



Arundel State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Date:		

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Purpose

Arundel State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

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

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

Arundel State School's framework for supporting student behaviour is Positive Behaviour for Learning. Arundel State School is committed to having each student engage personally in our school values and expectations so that they may achieve to their full potential (Every Student Succeeding). Arundel State School expects our student body to be safe, respectful learners so that our skilled staff can produce our expected literacy and numeracy outcomes.

Arundel State School has developed this plan in consultation with the Positive Behaviour for Learning Committee, Wellbeing Mentor and the Parents and Community Association. The PBL team consists of Administrators, Non-Teaching Staff, and Teaching Staff from every year level, Inclusion Staff from our Special Education Program, Guidance Officer, and Wellbeing Mentor, a community member and representation from our Behaviour team.

The PBL team reviews and interrogates data every term; this includes parent contacts, attendance, suspension data, major behaviours, positive behaviours and staff feedback (once per semester). Data gained from OneSchool and staff surveys is compiled and drives the future weekly focus lessons for PBL.

Attendance is monitored through roll marking by teachers, the attendance officer and Deputy Principals. Daily absentee reports are generated for unexplained absences and the attendance officer follows up with parents seeking an explanation. Deputy Principals also review their attendance data and offer support for the families of students with excessive absenteeism. Attendance health checks are also conducted at the end of each term with the intent being an 'Awareness Campaign' for parents, carers and students. Any student with less than 90% attendance is provided with a letter, which outlines the importance of attending school every day.

School opinion survey data is also consulted when making decisions regarding the direction of the PBL team, the work undertaken by the Wellbeing Mentor and programs delivered by support staff.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are three different confidential surveys for

- parents
- students
- staff

Arundel State School also utilises OneSchool data pertaining to students with multiple discretions, Major behaviour discretions, student disciplinary absences and positive behaviour acknowledgment. This data helps drive PBL, as well as helping to guide school staff in how to support our Tier I, II and III students to help them succeed.

School Opinion Survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	99%	92%	96%
• this is a good school (S2035)	99%	94%	98%
• their child likes being at this school* (S2001)	98%	94%	98%
• their child feels safe at this school* (S2002)	98%	92%	98%
• their child's learning needs are being met at this school* (S2003)	96%	91%	96%
• their child is making good progress at this school* (S2004)	95%	91%	95%
• teachers at this school expect their child to do his or her best* (S2005)	99%	95%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	91%	94%
• teachers at this school motivate their child to learn* (S2007)	98%	95%	97%
• teachers at this school treat students fairly* (S2008)	94%	92%	93%
• they can talk to their child's teachers about their concerns* (S2009)	98%	96%	96%
• this school works with them to support their child's learning* (S2010)	98%	95%	97%
• this school takes parents' opinions seriously* (S2011)	93%	92%	95%
• student behaviour is well managed at this school* (S2012)	94%	92%	98%
• this school looks for ways to improve* (S2013)	96%	91%	98%
• this school is well maintained* (S2014)	98%	92%	94%

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	97%	100%
• they like being at their school* (S2036)	97%	95%	98%
• they feel safe at their school* (S2037)	97%	97%	99%
• their teachers motivate them to learn* (S2038)	98%	98%	98%
• their teachers expect them to do their best* (S2039)	100%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	100%
• teachers treat students fairly at their school* (S2041)	92%	93%	96%
• they can talk to their teachers about their concerns* (S2042)	91%	93%	94%
• their school takes students' opinions seriously* (S2043)	97%	93%	95%
• student behaviour is well managed at their school* (S2044)	84%	89%	93%
• their school looks for ways to improve* (S2045)	99%	98%	99%
• their school is well maintained* (S2046)	99%	97%	100%
• their school gives them opportunities to do interesting things* (S2047)	97%	100%	100%

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	92%	96%	95%
• they feel that their school is a safe place in which to work (S2070)	94%	94%	92%
• they receive useful feedback about their work at their school (S2071)	89%	93%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	92%
• students are encouraged to do their best at their school (S2072)	98%	100%	99%
• students are treated fairly at their school (S2073)	94%	100%	96%
• student behaviour is well managed at their school (S2074)	89%	96%	99%
• staff are well supported at their school (S2075)	83%	85%	81%
• their school takes staff opinions seriously (S2076)	84%	89%	79%
• their school looks for ways to improve (S2077)	94%	98%	90%
• their school is well maintained (S2078)	91%	92%	92%
• their school gives them opportunities to do interesting things (S2079)	80%	90%	88%

School Disciplinary Absences

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	36	30	21
Long suspensions – 11 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Arundel State School believes that behaviour and learning are interrelated. We consider behaviour management and recognition of positive behaviour to be an opportunity for valuable social learning as well as a means of maximising the success of academic programs. When students are Safe and Respectful they are then ready to be Learners. Thus, our three School Rules:

- Be Safe
- Be Respectful
- Be a Learner

Our PBL program consists of a three-pronged approach: facilitating positive behaviours, preventing problem behaviour and responding to unwanted behaviours.

Arundel State School emphasises and reinforces the importance of high behaviour expectations for all students. The School expectations are communicated to students via the enrolment package/process, published in the newsletter, displayed every week electronically, communicated by the Principal at every assembly, displayed throughout the school and classrooms. Most importantly, school rules are presented to students every week in the weekly PBL focus lesson in class and teachers explicitly teach students what is expected from Arundel State School students.

Arundel State School expectations align with the values, principles and expected standards as outlined in the Department of Education's Code of School Behaviour.

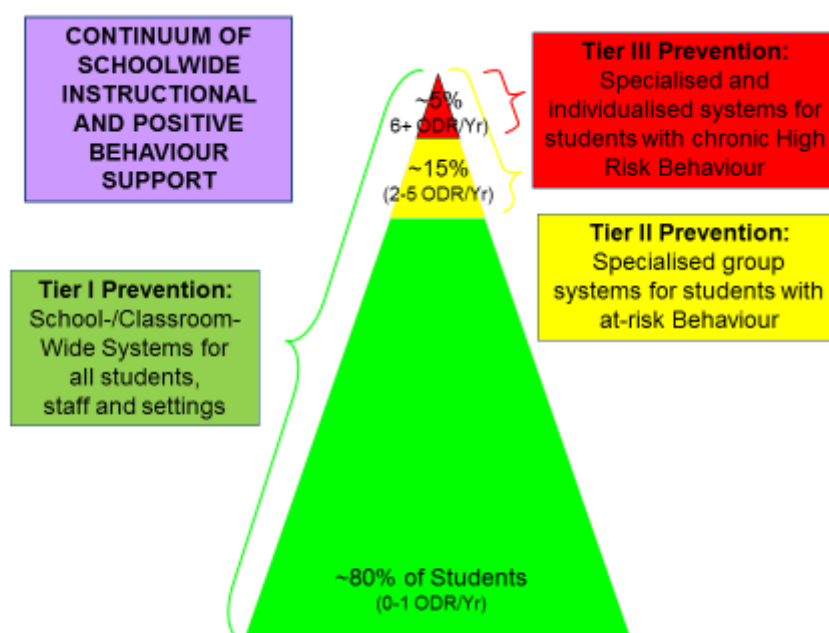
At Arundel State School we identify and understand the correlation between student wellbeing, their learning and behaviour. We recognize that there is a direct link between their social and emotional intelligence and positive behavioural outcomes. We support the development of positive mental health by the explicit teaching of social and emotional skills. In line with the Department of Education's *Learning and Wellbeing Framework* as well as literature on behaviour and mental health we have integrated the promotion of positive wellbeing into the curriculum and embedded it into school activities.

Our Wellbeing Team is responsible for working with families by helping them to effectively deal with a range of learning and wellbeing issues. Specifically, our team help with:

- Social and emotional concerns
- Mental health (including anxiety, depression and stress)
- Relationships (including family dynamics)
- Grief and loss (including transitions and major adjustments)
- Learning difficulties
- Behaviour concerns
- Referrals to external support agencies

Multi-Tiered Systems of Support

Arundel State School implements a whole school approach to behaviour support in which every student has exposure to and explicitly taught the expectations, are made aware of consequences, supported by staff and given the opportunity for recognition of positive behaviour.



In Arundel State School's continuum of support, we have several tiers of support and preventative measures.

Tier I (Universal Behaviour Support)

Universal (Tier I) Behaviour Support encompasses the systems that operate to assist **all students** to demonstrate positive behaviour for learning (expected behaviours). Universal Behaviour Support remains in place for students displaying 'At Risk' or 'Chronic High Risk' behaviour as well.

Universal Behaviour Support may include:

- ✓ Weekly focus lessons on the rule of the week explicitly taught (See Appendix 1: PBL Matrix & Appendix 4: Explicit Instruction Poster)
- ✓ Established routines
- ✓ Classroom expectations (See Appendix 4: Explicit Instruction Poster)
- ✓ Step chart system in every class (Warning, Time out in class, Buddy Class, Office Referral)
- ✓ Eagle tokens
- ✓ Eagle Certificates, Parent contact at 25 Eagles
- ✓ Prizes and menu rewards
- ✓ 100 Eagle milestone (Principal's Morning Tea),

- ✓ Positive praise
- ✓ Assembly certificates
- ✓ Newsletter acknowledgement
- ✓ Quality learning and teaching practices
- ✓ Differentiation of academic curriculum
- ✓ Active supervision by school staff before school, after school and during breaks
- ✓ Implementation of appropriate curriculum (Individual Curriculum Plan if necessary)
- ✓ Planning room referral
- ✓ Implementation of whole school Social/Emotional program
- ✓ Staff and Student Wellbeing Mentor
- ✓ Consistent response to unwanted behaviours using common language, stating the rule that was broken, identifying the incorrect behaviour, explicitly teaching the expected behaviour and issuing appropriate consequence

Tier II (Targeted Behaviour Support)

Targeted (Tier II) behaviour support strategies are available to cater for the needs of an individual child that may require supplementary intervention and provisions to manage their behaviour. Staff may make specific adjustments and/or program interventions to help these students demonstrate the expected behaviours. This level of support is for students who are not responding with the school's expectations while receiving Universal (Tier I) support. These students are identified as having between 2-5 major behaviour incidents in a calendar year, they may also be identified upon enrolment based on anecdotal evidence or by staff discretion.

Targeted Behaviour Support may include:

- ✓ Engaging Student Support Services (SSS)
- ✓ Developing a support and/or monitoring process (Behaviour Contract, Play Pass, Communication Log)
- ✓ Stakeholders meeting
- ✓ Access to the School Chaplain
- ✓ Access to the Guidance Officer
- ✓ Access to the Staff and Student Wellbeing Mentor
- ✓ Inclusion in a social/emotional intervention programs
- ✓ Personal Learning Plan (PLP)
- ✓ Inclusion in a lunch time club or activity for increased supervision
- ✓ Staff liaising with outside agencies that are involved with the family

Tier III (Intensive Behaviour Support)

Intensive (Tier III) behaviour support strategies are available for students with highly complex, continually challenging and unsafe behaviours. This level of support is for students who are not responding to universal (tier I)

and targeted (tier II) behaviour support processes. Students may be identified as requiring Intensive Behaviour Support if they have 6 or more major incidents in a calendar year or if they have chronic and/or high risk behaviour. Intensive behaviour support strategies are highly individualised so that they can best cater to the needs of the individual circumstances of the student.

Intensive Behaviour Support may include:

- ✓ Engaging Student Support Services (SSS)
- ✓ Functional Behaviour Assessment(FBA)
- ✓ Implementing a Personal Learning Plan (PLP), previously an Individual Behaviour Support Plan
- ✓ Implementation of support and/or monitoring process (Behaviour Contract, Play Pass, Communication Log)
- ✓ Stakeholders meeting
- ✓ Access to Staff and Student Wellbeing Mentor
- ✓ Access to Social/Emotional intervention programs
- ✓ Access to Guidance Officer
- ✓ School seeking further information and recommending parent/carer to consult with a health professional/s.
- ✓ Modified school routines (flexible arrangements, varied break times)
- ✓ Inclusion in an Intensive Behaviour Support Program to help the student re-enter mainstream educational settings (Coral House Prep to Year 2)
- ✓ Applying for Emergent Funding to employ staff to support a student

Consideration of Individual Circumstances

Staff at Arundel State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as

bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

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

Specialised health needs

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

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

Medications

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

Arundel State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required. Arundel State School also maintains one defibrillator and a wheel chair.

Mental health

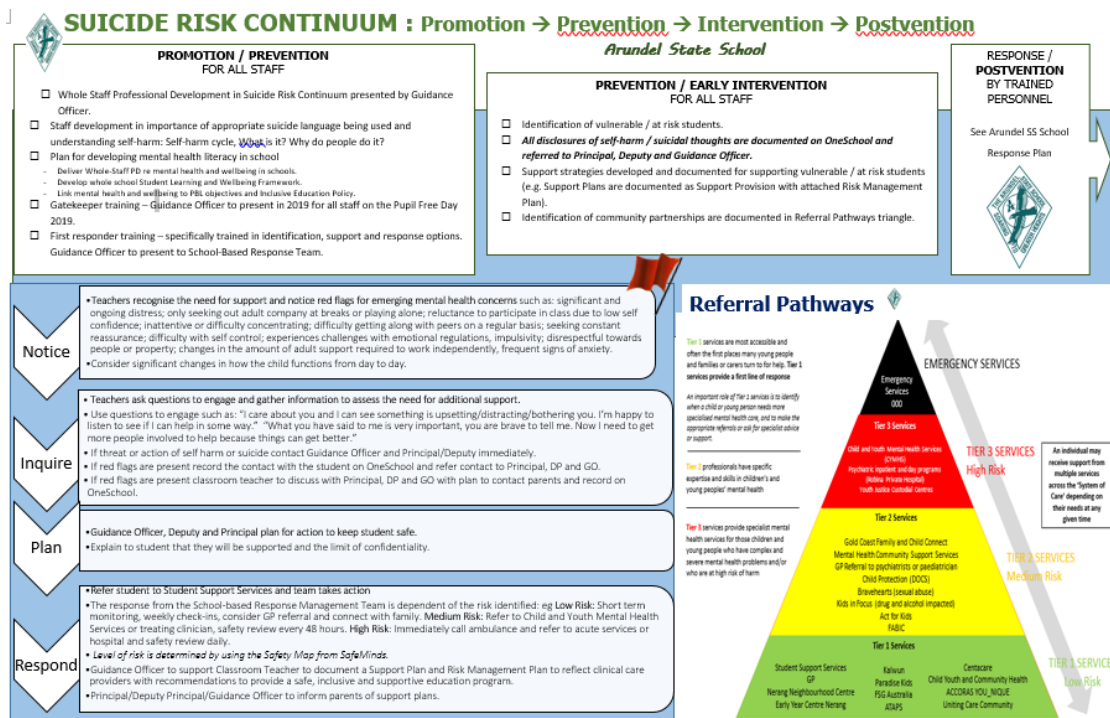
Arundel State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes assistance in dealing with anxiety and referring families to external organisations.

Suicide prevention

Arundel state school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Arundel State School staff follow suicide intervention and prevention advice by ensuring:

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



Student Support Network

Arundel State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

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

Students at Arundel State School are supported through positive reinforcement and a system of universal, targeted and intensive behaviour support. Arundel State School Student Support Team consists of:

- Principal
- Deputy Principals
- HOSES
- Heads of Curriculum
- Teachers
- Parents/Carers
- Teacher Aides
- Other non-teaching staff
- Guidance Officer
- Staff and Student Wellbeing Mentor
- Wellbeing Team
- Chaplain

The Network of Student Support is tasked with gathering relevant information to adequately support students demonstrating the need for behaviour support.

The School, when appropriate, may engage with external support agencies.

The Wellbeing Team, which consists of our Staff and Student Wellbeing Mentor, Behaviour Aide, Chaplain and Guidance Officer, supports by coinciding with Arundel State School tiered approach to behaviour by providing the following:

- Whole school explicitly taught social and emotional lessons
- Evidence-based intervention groups focused on promoting positive mental health (Anxiety, Anger, Grief etc.)
- One on one counselling
- Behaviour Aide support
- Chaplaincy support
- Guidance Officer support
- Parent partnerships and workshops

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

Arundel State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At Arundel State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to make an appointment to meet with their relevant Deputy Principal.

PBL Expectations

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

Students

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

CODE OF CONDUCT	IN CLASSROOMS, I WILL...	IN THE SCHOOL GROUNDS, I WILL...
Be SAFE	<p>Watch out for others. Take care of myself. Keep my hands and feet to myself. Be punctual.</p>	<p>Play in the designated areas only. Walk on the concrete. Report anything dangerous. Use equipment safely. Keep my hands and feet to myself. Leave sticks and stones on the ground. Be sun smart.</p>
Be RESPECTFUL	<p>Follow directions the first time asked. Raise my hand to speak. Leave room tidy. Use manners at all times: using please and thank you. Knock and wait before entering rooms. Respect others rights to learn. Value each other's differences. Listen without answering back.</p>	<p>Put litter in the bins. Wear my uniform with pride. Value each other's differences. Use manners. Respect personal space of others. Move quietly through the school grounds.</p>
Be a LEARNER	<p>Show pride in my work. Use my 5Ls Set realistic achievable goals. Follow instructions promptly. Be organised and ready to learn. Take responsibility for my own learning.</p>	<p>Be punctual when bells sound. Move quickly and quietly between lessons.</p>

CODE OF CONDUCT	OUT IN THE COMMUNITY I WILL...	IN THE VIRTUAL COMMUNITY, I WILL...
Be SAFE	<p>Cross at crossings. Stop, look and listen when near roads. Follow the directions of school staff before, after school, and in the community. Stay in designated areas. Follow the rules when travelling on the bus.</p>	<p>Only access school approved websites. Leave my mobile in my bag whilst at school. Not use social media at school. Report any problems related to social media (i.e. cyber bullying).</p>
Be RESPECTFUL	<p>Support fellow students. Set a good example for others. Value each other's differences. Use my best manners at all times. Be respectful to others in the community.</p>	<p>Use ICT for the purpose of the task (follow instructions). Care and value technology equipment – use computers and iPads properly. Use appropriate language in all communications.</p>
Be a LEARNER	<p>Participate fully in all learning experiences outside of school (such as camps, sport and excursions).</p>	<p>Only use apps/programs that my teacher provides or recommends. Use ICTs for learning only. Follow instructions, terms and conditions.</p>

Legislative Delegations

Legislation

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

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

Arundel State School recognizes and addresses both positive and unacceptable behaviours. When unacceptable behaviours occur, the school applies consequences according to the Student Code of Conduct

Arundel State School categorizes behaviours as Minor or Major. When determining the classification of student behaviour Staff consider **intent, impact and frequency**. (See

Minor Behaviours

- No intent to disrespect
- No intent to damage
- No intent to harm (Self or others)
- Nil or very low impact in regard to respect, damage or harm
- Isolated incident, not frequently occurring

Major Behaviours

- Intent to disrespect (Violates the rights of others)
- Intent to damage
- Intent to harm (Self or others) either physical or emotional
- Moderate to high impact in regard to respect, damage or harm
- Behaviours are high frequency, resulting in them being classified as non-compliance, defiance or disruption.

At Arundel State School unacceptable behaviour is handled with consistency and corrective action by all teaching and non-teaching staff. Staff have collaborated in designing our PBL systems and they are in broad agreement with our school's practices and procedures. Staff define the indiscretion, explain which rule was broken and conference with students to explicitly teach them the school's expectations.

Unacceptable Behaviour is categorized into the Classroom Setting and the Non-Classroom Setting.

Classroom Setting

Arundel State School has adopted a common plan for dealing with inappropriate behaviour in classrooms. Minor behaviours are dealt with using the 'Step System', until which time they have escalated to step 4 and become classified as Major. Major behaviours are referred directly to the appropriate Deputy Principal.

STEP 1: WARNING, reinforce/explicitly teach expected behaviour.

STEP 2: TIME OUT IN CLASS, reinforce/explicitly teach expected behaviour.

STEP 3: TIME OUT OF STUDENT'S CLASS,(time out location to be Negotiated by Deputies and teachers involved) reinforce/explicitly teach expected behaviour. Parent/Carer Contacted.

STEP 4: PLANNING ROOM SLIP AND ESCORTED TO DEPUTY PRINCIPAL. Parent/Carer contacted.

Children need the security and clarity of knowing where they stand. Having a clear framework of consequences, which all children understand, means that:

- The learning environment is more likely to remain calm and orderly because the expectations are explicit and familiar
- The use of consequences is more likely to be perceived as fair and consistent because there are no surprises or hidden penalties
- Children are expected to take responsibility for their own behaviour.
- Students are provided with a Framework (PBL) in which they can make choices with known consequences

Non-Classroom Setting

Non-classroom settings may include: walkways, playground areas, side and top gates, excursion venues, school camps, transportation to excursions, buses, pool, disco, after hours school event. This list is not exhaustive.

In the non-classroom setting staff follow the Positive Behaviour for Learning Flowchart (see Appendix 2)

Minor behaviours are dealt with on the spot with corrective action, review of expectations and an appropriate consequence.

Major behaviours are reported to parents/carers. Major behaviours may instigate support provisions to be put in place depending on the Tier of support that a student is requiring. Major indiscretions are recorded on a planning room slip and submitted to the appropriate Deputy Principal for a decision on the appropriate action, which may include any of the following:

- Planning room session or multiple planning room sessions
- Internal Supervision
- Suspension(1-10 days)
- Suspension(11-20 days)
- Exclusion (Decision lies with Principal)

Suspension and Exclusion Procedures

Implemented in line with the Department of Education's policy on Student Disciplinary Absences.

Other Consequences

Participation in school events, extra-curricular activities and excursions is at the discretion of school staff and conditional upon meeting the school expectations.

Privacy

Arundel State School adheres to the Information Privacy Act (2009). Therefore, communication about incidences will only pertain to a parent/carer's own child. **Staff are unable to share information about consequences for other students.**

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

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

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

For a small number of students, approximately 2-5% (Tier III), a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

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

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Absences

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

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

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that

expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

- Thank student and parent/s for attending
- Walk with student to classroom

Hi 5 Anti-Bullying Model

What is Hi 5?

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

Objectives:-

- To teach our students the skills which will build their self-esteem and empower them to take responsibility for themselves and provide them with the power to use these skills.
- To promote pro-active strategies to prevent incidents becoming bullying.

Do the Hi 5:-

- Ignore
- Talk Friendly
- Walk Away
- Talk Firmly
- Report

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Maintain relatively close body proximity.



- Confident Body Language
- Use "I" statements - I feel when you..... because.....
- "Please leave me alone."

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, but don't run.

Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said.....
- "I asked you to leave me alone."

Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

Reporting vs Dobbing:

Students need to know the difference between reporting and dobbing.

- **Reporting** is helping/getting yourself out of trouble.
- **Dobbing** is trying to get someone in trouble.

Reporting:

- Students should in most circumstances attempt to problem- solve themselves first.
- Unsuccessful after doing Hi 5 steps- see staff member.

Immediate reporting situations:

- If the issue involves threats to a student's **health** or **safety** - students to report immediately to a staff member.
- They are not to solve problem themselves. e.g. Incidents of physical danger - Child running out of school gates

Reporting Phase

Role of Staff Member:

- Investigate and discuss incident with child.
- Advise Class Teacher
- If that matter is serious, refer immediately to Administration – GO, DP, Principal

Staff support:

Staff dialogue should take the following format:

- Is this your problem? If not, whose is it? (Bystander's report may only include what they have witnessed)

If it is your problem:

- Is this a serious problem?
- How often has this problem occurred?
- What have you tried already to solve it? Describe your actions using the Hi 5 model.
- How would you like this problem resolved? Do they want any further contact with the offender? What are the classroom & playground implications?

Information and Communication Technology (ICT) Agreement

Dear Caregiver,

Today's students live in a digital world and our school is committed to providing educational activities that enable your student to succeed in this digital world. The Department of Education is committed to integrating use of Information and Communication Technologies (ICTs) into all subject areas and providing a level of access to these technologies throughout schools. To provide this access, the school requires caregiver permission to allow your student to use the school ICT network (including the Internet).

It is important that both you and your student understand the responsibilities of students, caregivers, and the school when using the school ICT devices and facilities.

Student Responsibilities:

It is acceptable for students to use school ICT devices and facilities for:

Class work and assignments set by teachers;

- ✓ Developing literacy, communication and information skills;
- ✓ Authoring text, artwork, audio and visual material for publication on the Internet, solely for educational purposes as supervised and approved by the school;
- ✓ Conducting research for school activities and projects;
- ✓ Communicating with other students, teachers, parents or experts in relation to school work;
- ✓ Access to online references such as dictionaries, encyclopaedias, etc.

It is unacceptable for students to:

- ✓ Download, distribute or publish offensive messages or pictures;
- ✓ Use obscene or abusive language to harass, insult or attack others;
- ✓ Deliberately waste printing and Internet resources;
- ✓ Damage or disrupt computers, printers or the network equipment;
- ✓ Violate copyright laws, which includes plagiarism and music;
- ✓ Use unsupervised internet chat;
- ✓ Use online email services (e.g. Hotmail);
- ✓ Send chain letters or Spam email (junk mail);
- ✓ Divulge personal information (e.g. name, parent's name, address), via the internet or e-mail, to unknown people;
- ✓ Give their username and password to another student;
- ✓ Use another student or staff member's username or password to access the school's network, including trespassing in another person's files, home drive or e-mail;
- ✓ Access non-educational games or activities.
- ✓ Use mobile data storage devices on school equipment without the teacher permission.
- ✓ Access Mobile phones for any reason or any device that can communicate via text during the school day.

Caregivers Responsibilities:

Caregivers (and students) should:

- ✓ Accept that the Internet gives access to all sorts of information, some good some not good;
- ✓ Accept that the school cannot fully control information accessed through the Internet;
- ✓ Be able to report and discontinue access to harmful Internet and email information.

Caregivers (and students) should be aware that:

- ✓ Access to ICT resources is for learning experiences;
- ✓ The ICT facilities should be used responsibly and with care;
- ✓ Students breaking these rules will be faced with consequences under the school behaviour management plan;
- ✓ Information may be accidentally displayed that could be illegal, dangerous or offensive, with or without the student's immediate knowledge;
- ✓ Teachers will always exercise their duty of care, but control of access to harmful information requires responsible use by the student.

School Responsibilities:

The school will:

- ✓ Provide educational experiences using ICT devices and facilities;
- ✓ Restrict/remove student access to ICT resources if the student/caregiver does not meet the school's ICT usage standards;
- ✓ Prepare students for the possibility of unanticipated access to harmful information, materials or approaches from unknown persons via the Internet;
- ✓ Ensure that, where possible, Internet use by students is prepared before class, including checks on sites students are directed to visit.

If you have any questions regarding the use of the Internet at Arundel State School

Please do not hesitate to contact the school, telephone 55614888.

Temporary Removal of Student Property

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

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

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

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

The following items are explicitly prohibited at Arundel State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Arundel State School:

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

Parents of students at Arundel State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
- is prohibited according to the Arundel State School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Arundel State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
- is prohibited according to the Exemplar State College Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of Mobile Phones and Devices

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

In consultation with the broader school community, Arundel State School has determined that only school devices will be used to facilitate our digital technologies and the use of personal devices is only permitted in an Ipad class, where the student has purchased their own device.

It is **unacceptable** for students at Arundel State School to use a mobile phone or any other personal device with a SIM or texting/communication capability.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Arundel State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Appropriate Use of Social Media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

STUDENT DRESS CODE

Under Section 360 of the Education General Provisions Act (2006)

Chapter 12, Part 9 Dress code

360 Development of dress code

- (1) A State school's principal may develop a dress code for the school's students that is to apply when the students are attending, or representing, the school.
- (2) The dress code may provide for the following -
 - (a) standards of what is acceptable in relation to the clothing worn by the students, including headwear and footwear;
 - (b) standards of what is acceptable in relation to other aspects of the personal presentation of the students.

Introduction

The school dress code has been developed in consultation with the school community, including staff, students, P&C and school council.

The dress code addresses three major issues, safety, appearance and comfort.

Standards

With this in mind the dress code stipulates the following standards:

1. This dress code is not exhaustive and decisions around the appropriateness of student presentation is at the discretion of the principal.
2. The wearing of school/sports uniform at all times, unless otherwise stipulated by the Principal eg: Free Dress Day.
3. School jacket or jumper.
4. Leggings/tights must be black.
5. All students are to wear enclosed shoes/joggers, lace up style – solid black (no canvas slip-ons). Must be low cut shoe.
6. School approved hats are to be worn for all outdoor activities, including excursions.
7. Make-up, nail polish, nail stickers, false nails, face glitter, face paint, false eyelashes and inappropriate colouring of the hair, including brightly coloured streaks or extensions, are not permitted.
8. The wearing of jewellery may not exceed 1 ring, 1 bracelet, 1 necklace, studs and/or sleepers. Students may be asked to remove jewellery for some activities. No responsibility will be taken should jewellery or other valuables be lost or damaged.
9. Watches may be worn. Smart watches must be on School Mode – no text or calling capability, no photos or videos.
10. On Free Dress Days, clothing should be of a standard that is deemed respectable and not likely to cause offence. Clothing must still meet our sun safe expectations (no tank tops).
11. Hairstyles must be neat, clean and tidy, and of its own natural colour. Hair touching the collar or longer hair must be tied up (male or female).
12. All hair accessories must be of hair colour or school colours and subtle in design (ribbons, scrunchie or headband) without decorative or character additions (no Jojo bows). Hair accessories to be small in size.

Consequences:

Depending on the circumstances students in breach of the act may be:

1. Prevented from attending an activity where they are representing the school.
2. Prevented from participating in an activity where safety is an issue.

3. Breach:
- a) Student give a breach notice to be sent home.
 - b) On second breach DP will call parent to discuss/find solution.

Restrictive Practices

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

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

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

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

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

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

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

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other

options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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

Critical Incidents

Staff follow school procedures and apply professional judgement (when necessary) in response to emergency and critical incidents to enhance safety of staff and students. Emergency and critical incidents are addressed through prevention, preparedness, response and recovery.

Prevention: Universal, targeted and intensive behaviour support strategies operate to prevent emergency and critical incidents.

Preparedness: Risk Management Plans, Individual Behaviour Plans, Suicide Risk Continuum, school behaviour response processes and school emergency procedures are utilised to enhance staff preparedness for the possible event of an emergency or crisis incident.

Response: Should an emergency or critical incident occur involving student/students, staff respond to promote safety, ensuring that their own safety is also considered. Responses may include:

- ☒ implementation of school lockdown or evacuation procedures;
- ☒ staff member/s approaching the student/s in a non-threatening manner to offer reassurance and/or distraction;
- ☒ use of non-violent crisis intervention by trained personnel if available when there is a significant safety risk (to self or others);
- ☒ use of physical intervention by a staff member (including staff not trained in non-violent crisis intervention) if an immediate risk to safety is evident, with physical intervention being the least intrusive to enhance overall safety;
- ☒ contact with police (via administration personnel);
- ☒ response as per individual risk management plans and/or individual behaviour plans, if possible.

Recovery: Following a critical incident the school will respond through the application of this Responsible Behaviour Plan for Students. A process of recovery may also be required to support students involved and/or affected by the incident. The recovery process may include: debriefing through reassurance and explanation; Guidance Officer Involvement; parent/carer contact and following the South East Region's Media and

Incident Protocols (if applicable). Limitations to the information that is able to be shared may occur due to the requirement to protect student privacy.

All critical incidents are recorded on OneSchool as soon as possible and referred to the Principal, Deputy Principal and Guidance Officer.

Principal will call Educational Services Team Leader when managing a critical incident.

Related Procedures and Guidelines

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

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

Resources

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