Queensland Government

Chatswood Hills State School

Student Code of Conduct 2021-2023

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.

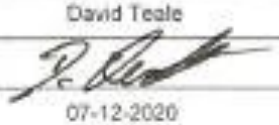
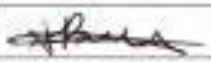
Queensland Department of Education
State Schools Strategy 2020-2024

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Contact Information

Postal address:	PO Box 330 Springwood Qld 4127
Phone:	07 3489 2222
Email:	info@chatswoodhillsss.eq.edu.au
School website address:	www.chatswoodhillsss.eq.edu.au
Contact Person:	David Teale (Principal)

Endorsement

Principal Name:	David Teale
Principal Signature:	
Date:	07-12-2020
P/C President and-or School Council Chair Name:	Aimee Brecht
P/C President and-or School Council Chair Signature:	
Date:	07-12-2020

Contents

Purpose	4
Principal's Forward	5
P&C Statement of Support	6
Whole School Approach to Discipline	7
Consideration of Individual Circumstances	8
Differentiated and Explicit Teaching	9
Chatswood Hills Behviaour Expectations	10
Focused Teaching	13
Intensive Teaching	13
Disciplinary Consequences	15
Differentiated	16
Focused	16
Intensive	17
School Disciplinary Absences	17
School Policies	19
Temporary removal of student property	19
Use of mobile phones and other devices by students	21
Preventing and responding to bullying	23
Incident Repsonse	25
Appropriate Use of Social Media	30
Restrictive Practices	32
Critical Incidents	33

Queensland Government

Purpose

Chatswood Hills State School is committed to providing a safe, supportive, respectful and disciplined learning environment for students and staff, parents and vistiors.

The Chatswood Hills 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 prioritiesed, where all students are able to experience success and staff enjoy a safe workplace.

Queensland Government

Principal's Foreword

Introduction

Chatswood Hills State School is committed to educational excellence that meets the needs, abilities and interests of each student by creating and maintaining a supportive, inclusive, engaging environment, that values participation and teamwork so that all students may develop the skills, attitudes and values to experience success now, and in the future.

At Chatswood Hills State School, the wellbeing of students underpins our pedagogical framework and is articulated through our learning values – Safety, Respect and Responsibility.

I am Safe

- I understand that every school member has the right to feel safe and be safe at school.
- I can be safe and keep others safe

I am Responsible

- I strive to do the right thing.
- I am responsible for my own behaviour.
- I uphold the reputation, values and rules of our school.

I am Respectful

- I respect who I am. My right to learn and others' right to learn.
- I listen to seek understanding.
- I value myself, others, school property and our environment.

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 the classroom. (DoE - Learning and Wellbeing Framework 2012)

Our school values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined by the Department of Education.

These statements and values are visible in our school and have been used in the development of the Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be positive community members, that demonstrate their character and citizenship through their ability to think critically, communicate, create and collaborate with others in positive ways. Our school staff believe that the 6 C's (character, communication, critical thinking, creativity, collaboration and citizenship) are the most valuable skills our communities need now and in the future.

Chatswood Hills State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing

Queensland Government

incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

P&C Statement of Support

As president of Chatswood Hills State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Teale and his team has ensured that parents have had the opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Chatswood Hills State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Chatswood Hills State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students to deal with difficult situations as they arise.

Building resilience in our children and helping them to cope with difficult situations is important, it **helps them to overcome obstacles more easily** and reduces the chances of them suffering from anxiety. It is important that every parent and child of Chatswood Hills State School knows what to do if their child is experiencing issues with others, regardless of where it occurs. This includes online issues, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems, and the flowchart on page 25 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Chatswood Hills State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact or join the Chatswood Hills State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Queensland Government

Whole School Approach to Discipline

Chatswood Hills SS uses proactive behaviour strategies aligned with Assertive Discipline and supported by Essential Skills for Classroom Management as a 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, incursions and excursions.

Assertive discipline is a structured, systematic approach to discipline designed to assist educators in running an organised, teacher-in-charge classroom environment. Assertive teachers build positive, trusting relationships with their students and teach appropriate classroom behaviour via direct instruction by describing, modelling, practising, reviewing, encouraging and rewarding students to support the development of appropriate behaviour choices in all areas of the school. Teachers are demanding, yet warm in interaction; supportive of all students; and respectful in tone and mannerisms when addressing behaviour. Assertive teachers listen carefully to what their students have to say, speak politely to them, and treat everyone fairly (not necessarily equally).

At Chatswood Hills State School we believe discipline should be focused on proactive strategies where 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 required skills of responsible behaviour.

The development of the Chatswood Hills State School Student Code of Conduct is an opportunity to share the underlying principles of our behaviour philosophy with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our Code of Conduct can be used in any environment, including the home setting for students. Doing everything we can 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 are encouraged to speak with the classroom teacher or make an appointment to speak with the principal.

Queensland Government

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 expectations in place for our students, being Safe, Responsible and Respectful.

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

Safe:
- follow instructions first time, every time
- keep hands, feet and objects to myself
- only enter learning spaces when a staff member is present
- use equipment safely

Responsible:
- be prepared for learning
- paritipate in activities and be a role model for others
- use all equipment appropriately
- ask for help when needed

Respectful:
- acknowledge other students' rights to learn and teachers' rights to teach
- be considerate of the opinions and ideas of others'
- participate in activities and collaborate on agreed shared rules
- interact politely with all members of the school community

Consideration of Individual Circumstances

Staff at Chatswood Hills 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 disciplinary consequences.

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

Queensland Government

student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

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

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

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

Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Chatswood Hills Behaviour Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is used in every classroom, as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Queensland Government

Chatswood Hills State School: Behaviour Expectations

Location	I am Safe	I am Respectful	I am Responsible
All Settings Lockdown & Evacuation procedures need to be taught by Classroom Teachers.	- Move appropriately around the school (walk on paths, keep left on shared pathways, give way to adults) - Keep hands, feet & objects to yourself - Report problems to staff - Ask permission to enter/leave areas - Stay in green zones (Away from out of bounds areas)	- Follow instructions from staff first time, every time - Use manners, greet others respectfully and speak kindly to peers, staff and visitors - Respect all students' rights to learn and teachers' rights to teach - Knock before entering rooms	- Always our best - Be a role model for others - Take care of your belongings - Look after school environment - Follow the school uniform policy
Classrooms	- Walk in the classroom - Remain in the correct area - Keep hands, feet & objects to yourself - Only enter classrooms when invited by staff -	- Speak kindly to students and staff (greet teachers, staff and peers politely) - One person speaking at a time in whole class activities - Follow instructions first time, every time - Show whole body listening - Respect the opinions and ideas of others - Respond appropriately to attention getters - Encourage others - Line up quietly outside classrooms	- Be an active learner - Keep my area (desk/ tidy tray) neat and organised - Ensure my book work is well presented - Work towards & seek feedback about your goals - Use inside voices - Arrive to class on time - Use supplies and equipment sensibly (return equipment to its place in classroom) - Ask permission before borrowing classroom items - Store personal items (hats, bags, iPads, etc) in designated areas - Ensure iPad is fully charged at the beginning of each day
Moving between Classrooms	- Stay with teacher/staff - Always walk - Keep left on pathways - Stay in lines - Move in single file lines where necessary - Keep hands by your side (away from rafters)	- Listen for & follow teachers' instructions - Walk quietly (respect classrooms that are learning) - Respect the wildlife and environment by staying on paths	- Follow class leader - Stay in line (line your shoulders up with the person in front of you to ensure you stay in a line) - Use stopping points to keep whole class together

Queensland Government

	I am Safe	I am Respectful	I am Responsible
Toilets	- Always take a partner/buddy - Stay with your partner/buddy (wait outside) - Wash hands without spilling water on floor - Walk in and around the toilet blocks - No food or other unnecessary items in toilets	- Quiet voices - Ensure facilities are kept clean for others - Be water wise - Respect others privacy (one person per cubicle) - Ask permission to go to toilet during class time (no toileting within the first 30 minutes after breaks)	- Use toilets appropriately - Always flush toilet after use - Ensure you go to the toilets during break times - Stay on paths to get to and from toilets - Return to class promptly if going during learning times - Report any issues or vandalism to a staff member
Hall/Assemblies	- Follow instructions first time, every time - Stay with your class - Keep hands, feet and objects to yourself - Shoes must remain on at all times in the hall	- Enter hall silently - Sit with legs crossed, back straight and eyes to the front - Listen respectfully to speakers - Respect others' personal space - Respect others' cultural beliefs	- Participate in the activities at parade - Be a role model for other students - Stand silently for the National Anthem - Demonstrate appropriate clapping - No hats or water bottles
Playground Official out of bounds areas and safe areas referred to as red and green zones on map.	- Hats on, shoes on (broad brimmed hat) - Use equipment safely - One way on monkey bars - Preps in sandpit: Sand stays low - Keep hands, feet & objects to yourself - Sticks and stones stay on the ground - Wait for duty teacher to arrive - Tackle games are not permitted at all - Stay in green zones	- Follow instructions first time, every time (teacher whistle) - Take turns - Be kind and include others in your play - Collaborate and agree on shared rules for games -	- Follow game rules - Use equipment for the purpose it is intended - Report injuries or issues to the teacher on duty immediately - Use the High 5 to problem solve - No food in playground areas - Play games in appropriate areas (ball games on ovals, no whole school tiggy)
Before/After School	- Use the crossing - Go to the tuckshop area before 8.15 (handball can be played) - Remain with parent/carer/older sibling (listen to older sibling) - Preps to remain at classroom until collected by parent/carer - Go directly to designated meeting spot after school. - Leave valuables (and toys etc) at home	- Use quiet voices - Follow instructions - Be considerate of others - Parents to support following of school rules - Take part in breakfast club respectfully (use manners and take only your fair share) -	- Line up (sitting in 2 lines) quietly outside your classroom immediately after 8.15am bell - iPads stay in school bags (until lining up) and are not to be used - Keep belongings in bag or - Unpack bags and line up with required equipment - Ensure you have gone to toilet before starting the school day - Be on time for start of school day

Queensland Government

	I am Safe	I am Respectful	I am Responsible
Specialist Classrooms	As per classroom behaviour expectations ****Respect** for **specialist teachers & relief teachers** must be demonstrated at all times.		
	- Walk sensibly to and from specialist classrooms -	- Wait to be invited into classrooms	- Have all required equipment with you. - Music & Japanese students to line up at specialist classrooms after 1st Break - Be on time to lessons
Office	- Always walk - Go with a partner/buddy - Listen for instructions if an alarm sounds - Follow emergency procedures - Stay only in student designated areas	- Stand and wait - Address office staff politely (using names where possible) - Use good manners - Inside voices - Knock on doors before entering staff spaces	- Follow instructions first time, every time - Mobile phones handed in to office before school - Arrive promptly for medications (with water bottle)
Tuckshop/Eating Areas	- Remain seated in your eating areas until dismissed by a teacher - Eat only your food - Ask permission to go to toilets or get drinks - Keep money in a safe place (zippered pockets) - Walk on all concrete areas - Hats on heads - Play equipment to remain still during eating times	- Follow all staff instructions first time, every time - Mindful eating (keeping volume low, chew with mouth closed swallow food before speaking) - Using manners and speak politely to tuckshop staff	- Put rubbish/ recyclables in correct places - Pack up belongings when finished and return bags to designated areas - Tuckshop monitors only in tuckshop area at first break - Line up appropriately at second play break - Present tuckshop orders promptly to classroom tuckshop box in the mornings
Interschool Sports/ Excursions/Events	- iPad procedure followed - wear hat and covered shoes - wear my school uniform - stay with the group/ adults - stay in seat on bus and wear seatbelt - follow road safety rules when leaving school grounds - Follow teachers' instructions at all times	- use manners - share and take turns - encourage others to join in - stand respectfully for National Anthem - applaud achievements - represent school with pride - promote school positively - stay with the group - wear uniform with pride	- participate in activities to the best of ability - follow adult's instructions - responsible for own equipment and belongings - stay in correct areas - play by the rules - accept referees or umpires decisions

Queensland Government

Focused Teaching

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

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

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

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

Chatswood Hills State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Grow Your Mind
- Stragegies for Success at School
- Functional Based Assessment.
- Smiling Minds
- The Resilence Project

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based

Queensland Government

behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be supported by the Student Needs Action Committee and appropriate staff members who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Queensland Government

Disciplinary Consequences

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

All classrooms in our school follow a School Wide Behaviour Procedure which is displayed and referred to in all learning spaces. When dealing with inappropriate behaviour in the classroom, teachers will refer a student to the step they are on in the behaviour procedure and administer consequences as appropriate.

The School Wide Behaviour Procedure is as follows:
1. Rule Reminder
2. Warning
3. Time out
4. Buddy Class
5. Office

(Parent contact made where appropriate.)

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, 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 timeout, buddy class or to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing ongoing disruption of learning for others', 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.

Queensland Government

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 in accordance with Essential Skills for Classroom Management 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
- Classwide 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
- Warning of more serious consequences (e.g.removal from classroom and sent straight to the office)
- Making up lost learning time may occur if the teacher feels the need for the student to stay back during breaks to complete set tasks
- During play breaks – students report incidents to the teacher on duty, these incidents are investigated and students may be issued with and RPR (time out of play to support with behaviour). Parents are notified of RPR referral.

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)

Queensland Government

- Targeted skills teaching in small group
- Individual Rewards Chart
- Detention (making up lost learning time)
- Discipline Improvement Plan
- Guidance support
- Chaplaincy Support (with parental consent)
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Needs Action Committee for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with stakeholders 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)

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 Chatswood Hills State Scool, 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 schools

Queensland Government

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 Chatswood Hills State School will 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 via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Queensland Government

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

School Policies

Chatswood Hills State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

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 Chatswood Hills State School and will be removed if found in a student's possession:

Queensland Government

- 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 Chatswood Hills State School:

- do not require the student's consent to search school property such as lockers, 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 Chatswood Hills 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:

Queensland Government

    - is prohibited according to the Chatswood Hills State 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 Chatswood Hills 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 Chatswood Hills 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 other devices by students

As Chatswood Hills State School is a BYOD iPad School, we have an Acceptable Use Policy and Participation Agreement that students and parent/carers are required to sign for students to participate in digital learning.

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 iPads and 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, Chatswood Hills State School has determined that explicit teaching of responsible use of iPads, mobile phones and other devices (including smart watches) is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Students who bring mobile phones to school are required to hand their phone to the office for the time they are at school. Mobile phones are collected at the end of the school day by the student who hands it in. Other devices including smart watches and iPads are not to be used for messaging and calling during the school day.

Responsibilities

The responsibilities for students using iPads or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Chatswood Hills State School to:

Queensland Government

- use iPads or other devices for
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to school work
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- place the device in designated cupboard in their classroom when the teacher directs them to do so
- have their iPad in their school bag before and after school (as per the Acceptable Use Policy and Participation Agreement)
- only use iPads during break times when participating in a teacher directed activity to enhance learning
- devices are not be used to contact parents/carers during school hours
- seek teacher's approval where they wish to use a mobile device under special circumstances.
- SIM cards are to be removed from student iPads while at school
- Accptable Use Policy and Participation Agreement must be signed for a student to be able to use an iPad for learning while at school, all guidelines need to be followed

It is **unacceptable** for students at Chatswood Hills State School to:

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

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 Chatswood Hills 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 ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting use of devices and 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.

Preventing and responding to bullying

At Chatswood Hills State School, Social and Emotional Well-Being is central to our Pedagogical Framework and as such promotes positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Chatswood Hills State School provides students with opportunities to involve themselves in leadership teams, with diverse representatives from each year level meeting regularly within their groups alongside staff leaders to promote strategies to improve student wellbeing, safety and learning outcomes. These groups include our Student Council, School Leaders, Environmental Rangers, House Captains, Music Captains, Digital Captains and Japanese Captains.

Queensland Government

A priority for the Student Leadership Team is contributing to the implementation of strategies that enhance wellbeing, promote safety and have a voice in iniativies that counter violence, bullying and abuse in all online and physical spaces.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

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

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

Queensland Government

Chatswood Hills State School – Incident response flowchart for teachers

Key contacts for students and parents to report an incident:

1. Class Teacher/Teacher on Duty
2. Leadership Team Member
3. Principal/Deputy Principal

Step One

- 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

Step Two

- Ask the student for examples they have of the alleged incident (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 (staff referrals as appropriate)
- Notify parent/s that the issue of concern is being investigated – if required at this time

Step Three

- 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

Step Four

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

Step Five

- Document contacts and consequences in OneSchool
- Complete all actions
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed - SNAC

Where needed

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

Where needed

- 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

Cyberbullying

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

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

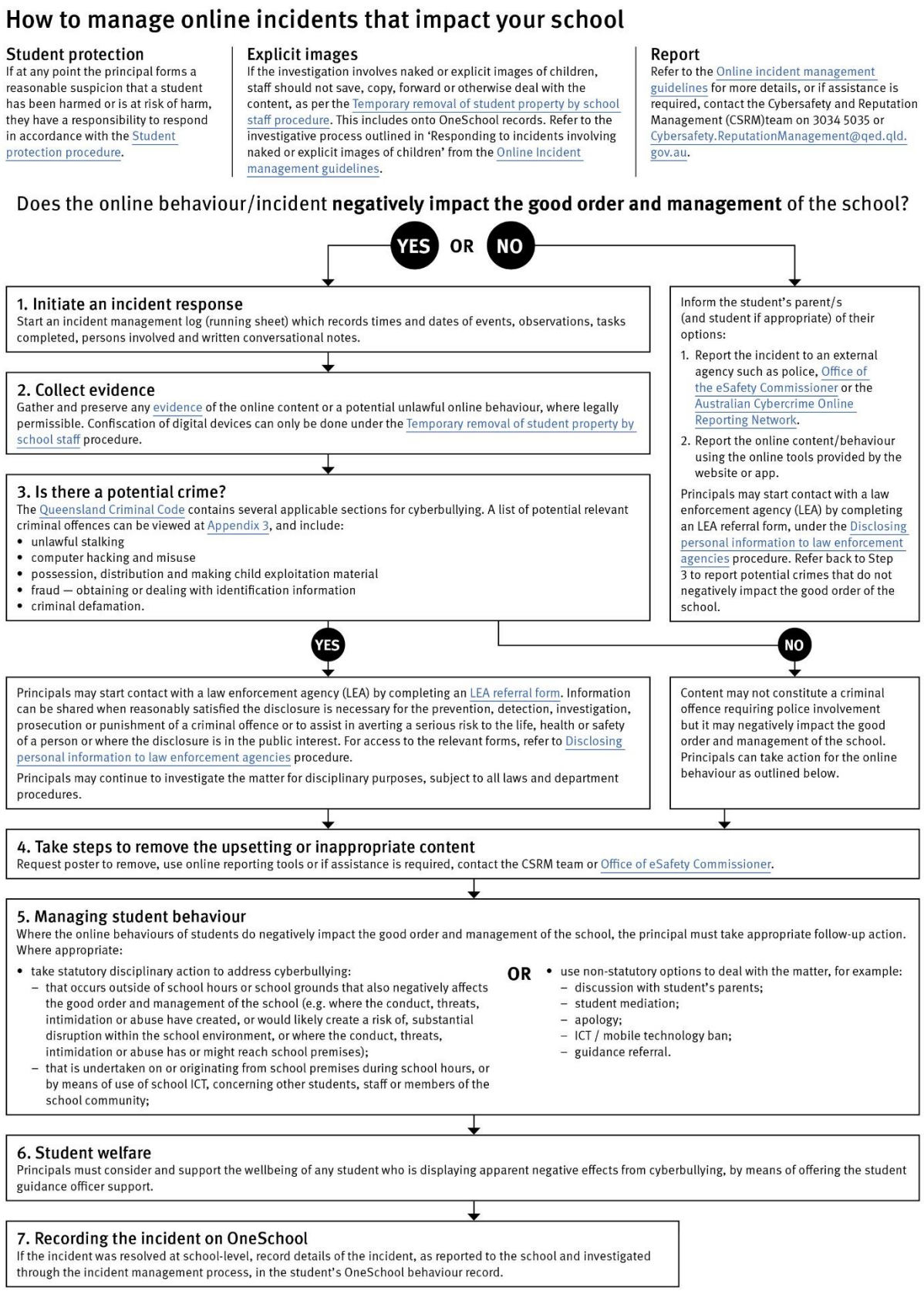
It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying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

Students enrolled at Chatswood Hillss State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Queensland Government

Chatswood Hills State School - Cyberbullying response flowchart for school staff



***** Incident Management Log – OneSchool documentation where information gathered is recorded on OneSchool

Queensland Government

Cybersafety and Reputation Management (CRM)

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

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

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

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Chatswood Hills State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

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

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

Queensland Government

Chatswood Hills State School – Behaviour Agreement

The Behaviour Agreement provides a clear outline of the way our community at Chatswood Hills State School works together to establish a safe, supportive and disciplined school environment. This agreement is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around behaviour arise.

Chatswood Hills State School – Behaviour Agreement

We agree to work together to improve the quality of relationships in our community at Chatswood Hills State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of inappropriate conduct, including bullying, to improve the quality of the schooling experience for everyone.

I agree to:

- Attend school regulary, on time, ready to learn and take part in school activities
- Meet uniform expectations
- Treat everyone with kindness and respect.
- Abide by the school's behaviour policies and procedures.
- Be supportive of all school community members.
- Be an upstander rather than a bystander
- Report bullying incidents to the school immediately
- Notify a teacher, school administrator and our parents when an incident occurs.
- Be respectful of the school environment

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

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

Student's signature

Parent's signature

School representative signature

Date

Queensland Government

Appropriate use of social media

The internet, iPads, 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. Parents need to be mindful that social platforms have age restrictions, these restrictions should be adhered to before students are allowed access to these platforms. Most platforms have an age requirement of 13.

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.

Queensland Government

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.

The majority of social media platforms have a minimum age of 13:

SOCIAL NETWORK	MINIMUM AGE
TikTok	13
Facebook	13
YouTube	13
Snapchat	13
Instagram	13
Twitter	13
WhatsApp	13

Queensland Government

Restrictive Practices

School staff at Chatswood Hills 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.

Queensland Government

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Queensland Government