Carbrook State School

Student

Code of Conduct

2024-2027

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

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Endorsement

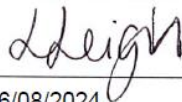|	
Principal Name:	Mark Winrow
Principal Signature:	
Date:	16/08/2024

P/C President and-or School Council Chair Name:	Laura Leigh
P/C President and-or School Council Chair Signature:	
Date:	26/08/2024

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Contents

Purpose

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

At Carbrook State School we recognise the close relationship between learning, achievement and behaviour, and are committed to providing a safe, supportive and disciplined school environment where both academic and social-emotional well-being of all school community members is valued, encouraged, modelled and actively promoted.

Carbrook State School's *Student Code of Conduct* focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Code of Conduct provides a framework for teaching students how to develop strong, quality relationships with others and to use positive and appropriate behaviours, which demonstrate respect and kindness towards themselves, others and the environment, and are acceptable within the community.

It is focused on supporting and promoting the positive behaviours of all students while acknowledging that some students demonstrate ineffective behaviours to meet their needs and that these need to be addressed within a framework of positive behavioural support. As well as identifying and reinforcing existing positive behaviours, our Code of Conduct focuses on teaching students to use positive behaviours and supporting them as they learn these skills so all students are successful and all staff enjoy a safe workplace.

Principal's Foreword

Carbrook State School has a long and proud tradition of providing high quality education to students and developing and fostering positive relationships between all members of our school. It is our firm belief that strong, genuine and positive relationships built on trust between all members of our community are the foundation for every student succeeding.

Our vision of Carbrook success is driven by four core values of:

- **Caring** towards ourselves, others and the environment
- **Curious** to learn new knowledge and skills
- **Courageous** to have a go and take a stand
- **Collaborative** to creatively solve problems with others

Our four rules which set the expectations for behaviour to achieve our core values are:

Responsibility   be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment

Respect   care for self and community members, engaging in a positive manner

Safety   act in a safe manner towards others and use equipment appropriately and follow safe practice when using technology

Learning   be active in your learning, gaining knowledge, comprehension and mastery. Be reflective, goal-focussed and use quality habits to guide your learning.

Carbrook's **A B C**
to success with effort

A
We know ...

Attendance Matters

B
We expect students to ...

Be responsible
Be respectful
Be safe
Be a learner

C
We value a community who are ...

Caring towards ourselves, others and the environment.
Curious to learn new knowledge and skills.
Courageous to have a go and take a stand.
Collaborative to creatively solve problems with others.
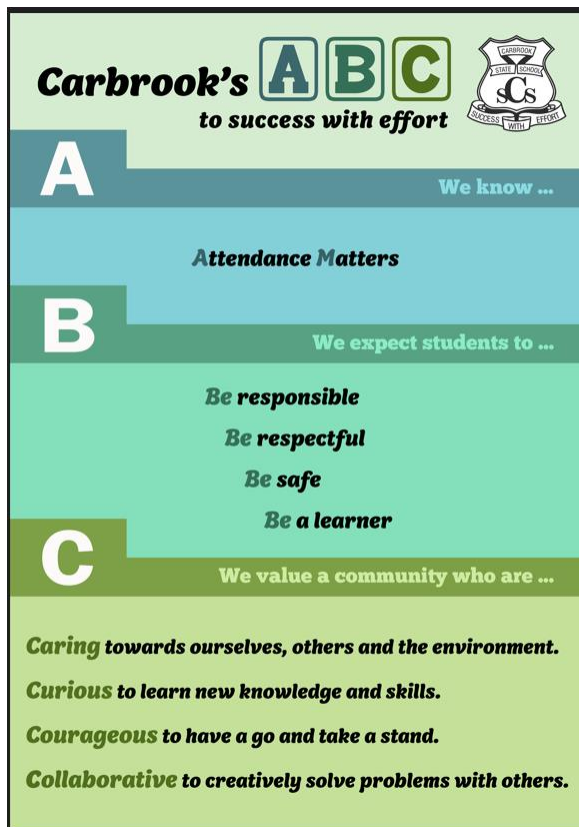
These values and expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now, and in the future.

Carbrook State school staff take an educative approach to discipline that behaviour can be taught and that mistakes are opportunities to learn. Our Student Code of Conduct provides an overview of the school's local policies on the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers and parents for their work in bringing this Carbrook State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Whole School Approach to Discipline

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

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

At Carbrook 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.

The development of the Carbrook State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Positive Behaviour for Learning (PBL) expectations in place for students, being Safe, Respectful, Responsible and committed to learning.

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Carbrook State School.

Be Responsible	• Own your behaviour • Look after property; Mine, Others, Schools • Be a problem solver and use the High 5 • Be in the right place at the right time
Be Respectful	• Follow instructions • Use positive body language and words • Listen attentively to the speaker • Consider others
Be Safe	• Keep hands and feet down • Use objects for their intended purpose • Walk when transitioning around the school • Use digital devices safely
Be a Learner	• Be prepared for learning • Remain on task • Actively participate in learning • Use a growth mindset • Strive to achieve goals

Each week, students are in engaged in lessons which clearly explain the PBL expectations. Each expectation is explicitly explained so they know what it looks like, sounds likes and feels like in the classroom and school setting.

These expectations are also communicated to students via a number of strategies including:
•   Explicit lessons conducted by classroom teachers;
•   Reinforcement of learning from behaviour lessons on school parades and during active supervision by staff during classroom and non-classroom activities.
•   Modelling of behaviour expectations in environmental context e.g. lining up, adventure playground

Every classroom in our school uses a traffic light system to manage behaviour. The below student behaviour management plan is displayed in all classrooms and is to be followed by all teachers when managing classroom incidents.

Classroom Behaviour Management Plan

Our teachers focus on positive reinforcement and redirecting students for minor, infrequent behaviour errors. The process incorporates 5 steps with the focus on positive reinforcement and multiple opportunities for students to think, decide and act responsibly. Behaviour reflection sheets and discussion provide a positive framework specific to individual need and allow opportunity for the reteaching of expected behaviours to prevent reoccurrence of behaviour.

STEP 5　　　　*Office Referral*
Students sent to the office.
Behaviour recorded as a major on OneSchool.

STEP 4　　　　*Reset and Reflect*
Student sent to R&R classroom with a behaviour reflection sheet to complete.
Class Teacher to record behaviour as a major on OneSchool.

STEP 3　　　　*Environmental adjustment*
Student work space is adjusted. Student is redirected to work at another table (responsible thinking chair or different area in the classroom). Teacher to record minor behaviour/s on recording sheet.

STEP 2　　　　*Visual Cue*
Teacher provides a second reminder about expectations by referring to the class anchor chart of expected behaviours.

STEP 1　　　　*Verbal Cue*
Teacher provides student with a verbal reminder about expectations.

Teacher upfronts the expected behaviours for the session (green behaviours)

Red Behaviours

Any physical aggression (hit, kick, pushing furniture etc.)

Slamming Doors

Yellow + repeat of behaviour

Screaming/arguing at a teacher

Swearing/Verbal Aggression

Yellow Behaviours

Repeatedly calling out/making noises

Fiddling with toys

Refusal to do work

Moving out of seat without permission

Raising voice/arguing at an adult

Not starting work or completing work

Not having books and equipment organised

Green Behaviours

Starting & finishing work

Follow instruction/Stay with your group

Ask for help/raise your hand

Ask for a break/use sensory tools/strategies

Be responsible for books and equipment

Be in the right place/use nice talk

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Our plan includes a wide variety of proactive strategies with contingencies in place to deal with critical incidents and persistent non-compliance of the Code.

The emphasis is on encouraging and rewarding positive behaviours, as well as strategies for realigning students who exhibit inappropriate behaviours.

At Carbrook State School, appropriate behaviours are also promoted and reinforced through students engaging in special days and programs addressing harassment, bullying (including cyber bullying), violence and child protections such as the Bravehearts 'Ditto Show', Life Education Program, Daniel Morcombe Program, National Anti-Bullying Day, Kindness day (which we have rebadged as Heart of Carbrook Day).

Consideration of Individual Circumstances

Staff at Carbrook 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.

Differentiated and Explicit Teaching

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

Teachers at Carbrook 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 learning. These decisions about differentiation are made in response to data and day-today 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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

Expectation	Technology	Learning Spaces	Playground	Eating Area	Before & After school	Toilets	Transition
Be responsible	✓ Log off immediately when instructed ✓ Bring device charged ✓ Report damage to devices	✓ Be organised ✓ Use furniture appropriately ✓ Help your peers	✓ Return equipment ✓ Respond immediately to bells ✓ Wear your hat ✓ Stay in designated play area	✓ Put rubbish in the bin	✓ Phones to office ✓ Sit in the correct area and wait to be collected by an adult ✓ Wait inside gate until instructed to leave school grounds	✓ Use quiet voices ✓ Keep toilet area clean ✓ Be water wise ✓ Go to toilet during break times	✓ Make room for others when walking ✓ Sit and wait in two lines for the teacher ✓ I transition quickly to start my learning
Be respectful	✓ Report online bullying and harassment ✓ Report inappropriate device usage	✓ Keep the classroom tidy ✓ Allow others to learn (appropriate volume, hand up to speak) ✓ Include others	✓ Include others in games ✓ Take turns ✓ Play fairly	✓ Keep eating area tidy ✓ Only eat own food	✓ Sit quietly before school ✓ Lock eyes into something	✓ Respect others' privacy	✓ Be considerate of others' learning time ✓ Stay on the path
Be safe	✓ Use all equipment safely and with care ✓ Be Cybersafe	✓ Walk entering and exiting the classroom ✓ Keep bags on port rack	✓ Stay in correct play area ✓ Play by the rules ✓ Play school friendly games ✓ Use equipment appropriately	✓ Sit to eat	✓ Walk with an adult to transport ✓ Sit and wait for bus	✓ Use correct toilets ✓ Wash hands	✓ Walk on the path ✓ Walk when transitioning into the classroom
Be a learner	✓ Allow others to learn ✓ Use devices for learning purposes	✓ Lock eyes and ears on speaker ✓ Actively participate ✓ Whole body listening	✓ Help others learn the rules of the game ✓ Follow the rules of the game ✓ Encourage others to join		✓ Use road safety rules ✓ Look out for your car or bus	✓ Report problem to an adult ✓ Return to class promptly	

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Carbrook State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
•   no longer require the additional support
•   require ongoing focussed teaching
•   require intensive teaching

Carbrook State School has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned an individual Case Manager at the school who oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

We expect all children to take responsibility for their actions and that consequences apply for their inappropriate actions in the classroom and in the playground. Common sense, logical and natural consequences are applied as a matter of course in dealing with unacceptable behaviour, but always with fairness and consistency. In most cases, every effort will be made to resolve/solve the issue at the classroom level.

Whilst our focus is on **proactive and preventative whole school approaches**, certain types of behaviours are unacceptable and have consequences. Carbrook State School makes systematic efforts to prevent problem student behaviour by teaching, modelling and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs,

students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

The disciplinary consequences model used at Carbrook 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 expectation reminders may be used by teachers to respond to low-level or minor problem behaviours which are then recorded on the classroom Minor Data Tracking Sheet, which is then collated into the school's whole school data platform.

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 focused 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. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Class teachers adhere to the processes outlined in the school's PBL Managing Behaviour Flowchart.

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, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positives 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
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Playground Passport

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Support from the Guidance Officer
- Check in Check Out strategy
- Teacher profiling, coaching and feedback
- Referral to Student Support Services for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- Short term suspension (up to 10 school days)

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- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Carbrook 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 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-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 focused 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
- 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

Carbrook 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 Principal 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 Carbrook 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

** 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 Carbrook 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;
- 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 Carbrook 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 Carbrook 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 Carbrook 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 Carbrook 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.

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Use of 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.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **unacceptable** for students at Carbrook State School to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times before or after school
- 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 Services 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 Services 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.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Carbrook State School Student Code of Conduct. In addition, students and their parents should:
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT Services facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:

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- 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 Services 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.

Mobile Phones

All mobile phones brought to school must be clearly labelled and handed in at the front office and placed in the mobile phone box at the beginning of the school day and collected at 3:00pm. All care but no responsibility will be taken for equipment.

For more information regarding the school's policy regarding the use of mobile phones and other devices, please see our mobile phone and electronic device policy found on our school website.

Preventing and responding to bullying

Carbrook 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.

At Carbrook State School we promote positive relationships by:
- explicitly teaching and modelling kind communication and gestures
- hosting days to promote positive relationships such as the Heart of Carbrook, Anti-bullying, and RUOK.

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- Acknowledging positive relationships in the playground by providing children with fair play tokens
- Acknowledging students that have been upstanders or performed kind gestures on parade
- Engaging students in weekly lessons about how to be a respectful and kind citizen in the community
- Engaging students to have a voice and be an upstander and report any behaviour that impacts negatively on another person
- Explicitly teaching students that reporting is not dobbing.

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 Carbrook State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

What roles can students play in bullying behaviour?

Not all students play a clear role as either the student who is bullying or the student who is being bullied. Students at Boonah State School can identify the following roles they may take in different circumstances:

- **Ring Leader:** students who through their social power can direct bullying activity.
- **Associates:** students who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- **Reinforcers:** students who give positive feedback to the student doing the bullying, for example through comments, by smiling or laughing.

- **Outsiders/Bystanders:** students remain silent or watch and therefore appear to condone the bullying behaviour or who want to keep themselves safe by not drawing attention to themselves out of fear of the bully.
- **Defenders:** students who try to intervene to stop the bullying or comfort students who experience bullying.
- **Target:** student who has been subjected to the bullying behaviour.

At Carbrook State School, students are taught *The High Five Strategy* from Prep to Year 6 to allow them to manage bullying and/or situations they feel uncomfortable as a result of another person's behaviours. This also supports them to develop resilience necessary not only in school life, but in life as an adult. Staff are taught and expected to act diligently and in a timely manner when a student makes a report to them. All staff are easily identifiable when rostered to provide supervision to assist students when reporting. All staff on duty walk around under an umbrella and carry a coloured duty bag with them.

High Five Steps include:

1. *Ignore*
2. *Talk Friendly*
3. *Talk Firmly*
4. *Walk Away*
5. *Report (Immediately to a staff member).*

At Carbrook State school we:
- implement the School's Student Code of Conduct
- provide active class and playground supervision by staff
- encourage class discussions to deal with problems
- investigate all reports of bullying – retrieve witness statements and statements from person being bullied and person being accused of bullying
- inform parents of reported bullying incidents
- provide counselling with Guidance Officer if required
- teach strategies to students to help them deal with bullying
- promote positive relationships through community building activities and lessons
- upfront expectations regarding our school values of being Responsible, Respectful, Safe and a Learner on a daily basis
- provide and implement appropriate interventions to manage situations of bullying

How does the school respond to Bullying Behaviour?

Carbrook State School's response to Bullying Behaviour has been contextualised from a range of approaches developed by respected researchers – namely Mediation, Restorative Practice, Support Group Method and Method of Shared Concern.

The purpose of this response is to support the ring leader, associates and reinforcers to identify the effect of their behaviour and make the appropriate changes and to empower the target, defenders and outsiders/bystanders with strategies and confidence to deal with bullying behaviour.

Step 1. Identify the individuals involved in the problem
All individuals involved in the problem are identified through the initial report. Some clarification may be needed by interviewing the source of the initial report.

Step 2. Identify individuals' roles
The roles individuals have played are identified through initial interviews. The roles may become clear by interviewing only a couple of individuals, so it may not be necessary to interview everyone at this early stage.

Step 3. Prepare the target for a group meeting
The Restorator talks with the target to prepare them for meeting with the group. It may be beneficial to prepare the student for exactly what they might say and give them an opportunity to rehearse it – especially if they are particularly worried or scared.

Step 4. Convene a group meeting
Meet with all individuals involved in the problem in a safe, neutral environment which is private and free from interruptions. It is important to allow enough time for the meeting to reach its natural conclusion.

Step 5. Explain the problem
The Restorator draws attention to the problem and especially to the distress that the target is experiencing, using evidence provided by the target.

Step 6. Promoting Shared Responsibility
The Restorator makes it clear that no one is going to be punished or blamed at this stage and that the purpose of the meeting is to work together to find a solution in which everyone has a responsibility.

Step 7. Sharing thoughts/feelings
Each student is given a chance to share with the group how they are feeling and what they think needs to be done to resolve the situation. A good framework can be "When you say/do… I feel/think… I acknowledge that I… but I need … to feel safe and happy again". This will most likely need to be modelled and scaffolded.

Step 8. Developing a solution
The Restorator facilitates a conversation which develops an appropriate solution which everyone is satisfied with. It is important that the solution provides appropriate opportunities/strategies to deter the behaviour of the ring leader, associates and reinforcers and empower the target, defenders and outsiders/bystanders.

Step 9. Reaching agreement
Once the solution has been developed it is documented and agreed to by all parties. It needs to be made clear that there will be consequences for those who break the agreement and what those consequences might likely be. The agreement is signed by

all parties and everyone is given a copy which can be shared with their parent/carer. All agreements must contain the following condition "Any breaches of the agreement must be reported immediately without retaliation."

Step 10. Follow Up

In the weeks following the meeting/agreement, it is important for class teachers and Restorators to regularly follow up with individuals to check the effectiveness of the solution. Sometimes the solution may need to be changed/adjusted. It is also important to ensure that consequences are imposed when necessary.

Cyberbullying

Cyberbullying is treated at Carbrook 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) or the school Principal.

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 eSafety Commissioner or the Queensland Police Service.

Students enrolled at Carbrook State School may face in-school disciplinary action, 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.

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.
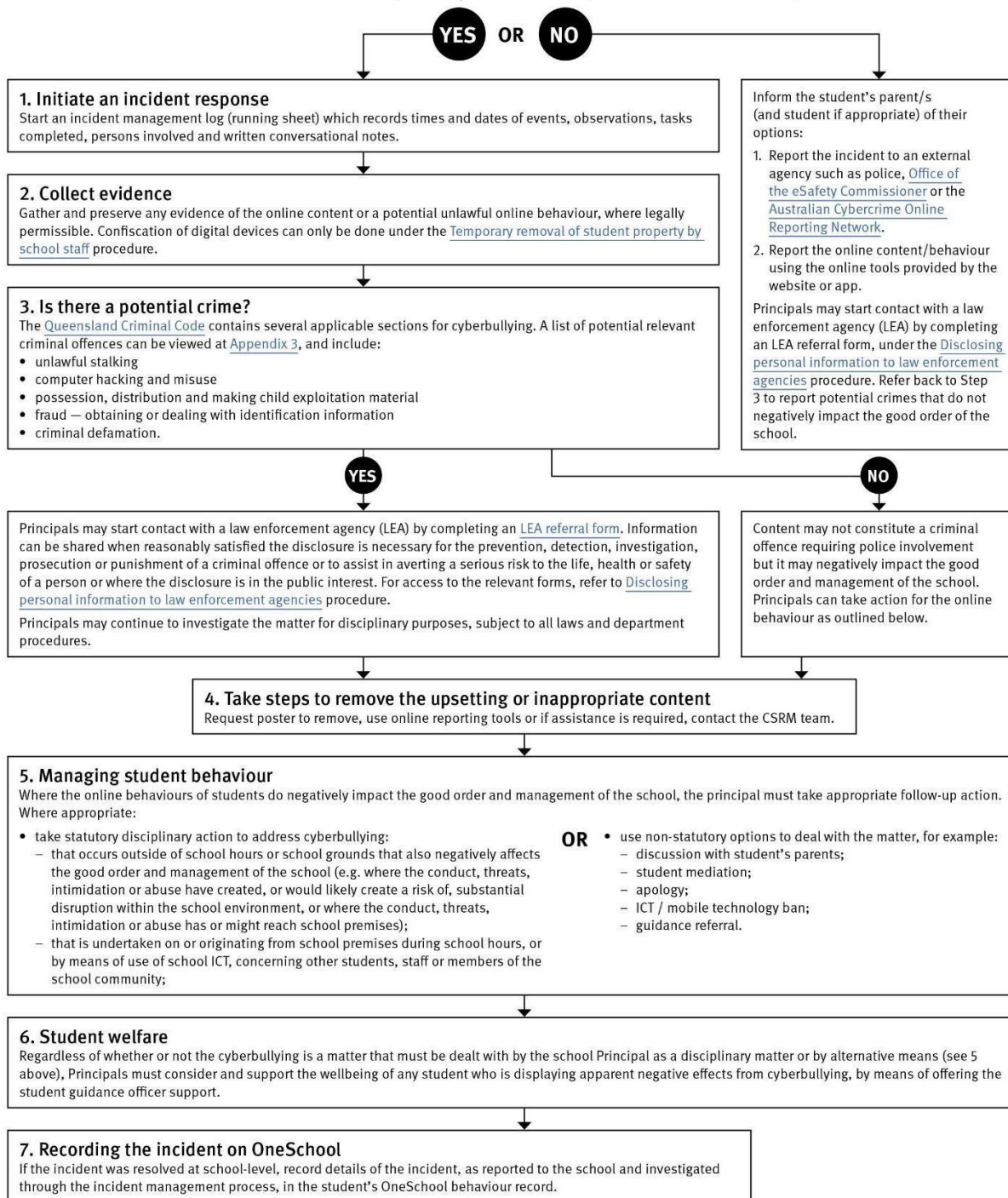
Explicit images

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.

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

YES OR **NO**

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?

The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare

Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cyber safety 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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety 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 Principal in incident management.

For more information about cyber safety, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

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

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

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Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to access and to socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, Principal 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.

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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 Carbrook 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, prearranged 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.

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations. In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.