



Harristown State High School

Student Code of Conduct 2021-2024

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

Purpose

The Queensland Department of Education is committed to provisions that ensure *all* young Queenslanders receive a quality education.

Harristown State High School's vision – Every Student Succeeding - rests on the belief of staff and our community that every student is capable of success.

This Student Code of Conduct is designed to guide and facilitate the high expectations and high standards of behaviour required so that the learning and teaching in our school can be effective and all students can participate positively within our school community.

Contact Information

Postal address:	341 – 367 South Street, TOOWOOMBA QLD 4350
Phone:	07 4636 8700
Email:	principal@harristownshs.eq.edu.au
School website address:	www.harristownshs.eq.edu.au
Contact Person:	Principal – Mr Kenneth Green

Endorsement

Principal Name:	Mr Kenneth Green
Principal Signature:	
Date:	08-12-2020
P & C A/President:	Mr John Pugh
P & C A/President Signature:	
Date:	08-12-2020

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Principal's Foreword

School Context

Harristown State High School is a large, provincial school, catering for a diversity of student needs through a breadth of differentiated curriculum offerings and programs.

The school's January 2020 enrolment was 1,826 students in Years 7 to 12, with students originating from 42 different countries. 19% of students are English as an Additional Language or Dialect (EAL/D); 15% of students are Indigenous.

A Special Education Program is delivered through a Special Education Unit. Students also undertake educational off-campus programs through The Annex situated on the grounds of the Toowoomba West Special School, and also through Queensland Hospital School classes and the Adolescent Mental Health Unit located at the Toowoomba Hospital.

Student Code of Conduct Context

Our school believes that strong, positive relationships between all members of our school are the foundation to supporting the success of all students, and are the most valuable skills our communities need now and in the future.

Harristown State High School students hold a unique identity as 'Harristown Hawks'.

Our five school values, expressed through Hawk PRIDE, are

Participation
Relationships
Integrity
Diligence, and
Enthusiasm.

These values have underpinned the development of this Student Code of Conduct, as have the three organisers within our School-Wide Positive Behaviour Support matrix:

Be Kind
Be Safe
Be Responsible

These values and expectations help shape and build the skills of all our students to be kind, safe and responsible young people.

Harristown State High School staff take an educative approach to discipline. The belief is that behaviour can be *taught*, and that mistakes are opportunities for everyone to learn.

This Student Code of Conduct also provides an overview of our school's policies on the use of mobile phones and other personal digital devices, temporary removal of student property, the approach to preventing and responding to incidents of bullying and cyberbullying, and the appropriate use of social media.

It details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours.

It also details the consequences that may apply when students breach the expected standards of behaviour, including the use of school disciplinary absences, for example, cancellation of enrolment, suspension or exclusion.

Whole School Approach to Discipline

Harristown State High School uses *Missouri Schoolwide Positive Behaviour Support* (MO SW-PBS) as the system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school.

MO SW-PBS originates from research and practical application in schools throughout the United States. It is dedicated to providing quality experiences for all students, school staff and families.

SW-PBS requires a *fundamental change in thinking*, specifically with respect to the traditional view of *discipline*.

The definition of discipline used by MO SW-PBS and Harristown State High School is:

Discipline

Instruction that corrects, molds or perfects character and develops self-control.
Webster's New Collegiate Dictionary

MO SW-PBS is an evidence-based framework used to:

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

At Harristown State High School we believe that reaching today's students requires a *teaching* focus – teaching students *how* to achieve success in behaving responsibly at school.

This is based on the belief that social behaviour, both at school and in life, is *learned*, and can therefore be *taught*. Students can be taught socially acceptable ways of behaving, just as one would teach an academic subject. Discipline should be based on the very same instructional concepts used to facilitate academic learning.

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

Harristown State High School schoolwide positive behaviour support also provides the framework for:

- improving the social, behavioural and academic climate of our school,
- supporting and enhancing the impact of academic instruction on achievement,
- increasing proactive, positive, preventative management, while decreasing reactive management, and.
- improving education for all students, including students at risk and students with disabilities.

The following page articulates our schoolwide behaviour expectations.

Schoolwide Behaviour Expectations

BE KIND

- K1. Be accepting of diversity and the rights of others.
- K2. Greet and welcome others.
- K3. Act in a friendly and compassionate manner.
- K4. Use 'please', 'thank you' and 'excuse me'.
- K5. Use positive, appropriate verbal and non-verbal language in person and on-line.
- K6. Respect personal boundaries.
- K7. Listen when others are speaking and acknowledge their opinions.
- K8. Allow others to finish speaking before responding.
- K9. Express appreciation to others.
- K10. Take turns and share.
- K11. Cooperate with others.
- K12. Offer assistance and help.
- K13. Allow others to move freely around the school.
- K14. Care for others belongings.
- K15. Remove your hat when entering a room.

BE SAFE

- S1. Walk away and seek staff assistance to resolve conflict.
- S2. Report bullying, harassment and unacceptable behaviour, including on-line activities, to staff.
- S3. Move quietly and safely around school, walking on paths and around school buildings.
- S4. Keep hands, feet, body and objects to yourself.
- S5. Keep to the left on walkways and stairwells.
- S6. Keep stairways and ramps clear.
- S7. Report any suspicious activity to staff.
- S8. Use facilities, resources, ICTs and equipment safely and as intended.
- S9. Follow school safety and emergency procedures.
- S10. Use only non-aerosol toiletries.
- S11. Report injuries to staff.
- S12. Ask for help when you need it.
- S13. Stay within designated areas.
- S14. Follow Sun Smart guidelines.
- S15. Keep your clothing clean and dry.

BE RESPONSIBLE

- R1. Tell the truth and be accountable for your actions.
- R2. Follow staff directions.
- R3. Attend all lessons.
- R4. Give your name when asked.
- R5. Follow the HSHS Responsible Behaviour Plan.
- R6. Follow the HSHS Mobile Phone and OPDD Policy.
- R7. Follow HSHS Uniform and Personal Presentation Policy.
- R8. Be in the right place at the right time.
- R9. Keep the environment clean and tidy and place rubbish in appropriate bins.
- R10. Take care of personal belongings and school equipment.
- R11. Keep all surfaces clean and dry.
- R12. Keep all surfaces free of graffiti.
- R13. Turn off taps when finished.
- R14. Leave plants and gardens as they are.
- R15. Report damage or misuse of facilities, resources and equipment.
- R16. Complete and return permission forms within the expected time frames.
- R17. Inform the school of changes to family contact and personal medical details.

WHAT IS THE EXPECTATION?

WHAT DID YOU DO?

WHAT ARE YOU GOING TO DO NOW?



THIS IS MY RESPONSIBILITY

My words ♦ My behaviour ♦ My actions ♦ My efforts
My mistakes ♦ My ideas

THIS IS NOT MY RESPONSIBILITY

Other people's words ♦ Other people's mistakes ♦ Other people's beliefs
Other people's opinions ♦ Other people's ideas ♦ Other people's actions

Participation Relationships Integrity Diligence Enthusiasm

EXPECTED BEHAVIOUR - IN CLASS ACTIVITY, CLASSWORK ASSESSMENT AND EXAMS

BE KIND

- K16. Remain silent unless instructed otherwise.
- K17. Remain seated unless instructed otherwise.
- K18. Put your hand up and wait to be acknowledged.
- K19. Listen to morning notices and take action if required.

BE SAFE

- S16. Store bags in port racks where available.
- S17. Follow specific safety rules and wear required safety equipment.
- S18. Sit as directed.
- S19. Ask permission to leave.

BE RESPONSIBLE

- R18. Have all required equipment for every lesson.
- R19. Line up quietly outside classrooms.
- R20. Attempt every task and check work when finished.
- R21. Complete and hand in all homework, drafts and assessment requirements by the due date.
- R22. Catch up on work missed due to absences.
- R23. Seek assistance when needed.
- R24. Study and prepare for assessment.
- R25. Enter and exit class in an orderly manner.
- R26. Follow HSHS assessment policy and principles of academic integrity.

WHAT IS THE EXPECTATION?

WHAT DID YOU DO?

WHAT ARE YOU GOING TO DO NOW?



THIS IS MY RESPONSIBILITY

My words ♦ My behaviour ♦ My actions ♦ My efforts
My mistakes ♦ My ideas

THIS IS NOT MY RESPONSIBILITY

Other people's words ♦ Other people's mistakes ♦ Other people's beliefs
Other people's opinions ♦ Other people's ideas ♦ Other people's actions

Participation Relationships Integrity Diligence Enthusiasm

These posters explicitly ask three questions of our students whenever there is a potential breach of any one of these expectations:

1. What is the *expectation*?
2. What did *you do*?
3. What are you going *to do now*?

These posters also explicit state our school's expectations regarding the *taking of responsibility* for actions, in the following statements:

This Is My Responsibility

- ◆ My words
- ◆ My behaviour
- ◆ My actions
- ◆ My efforts
- ◆ My mistakes
- ◆ My ideas

This Is Not My Responsibility

- ◆ Other people's words
- ◆ Other people's mistakes
- ◆ Other people's beliefs
- ◆ Other people's opinions
- ◆ Other people's ideas
- ◆ Other people's actions

The following image from Stymie seeks to articulate this:



Whole School Behaviour Support

Harristown State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- A school structure whereby the student population is divided into four Houses with each Deputy Principal being responsible for the support, monitoring and pastoral care of students from Years 7 to 12 within their House. Each House has a Positive Behaviour Coach to assist the House Deputy Principal. Our Head of Special Education Service and their Positive Behaviour Coach support students with disabilities. Additionally one teacher is allocated to assist with the overall support of students for each year level. This person is known as the Year Coordinator (YC).
- A comprehensive pastoral care program known as Healthy Hawks delivers learning and teaching across all year levels. Content and learning experiences include a diverse range of topics that

assist students in self-management and relationship building.

- The recognition and reward, through Gold and Silver Certificates of Commendation and PRIDE awards, of those students whose behaviour exemplifies self-discipline and promotes an environment conducive to effective learning and teaching.
- Comprehensive direction around the Harristown State High School Student Code of Conduct to new students as well as new and relief staff.
- Staff recognising students through recording Positive Behaviours on OneSchool and the awarding of PRIDE points, which may then result in certificates and other reward initiatives.
- Students being regularly acknowledged on school assemblies for their positive behaviours and actions.
- Individual support profiles being developed for students with high behavioural needs, enabling key staff groups to make the necessary adjustments to support these students consistently across classroom and non-classroom settings.

Responding to unacceptable behaviour

Students attend school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low level and infrequent problem behaviour

When students exhibit low level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then direct them to change their behaviour so that it aligns with our school's expectations.

The preferred way of re-directing low level problem behaviour is to ask 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.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, it is recognised that the way of teaching, the support provided, and the way of responding to students may be different. This reflects the principle of equity, where every student is given the individualised support they need to be successful.

This means that not everyone will be treated the same. Examples of this are as follows:

- some students may need additional support to interpret or understand an expectation,
- others may benefit from more opportunities to practise a required skill or behaviour.

Differentiated and Explicit Teaching

The varying academic and social-emotional needs and circumstances of our students are addressed through reasonable adjustments to

- curriculum,
- teaching,
- support,
- and assessment.

This is known as differentiation.

There are *three main levels* to differentiation, as illustrated in the diagram below. This same model is used for both academic and social-emotional teaching. As stated in the diagram, at each layer, teaching becomes increasingly *personalised*.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Focused Teaching

Focused teaching can be provided by classroom teachers, specialist Behaviour Teachers, Positive Behaviour Coaches, Deputy Principals, and presenters of specific social-emotional programs within our school.

This teaching can provide students with additional support and more opportunities to understand behavioural concepts and expectations, and to practise skills and obtain multiple opportunities to achieve the intended learning and expected behaviour.

Management of student behaviour in class is initially the responsibility of the classroom teacher. The classroom teacher may make contact with home or require the student to do appropriate work to correct the concern. If the targeted behaviour is not sufficiently improved at this level the teacher will refer a student to the Positive Behaviour Coach who looks after the particular student. The issue would be documented on the OneSchool Behaviour Management Database and the Positive Behaviour Coach will determine the appropriate method of correction. Contact with parents/carers, class conduct sheets, attendance cards and restorative justice practices are typical forms of behaviour management. For more serious breaches of the schoolwide behaviour expectations, the student will be seen by the House Deputy Principal.

Intensive Teaching

Intensive teaching can also be provided by classroom teachers, specialist Behaviour Teachers, Positive Behaviour Coaches, Deputy Principals, and presenters of specific social-emotional programs within our school.

It is most often provided to individuals, and involve frequent and explicit instruction, to seek to develop mastery of basic behavioural concepts, skills and knowledge.

For 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.

Intensive behaviour support

Extensive support is provided in response to unacceptable student behaviour. The provision of this support is designed to maximise the opportunities for students to remain engaged in learning. Personnel and programs available to support the intervention process include:

- Positive Behaviour Coaches
- Guidance Officer
- Youth Support Coordinators
- School-based Police Officer
- School-based Youth Health Nurse
- Interyear Program
- Positive Outcomes Program (POP)
- Alternative Timetables
- External Agencies (For example, DISCO, CYMHS)
- Year Coordinators
- School Chaplain
- Community Education Counsellor
- Pastoral Care (Healthy Hawks program)
- Clontarf Foundation
- Beyond Broncos Program
- Behaviour Support Staff
- Stymie
- Rock and Water and Rage Programs

Legislative Delegations

Legislation

This section of our Student Code of Conduct provides links to relevant legislation that inform the Queensland Department of Education's Student Behaviour procedures.

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

Delegations

Delegations support effective and accountable decision making across the Department of Education and promote an appropriate balance of risk management and efficiency.

Principals are afforded a number of legislative powers under the [Education \(General Provisions\) Act 2006](#) and by the Director-General to support them to control and regulate student discipline. These provisions cannot be delegated to other staff who report to the Principal, such as Deputy Principal or Head of Special Education Services.

Principals are the only staff who have the authority to make decisions about:

- suspension for up to 20 school days
- charge-related suspension
- exclusion for fixed period or permanently
- cancellation of enrolment
- referring to the Director-General a decision regarding refusal to enrol
- requests to the Director-General for information about student charges or convictions
- periodic review of decision to exclude permanently.

Notification authorisation

A Principal is not able to delegate their authority to make decisions about suspension or exclusion, however they may authorise a Deputy Principal or Head of Specific Education Services to tell a student and their parent/s about the suspension or exclusion decision.

Written notification, on the approved form, for the decision must still be signed and sent by the Principal (or Acting Principal in their absence). Principals must document authorisation they give to a Deputy Principal or Head of Special Education Services for evidentiary purposes, should any challenge be made. An Instrument of Authorisation could be either a standing or one-off authorisation.

Copies of our school's Instruments of Authorisation are available on request.

Disciplinary Consequences

Harristown State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis.

We want our students to learn and demonstrate positive behaviours. The approach and application of consequences is, therefore, in the first instance, an educational process.

When unacceptable behaviour occurs, students experience consequences that would be considered by an independent observer as reasonable, with a focus on natural justice principles.

This means that, in applying consequences for unacceptable student behaviour, both the individual circumstances and actions of the student, and the needs and rights of staff and students will be considered at all times.

For a small number of students, the use of certain disciplinary consequences may, in some circumstances, be considered inappropriate or ineffective, due to complex trauma or family circumstances. These are all matters that our teaching staff, HOSES, Deputy Principals and Principal consider with each individual student in responding to behaviour.

Our staff are also obliged by law to respect and protect the privacy of individual students, so that while the interest of other students, staff and parents to know the consequence another student might have received is understood, this information is not disclosed or discussed with anyone but the student's family. It is expected that parents and students will respect the privacy of other students and families.

Breaches of our schoolwide behaviour expectations are recorded in OneSchool as either *minor* or *major* behaviour breaches, articulated as follows:

Minor Behaviour Breaches

- Minor behaviours are incidents that breach the Student Code of Conduct and are dealt with by the classroom teacher and recorded on One School.
- Repeated minor behaviour breaches, not responding to intervention by the classroom teacher are referred to the Positive Behaviour Coach for action and teacher support.

Examples of Unacceptable or Inappropriate Behaviour	Possible Strategies / Differentiation
<p>Be Kind</p> <ul style="list-style-type: none"> • Inappropriate use of language • Being unkind to others • Talking while others are speaking • Damaging others belongings • Not removing hat when asked • Calling out in class <p>Be Safe</p> <ul style="list-style-type: none"> • Bags not placed in racks 	<p>Classroom teacher provides in-class or in-school disciplinary responses that de-escalate low-level or minor problem behaviour, utilising Effective Classroom Practices (ECPs) and the Essential Skills for Classroom Management (ESCM).</p> <p>This may include the following:</p> <ul style="list-style-type: none"> • SWPBS Expected Behaviour Matrix displayed and used as a verbal and visual reminder of school wide behaviour expectations • Explicitly teach, reteach and practice classroom procedures, routines and rules • Pre correction (for example, "Remember to walk quietly to your seat when you enter the classroom")

<ul style="list-style-type: none"> • Not sitting as directed • Leaving class without permission • Littering • Use of aerosol can • Inappropriate or unauthorised use of ICTs or technology devices • Being in Out of Bounds Area <p>Be Responsible</p> <ul style="list-style-type: none"> • Ignoring staff directions • Late for class • Uniform infringements • Disrupting the teaching and learning process • Out of class without permission • Unprepared for classroom learning and assessments • Misuse of resources • Not attempting class work 	<ul style="list-style-type: none"> • Corrective feedback (for example, “Hand up when you want to ask a question”) • Rule reminder (for example, “When the bell goes, stay seated until I dismiss you”) • Explicit behavioural instructions (for example, “Pick up your pencil”) • Re-establish Expectations with Descriptive Encouragement (for example, “Thank you for lining up quietly in two lines”) • Proximity control – reduce verbal language • Positive use of body language • Active supervision – moving, scanning and interacting • Verbal and nonverbal cues and prompts • Ratio 4 positive to 1 negative when providing feedback to the class. • Tactical ignoring of inappropriate behaviour (not student) • Revised seating plan and relocation of student/s • Individual positive reinforcement for appropriate behaviour • Whole class incentives • Waiting and scanning then – student redirection • Use a softer and calm voice • Allow student thinking ‘take up’ time to process instruction • (Differentiate tasks) – Break down tasks into smaller chunks • Focus on behaviour that requires attention, not secondary behaviours • Be consistent • Prompt student to take a break or time away in class (if they have a timeout card) • Teacher/student conference • Giving a choice (Student Choice Card) Teacher must follow through • Cue with parallel acknowledgement “Student name, I can see that you have your hand up to answer the question”. • Private discussion with student about expected behaviour – redirecting to learning • Parent/Carer contact and record on One School • Model appropriate language and problem solving skills • Reminder of classroom procedures, routines and or rules • SWPBS incentives (PRIDE points) • Teacher incentives • Seating Plan • Sensory support, for example, fidget toys, mindfulness activities • Reprimand for inappropriate behaviour
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Major Behaviour Breaches

Major behaviours are incidents that breach the Student Code of Conduct and to which an answer in the affirmative can be given to one or more of the following three questions:

1. Is the behaviour illegal?
2. Is the behaviour seriously disrupting the learning/teaching process?
3. Is the behaviour endangering the safety, good management and/or wellbeing of members of the school community?

Major Behaviour	Definition
Possession of weapons	Being in possession of any item designed as a weapon including replicas. Using an object as an improvised weapon in an attempt to cause harm or fear.
Fighting	Involves the use of physical contact such as, but not limited to, pushing, grabbing and hitting, with or without injury. Students may be deemed complicit if they are aiding and/or inciting a fight.
Assault including physical, verbal or psychological.	When one or more students may be inflicting harm (physical, verbal or psychological) to another student or staff member. Students may be deemed complicit if they are aiding and/or inciting an assault.
Possession of a controlled substance	Being under the influence of, or in possession of, any form of alcohol, drugs, electronic cigarette or tobacco. Includes all mood-altering substances, drug paraphernalia or imitation thereof, that have not been medically prescribed for an individual's use.
Abusive language	Threats, slurs or swearing audibly directed at staff or other students through verbal or other means of communication.
Disruption to the learning environment	Sustained and/or repetitive behaviour that prevents or impacts learning/teaching, after reasonable attempts to correct the behaviour have been made.
Vandalism	Intentionally causing damage to, or defacing, school property or the property of others.
Theft	Taking property belonging to the school or any individual or group without direct permission to do so.
Non-compliance	Refusal to follow directions, instructions or expectations after reasonable efforts have been made to de-escalate and/or provide the student an opportunity to comply.
Leaving the class and/or school grounds without permission	Leaving the school grounds, building, classroom or assigned area without obtaining prior approval of staff. Includes leaving predetermined appropriate areas on camps/excursions without permission.
Chronic behaviours not responding to intervention	A pattern of frequent, complex and/or persistent behaviour. Students not participating in, and/or not responding to, intervention and behavioural assistance programs provided by Administration and/or Support Services.

The disciplinary consequences model used at Harristown State High School uses a differentiated approach.

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 or their delegate and, where needed, in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

- Pre-correction (for example, "Remember, walk quietly to your seat")
- Non-verbal and visual cues (for example, posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (for example, "Hand up when you want to ask a question")
- Rule reminders (for example, "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (for example, "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (for example, "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 (for example "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (for example, corrective feedback to influential peer demonstrating same problem behaviour)

- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (for example, removal from classroom)
- Detention

Focussed

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 (for example, Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Diverse Learners Team or Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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 Harristown 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 schools 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 Harristown 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. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

The structure of the re-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.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (for example, 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 (for example, AUSLAN), provision of written and/or pictorial information and other relevant accommodations. 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.

The following table outlines a range of scenarios and possible consequences at Harristown State High School, with Student Disciplinary Absences used after consideration has been given to all other responses.

MANAGER	DESCRIPTION	POSSIBLE CONSEQUENCE
Positive Behaviour Coach	<p>Student has committed a breach of the Schoolwide Expected Behaviours</p> <p>For example:</p> <ul style="list-style-type: none"> Frequently not completing work at school or at home Refusing to cooperate and/or showing disrespect Truancy Low level bullying 	<ul style="list-style-type: none"> The Positive Behaviour Coach will speak to the student Parents/carers will be informed Student may experience loss of privileges Student may be placed on a conduct sheet/attendance card Student attends and participates in detention sessions as directed Restorative Justice worksheet and discussion if student is taking responsibility for their actions Low level bullying issues may be managed by the Positive Behaviour Coach Truancy incidents will be managed by the Positive Behaviour Coach
Positive Behaviour Coach or Deputy Principal	<p>Student has committed a serious breach of the Schoolwide Expected Behaviours</p> <p>Some examples include</p> <ul style="list-style-type: none"> Truancy (ongoing) Stealing Bullying Smoking Continued lack of co-operation Harassment of others Forgery 	<ul style="list-style-type: none"> Positive Behaviour Coach will inform parents/carers of problems concerning the behaviour Student may experience loss of privileges, for example, unable to attend any non-compulsory excursion Student may be unable to represent the school Student may be placed on a conduct sheet Attend and participate in detention sessions as directed A Restorative Justice approach may be taken in those incidents where the student is taking responsibility for their actions
Deputy Principal	<p>Student has committed a major breach of the Schoolwide Expected Behaviours</p> <p>For example</p> <ul style="list-style-type: none"> dangerous behaviour gross misbehaviour repeated previous misbehaviour illegal behaviour severe or ongoing bullying repeated violence against others refusal to follow instructions issued by a staff member refusal to follow school policy and procedures 	<ul style="list-style-type: none"> Deputy Principal will inform parents/carers Interview with a member of Administration will take place Student may not be able to represent the school Student may not attend any excursion Student may be placed on a conduct sheet Attend and participate in detention sessions as directed A Restorative Justice approach may be taken in those incidents where the student is taking responsibility for their actions Student may be suspended
<p>In circumstances where a student's behaviour is disruptive, disobedient or dangerous, adversely affecting the management and good order of the school and/or the education of others, a student may be suspended for a period of up to 20 school days. Before returning to class following suspension, the student and a parent/carer must attend an interview with a member of the Executive Leadership Team. Work completed during the time of suspension will also be presented at the time of this interview.</p>		
Deputy Principal or Principal	<p>SUSPENSION</p> <p>Student's conduct endangers the safety, good management and/or wellbeing of members of the school community</p>	<ul style="list-style-type: none"> Student is under the care and control of their parents/carers Suspension for up to 20 days may be imposed Proposal for exclusion from school or cancellation of enrolment may occur
Principal	<p>EXCLUSION</p> <ul style="list-style-type: none"> Student's conduct significantly endangers the safety, and/or wellbeing of members of the school community. Student's conduct threatens the good order and management of the school. Persistent misbehaviour that significantly affects others' right to learn and/or wellbeing of members of the school community Persistently refusing to comply or participate in a learning program <p>Some examples include</p> <ul style="list-style-type: none"> Significant violence / harassment of others Selling illicit substances Persistent refusal to participate in learning programs Wilful and/or significant destruction of property Creating a significant health risk, physical or emotional 	<p>Proposal for exclusion from school or cancellation of enrolment may occur</p>

School Policies

Harristown 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

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,
- good management, administration and control of the school.

The Principal or Deputy Principals 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 Harristown State High School and will be removed if found in a student's possession:

- illegal items or weapons (for example, guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (for example, blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (for example, fireworks, flares, sparklers)
- flammable solids or liquids (for example, fire starters, mothballs, lighters)
- poisons (for example, weed killer, insecticides)
- inappropriate or offensive material (for example, 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 (**This includes over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Harristown 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;
- 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 (for example, to access an EpiPen for an anaphylactic emergency)];
- require consent from the student or parent to search the person of a student (for example, 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 Harristown State High School:

- ensure their children do not bring property onto school grounds or other settings used by the school (for example, camp venues, sporting venues that:
 - is prohibited according to the Harristown 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 their property as soon as possible when advised by the Principal or Deputy Principal that the property is available for collection.

Students of Harristown State High School:

- do not bring property onto school grounds or other settings used by the school (for example, camp venues, sporting venues that:
 - is prohibited according to the Harristown 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 their property as soon as possible when advised by the Principal or Deputy Principal that the property is available for collection.

Use of mobile phones and other devices by students

MOBILE PHONES & OTHER PERSONAL DIGITAL DEVICES POLICY

The use of mobile phones and other personal digital devices by students is strictly prohibited without the consent and supervision of a staff member. This policy commences daily at 8.30am, whereby a bell will ring signifying that digital devices are to be out of sight. This policy will cease daily at the point students are released from class at 3.00pm.

A student will be allowed to have use of their mobile phone or other personal digital device if:

- After stating their reason for use, permission to use is then granted by a staff member.
- The use of mobile phones and other personal digital devices are part of the teaching and learning in that class, and the staff member supervising is aware of that use after granting permission

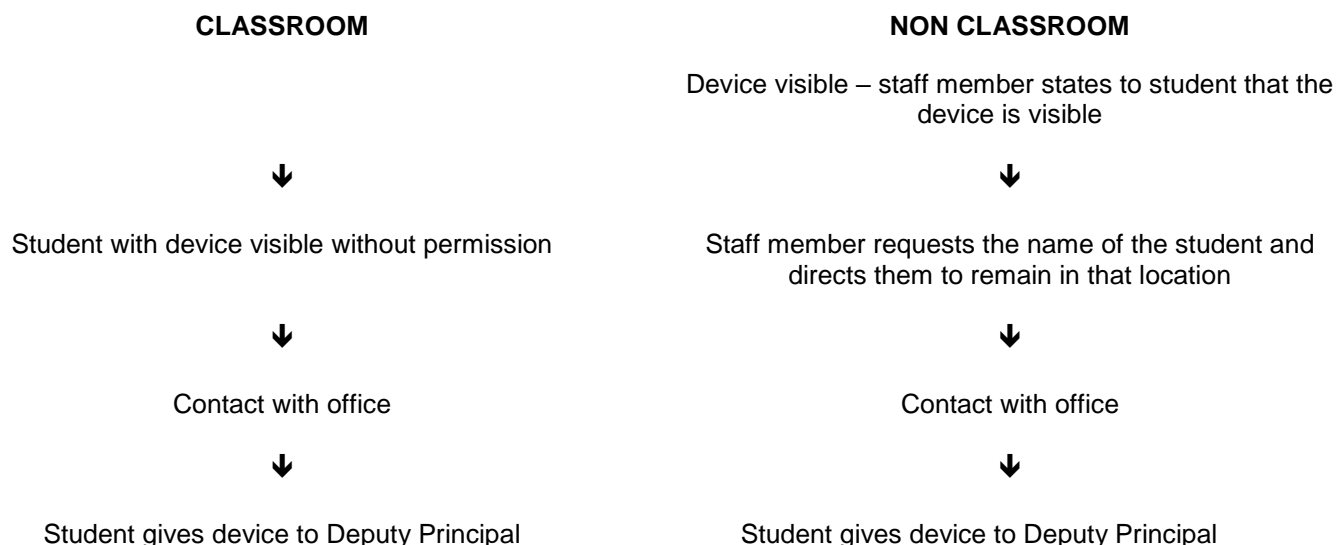
Procedures

- At 8.30am, students are to turn off mobile phones and other personal digital devices. A bell will ring to remind students of this expectation.
- From this point in time, students are required to keep mobile phones and other personal digital devices out of sight.
- Students may only use mobile phones and other digital devices in a classroom setting with permission from a supervising staff member. The use of the digital device is to be linked directly to the learning and teaching in that subject.
- A sign will be displayed during class to indicate that mobile phones and other personal digital devices are in use.
- Students wishing to have their mobile phone or personal digital device stored safely at school can present them to the office, where the device will be labelled and kept by the school until collected.
- The flowchart below illustrates the procedures to follow if incorrect use of mobile phones and other personal digital devices occurs.

Underlying expectations: all students should follow directions by staff members including

1. Stating their name, and
2. Remaining in their present location if in breach of the policy

Flowchart





Device is placed in bag and labelled



Device is stored in office



Text sent to parents

- 1st offence – collected by student
- >1 offence – collection negotiated with parent/carer



Device is placed in bag and labelled



Device is stored in office



Text sent to parents

- 1st offence – collected by student
- >1 offence – collection negotiated with parent/carer

Preventing and responding to bullying

BULLYING POLICY, INCLUDING CYBERBULLYING

Rationale

There is no place for bullying at Harristown State High School. As a place of learning we value the relationships that occur amongst a student population enriched by its diversity, including 41 different cultures. The bullying policy complements the school's vision of engaging, achieving and excelling.....an agenda for excellence.

Definition

Bullying and/or harassment is the unwanted repeated behaviour used by one person or group over another to establish or maintain power, to make others feel uncomfortable, threatened or demeaned.

Bullying behaviours that will not be tolerated at Harristown State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or Internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Social media sites provide an environment where content, information and photos are shared immediately, and if so desired, can be the vehicle for deliberately causing harm to others. Harristown State High School will enforce the range of possible disciplinary consequences to a student who is found to have deliberately used social media to bully, harass or cause harm to another student or staff member. This will apply not only to it occurring in school hours but out of school hours, where the mistreatment is affecting a student or staff member while at school.

Prevention

The following programs and strategies are implemented across the school to ensure support and education is provided to students about bullying:

- The Healthy Hawks program is delivered to all students from Years 7 to 12. It has a comprehensive pastoral care teaching component involving the 6 Senses as outlined by Beyond Blue. Students learn about a sense of belonging, its link to bullying, bystander behaviour and the support structures available. Throughout the remaining years, students learn through a sense of wellbeing, humour, control and in Year 12 a sense of community, citizenship and future. All the while a strong link is made to one of the school's core values of relationships. The ever increasing social issue of cyberbullying is also taught in the Healthy Hawks program.
- The Healthy Hawks program explicitly teaches that many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Safe School Ambassadors (Phillips:2008) has provided a roadmap the school has used to empower students with the tools to help a broad spectrum of mistreatment.
- All students receive high levels of positive reinforcement for demonstrating expected behaviours in classroom and non-classroom areas of the school.
- Playground Duty supervisions provides a high level of quality active supervision by staff on duty in the non-classroom areas. Staff members are constantly moving, scanning and positively interacting as they move through the designated supervision area of the non-classroom areas.

Students who are being bullied or harassed are advised to:

- tell the person who is harassing them that they don't like it and that they want it to stop.
- talk it over with their friends or their family who will help them to try to resolve the situation themselves.
- talk it over with a teacher, their Positive Behaviour Coach, their Deputy Principal or a student support staff member whom they feel comfortable with. Confidentiality will be maintained. Mediation will be arranged if needed.

- report the incident to again to provide opportunity for further action to be taken if harassment continues.
- tell someone! Everyone has the right to feel safe at all times.

Procedures

Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to and deemed categorically **unacceptable** in the school community.

Source of Information: the school may receive information about bullying via

- Stymie (www.stymie.com.au). This anonymous notification program allows a report to be sent to the school, making known anyone whom the reporter believes is being bullied or mistreated. Students, parents, staff and members of the public have access to the program.
- Report directly from student/parent/teacher or member of the community.

Process

- All incidents of bullying that are received by the school are investigated thoroughly, with Natural Justice provided for all.
- Support is provided to the victim.
- The person/s causing bullying is given guidance and/or disciplinary action.
- The Student Code of Conduct provides direction when unacceptable behaviour does occur. Expected and reasonable consequences are applied as per the Description of Major Behaviour table.
- A record of the incident/contact/support/action taken is entered on the One School Behaviour Data base.
- This then provides evidence in reviewing the effectiveness of the school's anti-bullying processes.

As stated on the Stymie website:

"Every child and youth has the right to be respected and safe. Bullying is a violation of this basic right."
[KANDERSTEG DECLARATION]

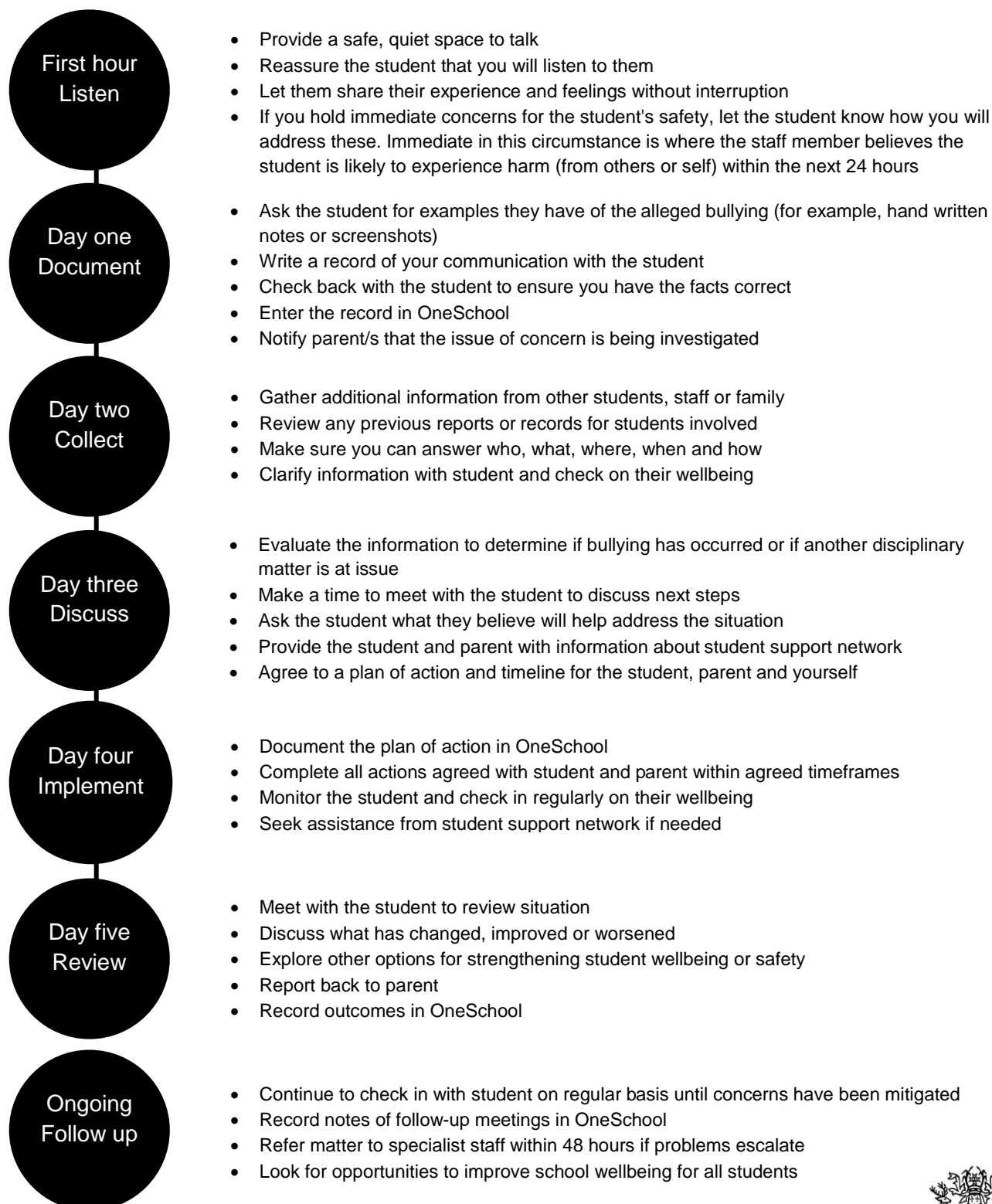
Bullying response flowchart for Harristown State High School Staff

Key contacts for students to report bullying:

Form teacher or Class teacher or Year Level Coordinator or Positive Behaviour Coach or House Deputy Principal

Key contacts for parents to report bullying:

Year 7 to Year 12 – Positive Behaviour Coach or House Deputy Principal



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 is 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.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

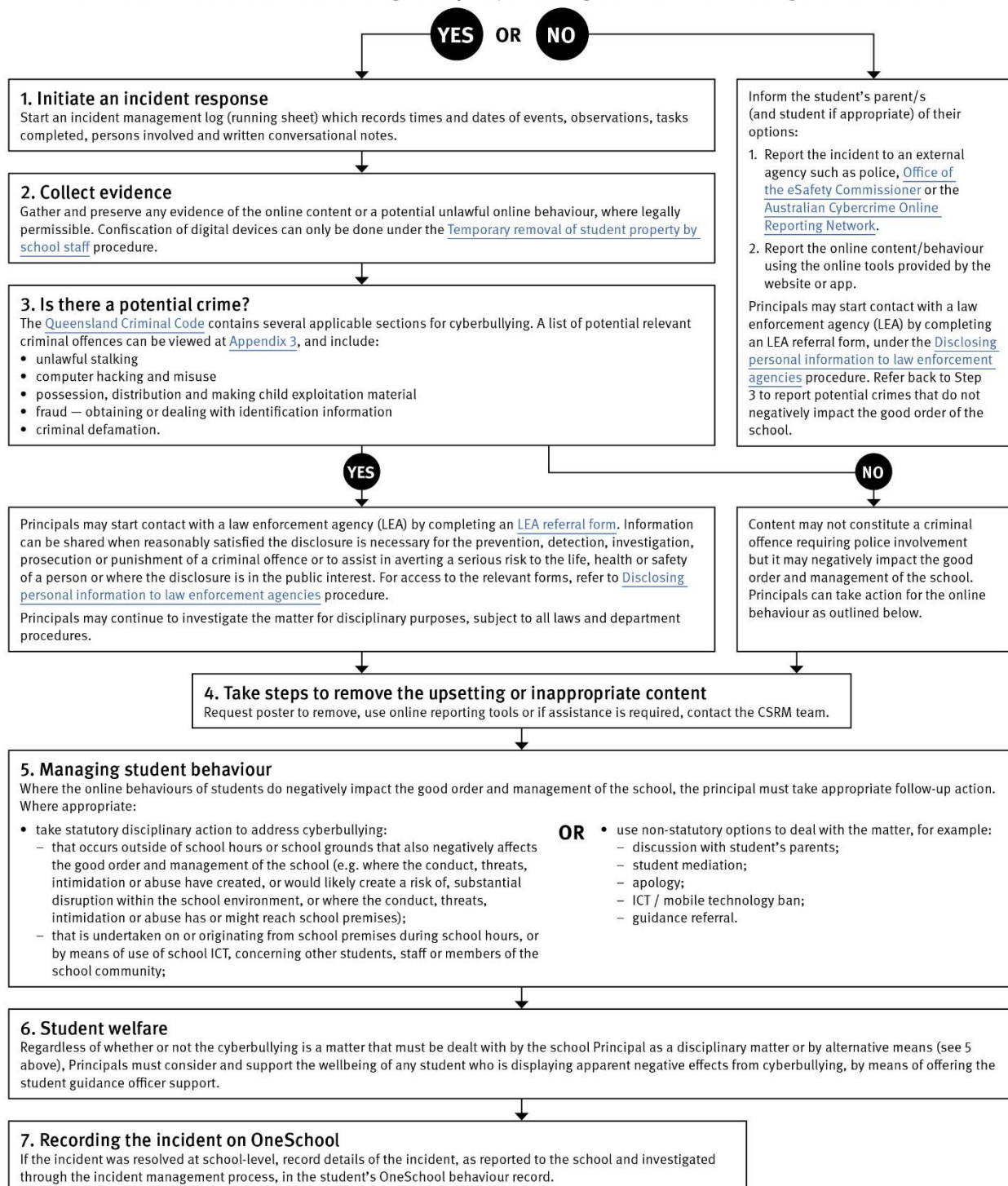
Explicit images

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

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity 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?**



Restrictive Practices

School staff at Harristown 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 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 (for example, 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 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

This section of our Student Code of Conduct mentions related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

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