



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

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Endorsement

Principal Name: Toni Robinson

Principal Signature:



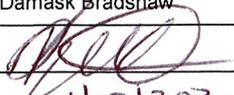
Date:

1/12/2020

P/C President:

Damask Bradshaw

P & C President Signature:



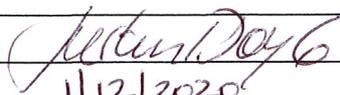
Date:

1/12/2020

School Council Chair:

Justin Doyle

School Council Chair Signature:



Date:

1/12/2020

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Purpose

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

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

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

Principal's Foreword

Elanora State School has a long and proud tradition of providing high quality education to students from Queensland's Gold Coast. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. The actions which support these positive connections are exemplified by our 4Rs expectations : Responsibility, Respect, Relationships, Do what's Right.

These broad expectations, as well as the specific rules which stem from these expectations, have been used in the development of this Student Code of Conduct, with the aim of helping all of our students to be confident, self-disciplined and respectful young people.

Elanora State School staff take an educative approach to discipline – this means that we believe that positive behaviour can be taught, and that correction and consequences are also opportunities to learn safer and more respectful behaviours. For this reason, it provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

In addition, this Student Code of Conduct also provides an overview of the school's own policies on the use of mobile phones and other devices, the requirements involving the temporary removal of student property, the approach to preventing and addressing incidents of bullying, and the appropriate use of social media. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank everyone involved in the development of this Student Code of Conduct over the last six months. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.



Toni Robinson
Principal



P&C Association and School Council

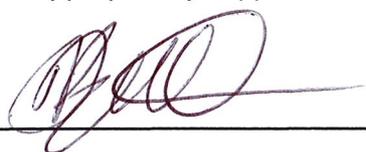
Statement of Support

As president of the Elanora State School P&C Committee and Chairperson of the School Council, we are proud to support the current Student Code of Conduct.

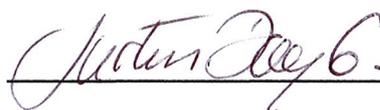
We encourage all parents to familiarise themselves with the Elanora State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Elanora State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the P & C, the School Council or to join the Elanora State School P&C Association.

It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.



Damask Bradshaw
P & C President



Justin Doyle
School Council Chairperson

Review Statement

The Elanora State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff.

A comprehensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Whole School Approach to Discipline

All areas of Elanora State 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 behaviour and responding to inappropriate behaviours. Through this document, shared expectations for student behaviour are made explicit to everyone, assisting Elanora State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

At Elanora State School, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff 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.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. We refer to them as the 4Rs:

- Responsibility
- Respect
- Relationships
- do what's Right.

Our school rules have been agreed upon and endorsed by staff, School Council and our school P&C. They are aligned with the values, principles and expected standards outlined in the Education Department's Queensland's Code of School Behaviour. Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Universal Behaviour Support and 4Rs Expectations

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. Class Teachers reinforce school rules by explicitly teaching students the behaviours we expect them to demonstrate at school. These standards of behaviour are also reinforced through Lead to Succeed lessons, School Assemblies and protocols for behaviour when on school related activities.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and behavioural expectations in all school settings.

THE 4 Rs	BEHAVIOURAL EXPECTATIONS
R1 RESPONSIBILITY a) Keep hands, feet and other objects to yourself b) Move and play safely	<ul style="list-style-type: none"> ▪ Acknowledge and respect the personal space of self and others ▪ Follow school rules and routines ▪ Move safely through the school environment ▪ Resolve conflict without violence ▪ Use equipment safely ▪ Accept responsibility for own behaviour ▪ Learn from mistakes and losses
R2 RESPECT a) Be respectful b) Treat others the way you want to be treated	<ul style="list-style-type: none"> ▪ Respect self and treat others as you want to be treated ▪ Be respectful when challenged, win or lose ▪ Encourage others to be respectful and make good choices ▪ Be proud of achievements ▪ Respect others' right to learn ▪ Respect the belongings of self and others ▪ Be courteous and polite in all online and face to face communications ▪ Respect others' right to use online resources free from interference or bullying
R3 RELATIONSHIPS (Social and Learning) a) Strive to do/be your best b) Strive to achieve excellence and honour	<ul style="list-style-type: none"> ▪ Demonstrate an awareness of the rights and feelings of others ▪ Demonstrate effort and commitment to school activities ▪ Contribute to the greater good ▪ Serve and support others both inside and outside of the school community ▪ Be a good listener ▪ Care for the environment
R4 do what's RIGHT a) Make good choices – even when no one is looking b) Act and think with integrity	<ul style="list-style-type: none"> ▪ Make appropriate choices, even when unsupervised ▪ Set a high standard for your behaviour and stick to it, even in difficult situations ▪ Be honest ▪ Problem solve and resolve conflict in peaceful ways ▪ Be an honourable bystander ▪ Report bullying/harassment incidents immediately ▪ Follow instructions given by supervisors

2021 BEHAVIOUR CONSEQUENCE CHART

Elanora State School is actively investing in enhancing the academic achievement as well as the social and emotional wellbeing of students. The School reinforces expected school behaviour through a wide variety of proactive strategies in order to uphold the values in the Code of School Behaviour. Emphasis is placed on encouraging and rewarding positive behaviour. The following are examples of processes that may be used to promote appropriate behaviours.

	Strategies	Reinforcement/Actions
CLASSROOM	<ul style="list-style-type: none"> ▪ Devise classroom plan and procedures in consultation with class and display ▪ Revisit plan on a regular basis ▪ Clearly communicate fair and reasonable expectations ▪ Provide learning experiences that are relevant, meaningful and at an appropriate level of challenge ▪ Encourage co-operative learning ▪ Create a sense of belonging to the classroom group 	<ul style="list-style-type: none"> ▪ Specific Feedback ▪ Stickers ▪ Notes ▪ Certificates ▪ Class celebrations ▪ Awards
PLAYGROUND	<ul style="list-style-type: none"> ▪ Provide organised and fully supervised indoor and outdoor lunch time activities which encourage the development of appropriate social interactions with peers ▪ Develop shared school values and a positive inclusive culture ▪ Use peer mentoring programs to provide support for younger students and develop leadership for older students ▪ Manage incidents via clear and well-understood processes 	<ul style="list-style-type: none"> ▪ Playground Awards ▪ Notes to parents ▪ Indoor/Outdoor Activity Centres
SCHOOL	<ul style="list-style-type: none"> ▪ Actively develop students as everyday leaders ▪ Actively build and maintain relationships ▪ Implement a consistent approach that is aligned to our beliefs and values ▪ Acknowledge positive behaviour, quality work and achievements ▪ Develop leadership and shared responsibility (School Council P-6) ▪ Use buddy classes ▪ Provide personal development programs including eSmart, Lead to Succeed, KidsMatter framework to teach values and expectations identified in the Student Code of Conduct 	<ul style="list-style-type: none"> ▪ Weekly assemblies ▪ Class awards ▪ Performances ▪ Referral to Leadership Team to share quality work ▪ School leaders to participate at assemblies ▪ Excellence and Honour Awards ▪ Chaplaincy Program ▪ Indigenous Programs
COMMUNITY PARTNERSHIPS	<ul style="list-style-type: none"> ▪ Encourage partnerships between learners, parents, carers, community organisations and school staff ▪ Establish rapport with and welcome positive involvement of parents and carers ▪ Make parent education courses available 	<ul style="list-style-type: none"> ▪ Newsletters ▪ Whole class activities e.g. Grandparents' day ▪ Whole school celebrations ▪ Parent Teacher Information Sessions ▪ Adopt a Cop Program ▪ Kids Hope Mentoring ▪ Community Group involvement ▪ Deadly Choices Program ▪ Team meetings ▪ Centacare ▪ PCYC

2021 BEHAVIOUR CONSEQUENCE CHART

Parents and staff

The table below explains the behaviour expectations for parents when visiting our school and the standards we commit to as staff.

R1 Responsibility

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

R2 Respect

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We give clear guidance about a designated area for parents to leave and collect students.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focussed approach to resolving complaints.	We nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We act quickly to address social media issues that affect staff, students or families.

R3 Relationships

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff. You keep your email and phone contacts current.	We use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

2021 BEHAVIOUR CONSEQUENCE CHART

R4 do what's Right

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We check in with you about your child's needs or any support your family may require.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

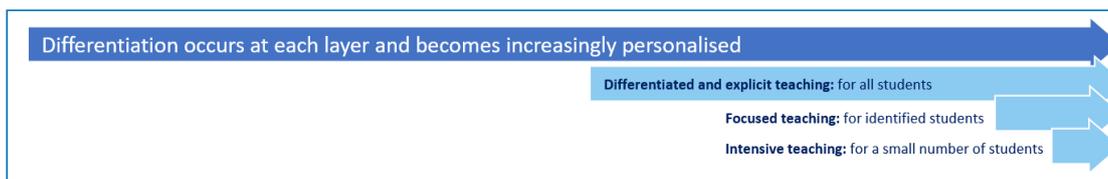
2021 BEHAVIOUR CONSEQUENCE CHART

Differentiated and Explicit Teaching

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

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

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



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

Every classroom in our school uses the 4Rs as a basis for developing behaviour standards. The language of the Lead to Succeed program is used extensively throughout the school and explicit lessons are taught in Year 1 to Year 6.

Focussed Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Elanora State School to provide focussed teaching. Focussed teaching is aligned to the 4Rs framework, and student progress is monitored by the classroom teacher/s to identify those who:

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

Elanora State School has a range of Student Support staff in place to help arrange and deliver focussed teaching to students who need more support to meet expectations. The school invests in the following evidence-informed program to address specific skill development for some students:

- Social Skills: Zones of Regulation

For more information about these programs, please speak with the Guidance Officer and the Head of Inclusive Practices.

2021 BEHAVIOUR CONSEQUENCE CHART

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned a case manager at the school (Deputy Principal, Guidance Officer, Head of Inclusive Practice) that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

2021 BEHAVIOUR CONSEQUENCE CHART

Legislative Delegations

Legislation

In this section of the Elanora State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline 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

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](#)

2021 BEHAVIOUR CONSEQUENCE CHART

Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, 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 (e.g. "Remember to show respect by walking quietly to your seat")
Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks

2021 BEHAVIOUR CONSEQUENCE CHART

- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process associated with striving to do your best (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour and explicitly link it to 4Rs expectations.
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour - Cuing with parallel acknowledgment)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour, with explicit link to 4Rs expectations.
- Warning of more serious consequences (e.g. removal from classroom)
- Time Out

Focused

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group – Social Skills: Zones of Regulation
- Time Out
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check In Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

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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 Elanora State School, the use of any SDA is considered a very serious decision. It is typically only used by the principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 documents 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 Elanora State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly 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 (e.g. guidance officer)

Set a date for follow-up

Thank student and parent/s for attending

2021 BEHAVIOUR CONSEQUENCE CHART

Offer to 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 may also offer important advice to ensure a successful outcome to the re-entry meeting.

2021 BEHAVIOUR CONSEQUENCE CHART

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Elanora State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example. a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects, the school will provide information on the procedures for carrying and storing these items at school.

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** 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 Elanora State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- 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 Elanora State School

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

Students of Elanora State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Elanora State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

2021 BEHAVIOUR CONSEQUENCE CHART

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

At all times students, while using ICT facilities and devices supplied by the school and **those approved through the BYOx** program, will be required to act in line with the requirements of the Elanora State School Student Code of Conduct and the Student BYOx Charter

<https://elanorass.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/BYOD/byox-student-charter.pdf>

Acceptable use of the Elanora State School resources includes:

- Researching activities that relate to learning activities as part of the Elanora State School Curriculum.
- The use of school provided email for exchanging appropriate information and engaging in collaborative projects related to curriculum requirements.
- The design and development of digital products related to curriculum learning activities.

It is **unacceptable** for students at Elanora State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone on the school grounds
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.
- access private 3G/4G networks.
- disable settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- tampering with settings to lock devices by enabling password protection
- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place.
- Use of any ICT to act in a manner that is not respectful and/or is disruptive. This may include text, images, audio that are used in a negative manner, is inappropriate, offensive or antisocial.

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- Theft of, physical, or virtual damage to, equipment, network, software or files.
- Introduction of any software to the network or possession of software that could be considered compromising, or an impediment to, the network and data.
- Use of another person's password or allowing others to use your password.
- Disrespect of other's privacy and intellectual property and the trespass into other's folders, work or files.
- Visits to sites for purposes not related to the curriculum and/or the download of noncurriculum data and/or playing unauthorised games on the school network.
- Unauthorised access to equipment and physical and/or virtual spaces. • Recording, photographing or videoing any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.
- The use of social media or messaging services is not permitted on the school network. Parents are encouraged to disable this function to ensure their children are safe at all times.
- Disciplinary action may include the removal of the student from the BYOx program, detentions, suspensions or exclusion as per the Responsible Behaviour Policy, restricting or removing access to the school network.

In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.
 - Students use of internet and online communication services may be audited at the request of appropriate authorities for investigative purposes surrounding inappropriate use.

2021 BEHAVIOUR CONSEQUENCE CHART

Preventing and responding to bullying

Elanora State School uses the **Australian Student Wellbeing Framework** to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Elanora State School has a Student Council, with representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes in areas such as :



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

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

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

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

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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

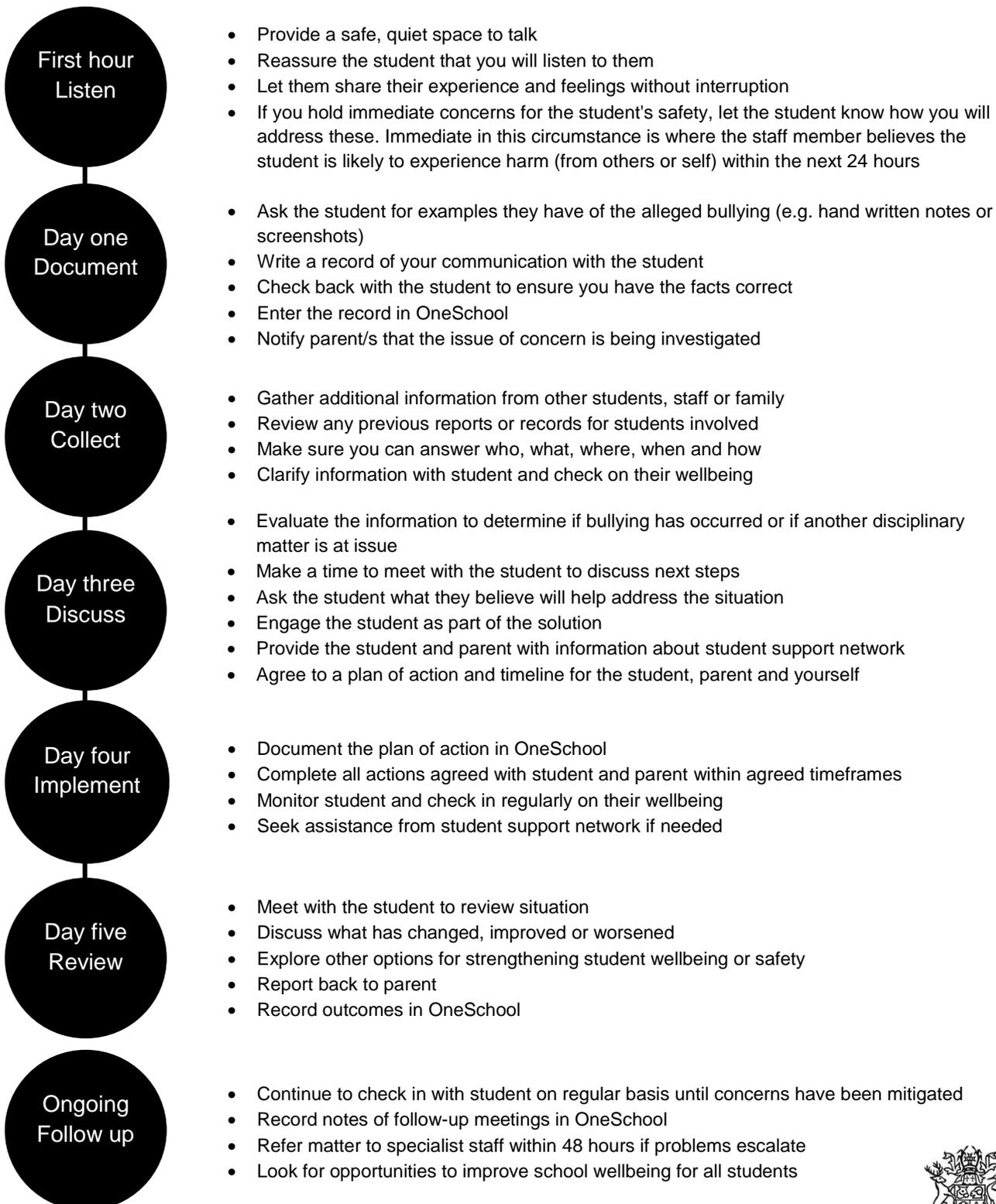
2021 BEHAVIOUR CONSEQUENCE CHART

Elanora State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher
– The Leadership Team



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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels). There is also a dedicated Student Wellbeing Teacher who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

2021 BEHAVIOUR CONSEQUENCE CHART

Elanora State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

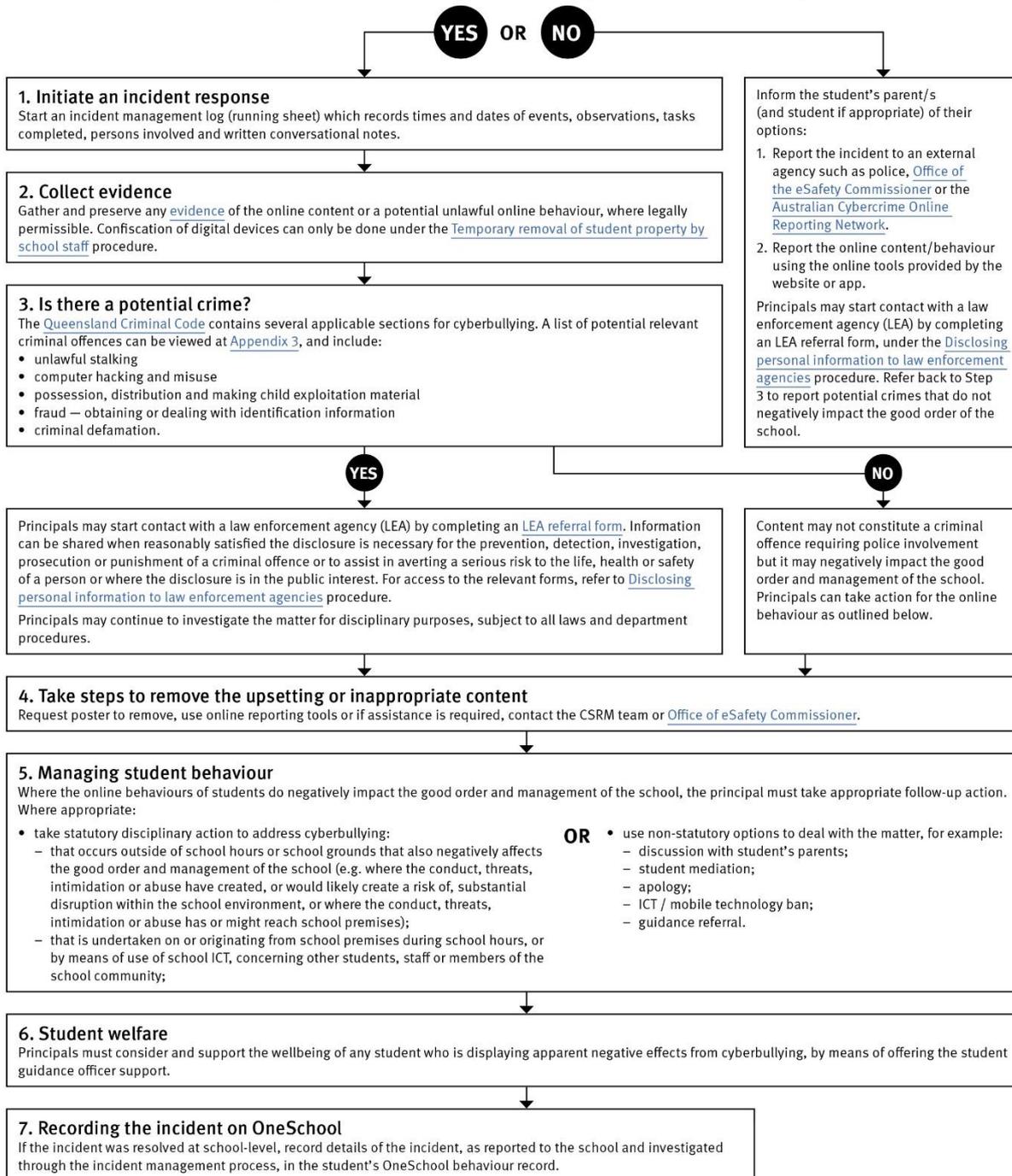
Explicit images

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

Report

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

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



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Cybersafety and Reputation Management (CRM)

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

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

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

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

Student Intervention and Support Services

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

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

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

2021 BEHAVIOUR CONSEQUENCE CHART

Elanora State School – Anti-Bullying Compact

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

Elanora State School – Anti Bullying Compact

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

The agreed national definition for Australian **schools describes bullying as**

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

2021 BEHAVIOUR CONSEQUENCE CHART

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. **(NB: 13yrs is the minimum legal age to hold an Instagram, Facebook, Tik Tok, Snapchat, Skype or Twitter account. 17 yrs is the minimum legal age to hold a KIK account)**

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Elanora State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

2021 BEHAVIOUR CONSEQUENCE CHART

Appendix 1

SUPPORT LEVEL	BEHAVIOUR	POSSIBLE CONSEQUENCES
LEVEL 1 - MINOR – MANAGED BY TEACHER		
1	Minor/Inappropriate Behaviour including: <ul style="list-style-type: none"> ▪ Calling out ▪ Off task ▪ Out of seat ▪ Swinging on chairs ▪ Playing out of bounds ▪ Running on concrete ▪ Walking while eating ▪ Littering ▪ Not wearing a hat 	<ul style="list-style-type: none"> ▪ Verbal warning ▪ Reminder of classroom/playground expectation/rules ▪ Extra work ▪ School community service ▪ Give clear directions/choices ▪ Reinforcing positive behaviour of others ▪ Benched at playtime ▪ Play restricted to undercover area
Class Teachers Staff on Duty		
LEVEL 2 - MINOR – MANAGED BY TEACHER		
2	Minor Disruptive/Unsafe Behaviour including: <ul style="list-style-type: none"> ▪ Lateness to class after playtime ▪ Use of inappropriate language ▪ Unsafe play or use of equipment ▪ Tree climbing ▪ Throwing objects ▪ Misconduct involving object ▪ Tackling ▪ Continually being in the wrong area ▪ Breach of Dress/Uniform Code ▪ Non-compliant with routine 	<ul style="list-style-type: none"> ▪ Withdrawal of privileges ▪ Writing out rule/letter of apology ▪ Withdrawal of playtime if supervised by a teacher ▪ Offer consequence choices e.g. follow the rules or move to a quiet area to work ▪ Restatement of school rules ▪ Withdrawal to an area within the classroom ▪ Reflection at playtime (1 day) (outside behaviour) ▪ Parents/caregivers and class teacher notified ▪ Notice of uniform breach is issued
Class Teachers, Staff on Duty Parents/ Carer		
LEVEL 3 - MINOR – MANAGED BY TEACHER		
3	Disruptive Behaviour including: <ul style="list-style-type: none"> ▪ Minor damage to property / Property misuse ▪ Teasing (Bullying level 4) ▪ Physical contact (Physical aggression level 4) ▪ Dishonest actions (Lying/cheating) ▪ Inappropriate language/gestures (Abusive language level 4) ▪ Defiance – Disrespect (Defiance – Insubordination level 4) ▪ Unhygienic actions ▪ Technology Violation ▪ Dangerous play ▪ Repeat breach of Dress/Uniform Code ▪ Repeated offences of level 1, 2 and 3 may result in level 4 consequences. 	<ul style="list-style-type: none"> ▪ Withdrawal to a buddy class (support re-entry) ▪ Reflection at Playtime (up to 2 days) (outside behaviour) ▪ Parents/caregivers and class teacher notified ▪ Restitution of damage ▪ Restorative Chat ▪ Anecdotal record ▪ Write out rule/letter of apology ▪ Positive Behaviour Contract ▪ Playtime Plan ▪ Responsible Play Pass
Class Teachers, Staff on Duty Parents/ Carer		

2021 BEHAVIOUR CONSEQUENCE CHART

LEVEL 4 – MAJOR – MANAGED BY TEACHER, WELLBEING and/or LEADERSHIP TEAM		
SUPPORT LEVEL	BEHAVIOUR	POSSIBLE CONSEQUENCES
<p style="text-align: center; font-size: 24pt; font-weight: bold;">4</p> <p>Class Teachers, Teacher on Duty, Leadership Team, G.O., HIP, Parent/ Carer</p>	<p>Disobedient Behaviour including:</p> <ul style="list-style-type: none"> ▪ Refusal to work ▪ Backchatting, insolence ▪ Abusive language (Inappropriate language level 3) ▪ Continued disruptive behavior ▪ Defiance – Insubordination (Defiance – Disrespect level 3) ▪ Harassment/Intimidation of other students ▪ Discrimination ▪ Bullying (Teasing level 3) ▪ Petty Stealing ▪ Fighting/Physical or verbal aggression(Physical contact level 3) ▪ Bringing illicit material to school ▪ Leaving class without permission (skip class) ▪ Vandalism / Major damage to property ▪ Use of mobile phone/camera or other digital recording device/wireless technologies at school ▪ Witnessing bullying behaviour on school grounds and not reporting it to a teacher immediately ▪ Inciting others to behave inappropriately. ▪ Repeated similar offences at Level 4 should lead to an Individual Behaviour Plan or Positive Behaviour Contract 	<ul style="list-style-type: none"> ▪ Teacher to carry out an investigation ▪ Referral through OneSchool to Deputy Principal, HIP, Wellbeing Team, Class Teacher ▪ Parents/caregivers, class teacher and Deputy Principal to be notified ▪ Restorative Chat ▪ Behaviour Plan developed ▪ Withdrawal of privileges e.g. sport, excursions, free time, play time ▪ Responsible Play Pass ▪ Playtime Plan ▪ Positive Behaviour Contract
LEVEL 5 – MAJOR – MANAGED BY WELLBEING and LEADERSHIP TEAMS		
<p style="text-align: center; font-size: 24pt; font-weight: bold;">5</p> <p>Class Teachers, Teacher on Duty, Leadership Team, G.O., HIP, Parent/ Carer</p>	<p>Serious or Continued Disobedient Behaviour including:</p> <ul style="list-style-type: none"> ▪ Serious or continued written or verbal harassment or cyber bullying of another student ▪ Ongoing refusal to participate in classroom activities. ▪ Serious or continued bullying ▪ Ongoing disregard or defiance of classroom or school rules ▪ Aggressive behavior/physical misconduct or action that causes harm ▪ Willful damage/theft/property misconduct ▪ Truancy ▪ Leaving school grounds ▪ Repeated or inappropriate use of mobile phone/camera or other digital recording device/wireless technologies on school grounds (eg. filming of students or text messages to or about other students) 	<ul style="list-style-type: none"> ▪ Counselling by Leadership Team/G.O./HIP/Student Wellbeing Team/Adopt-A-Cop ▪ Student placed on Individual Behaviour Plan ▪ Parents/Carers and class teacher notified ▪ Withdrawal from excursions/sport ▪ Possible restitution ▪ Possible out of school suspension depending on the severity of the case ▪ Removal of item/s by Leadership Team until after school hours and/or parent collection (including all electronic devices) ▪ Mobile Phone Support Plan ▪ Restorative Conference

2021 BEHAVIOUR CONSEQUENCE CHART

LEVEL 6 – MAJOR – MANAGED BY WELLBEING and LEADERSHIP TEAMS

<p>6</p> <p>Principal</p>	<p>Unacceptable Behaviour including:</p> <ul style="list-style-type: none"> ▪ Persistent willful refusal to comply with instructions, rules, policies and plans ▪ Unacceptable moral behaviour including self exposure and abuse involving other persons (soliciting, consorting) ▪ Using devices to take photos or recordings of self/others at school ▪ Exhibiting offensive material (pornographic, debasing or degrading) ▪ Continued disruptive behaviour that puts themselves/others at risk ▪ Inciting others to behave in a negative, disobedient or riotous manner including electronic means. Example: The creation or distribution of means to behave negatively via internet or texts. ▪ Physical assault of another student, staff member or adult ▪ Verbal harassment (use of abusive language and/or gestures) or threats to staff members or other adults (Including via electronic devices/social networking sites) ▪ Dangerous unlawful behaviours e.g. possessing prohibited drugs, smoking, possessing weapons (such as knives), alcohol at school ▪ Other behaviour which can be demonstrated to be prejudicial to the good order of the school and its management 	<ul style="list-style-type: none"> ▪ Parents/caregivers notified ▪ 5-20 days suspension ▪ Possible police action for unlawful behaviours ▪ Possible recommendation for exclusion
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