



# Hervey Bay State High School

# Student Code of Conduct 2020-2023

## ***Every student succeeding***



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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

Postal address:	PO Box 493 Hervey Bay
Phone:	07 41943777
Email:	<a href="mailto:herveybayshs@eq.ed.au">herveybayshs@eq.ed.au</a>
School website address:	<a href="http://www.herveybayshs.eq.edu.au">www.herveybayshs.eq.edu.au</a>
Contact Person:	Julie Learoyd (Principal)

## Endorsement

Principal Name:	Julie Learoyd
Principal Signature:	
Date:	December 2020
P/C President Name:	Matthew Martin
P/C President Signature:	
Date:	12/11/2020 December 2020

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## Purpose

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

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

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

## Principal's Foreword

Hervey Bay State High School is a year 7 to 12 secondary school located in Hervey Bay on the Fraser Coast amid a vibrant and growing community.

We know, value and support all our students as individuals and take great pride in the strong and caring relationships we foster in our learners.

We foster a culture of high expectations, developing students to become motivated, resilient and enterprising young people who strive for success in their studies and personal lives.

At Hervey Bay State High School, learners have three core expectations:

- |                             |   |
|-----------------------------|---|
| <b>Be Safe</b>              | Ensure that we act safely at all times  |
| <b>Be Respectful</b>        | Show respect for self, others and our environment; and  |
| <b>Be an Active Learner</b> | Be accountable for participating fully in all activities and learning both inside and outside the classroom |

Our expectations have been used in the development of the Hervey Bay State High School's *Student Code of Conduct*, with the aim of helping shape and build the skills of all students to be confident, resilient and kind young people. The school has developed its own Code of Character which is used in conjunction with our core expectations.

Our school staff believe that communication and positive connections with students, families and other people are the most valuable skills needed for both now and in the future.

Hervey Bay State High School staff take an educative approach to discipline. We believe that positive 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 policies on creating a positive classroom environment for learning, responsible use of mobile phones and other technology and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught 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.

## Data Overview

Hervey Bay State High School has used key measures associated with student learning, safety and wellbeing using existing data sets available and in use within the school. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, positive behaviour for learning, attendance and school disciplinary absences.

The following data sets are used to inform our practice:

- Parent, Student and Staff Satisfaction data from the School Opinion surveys. There are four different confidential surveys for
  - Parents
  - Students
  - Staff
  - Principals
- Opinions on the school, student learning and student wellbeing are sought from the parent/caregiver in all families via the School Opinion Survey
- Opinions on the school as a workplace are sought from all school staff (teaching and non-teaching) and the Principal. There are additional questions for teaching staff on their confidence to teach and student outcomes. Principals are also surveyed about their confidence to lead the school and improve student outcomes.
- Attendance tracking data (3 week cycle)
- Positive Behaviour for Learning student data (twice per term)
- Student Disciplinary and referral data (3 week cycle)

## Learning and Behaviour Statement

Every person brings their own set of personal beliefs and values to a school community. These beliefs and values influence decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same set of beliefs and values. This difference contributes to a diverse social environment in the school. It can also contribute to differences in expectations and our need to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage students, parents or families to make an appointment with staff to discuss the model of learning and wellbeing support used at the school.

### Consideration of Individual Circumstances

Staff at Hervey Bay State High School take into account students' individual circumstances, such as family history, disability, mental health and wellbeing, religious and cultural considerations, home environments and care arrangements when teaching expectations, responding to inappropriate behaviour or applying consequences.

In considering the individual circumstances of a student, we recognise that the way that 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 practice a required skill or behaviour.
- the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances
- extra support is scaffolded to students requesting or requiring intervention

These are all matters that staff consider with each individual student in both the instruction of positive behaviour for learning 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 consequence 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 behaviour incident, such as bullying, involves your student. 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 their 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 to discuss the matter.

### Student Wellbeing and Support Services

Hervey Bay State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage students, parents and carers to speak with their class teacher or Case Manager if they would like individual advice about accessing particular services and support.

Hervey Bay State High School is proud of the comprehensive Student Wellbeing and Support Services in place to help the social, emotional and physical wellbeing of every student. Students can self-refer to these programs, or Case Managers may recommend the additional support. In addition to this assistance, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any staff member at Hervey Bay State High School to seek assistance or advice. If they are unable to directly assist the student, staff will provide guidance and help to ensure the student is connected to the appropriate support.

Parents or Carers who would like more information about the student roles and responsibilities are invited to contact individual student Case Managers or the Heads of School on the school phone number.

Support Services	What they do
Principal Head of School Junior Head of School Middle Head of School Senior	<ul style="list-style-type: none"> <li>• provide leadership of each sub-school to promote an inclusive, positive school culture</li> <li>• lead role for implementation of behaviour, attendance, support and academic performance</li> </ul>
Deputy Principal Inclusion Head of Special Education Services	<ul style="list-style-type: none"> <li>• provide leadership to promote inclusive school culture</li> <li>• monitor attendance and identify areas of additional need</li> <li>• case management of students</li> </ul>
Case Managers	<ul style="list-style-type: none"> <li>• provides support, behaviourally and academically within the classroom</li> <li>• case management of students</li> <li>• provides contact for students and their families</li> </ul>
Head of Department Student Services	<ul style="list-style-type: none"> <li>• responsible for student welfare, support services and proactive support program</li> <li>• intensive case management of identified students requiring intensive support</li> </ul>
Guidance Officers	<ul style="list-style-type: none"> <li>• provides a student support program within the school environment, offering counselling with students on a one-on-one basis or group setting</li> <li>• assists with students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external providers as required as part of the counselling process</li> <li>• completes assessments and referrals</li> </ul>
Youth Support Coordinator	<ul style="list-style-type: none"> <li>• provides individual and group support to students to assist their engagement with education and training</li> <li>• supports students to overcome barriers to education</li> </ul>
Community Education Counsellor Girls Academy	<ul style="list-style-type: none"> <li>• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities</li> </ul>
Chaplain	<ul style="list-style-type: none"> <li>• provides wellbeing and welfare support to students and families</li> <li>• provides access to wellbeing program and support agencies</li> </ul>
School Based Nurse	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support, health information and referrals options</li> </ul>
School Based Police Officer	<ul style="list-style-type: none"> <li>• provides individual and group support to students to assist with school or external welfare issues</li> <li>• provides information on police related matters and supports students where needed</li> </ul>
Success Coach	<ul style="list-style-type: none"> <li>• provides individual support to students to assist their engagement with education</li> <li>• supports students to overcome barriers to education</li> </ul>

It is also important for students and parents to understand that there are regional and statewide support services also available to supplement internal school programs and support services. For more information about these services and their roles, please speak with the Head of Department Student Services.



## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Hervey Bay State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff takes responsibility for making:

- expectations clear
- provision of supportive instruction to meet these expectations, and
- use of behavioural incidents as opportunities to re-teach.

The development of the Hervey Bay State High 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 Case managers, Heads of School or the Principal.

## Multi-Tiered Systems of Support using Positive Behaviour for Learning

Hervey Bay State High School uses multi-tiered systems of support and Positive Behaviour for Learning (PBL) as the foundation for our integrated approach to learning and behaviour. PBL is a preventative, proactive, differentiated model, grounded in practical strategies, targeted planning and data-informed decision-making. School staff proactively and explicitly teach expected behaviours and match interventions to the identified needs of individual students.

Hervey Bay State High School has developed a Code of Character to guide the behaviour and expectations of students. The Code of Behaviour includes values and expectations concerning:

- Learning to Learn
- Grit, tenacity, perseverance and resilience; and
- Self-regulation, responsibility and integrity

Tier	Positive Behaviour for Learning
1	<p><b>Universal</b> (100%) support in the school for academic and social development for <b>all</b> students. Schoolwide and classroom wide systems for all students, staff and settings. The focus is on whole school implementation of the Australian Curriculum and Positive Behaviour for Learning. This involves:</p> <ul style="list-style-type: none"> <li>○ communicating standards to all students by explicitly teaching behaviours in the settings they will be used</li> <li>○ being consistent when addressing behaviour</li> <li>○ providing revision lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>○ using data to inform perspectives on school climate, instruction, reinforcement and discipline so improvement in Tier 1 may be made</li> </ul> <p>At Hervey Bay State High School all students are explicitly taught the three capabilities of being Safe, being Respectful and being an Active Learner. PBL lessons are based on the Code of Character themes of:</p> <ul style="list-style-type: none"> <li>○ Learning to Learn</li> <li>○ Self-Regulation, responsibility and integrity; and</li> <li>○ Grit, tenacity, perseverance and resilience</li> </ul>
2	<p><b>Targeted</b> instruction and support for <b>some</b> students (10-15%). Specialised group systems and support, providing more time and specialisation in services from a range of school-based staff to meet the required academic and behavioural standards. This support includes:</p> <ul style="list-style-type: none"> <li>○ Use of data to identify students requiring support</li> <li>○ Self-referral and supported referral system</li> <li>○ There is a clear connection between the skills taught in the interventions and the school-wide expectations</li> <li>○ Making adjustments for individuals needs</li> <li>○ Using research validated programs for support interventions</li> </ul> <p>Programs delivered within the school include:</p> <ul style="list-style-type: none"> <li>● ART (Anger Replacement Training)</li> <li>● CRUSHIT (Strength training)</li> <li>● Deadly Choices</li> <li>● Deadlication</li> <li>● DRUMBEAT</li> <li>● FIVE (Focus on Instilling Values and Engagement)</li> <li>● Girls United</li> <li>● Lad's Club</li> <li>● LIFT (Life Interactions, Friendships and Transitions)</li> <li>● Love Bites</li> <li>● Peer Mentors</li> <li>● RAGE</li> <li>● Rock and Water</li> <li>● VITAL</li> <li>● Lunchtime program</li> <li>● Homework Club</li> </ul>

## Tier Positive Behaviour for Learning

3

Hervey Bay State High School is committed to educating all students, including those with highest behavioural support needs. We recognise that students with complex and challenging behaviours needs individualised services for **few students** (2-5%). These are usually delivered in very small groups or on an individual basis.

Tier 3 support continues to build on the lessons and support provided at Tier 1 and Tier 2, becoming more individualised and more intensive to identify what is needed for the student to be successful. Tier 3 support is based on the underlying reason for a student's behaviour and includes strategies to:

- Prevent problem behaviour
- Teach the student an acceptable replacement behaviour
- Reinforce the student's use of the replacement behaviour; and
- Minimise the consequence for problem behaviour

A small percentage of students may need an intensive Functional Behaviour Assessment (FBA) and plan that includes personnel from internal and outside agencies with rigorous problem solving procedures. Support would include:

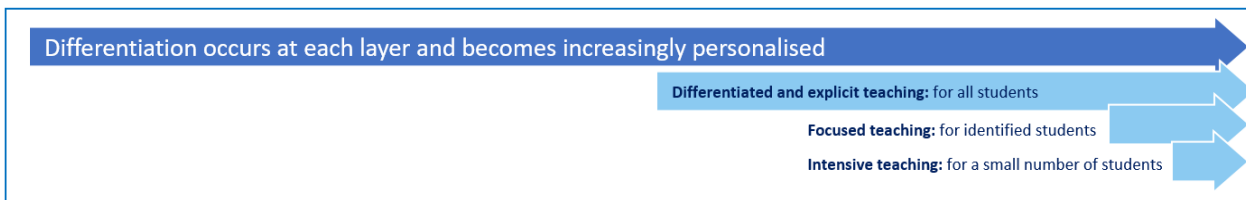
- Success Coach
- Intensive Case Management
- CHYMS
- Reconnect
- Headspace

## Differentiated and Explicit Teaching

Hervey Bay State High 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 practise.

Teachers at Hervey Bay State High 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.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. 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.

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



## 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 focussed teaching is provided to help them achieve success.

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

Support staff, including an Intensive Case Manager and Success Coach work collaboratively with class teachers at Hervey Bay State High School to provide focused teaching. Focussed teaching is aligned to the PBL Expectations, 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.

Hervey Bay State High School has a range of Student Support Network staff in place to help arrange and deliver focussed teaching to students who need more support to meet expectations.

## 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 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 assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Disciplinary Consequences

The disciplinary consequences model used at Hervey Bay State High 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, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

### Differentiated

Staff provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- descriptive encouraging (eg "I can see that Tom has started writing his learning goal")
- Non-verbal directional action (eg clapping)
- Whole class practicing of routines
- Oral directional phrase (eg pens down, eyes up)
- Ratio of 5 positives to 1 negative feedback
- Expectations clarified (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
- Tactical ignoring and selective attending
- Revised seating plan and relocation of student/s
- Waiting and scanning
- Cueing/parallel acknowledgement (eg "The first row have started their work, thanks")
- Individual close talk

- Classwide incentives
- Reminders of incentives or class goals
- Verbal redirection to the learning (eg “Have you started question 1 yet?”)
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Lesson structure - 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
- Give choice/warning
- Warning of more serious consequences (e.g. removal from classroom)
- Detention or Buddy class

## 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)
- Targeted skills teaching in small group
- VIVO
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)



- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

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

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

At Hervey Bay State High 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 Hervey Bay State High 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. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and/or in writing, usually via email. Re-entry meetings are short, taking approximately 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 verbally 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.

**Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Hervey Bay State High 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

#### Rationale

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.

#### Implementation

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 Hervey Bay State High 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, craft knives, knives that are part of a multi-tool device, 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 Hervey Bay State High 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 Hervey Bay State High School:

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

## Students of Hervey Bay State High 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 Hervey Bay State High 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;
- 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

### ACCEPTABLE USE POLICY

#### Rationale

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.

The increased ownership of mobile phones requires that School administrators, teachers, students and parents take steps to ensure that mobile phones are used responsibly. Hervey Bay State High School has established the following Acceptable Use Policy for mobile phones that provides teachers, students and parents with guidelines and instructions for the appropriate use of mobile phones during school hours.

The Acceptable Use Policy for mobile phones also applies to students during School excursions, camps and extra-curricular activities. In the case of School camps involving overnight stays, the School does not permit students attending to use mobile phones. School mobile phone numbers will be made available to parents for emergency purposes.

#### Personal safety and security

Hervey Bay State High School accepts that parents give their children mobile phones to protect them from everyday risks involving personally security and safety whilst travelling to and from school.

#### Implementation

It is the responsibility of students who bring mobile phones onto School premises to adhere to the guidelines in this document.

#### School Expectations

- mobile phones must be turned off when students enter the school premises in the morning and kept out of sight during all lessons. This includes headphones.
- mobile phones can be turned on and used from 3.05pm each afternoon
- students carrying mobile phones on their person or in their possession are not to use their phones during the day
- mobile phones are not to be used at lunch time
- responsible use of technology (use of mobile phones for curriculum purposes) is subject to teacher accountability and authorisation
- if a student needs to make a phone call during the day, they must ask for permission from the class teacher and a school telephone will be used if deemed appropriate

- any mobile phone used during the day will be confiscated. Confiscated mobile phones will be turned off and will be stored in the school office for collection by the parent or carer

### **Important Considerations when using mobile phones at any time:**

- It is important that students display courtesy, consideration and respect for other whenever they are using a mobile phones
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as change rooms or toilets
- Appropriate action will be taken should a student who photographs or films other individuals without their consent or who sends harassing or threatening messages
- Disciplinary action can be taken against any student/s who is/are caught using a mobile phone to cheat in exams or assessments
- Students should ensure that their phones are always stored in safe and secure places – the school will not take any responsibility for loss or damage. The safety and security is wholly in the hands of the student.

### **Inappropriate Conduct**

- Any student/s found using a mobile phone to gain advantage in exams or assessment will face disciplinary actions as sanctioned by the school
- Any student who uses vulgar, derogatory or obscene language while using a mobile phone will face disciplinary actions as sanctioned by the School
- Any student/s found using a mobile phone to photo, video or record teachers or other students will face disciplinary actions as sanctioned by the School
- Students will mobile phones many not engage in personal attacked, harass another person, or post private information about another person using the internet, SMS messages, taking/sending photos or objectable images, and phone calls. Students using mobile phones to bully other student will face disciplinary actions as sanctioned by the School
- It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if action as sanctioned by the School is deemed ineffective, as with all incidents, the School may consider it appropriate to refer the matter to the Police

### **Portable Media Devices**

For the purpose of this policy a portable media device such as iPod, iPad, mp3 player and similar will be classed as a mobile phone and subject to the same acceptable use as mobile phones.

This policy has been developed by using the Department of Education's guidelines for Appropriate use of Mobile Telephones by Students.

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 Hervey Bay State High School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

Hervey Bay State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

### 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);
- Have 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

Nonetheless, these conflicts are still considered serious and need to be addressed and resolved. At Hervey Bay State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents/carers.

The following flowchart explains the actions Hervey Bay State High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

### Hervey Bay State High School – bullying response flowchart for staff:

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

## First Response Listen

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- 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

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- Ask the student for examples they have of the alleged bullying (eg handwritten notes or screenshots)
- write a record of your communication with the student, or student can complete an incident report
- check back with the student to be sure you have the correct facts of the incident
- enter the record in OneSchool
- Notify parent/carer that the issue of concern is being investigated

## Step 2 Investigate

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- 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

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

## Step 4 Implement

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

## Step 5 Review

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

## Step 6 Ongoing Follow up

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- Continue to check in with student on a regular basis until concerns have been mitigated
- Record notes of follow up meetings in OneSchool
- Refer matter to student support staff, Case Manager or Administration if problems escalate
- Look for opportunities to improve student wellbeing for all students



## Cyberbullying

Cyberbullying is treated at Hervey Bay State High 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 allocated Case Manager. Heads of School and Student Support Services can also 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 Hervey Bay State High 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 Case Managers or Administration staff.

# Hervey Bay State High 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](#).

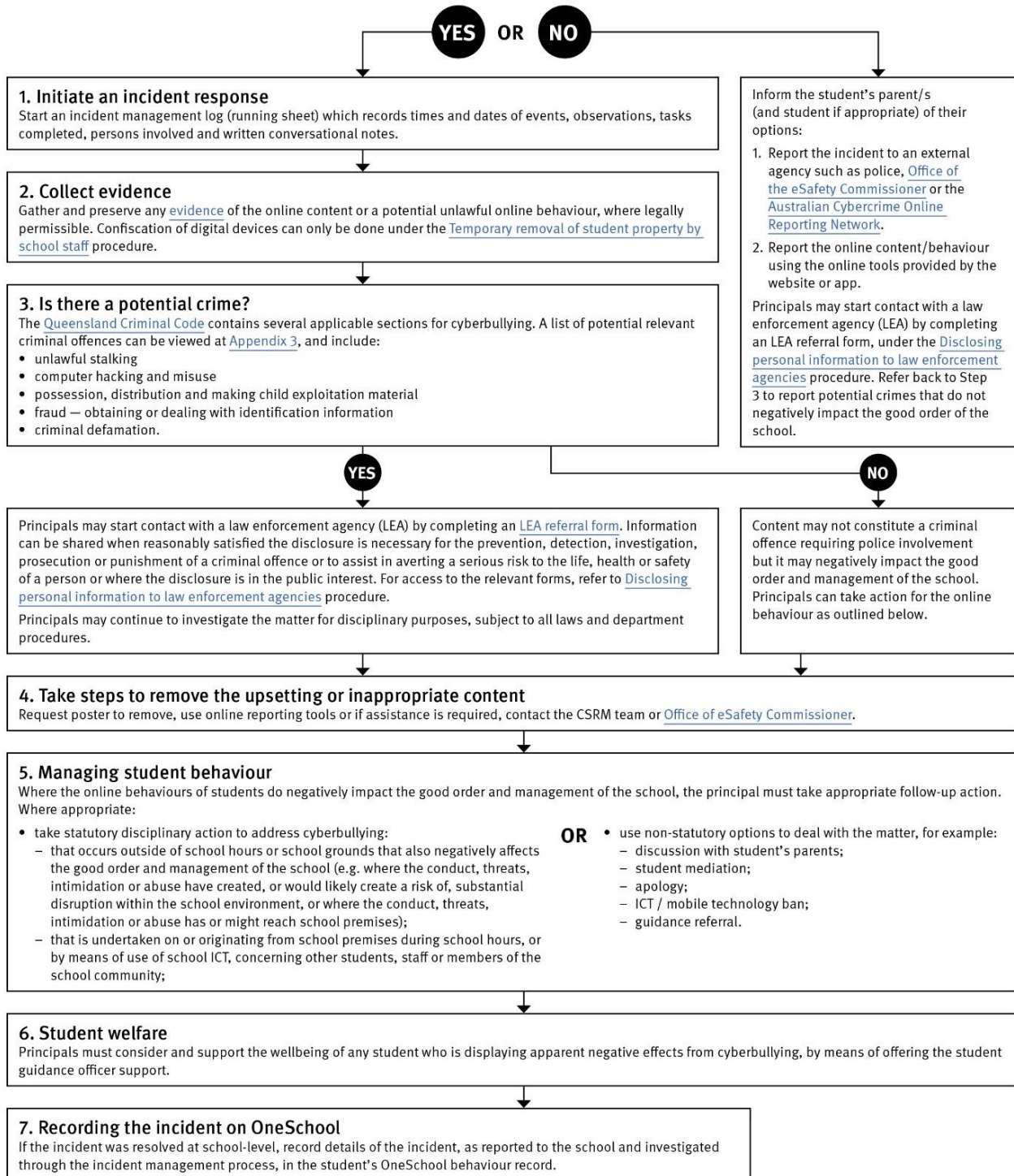
### Explicit images

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](mailto: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.

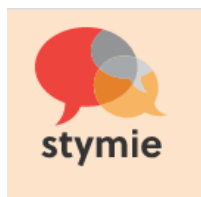
The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist Principals in incident management.

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

Hervey Bay State High 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 Support Services 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 Hervey Bay State High 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 can also self-report via STYMIE. <https://www.stymie.com.au/>

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 the enactment of a social plan for prevention of incidents during recess breaks, internal school suspension during breaks or applicable times, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.



## Hervey Bay State High School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Hervey Bay State High School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

### Hervey Bay State High School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Hervey Bay State High School. 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.

I agree to:

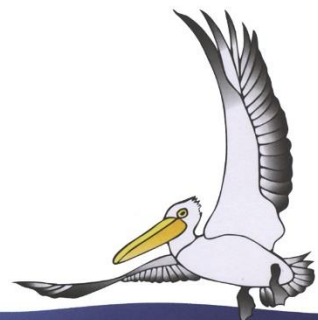
- Treat everyone, including students and staff, with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator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

Student's signature

Parent's signature

School representative signature

Date



Hervey Bay State High School has a **Student Leadership Program** with representatives from each year level meeting regularly with the school and with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The agenda for each Student Leadership meeting includes the core elements of the Australian Student Wellbeing Framework:

### **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.

### **Inclusion**

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

### **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.

### **Partnerships**

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

### **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 Leadership Program is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. At Hervey Bay State High 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.



## 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, or messaging the school Facebook page.

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 applicable Head of School or 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 applicable Head of School or 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 Hervey Bay State High 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 focussed 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 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

## Related procedures and Guidelines

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

- Cancellation of enrolment
- Complex Case Management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive Education
- Police and Child Safety Officer interviews and searches for students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Positive Behaviour for Learning Plan
- Student Dress Code
- Student Protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices
- CCTV use in Schools

## Resources

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

