event of a **critical incident**, a **consistent and structured response** is essential to **minimise risk, protect individuals, and ensure an effective resolution**.

A **critical incident** is defined as an occurrence that is **sudden, urgent, and usually unexpected, requiring immediate action**. These incidents may include:
- Serious student or staff injury/medical emergency
- Aggressive or violent behaviour (threatening staff/students)
- Unauthorised intruder on school grounds
- Natural disasters (flood, fire, severe storm)
- Traffic or transport incidents involving students or staff
- Critical technology or infrastructure failure (power outage, lockdown triggers)
- Major behavioural crises (e.g., severe self-harm attempt, dangerous student escalation)

All staff must be **familiar with the procedures** outlined below to **ensure an immediate, organised, and effective response** to critical incidents.

Immediate Response Actions
Step 1: Assess the Situation
- Remain **calm** and **quickly assess the level of danger**.
- **Determine if immediate intervention is required** (e.g., first aid, securing an area).
- If safe to do so, remove students from **immediate harm**.

Step 2: Alert & Activate Emergency Response
- Call **"CODE RED" (Immediate Danger)** or **"CODE BLUE" (Medical Emergency)** over the school's PA system (if applicable).
- Notify **Administration/Principal** immediately.
- If required, **call emergency services (000) immediately**, providing:
  - Location & type of incident
  - Number of people involved
  - Level of immediate risk (weapons, injuries, threats)

Critical Incident Response by Type

Medical Emergencies

- First staff member on scene:
  - Assess the condition of the individual.
  - Call **Administration for first aid assistance**.
  - If life-threatening, call **000** and request an **ambulance**.
  - Begin **CPR or first aid** if required.
- Administration/Principal:
  - Ensure a **clear pathway for paramedics**.
  - Contact **parents/guardians immediately**.
  - **Record the incident in OneSchool** and complete an **Incident Report Form on WHS**.

Physical Threats, Aggression, or Violent Behaviour

- First staff member on scene:
  - **Remain calm** and attempt **verbal de-escalation** if safe to do so.
  - Call for **additional staff support** if needed.
  - **Move students to safety** if there is an immediate risk.
- Administration/Principal:
  - **Assess the severity** and determine **whether lockdown is required**.
  - **Contact police (000) if the individual poses a danger to others**.
  - Notify **parents and guardians** if a student is involved
  - **Record the incident in OneSchool & WHS** and follow up with support services.

Unauthorised Intruder on School Grounds

- First staff member who notices the intruder
  - **DO NOT confront the person**—instead, notify **Administration immediately**.
  - If safe, **observe and record details** (clothing, behaviour, location).
- Administration/Principal:
  - Announce **" Lockdown"** if required.
  - Contact **police (000) immediately** if there is **any perceived threat**.
  - Ensure **students remain in classrooms** until all clear is given.
  - **Review security measures and assess school safety post-incident**.

Natural Disasters (Flood, Fire, Severe Storm)

- First staff member aware of risk:
  - **Notify Administration immediately**.
  - **Follow Evacuation or Lockdown procedures** depending on the situation.
  - If fire is present, trigger **evacuation alarm** and move students to **assembly point**.
- Administration/Principal:
  - Monitor **weather warnings and liaise with emergency services if required**.
  - Inform parents of **potential early school closures or transport disruptions**.
  - Conduct a **post-incident safety assessment before resuming normal operations**.

Student Missing or Abduction Risk

- First staff member who notices:
  - **Report immediately to Administration**.
  - **Check attendance records, school grounds, and nearby exits**.
- Administration/Principal:
  - **Notify Queensland Police (000)** if the student is missing or at risk.
  - **Alert all staff** to assist in a coordinated search.
  - **Inform parents as soon as the situation is confirmed**.

Queensland
Government

Post-Incident Procedures & Reporting

- **All incidents must be recorded in OneSchool** under the appropriate category (e.g., "Critical Incident," "Behaviour," or "Emergency Response").
- A **Critical Incident Debriefing Session** will be conducted to evaluate the response and **identify areas for improvement**.
- **Support services** (e.g., Guidance Officer, Social Worker, Headspace) will be offered to students or staff affected by the incident.
- Parents will be **kept informed** of relevant details, follow-up actions, and student support options.

By **following this policy**, Mount Larcom State School ensures that **all staff and students respond consistently and effectively to emergencies**, maintaining the **safety and well-being of the school community**.

Attendance at Camps and Excursions

Introduction

Mount Larcom State School is committed to **providing students with opportunities for enriched learning experiences** beyond the classroom, including **camps, excursions, and extra-curricular activities**. Attendance at these events is a **privilege**, and students must demonstrate **consistent school attendance, appropriate behaviour, and readiness to engage in off-site learning opportunities safely and respectfully**.

This policy outlines:

- Expectations for attendance and eligibility for extra-curricular events.
- Behavioural requirements and additional supports for students who require them.
- Financial responsibilities of parents if a student needs to be returned early from an event.

Attendance Requirements for Extra-Curricular Events

Mount Larcom State School maintains a **minimum attendance expectation of 85%** for students to be eligible to attend **non-curricular school events**, including:

- School Camps & Excursions
- Sporting Teams & Carnivals
- Reward Days & Extra-Curricular Activities
- Student Leadership Events

Eligibility Requirements

- Students must maintain an **attendance rate of 80% or above** unless there is a **documented medical or exceptional circumstance**.
- Students with attendance concerns **may be required to provide medical documentation** to justify absences.
- Students who **do not meet attendance requirements** may be ineligible for non-curricular activities.

Exceptional Circumstances

In cases where a student's attendance is below 85% due to **medical or extenuating circumstances**, parents may submit a **written request for an exemption** to the **Principal**, which will be assessed on a **case-by-case basis**.

Behavioural Expectations for Camps & Excursions

Students must demonstrate **appropriate behaviour and respect for staff, peers, and the community** when attending **off-site events**.

Behaviour Management & Additional Support

- Students with **previous behaviour concerns** may be **required to have a Behaviour Plan** before attending an event.
- This plan will outline **specific expectations, strategies, and support measures**.
- The school will use a **multi-tiered approach to support students**, ensuring that individual needs are met while maintaining the safety and well-being of all participants.

Examples of additional supports may include:

- **Pre-event meetings** to set expectations and reinforce appropriate behaviour.
- **Assigned staff support** or **additional supervision** during the event.
- **Modified participation plans** to ensure student success.

If a student **fails to follow behaviour expectations** on camp or an excursion, the school reserves the right to:

- **Implement immediate consequences** (e.g., withdrawal from certain activities).
- **Contact parents for support and intervention**.
- **Make arrangements for the student to return home early** if necessary (see below for cost implications).

Early Return from Camps & Excursions

If a student's behaviour **jeopardises the safety or well-being** of themselves or others, they may be **removed from the event and sent home early**.

- **Parents will be responsible for any additional costs incurred**, including:
  - Transport fees (e.g., bus, flight, or other means of return).

- o   Staff supervision if required during the return trip.The decision for an early return will be made by the **Principal or Camp Coordinator** in consultation with staff.
- Parents will be **notified immediately** and required to make **arrangements for the student's return**.

Financial Commitments & Refunds
Payment Responsibilities
- **Camps and excursions must be paid in full prior to attendance**, unless alternative arrangements have been made with the school.
- **Non-refundable deposits may apply** to secure bookings.
- If a student is unable to attend due to **behavioural ineligibility** or **withdrawal**, refunds will be considered **only where recoverable costs allow**.

Policy Compliance & Review
This policy will be reviewed **annually** in consultation with the school community. It aligns with:
- Queensland Department of Education – School Attendance Policy
- Mount Larcom SS Multi-Tiered Behaviour Support System
- Student Discipline & Wellbeing Framework

By following this policy, Mount Larcom State School ensures that **all students have fair and equitable access to extra-curricular experiences while maintaining safety, responsibility, and accountability**.

Queensland
Government

Introduction

Mount Larcom State School recognises the **importance of digital technologies** in enhancing student learning and preparing students for the future. The school provides access to **iPads, laptops, desktops, and online learning platforms** to support educational outcomes.

This policy outlines **expectations for the appropriate use of school technology**, including **cybersecurity, digital citizenship, and consequences for misuse**.

Acceptable Use of School Technology

Students are expected to:

- **Use school-provided devices responsibly** for educational purposes as directed by teachers.
- **Follow all school and departmental ICT guidelines** when accessing online learning platforms (e.g., Google Classroom, QLearn).
- **Respect cybersecurity protocols** by keeping login details private and reporting suspicious activity.
- **Handle school devices with care** to prevent damage or loss.
- **Use appropriate language and behaviour** in all digital communications.

Device & Internet Use Guidelines

School-Owned Devices (Laptops, iPads, Desktops)

- Must be used **only for educational tasks**.
- Students **must log in using their school-provided credentials**.
- **No software or apps** may be installed without staff approval.
- **No tampering with school settings, network configurations, or security features**.
- **Printing is for school-related work only** and requires teacher permission.

Online Learning Platforms & Digital Submissions

- Students must **use their school-provided accounts** to access platforms such as **Google Classroom and QLearn**.
- All submissions must follow **academic integrity guidelines** – plagiarism or AI misuse will result in disciplinary action.
- Cyberbullying, inappropriate communication, or misuse of digital tools **will be dealt with under the school's Behaviour Policy**.

Prohibited Use of Technology

- Accessing, creating, or sharing offensive, inappropriate, or illegal content.
- Bypassing security controls, attempting to hack, or interfering with network operations.
- Using another person's account, passwords, or private information.
- Recording or taking photos/videos of staff or students without consent.
- Streaming, gaming, or social media use unless explicitly approved for learning.

Cybersecurity & Digital Citizenship

- **Password Security** – Students and staff must keep passwords private and **update them regularly**.
- **Online Safety** – Students must **immediately report** any cyber threats, inappropriate content, or safety concerns to staff.
- **Privacy Protection** – Students must **not share personal details online** and must adhere to **cyber ethics and responsible digital behaviour**.

Consequences for Misuse of Technology

Misuse of school technology will result in consequences aligned with the **Student Code of Conduct**:

- **First Offence** – Verbal warning and digital citizenship review.
- **Repeated Offences** – Restricted access to devices for a set period.

- **Serious Breaches** – Referral to school leadership, loss of ICT privileges, and possible suspension.
- **Cyberbullying or Illegal Activity** – Immediate **escalation to leadership, police involvement (if necessary), and parent notification**.

Staff Responsibilities
- **Supervise and support** student technology use in classrooms.
- **Reinforce cybersecurity measures** and teach **safe online practices**.
- **Report technology issues or breaches** to school leadership.

Classroom Behaviour Expectations

Mount Larcom State School is committed to providing a safe, respectful, and engaging learning environment where all students are supported to succeed—academically, socially, and emotionally.

This policy:

- Outlines student behaviour expectations in the classroom
- Details a clear behaviour response pathway aligned to Positive Behaviour for Learning (PBL)/ Summit 632
- Incorporates consistent teacher and leadership actions
- Embeds restorative practices and relational connection as key pillars

Student Expectations

Students are expected to:

- Be Respectful – Listen, speak kindly, and follow instructions
- Be Responsible – Arrive prepared, stay on task, and own their actions
- Be Safe – Keep hands and feet to self, follow routines, and act with care

Each class will co-construct specific expectations linked to these values. Expectations will be displayed visibly, revisited regularly, and referenced during praise, reminders, and behaviour discussions.

Behaviour Response Pathways

Tier 1 – Classroom Response Plan (Low-Level Behaviour)

Used when students are off-task, non-compliant, or disruptive in ways that can be managed by the classroom teacher.

Steps:

1. Name it and redirect – Link the behaviour to class expectations.
2. Clarify task and check understanding – Ensure student knows what to do.
3. Step out, reset, and reflect – Max. 5 min break with quick re-entry chat.
4. Apply teacher consequence – Logical, short-term action (e.g. seat move).
5. Restorative chat – Use MLSS guide and complete teacher check-in slip.
6. Escalation (if repeated) – Leadership supports teacher in restorative follow-up.

Tier 2 – Emotional Support Plan

Used when a student is emotionally dysregulated (e.g. crying, anxious, shutdown).

Steps:

1. Check in – Quietly ask: "Are you ready to keep going?"
2. Clarify support needs – Offer a pause or regulation support.
3. Regulate with support – Breathing, movement, fidget tool, quiet space.
4. Re-entry – Brief reset with teacher before resuming class.
5. Reset with leadership – If regulation fails or safety is at risk.
6. Reset Day – Planned mental health break with a re-entry plan.

Tier 3 – Leadership Intervention (Severe or Unsafe Behaviour)

Used when student actions involve defiance, aggression, or safety concerns.

Steps:

1. Call leadership – Use internal process; do not send student out.
2. Document in OneSchool – Parent must be contacted.
3. Leadership responds – Manages incident and logs Admin Follow-up.
4. Restorative conversation – Leadership facilitates with teacher present.
5. Ongoing supports – Behaviour plan, internal supervision, suspension if needed.

Crisis Response Plan

Used in cases of dangerous escalation or risk to safety.

Key actions:

- Stay calm and lower your voice
- Move other students to safety
- Call for leadership using agreed emergency process

- Do not engage physically or corner the student
- Wait for leadership support
- Debrief and document in OneSchool

Recognition System

We notice and celebrate positive behaviour daily. Teachers will:

- Greet students by name and build relationships
- Use quiet praise and visible Summit recognition (points, stickers)
- Nominate weekly:
- Student of the Week (Summit Shout Out)
- Hot Choccy with the Principal
- Postcard home

Role Clarity
Teachers

- Embed ESCMs
- Use Tier 1 and 2 strategies first
- Log behaviours in OneSchool
- Contact parents for repeated issues or referrals
- Lead restorative conversations before class re-entry

Leadership

- Respond to escalations and crisis events
- Facilitate restorative follow-ups
- Lead behaviour plans and suspensions when needed
- Support staff with repeat or high-risk students

All Staff

- Maintain consistent expectations
- Speak to behaviour, not the person
- Stay calm, predictable, and relational

Why It Matters

"Every interaction builds trust — or breaks it." – Paul Dix
"When students are escalated, our calm is their circuit breaker." – Adam Voigt

Mount Larcom State School
Managing Student Behaviour Plan - Overview

Specific and Negotiated Expectations
Referred to often (Every Lesson)
Visible in the classroom – including seating charts
Used as positive reinforcement
Explicitly taught
Linked to our Schoolwide expectations – Respectful, Responsible, Safe

Relational Recognition Plan	Emotional Support Plan	Classroom Response Plan	Crisis Plan
1. Daily positive relational check-ins *(greet by name, ask how they are, follow up from yesterday)* 2. Quiet recognition *(thumbs up, Summit points, stickers)* 3. Specific praise *(one-on-one, when expectations are shown)* 4. Contact home *(positive postcards, emails, or calls)* 5. Student of the Week *(celebrated at parade, option to post home)* 6. Hot Choccy *Fridays (relational nudge for quiet achievers)*	1. Check in • Ready – redirect to learning • Not Ready – offer support 2. Clarify Support needs • Support wanted – contact on-call or provide regulation support if you have capacity • Support not wanted – offer a 'pause' 3. Re-Entry with teacher to check for regulation 4. Reset with leadership or support staff 5. Reset Day / Mental Health Day	1. Name it and redirect to expectations 2. Clarify and confirm understanding 3. Step out, reset and reflect 4. Apply an appropriate consequence and follow up with a restorative conversation (MLSS guide). 5. Guided restorative meeting with teacher, student, and leadership. 6. Leadership-managed intervention	1. Stay calm and avoid escalation 2. Protect yourself and others 3. Call for help Contact the Principal or OIC immediately *(use phone or runner)* 4. Do not engage physically 5. Observe from a safe distance 6. Leadership takes over 7. Debrief and document the incident

Relational Practice and Connection
Underpins every plan
Calm tone and consistent language – appropriate for student and context
Affective statements and quiet check-ins
Connection over compliance
Repair over punishment
Every interaction builds trust or erodes it

Mount Larcom State School
Managing Student Behaviour Plan – Relational Practice and Connection

Relational Practice and Connection
The foundation of every response, from praise to crisis.
• Use a calm tone and controlled body language
• Match your words to the emotional temperature of the student
• Speak to the behavior, not the person
• Consistency between staff is key to student trust
• Small moments matter: greetings, check-ins, and follow-ups
• Affective statements should be natural and brief:
"I felt disappointed when you walked out because I care about your learning." "I was proud when you stayed calm during group work."

Building Positive Relationships
Connection is at the heart of behaviour, learning, and wellbeing.
• Learn and use student names – every time
• Greet students at the door with eye contact and a smile
• Use a calm tone and open body language
• Notice the small things (new haircut, effort, positive choices)
• Follow up from previous conversations: *"How did that test go?"*
• Sit or work alongside students occasionally to break the teacher-student power dynamic
• Ask for their input: *"What's working for you right now?"* or *"How could we make this class feel better?"*
• Use humour and appropriate personal stories to humanise yourself
• Be predictable – consistency is safety
• Repair relationships quickly and quietly when things go wrong
"Relationships aren't a strategy. They're the foundation."

Easy Ways to Connect Every Day
Quick Wins (1–2 min):
• Positive note or postcard home
• One-on-one chat during transition time
• Thumbs up, nod, or quiet praise during learning
In the Moment:
• "You doing okay today?"
• "I liked how you helped out back there."
• "Thanks for being here."
Structured Touchpoints:
• Class check-ins (traffic light, emotion scales, thumbs)
• Weekly celebration or recognition moment
• Regular class activities that build group culture

Staff Mindset Reminders
• Every student wants to belong before they behave
• What looks like defiance may be shame, anxiety, or fear
• You don't have to fix – just show up consistently
• Boundaries and care can coexist
• You matter more than your strategy – *you* are the intervention

Conversation Starters
For Form / Reconnect time:
• "What's something you're looking forward to this week?"
• "What's something that's been hard lately?"
• "Who's someone you've appreciated lately – and why?"
For informal catch-ups:
• "What do you reckon I should know about you?"
• "What's a goal you've got for yourself right now?"

"Every interaction is an intervention."
– Paul Dix

Queensland Government

Mount Larcom State School
Managing Student Behaviour Plan – Classroom Response Plan

Classroom Response Plan
Use when a student:
- Is off-task, distracting others, or low-level non-compliant
- Refuses to follow an instruction but is not emotionally escalated
- Shows disrespectful or disruptive behaviour that can be handled in class
- Needs correction but not removal
⚠ If the student is emotionally overwhelmed, use the Emotional Support Plan instead.

Purpose
Why this matters:
- Provides calm, consistent classroom corrections
- Supports students to return to learning quickly
- Builds accountability without escalation
- Reinforces expectations through practice, not punishment"
Boundaries teach, not punish. Consistency builds trust."

If at any point:
- The student refuses to engage in the plan
- The behaviour disrupts learning or safety
- You are unable to proceed with the next step
➢ **Call for leadership support.**
➢ **Revert to the Crisis Plan.**
➢ **Do not send students out of the room. An adult will come to assist.**

1. Name it and redirect to expectations
Calmly state the behaviour and link to class/school expectations.
"You're off-task — remember, being responsible means giving it a go."

2. Clarify the task and confirm understanding
Ask: *"Do you know what to do right now?"*
Check for understanding and redirect with clear instruction linked to expectations that have been set.

3. Step out, reset, and reflect
Student takes max 5-minute break (outside or designated space). Provide space to reset and re-entry with Teacher before returning to class. Step Out, Reset and Reflect Slip has been provided to support successful re-entry. *Record on OneSchool as Minor Incident – Parent contact should be made.*

Examples of Teacher-Level Consequences:
Seat change, walk-and-talk on duty, finish work at break, tidy a space, silent reading, short time-out, litter duty.

All followed by a restorative chat and Teacher Consequence check-in slip.

4. Apply a consequence and follow up with a restorative conversation
- Logical, proportionate consequence (e.g. move seat, time back).
- Brief teacher-led restorative chat using MLSS guide to repair and reset.
- Complete – Check in Slip and upload to incident- referring to consequence chosen in incident.
Record on OneSchool as Minor Incident & Parent Contact MUST be made.

6. Leadership-managed intervention (if ongoing)
Parent contact, behaviour plan, internal supervision, or suspension as appropriate, case management.
Leadership records Admin Follow-up on OneSchool.

Teachers complete Major OneSchool Incident – Refer to Principal - LEADERSHIP INTERVENTION REQUEST

5. Guided restorative meeting with leadership (if behaviour continues over multiple lessons)
Teacher + student + leadership to support relationship repair and expectations reset.
Record on OneSchool as Major Incident & refer Leadership who will enter Support and Intervention.

Teachers complete Major OneSchool Incident, refer to Principal – GUIDED RESTORATIVE REQUEST

"Consistency is not about being strict. It's about following through."
— Paul Dix

Mount Larcom State School
Managing Student Behaviour Plan – Crisis Plan

Crisis Plan
Use when a student:
- Physically aggressive or threatening harm
- Damaging property, throwing objects, or unable to be redirected
- Attempting to flee, escalate others, or screaming/shouting uncontrollably
- At risk of harming themselves or others
⚠ This plan is for serious risk or dangerous escalation. Do not use for low-level refusal, swearing, or attention-seeking behaviours.

Purpose
Why this matters:
- Keeps all students and staff physically and emotionally safe
- Ensures a calm, consistent response under pressure
- Protects the dignity of the student in crisis
- Avoids escalation through predictable staff behaviour
- Meets legal and duty-of-care obligations
"Safety first. Dignity always."

1. Stay calm and lower your voice
- Use neutral tone and body language
- Do not challenge, argue, or threaten

2. Move other students to safety
- Clear the room quietly if needed
- Prioritise physical and emotional safety of bystanders

3. Call for help
- Use agreed emergency process (e.g. phone, runner)
- Alert principal or OIC immediately

Top 5 Tips – Crisis Response
1. **Lower your voice, slow your body** Your calm is the student's circuit breaker.
2. **Move others before you manage the student** Protect the group — crisis safety starts with clearing the space.
3. **Don't argue, explain, or engage** This is not a teachable moment — keep language minimal and neutral.
4. **Call for help early** Use the agreed signal or process. You are not expected to handle this alone.
5. **Step back, stay nearby, and wait for leadership** Supervise from a safe distance. Protect dignity, not control.

6. Debrief and document
- After the incident, complete OneSchool entry – *Major Behaviour Incident*
- Participate in debrief and support as required

5. Wait for leadership intervention
- Leadership manages the situation
- You remain calm, supportive, and nearby if needed

4. Don't engage or corner
- Don't block exits, touch the student, or raise your voice
- Supervise from a safe distance without escalating

"When the behaviour is explosive, your response must be calm, measured and dispassionate."
— Paul Dix,

Queensland
Government

Relational Recognition Plan

Visible, intentional and equitable – referred to often
Used to build connection and reinforce effort
Always relational – not just reward-based
Explicitly linked to our school values
Supports student belonging and engagement

Purpose

- Establish clarity before correction
- Increase student ownership through negotiation
- Build a consistent classroom culture that aligns with whole-school values

1. Daily positive relational check-ins
Greet by name, ask how they are, or follow up from a previous day. Make it personal, not formal.

2. Quiet recognition
Use subtle acknowledgement: thumbs up, Summit points, nod, stickers — done *during* learning time, not for show. As often as possible.

3. Specific praise
Private feedback linked to expectations: "You kept trying even when it was tough — that's being responsible."

6. Hot Choccy Fridays
Invite to the staffroom during Form. A quiet "I saw your effort" moment — especially for students who don't seek attention.

5. Summit Shout-Out
Nominated by staff. Recognised on parade and optionally shared home. Focus on effort, attitude, and values — not just achievement.

4. Positive Contact home
One positive postcard, email, or call per week. Let the student know first — it builds pride and connection.
Students LOVE the postcards – their parents love them too.

Recording the Recognition
Staff are to use the Excel Spreadsheet – (MLSS Term _ (202_) Rewards and Recognition) located on SharePoint (to record their Summit Shout Out, Positive Post Card and Hot Choccy Nominations – **By Thursday 3pm** each week, so Admin can support with certificates and informing students.

Other ways to acknowledge students...
Sticky note on their desk, use their work as an example, share positive feedback from other staff, extra summit points (with an explanation), private conversation. **It doesn't need to be big or formal** *– just intentional and personal.*

"The most powerful reward is the one that says: 'I have noticed you, I care about you, and I value your effort.'"–
Paul Dix

Emotional Support Plan

Use when a student is:
- Dysregulated or emotionally overwhelmed
- Showing signs of withdrawal, shutdown, tears, or visible distress
- Not ready to engage in learning, but not being intentionally defiant
- Escalating emotionally in a way that impacts others or their own safety
⚠ *This is not for students refusing work or being deliberately disruptive*
Use the Classroom Response or Crisis Plan in those cases.

Purpose

Why this matters:
- Responds with support instead of escalation
- Helps students feel safe, seen, and emotionally regulated
- Builds long-term trust between student and staff
- Keeps the learning space calm while maintaining student dignity
- Prevents future incidents through relational repair
- "Sometimes regulation must come before instruction."

What to Look For *(Early signs of dysregulation)*
- Head down or avoiding eye contact
- Sudden silence or withdrawal
- Tearfulness or trembling
- Repetitive movements (rocking, tapping, fidgeting)
- Breathing changes (fast, shallow, holding breath)
- Clenched fists or tense posture
- Refusing simple instructions with a flat or distressed tone
- Uncharacteristic outbursts (e.g. "Leave me alone!")
- Asking to leave the room without reason
- Saying "I can't" or "I don't care" repeatedly
These signs may not look dramatic — but they matter. Early support prevents escalation.

1. Check-in with the student
• Ask quietly: *"Are you ready to keep going?"*
• If **Ready** → redirect to learning
• If **Not Ready** → move to Step 2, not formal.

2. Clarify support needs
If **Support not wanted** – offer a 'pause' (non-verbal, movement, or time outside) •
• If **Support is wanted** – contact on-call staff (see timetable) or offer quiet support

3. Pause
A **pause** is a short, non-punitive break that gives the student space to self-regulate without pressure. It's not a consequence — it's a chance to reset before things escalate.
Examples of a pause: A quiet walk outside, bathroom break, quick job for the office, sitting outside the room or quiet activity
OR

3. Regulate with support
- Offer simple regulation strategies: breathing, quiet space, walk-and-talk, fidget/sensory tool, or a calming classroom job.
- Stay calm, nearby, and non-intrusive — avoid questioning or lecturing.
- Allow time and space before asking for learning or re-entry.

4. Re-entry with the teacher
• Quick check-in before returning to learning
• Reset tone and reconnect the relationship

5. Leadership or support staff reset
• If dysregulation continues or classroom safety is at risk

6. Reset Day / Mental Health Day
• Planned time away to reset with leadership, family, and a clear return plan.

"When students are escalated, our calm is their circuit-breaker."
– Adam Voigt, *Restoring Teaching*, p. 59

Queensland Government

Mount Larcom State School
Managing Student Behaviour Plan – Expectations

Specific and Negotiated Expectations
Referred to often (Every Lesson)
Visible in the classroom – including seating charts
Used as positive reinforcement
Explicitly taught
Linked to our Schoolwide expectations – Respectful, Responsible, Safe

Purpose
- Establish clarity before correction
- Increase student ownership through negotiation
- Build a consistent classroom culture that aligns with whole-school values

1. Establish the non-negotiables
- Start with the school-wide values: **Respectful, Responsible, Safe**
- These are the **umbrella expectations**. They do *not* change from room to room.

2. Negotiate the classroom 'how' with students
- Ask: *"What does Respectful look like in this classroom?"*
- Use student input to co-create the specific behaviours (e.g. "We listen when others speak (respectful)," "We stay in our seats (safe)."
- Record these clearly — on a poster, on the board, or digitally

4. Use student voice to drive ownership
- Revisit expectations together each term or after holidays
- Ask: *"What's working? What do we need to revisit?"*
- Make **updates** with students to show their voice matters

3. Make it visible and refer to it daily
- Display the co-created expectations *prominently* in the room
- Use them for praise, correction, and reminders
- Keep it alive — not a one-time talk

5. Teach, model, and practise
- Explicitly model what each expectation looks like
- Practise routines and roleplay positive behaviours early and often
- Don't assume — teach it like content

6. Refer back and reinforce
Use phrases like:
"What do our class expectations say about this?"
"Help me remember — what did we agree Respect looks like?"

"Rules imposed are rules opposed. When children help to create the norms, they are far more likely to live by them."
– Paul Dix

Queensland
Government

The following procedures and guidelines are referenced to inform decisions and actions at Mount Larcom State School related to student well-being, behaviour, and learning. These documents align with the Queensland Department of Education policies and frameworks to ensure consistency and compliance with legislative requirements.

Behaviour & Discipline:
- Student Discipline Procedure
- Restrictive Practices Procedure
- Cancellation of Enrolment
- Refusal to Enrol – Risk to Safety or Wellbeing

Student Safety & Protection:
- Student Protection Procedure
- Hostile People on School Premises, Wilful Disturbance, and Trespass
- Police and Child Safety Officer Interviews and Searches with Students

Student Wellbeing & Support:
- Supporting Students' Mental Health and Wellbeing
- Inclusive Education Policy
- Complex Case Management

School Operations & Student Conduct:
- Temporary Removal of Student Property by School Staff
- Student Dress Code
- Use of ICT Systems
- Using Mobile Devices – Phones Away for the Day

School Administration & External Engagement:
- Enrolment in State Primary, Secondary, and Special Schools
- Customer Complaints Management Policy and Procedure
- Disclosing Personal Information to Law Enforcement Agencies

These procedures provide guidance to staff, students, and parents on managing key aspects of school operations, student behaviour, and well-being, ensuring safety, fairness, and accountability in all school-related matters.

Mount Larcom State School encourages **students, staff, and parents** to access the following **government and community resources** for support in **student behaviour, well-being, and educational success**. These resources provide guidance, policies, and intervention strategies to **promote a safe, respectful, and inclusive school environment**.

Department of Education Policies and Support
- Queensland Department of Education – Student Discipline
  https://ppr.qed.qld.gov.au/pp/student-discipline-procedure
  Information on **behaviour expectations and discipline strategies** in Queensland state schools.
- Queensland Department of Education – Student Wellbeing
  https://education.qld.gov.au/students/student-wellbeing
  Resources for **mental health, emotional well-being, and student support services**.
- Restrictive Practices Procedure
  https://ppr.qed.qld.gov.au/pp/restrictive-practices-procedure
  Guidelines on **managing immediate risk situations** with restrictive practices in schools.
- Bullying and Cyberbullying – eSafety Commissioner
  https://www.esafety.gov.au
  Advice and tools for **students, parents, and schools** on addressing **cyberbullying and online safety**.
- Student Protection Policy
  https://ppr.qed.qld.gov.au/pp/student-protection-procedure
  Outlines **how schools support students in cases of harm, neglect, or abuse**.
- Customer Complaints Management Policy and Procedure
  https://ppr.qed.qld.gov.au/pp/customer-complaints-management-policy-and-procedure
  Guidance on **raising concerns or complaints within the school system**.

Mental Health & Wellbeing Support Services
- Headspace – Youth Mental Health Support
  https://headspace.org.au
  Free, confidential support for **mental health, bullying, relationships, and well-being**.
- Beyond Blue – Youth and Families
  https://www.beyondblue.org.au
  Support for **depression, anxiety, and mental health strategies** for young people.
- Roseberry Youth Services (Gladstone Region)
  https://www.roseberry.org.au
  Local support for **youth homelessness, well-being, and behaviour intervention programs**.
- PCYC Queensland – Youth Development Programs
  https://www.pcyc.org.au
  Community-based programs to **support leadership, resilience, and behavioural development**.

Behaviour and Learning Support
- Be You – Mental Health in Schools
  https://beyou.edu.au
  Resources for **schools, families, and students on resilience and well-being**.
- The Resilience Project
  https://theresilienceproject.com.au
  Evidence-based programs on **gratitude, empathy, and mindfulness (GEM) for student well-being**.
- Queensland Police – School Cyber Safety Resources
  https://www.police.qld.gov.au/safety-and-preventing-crime
  Guidance on **online safety, cyberbullying, and protecting students in digital spaces**.

Queensland Government

The **Mount Larcom State School Student Code of Conduct** serves as a **foundational document** that outlines the **expectations, responsibilities, and support structures** in place to create a **safe, respectful, and disciplined** learning environment. It reflects our commitment to **Positive Behaviour for Learning (PBL)** and a **whole-school approach** to student well-being, discipline, and academic success.

By following the principles outlined in this document, students, staff, and parents work together to:

- Foster a positive and inclusive school culture.
- Promote safe, responsible, and respectful behaviour.
- Provide consistent support and intervention strategies.
- Ensure clear communication and shared responsibility for student success.

At **Mount Larcom State School**, we value the **partnership between parents, caregivers, and the school community**. Parents play a key role in reinforcing positive behaviours and supporting their child's educational journey.

Raising Concerns & Complaints

We recognise that sometimes concerns or complaints may arise regarding student well-being, behaviour, or school policies. Mount Larcom State School is committed to **addressing concerns in a fair, respectful, and timely manner**.

Step 1: Parents are encouraged to first discuss any concerns with their **child's classroom teacher or relevant staff member**.
Step 2: If the matter is unresolved, parents can request a meeting with **school leadership** (e.g., Deputy Principal or Principal).
Step 3: If further resolution is needed, concerns can be formally addressed through the **Department of Education's Customer Complaints Management Framework**.

More information on **lodging a formal complaint** can be found in the **Customer Complaints Management Policy and Procedure**.

We encourage open communication and collaboration to ensure that **every student thrives in a safe, respectful, and engaging learning environment**. By working together, we can **continue to strengthen the positive school culture** at Mount Larcom State School.

Queensland
Government