

# SARINA 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

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

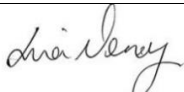

The Sarina State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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.

## Contact Information

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School website address:	www.sarinashs.eq.edu.au
Contact Person:	Lisa Veney (Principal)

## Endorsement

Principal Name:	Lisa Veney
Principal Signature:	
Date:	2/12/2020
P/C President and-or School Council Chair Name:	David Sanewski
P/C President and-or School Council Chair Signature:	
Date:	2/12/2020

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## Principal's Foreword



### Sarina State High School

Imagine, believe, together achieve.

Sarina State High School exists to make a real difference in the lives of Sarina and district young people. We believe this is achieved by providing a caring and supportive environment, which is reinforced through our productive partnerships with students, parents/care givers and staff.

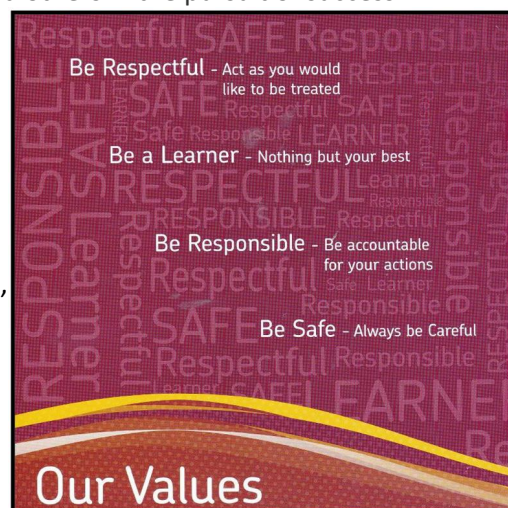
Our school has established a reputation built on traditional values including respect giving, high standards of discipline and demonstrating pride in appearance. Outstanding achievements across academic, cultural, citizenship and sporting areas can be directly attributed to our focus on providing a diverse range of opportunities.

We are committed to our motto: *Imagine, Believe, Together Achieve*. This belief forms the foundations that develop responsibility, self-discipline and respect for our students and others in the pursuit of success.

Sarina State High School has 4 core values:

- Be respectful
- Be a learner
- Be responsible
- Be safe

Our core values are a basis for our school wide expectations, That are explicitly taught to all students.



Sarina State High School staff base their pedagogical approach on the Art and Science of Teaching. Through this platform, we understand the context of the students, staff and community and are dedicated to ensuring that every student will exit our school with the learning, training and qualifications to enter a pathway suited to their needs and aspirations. Our school community is strengthened by the relationship we have with the local community which enables us to provide our students with individualised pathways.

This student code of conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to proactively preventing and addressing incidents of bullying. It will also detail the school wide expected behaviours for students, support for students and problem and unacceptable behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including suspensions or exclusion.

## P&C Statement of Support

As president of the Sarina State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Ms Lisa Veney and her team has ensured that parent representatives have had ample opportunity to contribute and provide feedback on the code. This has been an important aspect in the development of the Sarina State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Sarina State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Sarina State High School knows what to do if subjected to bullying or aware of it happening, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying.

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

David Sanewski

President,

Sarina State High School P&C Association

## School Captains/Leaders Statement

Sarina State High School prides itself on our community spirit. We welcome everyone in to our School and actively encourage and model inclusivity. As a student body, we strive to build respectful relationships with School staff and our teachers. Simple things such as saying “Good morning” or “Thank you for the lesson” are ways in which we show our teachers and staff that we appreciate their efforts.

As student leaders we value our voice in the school and know that it is heard. We encourage leadership in all year levels and across all of our sporting houses. Our School motto is “Imagine, Believe, Together Achieve” and we see that it is the community spirit of Sarina State High School that allows us to, *Together Achieve*.

***The Student Executive Leaders 2021***

# Consultation

The consultation process used to inform the Sarina State High School Student Code of Conduct occurred in four phases:

## **PHASE 1:**

- Initial meetings to gather, understand and discuss a range of data including School Opinion Survey, student attendance, school disciplinary absences and behaviour and effort results from academic reporting
- An analysis of the previous Responsible Behaviour Plan

## **PHASE 2:**

- Student and parent, guardians and carers consultation through surveys and face to face meetings
- Staff consultation through whole school, leadership and faculty meeting feedback

## **PHASE 3:**

- Development of the Student Code of Conduct by Executive and Leadership Team
- Presentation of draft Student Code of Conduct to staff and to the P&C for feedback

## **PHASE 4:**

- Feedback taken on board and final version of the Student Code of Conduct presented to the P&C for endorsement.

## **COMMUNICATION STRATEGY**

Communicating the new Student Code of Conduct to support the implementation will occur through:

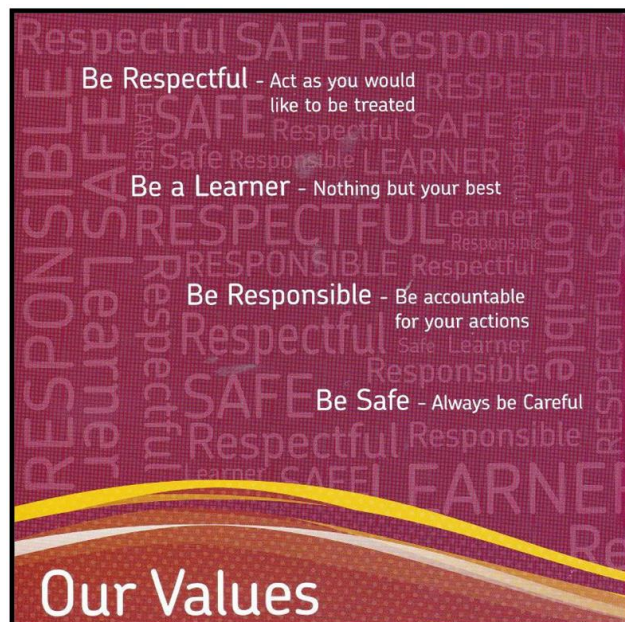
- Development of a strategy for the explicit teaching of behaviours to students to be developed in Term 4 2020 and implemented in Term 1 2021
- Parent, guardians and carers information through newsletters, school website, Facebook and email links

## Learning and Behaviour Statement

All areas of Sarina State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

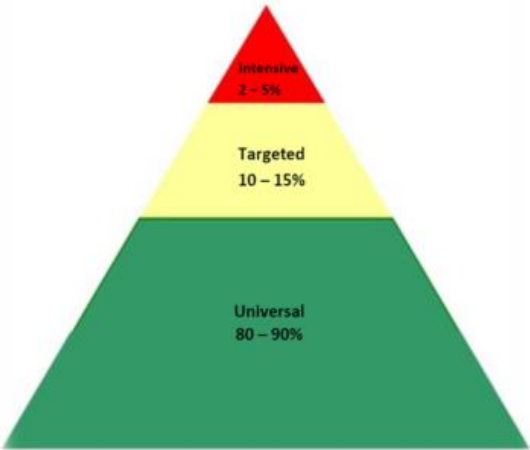
Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our student code of conduct, shared expectations for student behaviour are explicitly taught to create and maintain a positive and productive learning and teaching environment. All school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school wide expectations to teach and promote high standards of behaviour.



Using a **multi-tiered system of support**, Sarina State High School aims to provide a preventative, differentiated model grounded in practical strategies, targeting planning and data-informed decision making. All staff are trained in understanding trauma informed practices, and staff are working within the Berry Street Education Model (BSEM) to match increasing intensive interactions with the identified needs of individual students.



	<b>INTENSIVE</b> Approximately 2 – 5% of students. May need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions with students with highly complex and challenging behaviours.
	<b>TARGETED</b> Approximately 10 - 15% of students may occasionally need additional targeted support, specific adjustment or program intervention. Targeted support is typically delivered in small groups to the identified population.
	<b>UNIVERSAL</b> Approximately 80 – 90% required little, if any additional support to follow the school rule and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

## Student Wellbeing and Support Network

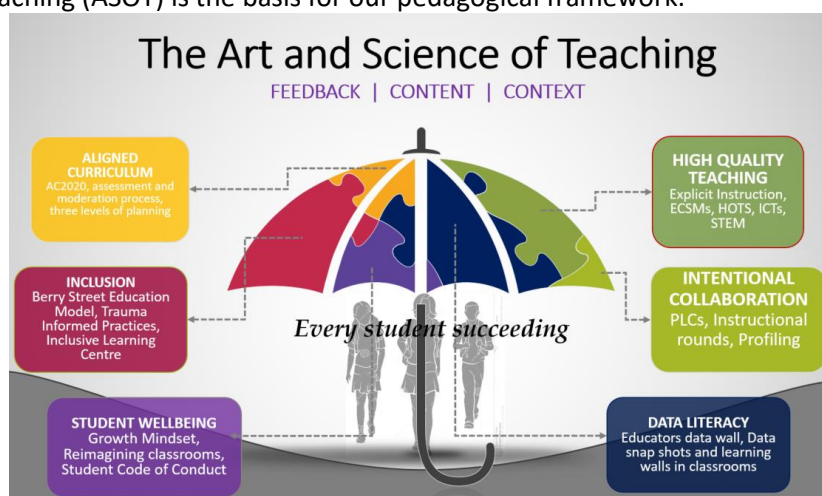
### Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework \(Appendix 1\)](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#). At Sarina State High School, the Art and Science of Teaching (ASOT) is the basis for our pedagogical framework.



Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Sarina State High School,

we provide age-appropriate drug, alcohol and relationship education programs; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Students in junior secondary undertake a pastoral care program, which focuses on the areas of: meaning and purpose, positive emotions and gratitude, engagement and mindfulness, relationships and empathy, accomplishments and optimism, and health and strengths to encourage a thriving and flourishing wellbeing in our students.

## **Policy and expectations**

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

### *Specialised health needs*

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

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

### *Medications*

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

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

### *Mental health*

Sarina State High School implements early intervention measures for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

### *Suicide prevention*

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

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

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

### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Sarina State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Sarina State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## Student Support Network

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal, Tracey Fickling on the school phone number.

Role	What they do
<b>Community Education Counsellor</b>	<ul style="list-style-type: none"> <li>provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> <li>Participate in the development of activities, in and out of school, likely to enhance the involvement in education of Aboriginal and Torres Strait Islander students and their families.</li> <li>Develop and undertake support service programs designed to meet the needs of the school that will encourage the educational participation of Aboriginal and/or Torres Strait Islander secondary students.</li> <li>Establish and maintain links with out of school sources of information and support services to assist in the advancement of Aboriginal and Torres Strait Islander secondary students.</li> </ul>
<b>Deputy Principal</b>	<ul style="list-style-type: none"> <li>leadership of Student Support Services Team to promote an inclusive, positive school culture</li> <li>monitors attendance, behaviour and academic data to identify areas of additional need.</li> <li>case manage at risk students</li> <li>action Year level Stymies</li> <li>Align Sarina State High School policy and procedure.</li> </ul>
<b>Guidance Officer</b>	<ul style="list-style-type: none"> <li>provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>liaise with parents, teachers, or other external health providers as needed as part of the counselling process.</li> <li>Advocate, provide counselling, psychoeducational assessment and individual student support, recommendations and advice to students, teachers and parents/guardians/carers concerning educational, behavioural, career development, mental health and family issues.</li> <li>Assist schools in the implementation of student protection, gifted and talented education, behaviour support policies and risk management processes that may involve the development of individualised student plans, including Educational Support Plans.</li> <li>Provide specific support in secondary schools that may include involvement in the process of Senior Education and Training (SET) planning, career development and tertiary pathway options counselling.</li> </ul>

<b>Head of Department – Student Services</b>	<ul style="list-style-type: none"> <li>• Co-ordinates transition to secondary for students moving from Year 6 to Year 7.</li> <li>• Coordinate Erudite Program – enrichment program (Year 5 students from feeder primary schools).</li> <li>• Implement and coordinate pastoral care and enrichment program for Year 7 – 12. Liaise with outside resource groups to provide support and programs as required.</li> <li>• Facilitate and support student lead wellbeing groups and initiatives.</li> <li>• Case management of students Year 7 – 12.</li> <li>• Manage Head of Years – Year 7 – 12. Support and guide staff in their pastoral roles and discussing individual students in Year 7 – 12.</li> <li>• Oversee and support teachers in matters concerning the welfare and behaviour of students in Year 7 – 12.</li> <li>• Provide leadership and guidance for the implementation of innovative measures aimed at improving student attendance.</li> <li>• Liaise with outside resource groups to provide support and programs as required.</li> </ul>
<b>School-Based Youth Health Nurse</b>	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ feeling sad, worried and angry</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs.</li> </ul> </li> <li>• Confidential discussions with students regarding all aspects of their health and wellbeing.</li> <li>• Referral to outside support services if necessary.</li> <li>• Assist teachers with health promotion resources for classes (eg. sexual health, AODS, puberty, healthy relationships, and sun safety).</li> <li>• Coordinate 'Tools 4 Life' or similar programs.</li> </ul>
<b>Head of Special Education Services (Inclusive Learning Centre)</b>	<ul style="list-style-type: none"> <li>• The HOSSES is responsible for leading the ILC teachers, teacher-aides, students and stakeholders to a shared educational vision focussed on providing quality learning outcomes for all students.</li> <li>• Know your students – interests, motivations, triggers, strengths, difficulties, background and history.</li> <li>• Understand the Disability - implications for learning, communication and behaviours.</li> <li>• Be aware of support requirements – know the Individual Behaviour Support Plan for specific students and ensure strategies are followed. Report all behavioural incidents and observations to the class teacher.</li> <li>• Collegial relationships – responsible for making themselves available to meet with the class teacher, ILC teachers and other support staff when required.</li> <li>• Reports for external agencies – responsible for assisting class and ILC teachers to create reports on student progress for external agencies.</li> </ul>
<b>Heads of Year</b>	<ul style="list-style-type: none"> <li>• responsible for student welfare at each year level</li> <li>• provides continuity of contact for students and their families through the six years of schooling</li> <li>• ensures students feel safe and comfortable and want to come to school</li> <li>• nurtures a sense of belonging to the home group, year level and school.</li> </ul>
<b>School Chaplain</b>	<ul style="list-style-type: none"> <li>• Social and/or emotional support</li> <li>• Spiritual support</li> <li>• Mentoring</li> <li>• Community development</li> <li>• Educational support</li> <li>• Extra-curricular activities</li> </ul>

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

# Whole School Approach to Discipline

At Sarina State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour and provided a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been developed for each of our four school rules. The School Wide Expectations Framework outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students via a range of strategies including:

- Explicit teaching of positive behaviour expectations through lessons delivered by Form Class teachers and reinforced through positive postcards
- Reinforcement of positive behaviour expectations through year-level parades and during classroom and non-classroom activities;
- Proactive programs in relation to targeted aspects of the school's expectations, such as bullying and cyber-bullying.
- Publication and display of expectations in our Student Diary, on our website and on posters and signage around the school.

## The School Wide Behaviour Expectations

*BE RESPECTFUL - BE A LEARNER - BE RESPONSIBLE - BE SAFE*

School Wide Behaviour Expectations			
Be Respectful	Be Responsible	Be a Learner	Be Safe
<i>Act as you would like to be treated</i>	<i>Be accountable for your actions</i>	<i>Nothing but your best</i>	<i>Always be careful</i>
<ul style="list-style-type: none"><li>• Respect the property and privacy of others.</li><li>• Be polite and use appropriate language.</li><li>• Follow the directions and instructions from all members of staff.</li><li>• Be a positive representative of the school.</li><li>• Listen to and respect the rights and opinions of others.</li><li>• Appreciate the cultural diversity, abilities and interests of others.</li></ul>	<ul style="list-style-type: none"><li>• Take pride in your school environment.</li><li>• Be compassionate, fair and honest.</li><li>• Pick up litter when you leave an area.</li><li>• Hands off others and their belongings.</li><li>• Be patient and tolerant.</li><li>• Wear the correct school uniform.</li><li>• Allow others the right to learn.</li></ul>	<ul style="list-style-type: none"><li>• Attend school every day.</li><li>• Be prepared and on time for learning.</li><li>• Follow set classroom procedures.</li><li>• Attempt all work to the best of your ability.</li><li>• Actively listen and participate in learning.</li><li>• Complete assessment and submit on time.</li></ul>	<ul style="list-style-type: none"><li>• Wear correct uniform/PPE and follow safety procedures.</li><li>• Follow road, rail and bus rules.</li><li>• Be sun safe.</li><li>• Walk – do not run when transitioning around the school.</li><li>• Keep hands and feet to yourself.</li><li>• Take ownership of for behaviour and actions.</li></ul>

# REPRESENTATION POLICY

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## Rationale

*Self-improvement is necessary for people to reflect on their choices and look at how they can change to continue to enable their development.*

## Objectives

This policy is designed to:

- Reinforce positive expectations of students and particularly commitment to the school's values and *The Student Code of Conduct*
- Ensure students are provided with every opportunity to achieve success in their academic studies.
- Encourage students to find a balance between their academic studies and extra-curricular involvement.
- Ensure that students attending extra-curricular activities can act in a safe manner and uphold the values of Sarina State High School in the broader community.

## Implementation

*School Representation* may be defined as 'any activity where a student represents the school.'

Students who fall into the following categories will be notified of their ineligibility to participate in extra-curricular activities or school representation activities. Students will be placed on the *Representation Policy* if they:

- are awarded NAs and/or Us in effort and/or behaviour **in any reporting period** –
  - Compulsory Schooling – Year 7 to 10 - TWO or more classes;
  - Post-Compulsory Schooling – Year 11 and 12 - One class
- do not meet the required 90% attendance (excluding special circumstances)- **year-to-date accumulation**;
- constantly breach *The Student Code of Conduct* including the Student Dress Code;
- have been suspended – **Year-to-date accumulation**.

Students remain on the *Representation Policy* from when they are notified by the Head of Year and if a student is removed from the *Representation Policy* via the process, the student will receive a notification, which may include an agreement specifying conditions that must be met, if the student is to remain off the policy.

## Application for Consideration

After receiving the *School Representation* notification, students, with the assistance of their parent/guardian/carer and Head of Year, are entitled to make an application for consideration to come off the *Representation Policy*.

An application explaining the circumstances for being placed on the Representation Policy, and the measures undertaken by the student to acquire *positive points* (five - 5) should be submitted in writing, by the due date to the Head of Year for panel deliberation. The panel consists of Head of Years, Sports Co-ordinator, Head of Department – Student Services, Deputy Principals and Principal. The panel will communicate who is on the *Representation Policy* each Thursday morning before 9:00 am.

**Please note: receipt of an Application for Consideration does not automatically qualify students for removal from the policy.**



## Merit Points

*Positive Actions* show the measures those students who have been placed of the *Representation Policy* have demonstrated to show their self-improvement. Students must achieving at least five (5) merit points prior to applying for *Consideration*. Merit points will be taken into consideration throughout the *Consideration* process.

<b>Positive Actions</b>	<b>Merit points</b>
Completed rewards cards	Two (2)
Community service at a Panel members discretion	Two (2)
Attendance at last day of term activities – not including sports carnivals	Two (2)
Attendance at sports carnivals – each day of attendance	Two (2)
100% attendance for the term	Two (2)
Receiving a positive postcard	Three (3)
Honouring Academy Commitments	Three (3)

## Review

This policy will be reviewed annually.

## Consideration of Individual Circumstances

To ensure alignment with the school wide behaviour expectations framework when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. In considering the individual circumstance of all each student, we recognise that the way we teach, the support we offer and the way we respond to student, will differ. This reflects the principle of equity, where every student is given the support they need to be successful.

Sarina State High School considers the individual circumstances of students when applying support and consequences by:

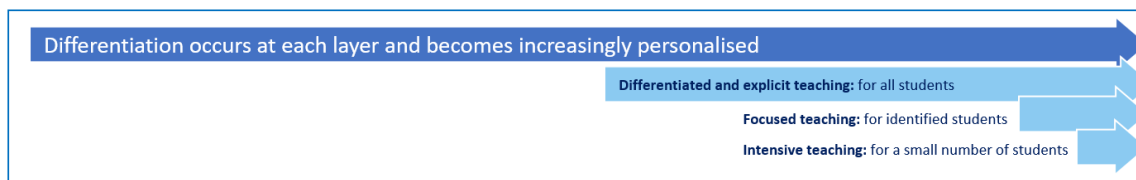
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

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/care givers to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. School staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents, guardians and carers, and students will respect the privacy of other students and families.

## Differentiated and Explicit Teaching

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





These three layers directly map to the multi-tiered support system in Learning and Behaviour section on page 12. Each layer provides progressively more personalised supports for students.

Sarina State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. The school bases its pedagogy on the new Art and Science of Teaching, and in particular use the design areas in the third category of context:

- Using engagement strategies
- Implementing rules and procedures
- Building relationships
- Communicating high expectations (see school wide behaviour expectations table on Page 13)

## Focused Teaching

Some students at Sarina State High School are identified through our data as needing some additional and more targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Targeted support strategies utilised at Sarina State High School include:

- Regular review of behaviour management data – key staff conduct regular reviews of data to identify and monitor students requiring more targeted support.
- Referral to Student Services Team – the Guidance Officer will often be the first referral, however, a range of specialist staff including the Head of Special Education Services (HOSSES), Community Education Counsellor (CEC), Chaplain, School-Based Youth Health Nurse may also be utilised.
- Engagement in targeted small group programs – involvement in mentoring and other support programs focussed on enhancing students social skills.
- Individual plans – development of an Individual Behaviour Plan, Discipline Improvement Plan, or a modified timetable tailored to improve behaviour and learning outcomes.
- Monitoring cards – different levels of monitoring cards are used to track student behaviour and as a mechanism for building student awareness and ownership of behaviour.
- Contact with parents, guardians or carers – well informed and sharing successful strategies to work together for improvement.
- Use of buddy teacher – planned arrangements for 'time-out' that may assist students in breaking some patterns of unacceptable behaviour.

## Intensive Teaching

Sarina State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Members of the school staff to develop appropriate behaviour support strategies:



- Work with other staff members to develop appropriate behaviour support strategies.
- Monitor the impact of support for individual students through continuous data collection.
- Make adjustments as required for the student, and
- Work with the leadership team to achieve continuity and consistency.

Following referral, a case manager will be assigned who will contact parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

Individual Behaviour Support Plans are developed for students with particular complex or challenging behaviours and case managed with the Head of Year, Head of Student Services, Head of Special Education Services and Deputy Principal.

Intensive support will often involve close collaboration with departmental and external agencies to ensure that students with complex and challenging behaviours are adequately supported. The Guidance Officer will work with the Principal and Deputy Principals, and Student Services Head of Department to facilitate referrals to departmental and external agencies.

# Legislative Delegations

## Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

[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 \(Cth\)](#)

## Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

## Disciplinary Consequences

The following behaviours are considered inappropriate or unacceptable at Sarina State High School, and do not represent an exhaustive list. The possible consequences listed may be applied if appropriate. Every case will have the individual circumstances considered before consequences are decided upon and applied.

Individual Behaviour Support Plans and/or Discipline Improvement Plans, may be developed with students, parent/guardians/carers and relevant specialists for:

- Students who demonstrate repeated inappropriate or unacceptable behaviour
- Students who have complex needs.

These plans provide a personal framework of positive behaviour expectations and actions and enable staff to provide consistent strategies or adjustments across all learning environments.

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).

OUR VALUES	EXAMPLES of PROBLEMS BEHAVIOUR	POSSIBLE CONSEQUENCE
<b>Be Respectful</b> <i>Act as you would like to be treated</i>	Verbal misconduct	Redirection
	Verbal abuse towards a staff member	Apology
	Vandalism/graffiti	Restorative Action
	Wilful damage to school or others property	Detention
	Bullying/Harassment	Buddy
	Bringing the school's name into disrepute	Parent contact
<b>Be Responsible</b> <i>Be accountable for your actions</i>	Late or unprepared for class	Withdrawal/time out
	Refusal to follow directions	Mediation
	Failure to follow school dress code	Referral to HOY, SST, DP
	Disruptive behaviour	SDA
	Failure to follow school procedures	
	Breach of the School Representation Policy	
	Cyber based offenses	
	Personal mobile phone misuse	

<b>Be a Learner</b> <i>Nothing but your best</i>	Unprepared for class	Redirection Detention
	Failure to complete set tasks	Make up time Parent contact
	Failure to complete assessment	Refer to assessment policy Refer to HOY or DP
	Truancy	Suspension of privileges and/or restitution Parent contact
	Inappropriate use of electronic device during class	Withdrawal of network access SDA
	Accessing inappropriate content on an electronic device	
	Inappropriate use of, or damage to school network or school technology	
<b>Be Safe</b> <i>Always be careful</i>	Unsafe behaviour	Withdrawal/ time out Apology
	Physical misconduct	Detention Removal from activity
	Physical violence	Parent contact SDA
	Possession or under the influence of illicit drugs or alcohol	Police contact
	Possession or use of tobacco, products or implements	
	Using or possessing a weapon	

The levels outlined below categorise behaviour types for the school community to understand the significance of the type of behaviour displayed. The levels categorise the behaviour, not the student and provide a guide to the support or intervention required for a particular incident.

<b>TEACHER INTERVENTION</b>
Student requires assistance to manage behaviour
<ul style="list-style-type: none"> <li>• Parent, guardian or carer notified and contact recorded on OneSchool</li> <li>• Teacher consistently applies appropriate strategies and procedures to effectively manage behaviour – use of essential skills of classroom management, make up time detentions, buddy system</li> <li>• If behaviour continues, the teachers nominates involvement of support personnel where appropriate</li> <li>• Documentation occurs</li> </ul>
<b>FACULTY INTERVENTION</b>
Student requires significant assistance to manage behaviour
<ul style="list-style-type: none"> <li>• Parent, guardian, caregiver notified</li> </ul>

- Head of Department involved in strategies and procedures to manage behaviour - detentions, buddy system, restorative actions, short term removal from subject, parent interview
- Nomination of other support personnel to become involved where appropriate
- Documentation occurs

#### **ADMIN INTERVENTION**

Student fails to respond to intervention strategies or behaviour is of an extremely inappropriate nature

- Admin team involved in further intervention strategies to manage behaviour – restorative action, detention, green book, short term removal from class, short suspension, long suspension, charge related suspension or exclusion
- Face to face interview with parents, guardians or carers
- Case management process in place
- Documentation occurs

## **School Disciplinary Absences**

At Sarina 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 serious/persistent/unmanageable 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 Sarina State High School are 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 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
- There may be a need for restorative action
- Offer information about supports available (e.g. guidance officer)
- Thank student and parent/s for attending
- Walk with student to classroom

### **Reasonable adjustments**

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

## School Policies

Sarina 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 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 Sarina 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 or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

## **Responsibilities**

### **State school staff at Sarina 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 Sarina 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 Sarina 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 Sarina 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 Sarina 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

**RATIONALE:** Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information are 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. Sarina State High School is committed to providing a school environment which maximises the educational opportunities and outcomes for all students.

**OBJECTIVES:** This policy is designed to:

- Reinforce positive expectations of students and particularly commitment to the school's values and *The Student Code of Conduct*
- Ensure all students are provided with a safe working and learning environment
- Ensure students are provided with a learning environment with limited external distractions
- Encourage students to understand that there are appropriate times and places for technology

**IMPLEMENTATION:** Personal technology devices such as (but not limited to) mobile phones, iPods, airpods, cameras, smart watches, gaming consoles and video cameras are **not permitted in the classroom**. Such devices can be disruptive to the learning environment of all students. These items are often very valuable and there is a risk of damage or theft.

Students may choose to use such technologies **before school, after school or at lunch times** provided that their use falls within the School's ICT responsible use policy. Students, parents and guardians are reminded that no liability will be accepted by the school in the event of loss, damage or theft of any device unless it can be established that the loss, theft or damage resulted directly from the school's negligence

**CONFISCATION:** Students using personal technology devices used contrary to this policy in classrooms or learning areas will be instructed to turn the device in at the front office and return to the teacher with a receipt of compliance from the main office. The device will be returned to the student at the end of the day. Students will not be permitted to remove SIM cards before they are turned in. Any time missed from class during this process will be made up by the student at lunch time. After initial confiscation, any further confiscation will require the parent/guardian/career to collect the device at a mutually acceptable time.

If a device is kept by the school for the purposes of a disciplinary investigation, it will only be returned to the student in the presence of a parent. Devices containing evidence of criminal offences may be reported to the police. If a student fails to follow confiscation direction, consequences outlined in the Student Code of Conduct may be applied. Additionally, students who repeatedly fail to follow The Personal Technology Devices Policy will have consequences in line with The Student Code of Conduct.

Every member of the Sarina State High School community has a right to have their privacy protected and the right to feel safe at school. Students are encouraged to treat all members of the school community with respect and consideration. It is, therefore, not acceptable to record, photograph, identify or publish personal information about school staff or students. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a person could reasonably expect to be afforded privacy).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) is against the law and if detected by the school will result in police involvement. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body, or

outside the school, by any means (including distribution by phone or internet posting) may be subject to consequences outlined in The Student Code of Conduct.

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment which will have consequences as per our Student Code of Conduct and may involve police referral.

Breach of Policy	Possible Consequence
First Instance	The student will hand the phone in to the Rolls Office turned off, and a receipt issued to the student. This receipt will be given to the teacher as proof of compliance and time lost in this process will be made up at lunch time by the student. The student will be able to collect the device from the Rolls Office after school.
Subsequent Instances	The student will hand the phone in to the Rolls Office turned off, and a receipt issued to the student. This receipt will be given to the teacher as proof of compliance and time lost in this process will be made up at lunch time by the student. The device will only be returned to the student's parent/guardian/carer. Disciplinary consequences may be applied
Failure to Comply	Any failure to hand over an electronic device when asked could be treated as <i>refusal to follow a reasonable instruction</i> and may result in disciplinary consequences as per usual classroom management.

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability, special provision or for a special project) should negotiate a special provisions arrangement with the Deputy Principal, Head of Special Education Services or Principal and this will be recorded on OneSchool.

Additionally, in subjects where specific technology will enhance the learning, teachers may request the use of such devices via liaising with Heads of Department and agreements will be communicated with parents prior to the in-class activity. In all instances, devices utilised for School purposes must be connected to the School's Wifi network.

*\* This policy will be reviewed annually*

## Preventing and responding to bullying

Sarina State High School has a “zero tolerance” approach to bullying and utilises a range of proactive and responsive strategies to reduce the incidence of bullying. Our school endorses each teacher’s right to teach, each student’s right to learn, and the right to safety of all members of the school community. Bullying is not acceptable behaviour at Sarina State High School. However, bullying occurs in all schools and it is important that every member of a school community plays an active role in dealing with this issue. Students are taught explicitly about unacceptable behaviour and strategies for preventing and responding to bullying through the school’s Pastoral care curriculum and through a range of related activities and programs.

### **Recognising bullying and harassment:**

Education Queensland defines bullying as “the abuse of power with the intention of causing distress to the other person(s) or for personal gain or gratification. Behaviours may include **repeated** behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature.”

Bullying – what it looks like	Bullying – what it sounds like	Bullying – what it feels like...
<ul style="list-style-type: none"> <li>staring and evil looks</li> <li>ugly expressions</li> <li>pushing</li> <li>teasing</li> <li>ignoring</li> <li>hitting</li> <li>fighting</li> </ul>	<ul style="list-style-type: none"> <li>swearing</li> <li>yelling</li> <li>abusive language</li> <li>teasing</li> <li>racist comments</li> <li>gossip</li> <li>whispering, sniggering</li> </ul>	<ul style="list-style-type: none"> <li>scared</li> <li>helpless</li> <li>embarrassed</li> <li>worthless</li> <li>worried</li> <li>angry</li> <li>lonely</li> </ul>
Types of bullying		
Teasing	Can involve calling names, insults, demands or threats	
Exclusion	Can involve pointing, staring, sniggering, exclusion from peer group	
Physical	Can involve hair pulling, pinching, knocking, taking possessions, hitting	
Harassment	Can involve sexual gestures, unwelcome sexual advances, stalking	
Cyber	Can involve teasing, spreading rumours, sending unwanted messages using electronic devices	

Stop bullies with these 5 steps	1) Ignore it	Try not to show you are upset – that is how bullies get their power. Always tell yourself that you don’t deserve to be bullied.
	2) Move away	Don’t react – that is what the bully wants. Move to a safe place e.g. office. Walk away and don’t look back.
	3) Be assertive	Look confident and tell the bully to “leave me alone” or “stop annoying me”. Look at the person when you say this, not at the ground.
	4) Avoid being a target	Stay close to your friends. Ask friends to walk home with you.
	5) Ask for help	Talk to someone who can help you: friends, older students, parents, staff members.

## Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying:

- Form class teacher
- Head of Year
- Deputy Principal

\*Online anonymous reporting system through STYMIE

#### STEP 1 Listen

- 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 concerns should be referred to GO/DP asap

#### STEP 2 Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

#### STEP 3 Collect

- 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 4 Discuss

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

#### STEP 5 Implement

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

#### STEP 6 Review

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

#### STEP 7 Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff if problems escalate
- Look for opportunities to improve school wellbeing for all students

## Appropriate use of social media

Cyberbullying and other cyber safety issues may affect the good order and management of the school where it involves:

- bullying between children who attend the school
- images or videos of children on the school premises
- a student at the school possessing or distributing offensive video, images or texts while at school
- school information and communication technologies (ICT) resources being used.

The above are examples only – there may be other incidences that affect the good order and management of the school.

The *Safe Supportive and Disciplined School Environment* procedure covers the provision of a safe and supportive learning environment, which can include cyberspace as it relates to the school and students. Schools have behaviour management documents in place such as the *Student Code of Conduct* or acceptable use agreements. These documents provide guidelines on acceptable online behaviour in a school context.

If an online incident impacts on the good order and management of the school, the school may:

- apply disciplinary action, including suspension and/or exclusion
- report the incident to the police.

Preventative approaches to cyber safety and/or cyber bullying include:

- assisting the student(s) responsible to develop more appropriate social skills
- implementing an individual behaviour support plan for individual students
- teaching about conflict and bullying
- implementing resilience and anti-bullying programs
- conducting mediation sessions
- addressing bullying and cyberbullying in their curriculum.

Parents need to be aware that while some online content may be upsetting for you and your child, if it does not affect the good order and management of a school it may not constitute grounds for the school to get involved.



STYMIE is a notification system which allows students to anonymously report bullying, cyberbullying, unsafe behaviour, or any concerns they have regarding the well-being of themselves or others.



STYMIE assists schools in fostering and empowering students to further the culture of care.

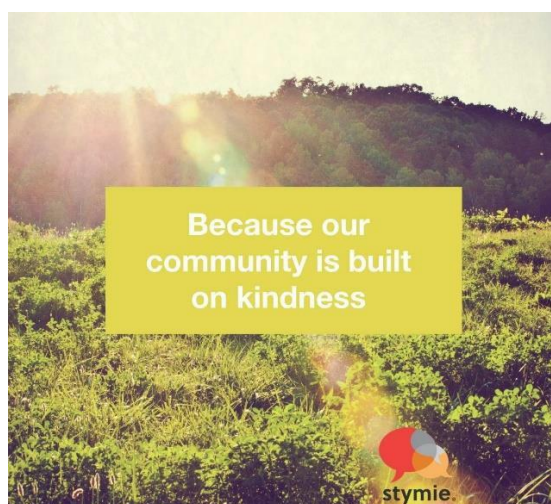
Bystanders are the largest group in the cycle of bullying, and the key to helping make schools safer. Stymie helps schools overcome the bystander effect by enabling their students to report incidents of bullying and harm, safely and anonymously. Schools receive notifications via email, dealing with them according to their existing wellbeing framework. Stymie does not receive or store the notifications, they are encrypted and sent directly to the school.

Nationally, schools are receiving Stymie notifications about bullying, illegal activity, depression, anxiety and self-harm.

Stymie at Sarina State High School:

Any student can make a notification about someone they believe is being bullied or harmed by going to [www.stymie.com.au](http://www.stymie.com.au). This notification is automatically forwarded to the school, and managed by members of the leadership team and student services team.

Notifications are investigated and followed up in line with the school's Responsible Behaviour Plan.





# 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](#).

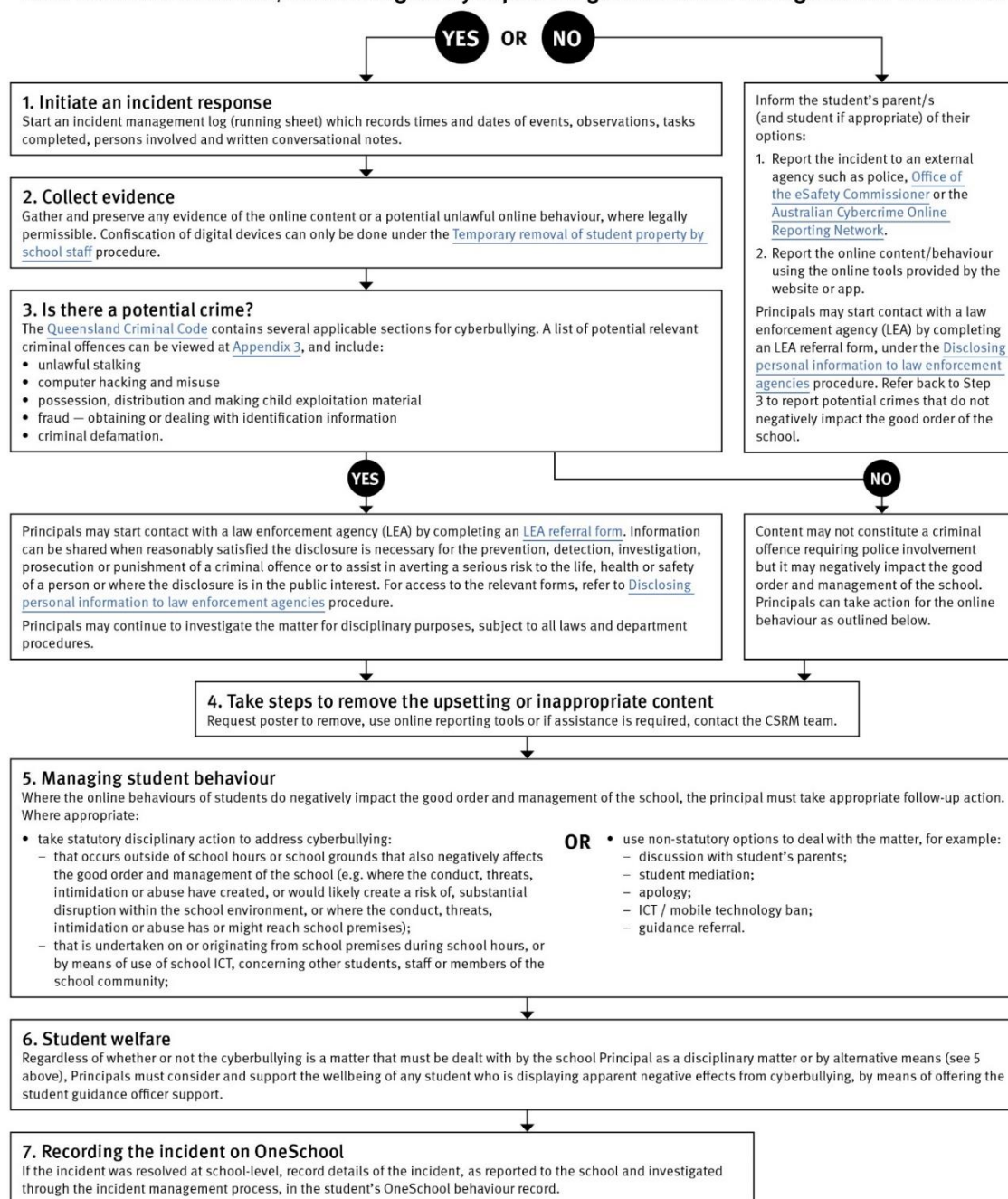
### Explicit images

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 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?**



## Restrictive Practices

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

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

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

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

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

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

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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



## Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and 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. *This may include reference to*

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

## Resources

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