



TOWNSVILLE SOUTH STATE SCHOOL

'From Little Schools, Great Kids Grow'

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 2019-2023

Purpose

Quality education in a positive and caring environment.


Townsville South State School is committed to providing a safe, respectful and responsible learning environment for all students, staff, parents and visitors. The 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, so that students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

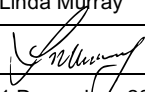
Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised and can be effective, so all students are able to participate positively within our school community and experience success and staff enjoy a safe workplace.

Contact Information

Postal address:	78 Tully Street, South Townsville QLD 4810
Phone:	(07) 47264111
Email:	admin@townsvillesouthss.eq.edu.au
School website address:	www.townsvillesouthss.eq.edu.au
Contact Person:	The Principal

Endorsement

Principal Name:	Chris Riggs
Principal Signature:	
Date:	1 December, 2020

P/C President Name:	Linda Murray
P/C President Signature:	
Date:	1 December, 2020

Contents

PURPOSE	2
CONTACT INFORMATION	2
ENDORSEMENT	2
CONTENTS	3
LEARNING AND BEHAVIOUR STATEMENT	4
WHOLE SCHOOL APPROACH (POSITIVE BEHAVIOUR FOR LEARNING)	6
Positive Behaviour for Learning Expectations	6
Consideration of Individual Circumstances	10
Differentiated and Explicit Teaching	12
Focused Teaching	12
Intensive Teaching	13
DISCIPLINARY CONSEQUENCES	14
SCHOOL POLICIES	18
A. Temporary removal of student property	19
B. Use of mobile phones and other devices by students	21
C. Preventing and responding to bullying	23
D. Appropriate use of social media	30
RESTRICTIVE PRACTICES	32
CRITICAL INCIDENTS	33

Learning and Behaviour Statement

Student Health and Well-Being

At Townsville South State School, we want all the best for our kids. We want them to be happy, confident, positive and caring people who have a strong sense of self, place, inner calm and are respected and valued. We believe that students learn best in an environment where their social, emotional and physical wellbeing is nurtured. By creating a safe, supportive and inclusive environment, we are allowing for optimal learning, supporting students to be successful, resilient, lifelong learners who can pursue their passion with confidence.

Encouraging positive behaviour through our Whole School approach (see next section) is an essential way of supporting student health and wellbeing, education learning and social and emotional learning.

To **support Student Health and Wellbeing** some further activities include:

- **Parent Relationships and communication** – At Townsville South SS, we value our school community and the collaboration to support well-being. Staff aim to work in conjunction with parents when support is needed. We also value communication in a number of ways – phone calls, face-to-face, newsletters, emails etc.
- **Differentiated Learning** helps for students to be engaged with their learning. The process supports all students and also help students with disability; learning challenges; needing extension; Out of Home Care etc. We value achieving student success for all children.
- **Life Education** – The Life Education program covers topics including; drugs and alcohol, personal safety, cybersafety, food and nutrition, physical activity, social and emotional wellbeing and the human body.
- **Restorative Practices** – This is where both the person responsible and the person harmed are engaged to resolve the issue collaboratively with support.
- **Lunchtime Activities** – Craft, Meditation, Mindfulness etc.
- **Transition for students coming to Prep and students going to High School** – to help students feel more familiar and comfortable with their start, there are Parent-Information Sessions, Transition Sessions and the Year 6 students undertake a full day transition at the local high school.
- **Anti-Bullying Processes** – See Preventing and Responding to Bullying Section.
- **High 5** – Strategies on how to deal with social interaction issues – Talk Friendly; Talk Firmly; Ignore; Walk Way; Report. These strategies are consistent across the school and benefit students in managing of interactions.
- **Specialised health needs** - Townsville South 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** - Townsville South 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. For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner. Townsville South State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.
- **Mental Health** - Townsville South 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 facilitating the development, implementation and periodic review of a *Student Plan*.

Rumbles Quest Wellbeing Data Collection and Analysis

Our school participates with Griffith University for Child Wellbeing by undertaking data collection as part of the Rumbles Quest program.

Rumble's Quest is a powerful, scalable tool that allows our school to measure and analyse child wellbeing trends, and support positive socio-emotional child development at all levels – from the individual child, to a class, to a year level, to our whole school

Students at Townsville South SS are also supported through:

- Teachers
- Principal
- Inclusion Teacher
- Positive Behaviour for Learning Coach
- Guidance Officer
- School Chaplain
- Administration Staff
- Speech Language Pathologist
- Head of Special Education Services

Support is also available through the following government and community agencies:

- Headspace
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Child Safety
- Police
- Local Council

Whole School Approach (Positive Behaviour for Learning)

Quality education in a positive and caring environment.

Townsville South 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.

Staff engage in active supervision at all times which requires focussed attention and intentional observation.

The development of the Townsville South 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 speak with the class teacher or make an appointment to meet with the Principal.

Positive Behaviour for Learning Expectations

Townsville South State School is committed to delivering a high quality of education for every student, and we believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being safe, responsible and respectful.

The philosophical position on child development, assumed by school staff, is that all students can learn in a safe, supportive environment and make positive behaviour choices, supported by established, collaborative relationships between school staff and parents. The role of our teachers is to create and maintain supportive and safe learning environments, through using strategies to support inclusive student participation and engagement in organised classroom activities and provide clear directions around these. Our teachers use practical approaches to manage challenging behaviour and strategies to support students' wellbeing and safety working within school, system, curriculum and legislative requirements. We also use strategies to support safe, responsible and ethical use of ICT in learning and teaching. Collaborative relationships with parents are established and promoted through face-to-face and phone contacts between staff and parents, valuing open communication and involving families in school activities as much as possible.

Townsville South SS - PBL expectations:

Be Safe

- We stay in the school grounds
- We go to the right place at the right time.
- We use equipment properly.
- We keep hands, feet and objects to ourselves.

Be Responsible

- We choose nice words
- We complete set tasks.
- We bring all materials to class.
- We have a go.

Be Respectful

- We listen when others speak.
- We speak honestly.
- We wait our turn.
- We co-operate with others.



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 Townsville South State school.

A whole school approach shapes, supports and recognises appropriate behaviours in all students at Townsville South State School.

Explicit Teaching of Expected Behaviour

The first step in facilitating positive behaviour choice is communicating expected behaviour standards to **all** students. At Townsville South State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

Communicating behavioural expectations is a universal behaviour support strategy, directed towards **all** students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations for students across the school.

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

Mudpickers Behave & Learn (PB4L)

Quality education in a positive and caring environment.

Be Safe	We Stay in the Right Place	We Move and Learn Safely	We Care for Ourselves and Others
	We stay in the school grounds. We go to the right place at the right time. We enter rooms only if an adult is present. We have only 1 person in a toilet stall at a time. We use toilets during playtimes.	We walk inside and on concrete. We enter & exit safely and in an orderly way. We wear a hat in the sun. We sit on chairs & at desks properly. We use equipment properly. We keep hands, feet and objects to ourselves.	
Be Responsible	We Make Good Choices	We Solve Problems	We Keep Going!
	We choose nice words. We complete set tasks. We bring all materials to class. We play safe games. We leave mobile phones at the office. We place litter in bins. We dress as a TSSS Mudpicker proudly. We use toilets properly.	We have a go. We adapt as needed. We challenge ourselves. We think of new and different ways of doing things. We are resilient. We try our best. We handle each situation. We believe we CAN!	
Be Respectful	We Help Ourselves & Others to Learn	We Speak and Act Kindly	We Think BEFORE we speak or act
	We follow adult instructions straight away. We give others their space. We worry about our own actions. We co-operate with others. We wait our turn. We work well independently. We are open to the ideas of others. We raise our hands and wait to speak in class.	We listen when others speak. We think about how others feel. We speak honestly. We work and play in our team. We use technology properly and with kindness. We follow game rules.	

These expectations are communicated to students via a number of strategies, including:

- **Weekly Behaviour lessons** – These are taught, modelled and practised by the class and determined by the teacher, based on class anecdotal data as part of Mudpickers Behave and Learn:
Week 1 – Rule: Emergency Procedures (Fire and Lockdown drills)
Week 2 – Rule: We stay in the Right Place.
Week 3 – Rule: We Move and Learn Safely.
Week 4 – Rule: We Care for Ourselves and others!
Week 5 – Rule: We Make Good Choices.
Week 6 – Rule: We Solve Problems.
Week 7 – Rule: We Keep Going!
Week 8 – Rule: We Help Ourselves and Others to Learn.
Week 9 – Rule: We Speak and Act Kindly.
Week 10 – Rule: We Think BEFORE we speak or act!
- **Parade** - Reinforcement of learning around the overarching Mudpickers Behave & Learn (PBL) rule occurs at School Parades through the Principal's notices.
- **Good Behaviour Points** – These are handed out by staff eg before school, playtime and also during class. 5 good behaviour points earn an extra gotcha.
Reinforcement of learning around the overarching Mudpickers Behave & Learn (PBL) rule occurs during active supervision by staff during classroom and non-classroom activities through giving students 'points' directly next to their name/in their desk.
- **Displaying School Rules Matrix** in all classrooms and outside school areas.

At Townsville South State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system operates. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards, both in the classroom and playground.

Gotcha Rewards

Each day students earn up to 2-3 gotchas per day for appropriate behaviour.

Termly Rewards:

Bronze – 25 Gotchas – (usually an icy stick)

Silver – 50 Gotchas (usually 10 minutes extra play time for that day)

Gold - 75 Gotchas (eg. dance party, movie session, games session)

Reward Shop - For every 10 gotchas, students also earn a reward voucher:

eg. 1 reward voucher – icy stick, pencil, rubber etc.

2 reward vouchers – milkshake,

Other **Proactive and Preventative Processes** and strategies implemented to support positive student behaviour include:

- **School Website Student Code of Conduct** for easy access, enabling parents to be actively and positively involved in the school's behavioural expectations.
- **High Five Strategy** – Talk Friendly, Talk Firmly, Ignore, Walk Away, Report – taught, modelled and referred to as a strategy to support children to engage in appropriate ways to deal with conflict situations, with posters in all classrooms.

- **Student of the Week Awards** – Each week, each class issues a certificate to a child who has demonstrated safe, responsible or respectful behaviour, where possible linked to the Behaviour Focus of the Week. All Students of the Week are recognised in the newsletter.
- **Citizenship Passport Program** – Students in Years 4-6 can earn points in Passports for volunteer duties that support the school and other students. These points are used towards badges and leadership roles. When 75 points are earned, students receive a Citizenship badge and ongoing acknowledgement for that year in the newsletter.
- **Professional Development PB4L Training** for all staff annually.

Network of Student Support

Students at Townsville South State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by

Internal Support:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre (Stanton Lodge)
- Senior Guidance Officer
- School Chaplain
- Police Liaison Officer
- School Based Health Nurse

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

Consideration of Individual Circumstances

Staff at Townsville South State School consider 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. 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.

Individual Behaviour Plans are developed pro-actively for students whose individual circumstances may mean they would benefit from consistent, supportive adjustments across all classroom and non-classroom settings. These support plans enable staff to take account of individual circumstances and consider additional support measures when responding to inappropriate behaviour and applying disciplinary consequences.

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

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

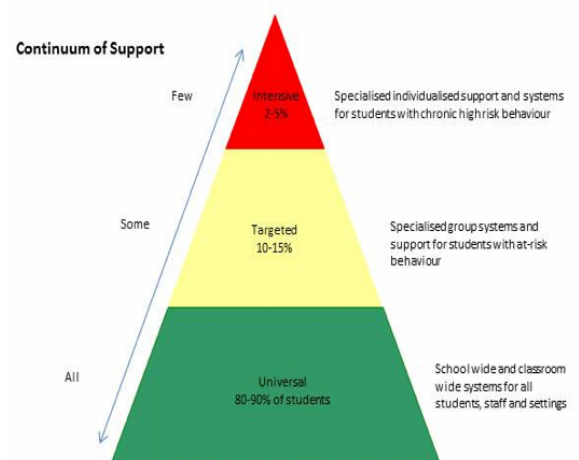
Three-Tiered Approach

Townsville South State School has a **Three-tiered approach** to facilitating standards of positive behaviour and responding to unacceptable behaviour:

- **Differentiated**
In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.
- **Focused**
In a supportive and well-disciplined school, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.
- **Intensive**
In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional Behaviour Assessments are generally undertaken to assist with the development of intensive support options.

The **Three-Tiered Support** includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

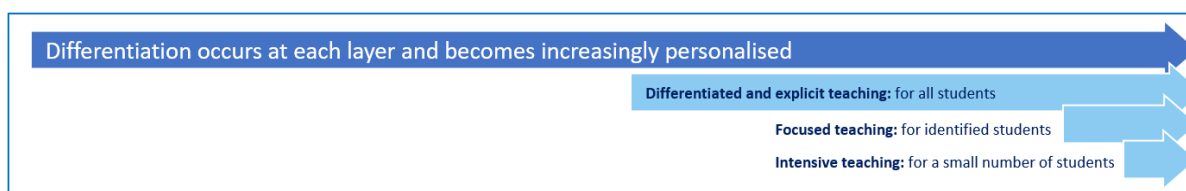


Differentiated and Explicit Teaching

Townsville South 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 Townsville South 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.



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

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations at a particular time 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 or development, work collaboratively with class teachers at Townsville South State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Townsville South State School has a range of student support 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:

- Functional Behaviour Assessment
- Restorative Practice
- Reflection Room
- Sign-In Cards (playtime)
- Daily Check-In Card (classroom + playtime)
- Check-In, Check-Out process

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 and other staff, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching are supported by the Inclusion Teacher, who oversees the coordination of their program, communicates with stakeholders and directly consults with the student.

Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others or 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 Support and Consequences

The class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour

These 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 4 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") - remind the students of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.
- Reteaching of school expectations

- 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 - ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.
- 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
- Restorative Chat
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. Removal to Thinking Time, removal to Buddy Class)
- Reflection

Focussed Support and Consequences

The class teacher is supported by other school-based staff to address problem behaviour through:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Reflection
- Detention
- Counselling and guidance support
- Monitoring plan (on a session by session basis for 5 days)
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to school leadership team for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Support and Consequences

The school leadership team work to address persistent or ongoing serious problem behaviour through:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Referral to Stanton Lodge
- Discipline Improvement Plan
- Stakeholder meeting with parents and external agencies including regional specialists

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 Townsville South 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 Townsville South 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.

Re-entry 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.

Re-entry Structure

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

Re-entry Meeting 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

Reasonable adjustments

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

School Policies

Townsville South 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:

- A. Temporary removal of student property**
- B. Use of mobile phones and other devices by students ***
- C. Preventing and responding to incidents of bullying (including cyberbullying)**
- D. Appropriate use of social media**

A. 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 Townsville South 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**).

State school staff at Townsville South 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;
- do require consent from the student or parent 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);
- do require consent from the student or parent 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 Townsville South state School

- must ensure your children 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 Townsville South 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 notification by the Principal or state school staff that the property is available for collection.

Students of Townsville South State School

- must not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Townsville South State School 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;
- must collect property as soon as possible when advised by the Principal or state school staff it is available for collection.

B. Use of mobile phones and other devices by students

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. This policy reflects the importance the school places on students displaying safe, respectful and responsible behaviours whenever they are using personal technology devices.

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.

While using ICT facilities and devices supplied by the school, students will be required to act in line with the requirements of the Townsville South State School Student Code of Conduct. Students are not encouraged to bring personal devices, including mobile phones, to school

At Townsville South State School we have the following devices provided at school for learning:

- iPads on a 1:2 ratio
- Robotics items – Spheros and Beebots

There are laptops and desktop computers that can be used for student learning, however, are mostly for staff.

Students at Townsville South State School are expected to:

- use technology devices under the instruction and supervision of staff.
- be courteous, considerate and respectful of others when using a mobile device
- hand in their own mobile phone or tablet to the office immediately arriving at school and to collect their mobile phone or tablet from the office after school.
- Not use their mobile phone or tablet on school grounds.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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.

It is unacceptable for students at Townsville South State School to:

- use a 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
- take photos, videos or audio using their own personal devices on school property.
- 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 ipads, robotics items, laptops, 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 device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use devices (including those with Bluetooth functionality) to cheat during exams or assessments

* Personal Technology Devices include, but are not limited to, games devices, computers, tablets, cameras and/or voice recording devices, mobile telephones, any smart devices and devices of a similar nature.

C. Preventing and responding to bullying

Townsville South State School uses the [Australian Student Wellbeing Framework](#) to promote 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 lead 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.

Townsville South State School has a **Student Council**, with diverse representatives from each year level meeting regularly with a member of the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council are the core elements of the Australian Student Wellbeing Framework:



1. **Leadership** - Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
2. **Inclusion** - All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
3. **Student voice** - Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships** - Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
5. **Support**
School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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

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

Bullying response flowchart for teachers

Key Contacts for students and parents to report bullying:

Prep Year 6 – Class Teacher

Positive Behaviour 4 Learning Coach - 47264111

Immediate Listen	<ul style="list-style-type: none"> • 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 1. Document	<ul style="list-style-type: none"> • Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots) • Write a record of your communication with the student • Check back with the student to ensure you have the facts correct • Enter the record in OneSchool • Notify parent/s that the issue of concern is being investigated
Step 2. Collect	<ul style="list-style-type: none"> • 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 3. Discuss	<ul style="list-style-type: none"> • Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue • Make a time to meet with the student to discuss next steps • Ask the student what they believe will help address the situation • Provide the student and parent with information about student support network • Agree to a plan of action and timeline for the student, parent and yourself
Step 4. Implement	<ul style="list-style-type: none"> • Document the plan of action in OneSchool • Complete all actions agreed with student and parent within agreed timeframes • Monitor the student and check in regularly on their wellbeing • Seek assistance from student support network if needed
Step 5. Review	<ul style="list-style-type: none"> • Meet with the student to review situation • Discuss what has changed, improved or worsened • Explore other options for strengthening student wellbeing or safety • Report back to parent • Record outcomes in OneSchool
Step 6. Follow-up	<ul style="list-style-type: none"> • 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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. There are also a leadership team members, 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 Townsville South 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 the Principal.

Townsville South State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

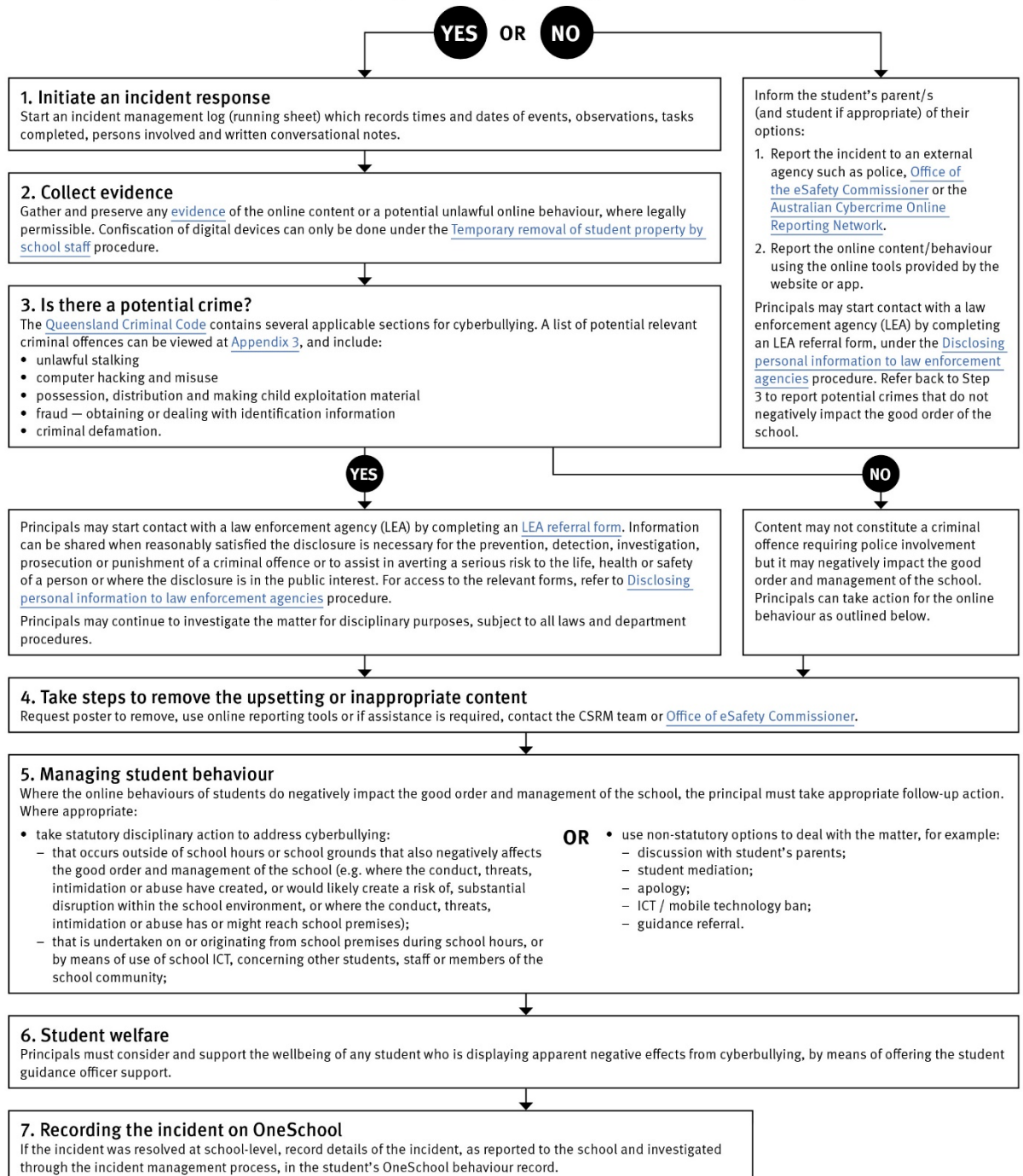
Explicit images

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

Report

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

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



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

Townsville South 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. 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 Townsville South 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 counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Townsville South State School – Anti Bullying

At Townsville South State School we believe quality of relationships in our school community are to collaborate to support anti-bullying. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that all students, parents and staff:

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

D. 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.

Restrictive Practices

School staff at Townsville South 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

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 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.