



Eight Mile Plains 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

Purpose

Eight Mile Plains State School is committed to providing a safe, respectful and supportive learning environment for all students, staff, parents, visitors and the broader community. Students have opportunities to engage in quality learning experiences and acquire values supportive of lifelong wellbeing.

Eight Mile Plains 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 enabling students to be self-managed in their learning and behaviour.

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.

The principles of Choice Theory (Glasser, 1998) underpin the implementation of principles of this Code of Conduct. This philosophy is about creating the conditions for each student to progress towards responsible self-management, whilst learning about how and why people behave the way they do.

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Endorsement

Principal Name:	Emma Kennedy
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Date:	
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P/C President Signature:

Date:

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Whole School Approach to Self-Management

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

Eight Mile Plains State School uses Choice Theory as the psychological base for all decision making. This philosophy is about creating the conditions to enable each student to progress towards happy and responsible self-management, whilst learning about how and why people behave the way they do. We work to help all individuals move towards developing the key life skills of:

- Understanding myself and others
- Building the relationships I need, feeling good about myself
- Solving problems and taking effective control of my life
- Creating a happy and healthy, connected and purposeful life

Choice Theory underpins the school's belief that the only person's behaviour you can control is your own.

Our school vision is for:

- A self-managing school where all students are responsible for their own behaviour.
- Positive relationships between all members of the school community.
- Students understand why and how they behave.
- Students are taught more effective replacement behaviours to be able to manage themselves effectively.
- Students behave responsibly to meet their needs and wants.

Eight Mile Plains State School is committed to providing a safe, responsible and respectful learning environment for students, staff, and the community. Students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of self-management so learning and teaching in our school can be effective and students can participate positively within our school community.



EMPSS Window of Certainty

Our Quality World
Skillset, adaptable learners; Responsible for choices; Respectful relationships

- At EMP, we value:
- Having an **inclusive environment**, for the empowerment of all members of our school community.
 - **High expectations** of self and others.
 - We value **professionalism in communication** by being timely, transparent and clear about expectations, responsibilities and opportunities.
 - Responding to changes by **adapting our practices** and adjusting to the needs and wants of those invested in our school community.
 - **Teamwork and collaboration** through intentional and purposeful sharing of knowledge and skills.
 - Being open to new ideas and ways of working that support problem-solving, innovation and use of creative tools.

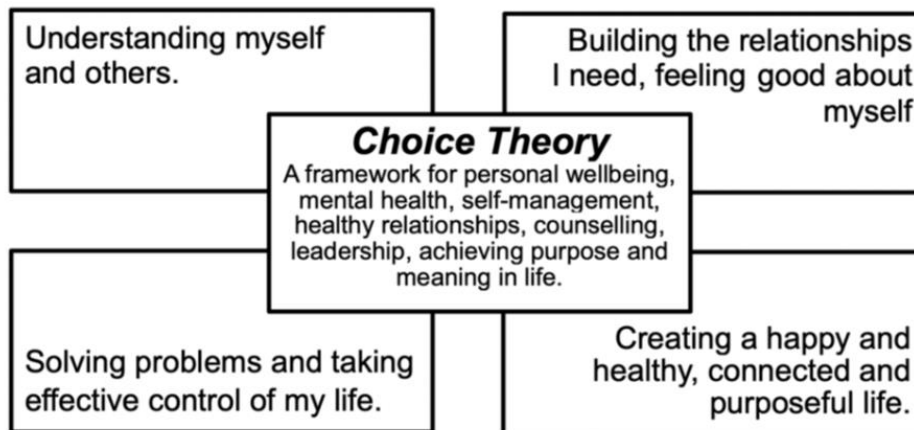


- At EMP, we want:
- **EMP Learner Attributes** embedded across the whole school community
 - **Commitment** approach to social and emotional development, using a shared language to upskill and support students to manage themselves and make positive behavioural choices
 - Learning environments and natural play-scapes that foster **engagement, health and wellbeing**.
 - **Respectful relationships** between all members of our school community
 - Implementation of an **engaging, inquiry-based** approach to curriculum delivery

At EMP, we believe:

- In creating safe and supportive environments where everyone belongs and is connected.
- All learners can self-manage, communicate their needs and wants, and be responsible for their choices.
- Investing time to build respectful relationships and collaborative partnerships is key to engagement.
- When students are engaged in rich and challenging learning experiences, deep thinking happens.
 - All learners are capable and success may look different for everyone.
 - A growth mindset fosters resilience and self-belief.

Choice Theory Psychology – understanding human behaviour.



Our particular beliefs about behaviour:

1. Behaviour is a choice. It takes thought and/or action to carry out a behaviour.
2. Each individual is responsible for their behaviour choices.
3. We can only control our feeling and physiology/body talk through how we choose to think and act.
4. Behaviour can be taught. Behaviour can be learned. Behaviour can be unlearned by teaching replacement behaviours.
5. The behaviour skills required to achieve success across a variety of environments can be described as “Personal and Social Capabilities”.
6. The most successful way of teaching personal and social skills is to model what is expected and provide clear criteria for success.
7. Behaviour is directly influenced by environment. As behaviour is environment specific, individuals need to learn the expectations specific to each environment. For e.g., at school we...; when online we... etc.
8. That we all behave in order to meet our 5 Basic Needs, and that we all meet these needs in different ways. For example, what you do for fun might be different to what I do. We teach these to the students and help them identify how they meet their Basic needs, and how to evaluate if this is helpful or not helpful.

At Eight Mile Plains State School we support students with their behaviour choices by assisting each student to reflect on their decision making and make a more appropriate plan for future success. Our staff take responsibility for making their expectations clear as students move towards self-management. Behavioural choices are opportunities to reflect through the Reality Therapy model and students are encouraged to enact the problem solving process.

The development of the Eight Mile Plains State School’s Student Code of Conduct is an opportunity to explain the Self-Management framework with parents and students and gain their support to implement a consistent approach to teaching and understanding behaviour. The language and expectations of Choice Theory can be used in any environment, including the home setting.

If you would like to discuss the Student Code of Conduct or the Self-Management Framework you are encouraged to speak with your child’s class teacher or a Leadership Team member.

Expectations

Our staff are committed to delivering a high quality of education for every student, and believe everyone across our school community, whether visiting or working, should meet our school expectations: Be Respectful, Be Responsible, Be Safe and Be a Learner.

Below are examples of what 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 Eight Mile Plains State School. These are our Inside and Outside the Circle Behaviours.

Be Respectful – Be aware of, acknowledge and accept others' diversity, roles and opinions.

Be Responsible – Be aware of your actions and choices, and accept the outcomes.

Be Safe – Be aware of the needs of self and others, and act in an effective way.

Be a Learner – Be motivated, curious and persistent to explore new knowledge and skills, and build on your understanding of the world and where you place in it.

Our Eight Mile 8 Learner Attributes are the learning dispositions or skills we want all students to acquire while at Eight Mile Plains State School.

Eight Mile 8 Learner Attributes

<p>Inquirer</p> <p>Through inquiry we discover information by engaging in research, questioning, and by being curious.</p>	<p>Problem-solver</p> <p>We use critical and creative thinking skills to explore new ideas and take responsible actions on solving problems. We use initiative to think for ourselves first and then make a plan.</p>	<p>Collaborator</p> <p>We work together by sharing ideas and opinions. We have open discussions and actively help each other achieve our goals.</p>	<p>Communicator</p> <p>We communicate effectively to express ideas and information confidently and creatively in a variety of ways. We work effectively and in collaboration with others.</p>
<p>Self-manager</p> <p>We self-manage by taking responsibility for our own learning and actions. We set goals, reflect and challenge ourselves.</p>	<p>Risk-taker</p> <p>We approach uncertainty with confidence and resilience. We explore new ideas and are not afraid to make mistakes.</p>	<p>Creative</p> <p>We explore and experience the world in playful and thoughtful ways. We use imagination and originality for self-expression.</p>	<p>Inclusive</p> <p>We are inclusive when we celebrate diversity and are open to new ideas and ways of doing.</p>

Consideration of Individual Circumstances

Staff at Eight Mile Plains State School take into account students' individual circumstances, such as their developmental stage, level of cognition, age, behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching behaviour expectations, responding to inappropriate behaviour or considering appropriate and helpful consequences.

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 be individualised. 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 with peers or staff. For a small number of students, the use of certain consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances.

Our staff are also obliged by law to respect and protect the dignity and privacy of all students. We will not disclose or discuss the behaviour of another student with anyone other than the student's family. This applies even if the incident involves your child. You can be assured that school staff take student behaviours very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

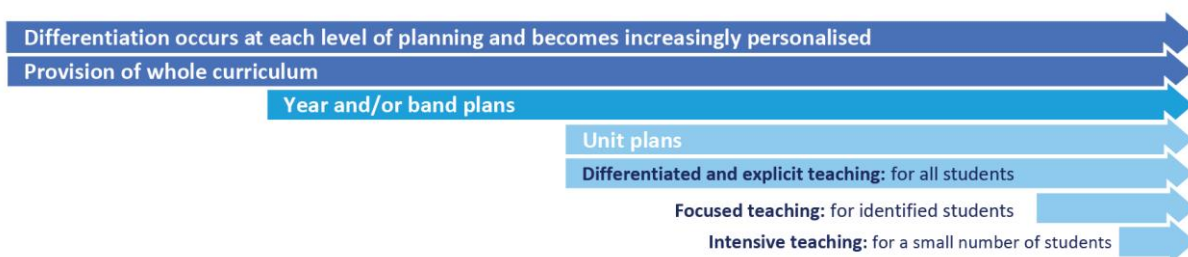
If you have concerns about the self-management of your child or the way our staff have responded to their behaviour, please make an appointment with the Leadership Team to discuss.

Differentiated and Explicit Teaching

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

Teachers at Eight Mile Plains 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.

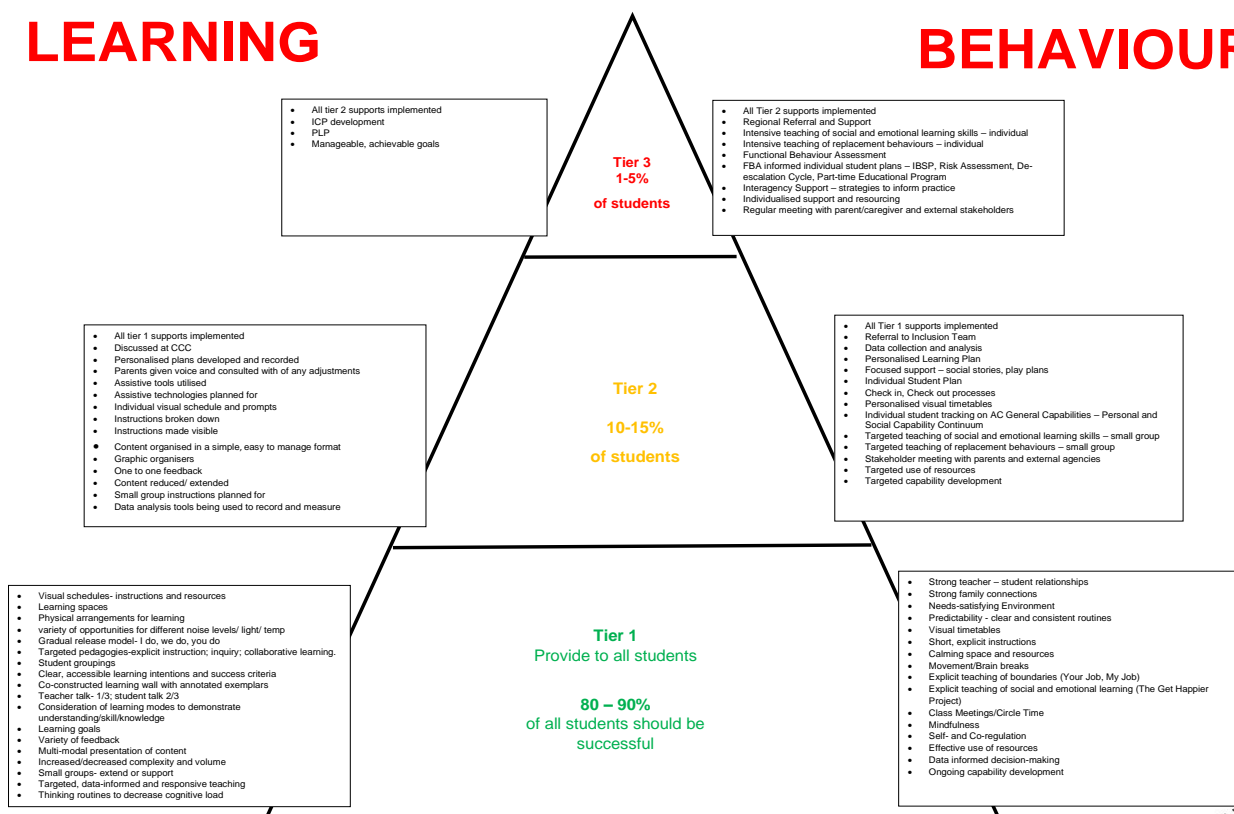
There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



Multi-tiered approach to **learning** and **behaviour** is a starting point to frame the nature and scope of support that students will need to ensure that ALL students have equitable access to educational programming and opportunities to maximise their potential. The Tiered triangle is one facet of a continuum of supports at EMPSS.

LEARNING

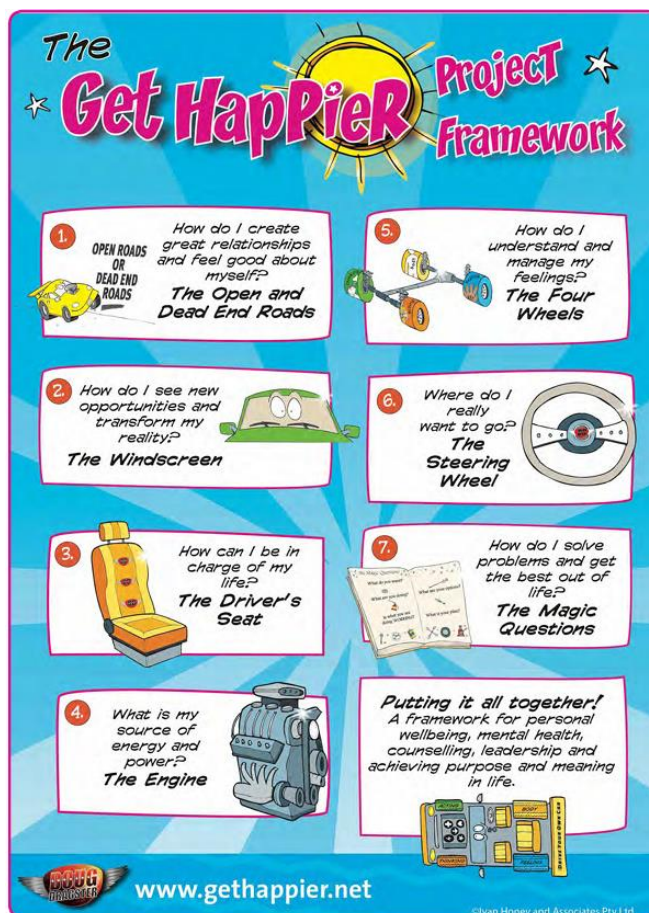
BEHAVIOUR



At EMPSS, we are committed to explicit teaching and modelling of pro-social behaviour and personal skills as exemplified in the Personal and Social Australian Curriculum General Capabilities and underlying psychology of intrinsic motivation as evident in Choice Theory. We do this through:

- Explicit teaching of social and emotional learning
 - o During regular, explicit lessons in *The Get Happier Project*, students are taught how to:
 - understand how and why they behave
 - self-regulate and manage their emotions
 - control their behaviour (thinking and actions)
 - solve problems effectively
 - improve relationships with themselves and others
 - lead happier, healthier lives.

The Get Happier Project Framework outlines the concepts of Choice Theory that students will be taught in a fun and engaging way.



- Needs-satisfying Environment
 - o Creating a classroom and school environment where students are able to responsibly meet their five basic needs: *Survival, Love and Belonging, Power, Fun, and Freedom*. By regularly providing opportunities for students to take responsibility, feel important, have choice, collaborate, and be engaged in learning, they will be less likely to meet their needs irresponsibly.

Students will choose to meet their Basic Needs one way or the other.		
Responsibly		Irresponsibly <i>(at own or others' expense)</i>
By choosing to: <ul style="list-style-type: none"> • Work hard • Co-operate • Collaborate • Achieve • Listen • Feel successful • Feel important 	Power	By choosing to: <ul style="list-style-type: none"> • Disrupt • Seek attention • Bully others • Tease others • Anger • Cry • Tantrum • Be non-compliant
By choosing to: <ul style="list-style-type: none"> • Work collaboratively • Make and maintain friendships • Wear uniform or similar clothes 	Love & Belonging	By choosing to: <ul style="list-style-type: none"> • Belong to gangs • Buy friends • Bullying behaviours • Follow peers even though it goes against their value system
By choosing to: <ul style="list-style-type: none"> • Make responsible decisions • Behave responsibly • Be creative 	Freedom	By choosing to: <ul style="list-style-type: none"> • Opt out of activities • Truant both at home and away from home • Daydream
By choosing to: <ul style="list-style-type: none"> • Laugh with others rather than at them. • Enjoy success and respect • Relax • Be engaged in learning 	Fun	By choosing to: <ul style="list-style-type: none"> • Play hurtful and practical jokes • Tell jokes at the expense of others • Makes fun of people • Be disengaged from learning
By choosing to: <ul style="list-style-type: none"> • Risk take in new learning • Follow routines • Get adequate sleep and eat well • Behave safely 	Survival	By choosing to: <ul style="list-style-type: none"> • Avoid taking risks new learnings and situations • Be rigid in thinking and routines • Engage in unsafe behaviours

- Effective use of resources
 - o Managing the human, physical, digital and financial resources available in the classroom and school environment effectively to support student learning and behaviour.
- Ongoing capability development
 - o Building the capability of staff to have a deep understanding of human behaviour, psychology and developmental neuroscience to equip them with the skills to effectively teach and support students to develop their personal and social capabilities.
- Strong teacher – student relationships
- Strong family connections
- Predictability - clear and consistent routines
- Visual timetables
- Short, explicit instructions
- Calming space and resources
- Movement/Brain breaks
- Explicit teaching of boundaries/expectations (Inside and Outside the Circle/ Your Job, My Job)
- Class Meetings/Circle Time
- Mindfulness
- Self- and Co-regulation
- Data informed decision-making

Focused Teaching

Sometimes students need more time and attention, more explicit teaching, more opportunities to practise skills and more regular feedback on progress and to learn new or replacement behaviours.

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.

At EMPSS, we do this through:

- Referral to Inclusion Team
- Data collection and analysis
- Personalised Learning Plan
- Focused support – social stories, play plans
- Individual Student Plan
- Check in, Check out processes
- Personalised visual timetables
- Individual student tracking on AC General Capabilities – Personal and Social Capability Continuum
- Targeted teaching of social and emotional learning skills – small group
- Targeted teaching of replacement behaviours – small group
- Stakeholder meeting with parents and external agencies
- Targeted use of resources
- Targeted capability development

Intensive Teaching

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 that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

At EMPSS, we do this through:

- Regional Referral and Support
- Intensive teaching of social and emotional learning skills – individual
- Intensive teaching of replacement behaviours – individual
- Functional Behaviour Assessment
- FBA informed individual student plans – IBSP, Risk Assessment, De-escalation Cycle, Part-time Educational Program
- Interagency Support – strategies to inform practice
- Individualised support and resourcing
- Regular meeting with parent/caregiver and external stakeholders

About Consequences

Every day we make lots of choices. Every choice has consequences.

We understand that as a natural part of learning, all children will make “mis-takes”. This includes learning about the consequences for our choices. Here we explain our approach to this.

Punishment, as understood by schools and society in general, is an adverse consequence applied to a person to “teach a lesson” or to cause suffering.

Punishments that are unreasonable, humiliate or shame a person, or are unrelated to the misbehaviour can damage the teacher–student relationship. They may lead to students feeling resentful, seeking revenge, rebelling, disengaging from school or being deceitful. They may also reduce self-esteem.

Alternative strategies for responding to behaviour, which are more effective at maintaining positive teacher–student relationships include natural and logical consequences. At Eight Mile Plains State School, we speak of and teach natural and logical consequences for our choices.

Natural consequences happen as result of the behaviour and are not planned or controlled by a teacher. For example, when I do A ... B happens (without intervention).

This is best when related to the problem-ineffective “behaviours” and are designed to repair damaged property or damaged relationships.

Logical consequences are related to the misbehaviour, but require teacher intervention to implement. For example, a student who chooses not to complete work during class time has to do it in their own time.

For logical consequences to be effective at changing student behaviours, they must meet the three “r’s”.

1. **Related.** The consequence is related to the student’s behaviour and the purpose of the behaviour. The purpose of the same behaviour may vary between children; or even for the same child on a different day. This is why it is not helpful to apply the same consequence, for the same behaviour, to all students.
The consequence should also be related to growth for the child, ideally providing the capacity to reflect, plan and implement a new or ‘replacement’ behaviour.
2. **Respectful.** The consequence does not involve shame, blame or pain to the student and is applied firmly and calmly.
3. **Reasonable.** The consequence is proportionate to the student’s misbehaviour and the student is capable of the actions required by the consequence.

The process for assisting students to become self-managed within the classroom and the playground at Eight Mile Plains State School follows the same differentiated approach used in the proactive teaching and support. The *EMPSS Self-Management Process* is contextualised and individualised for each student and situation.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised.

Some students will need additional support, time and opportunities to practise expected behaviours, and reflect on their current behaviour choices.

EMPSS Self-Management Process



Redirection

- Redirect with questions.
- What are you doing?
 - Is it responsible?
 - Do you know what to do?
 - Can you do it? Thank you.

Self-evaluation

- Ask students to self-evaluate.
- What's your job (inside the boundaries)?
 - Are you doing your job?
 - What do you need to do your job (get back inside the boundaries)?
 - How can I help you do your job?

Teaching of Replacement Behaviour

- Cool down thinking / planning time within the room or an agreed space.
Talk privately and calmly with the student on their return.
- What do you want?
 - What are you doing?
 - Is that working? (i.e. helping me to teach (My Job) / you to learn (Your Job)?)
 - What are your options?
 - What is your plan?
- Determine the next step a) when the plan works, b) if the plan doesn't work.
Communicate plan to class teacher. Document on OneSchool.

Choice

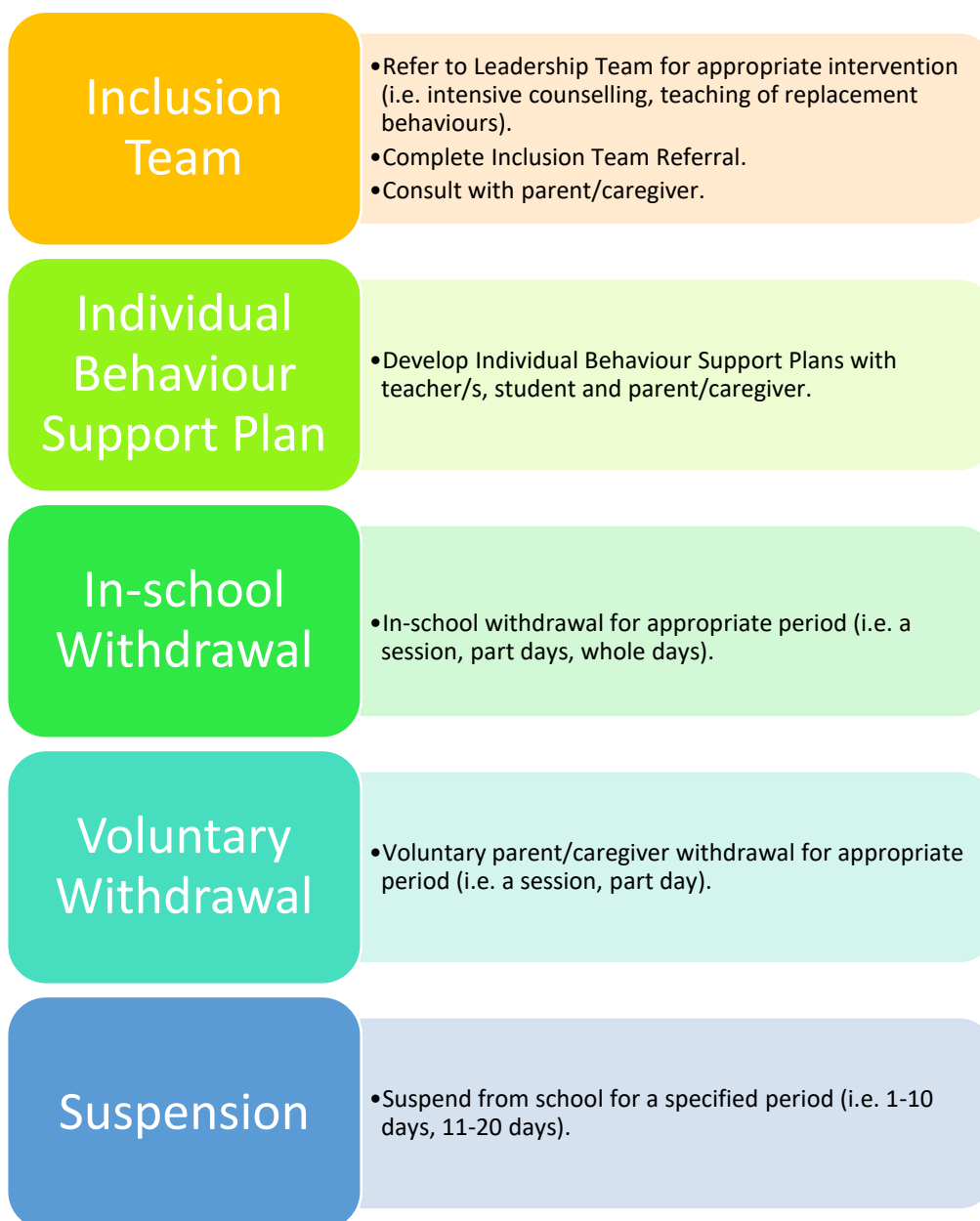
- Calmly and privately give the student a choice:
- I can see you are not choosing to follow your plan.
 - If you decide to continue... (state specific irresponsible behaviour), you are choosing ... (state logical consequence).
 - If you decide to... (state specific desired behaviour), you are choosing to stay in class/playground. I'm sure you'll make the best choice.
- Walk away and give short take-up time (1-2 minutes). Then follow through.

Logical Consequence

- Negotiate and agree on a logical consequence with the student.
- What do you think is a reasonable consequence for... (state specified irresponsible behaviour)?
- Class teacher contact parent/caregiver and arrange system for regular communication.
Document on OneSchool.

For a small number of students, 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 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 strategy is considered sufficient to respond to the behaviour.



The differentiated responses to students struggling with their learning behaviours can be organised into three tiers, with increasing intensity of support and responses to address behaviour that endangers others or causes major, ongoing interference with safety and/or learning.

Differentiated

Staff provide in-class or in-school responses to low-level or minor off-task learning behaviours. This may include:

- Establishing and co-constructing expectations and reminding.
- Redirection to expected behaviours.
- Pre-correction (e.g. "Remember, walk quietly to your seat").
- Non-verbal and visual cues (e.g. posters, gestures, desk cards).
- Whole class practising of predictable, consistent routines, e.g. transitioning, brain breaks, movement breaks etc.
- Ensure ratio of 5 positive to 1 negative commentary or feedback.
- Corrective feedback (e.g., "Hand up when you want to ask a question").
- Expectation or Rule reminders (e.g., "When the bell goes, stay seated until I dismiss you").
- Explicit and clear behavioural instructions.
- Proximity control – (arrange to be near the student).
- Waiting and Scanning.
- Cueing with parallel acknowledgement (noticing other's behaviours).
- Body Language encouraging (smiling, nodding, gesturing, moving closer).
- Descriptive encouraging (noticing the behaviours you want to see).
- Selective attending (not attending/responding).
- Tactical ignoring of inappropriate behaviour (not student).
- Revised seating plan-relocation of student/s with input about where they learn best.
- Individual encouragement for appropriate and helpful behaviour.
- Reminders of class goals or personal goals.
- 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?").
- Giving choices.
- Agreed consequences reminder.
- Following through (do what you said you would do).
- 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.
- Private chat with student about expected behaviour using the problem-solving process: - *What do you really want? What are you doing? Is it working? What are your options? What is your plan?*
- Prompt student to take a break or time away in class to regroup before re-joining learning experiences. May also be used as a cool-down/thinking area to self-regulate before resume-repair.

Focused

Staff are supported by other school-based staff to address ongoing or escalating in-class inappropriate learning behaviours. This may include:

- Functional Behaviour Assessment.
- Observation of Essential Skills for Behaviour Management.
- Individual student behaviour support strategies (e.g. Individual Student Behaviour Plan, which may include risk assessment and de-escalation cycle).
- Targeted skills teaching in small group.
- Counselling and guidance support.
- Self-monitoring plan for class and playground.

- Check in - Check Out strategy.
- Teacher coaching and debriefing.
- Referral to Inclusion Team for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Playground passport - Students are responsible for monitoring their playtime behaviour choices and checking in with adults at the end of each play session for varying periods of time. This will result in regular play time being restored or time away from the playground.
- Time away from the playground - This may be part of a logical consequence, for de-escalation, self-regulation, reflective practice and/or restoration.
- Supported Attendance at Camps, Excursions and Sports.

Intensive

The School leadership team work in consultation with staff and the Inclusion Team to address persistent or ongoing serious learning behaviours. This may include:

- Functional Behaviour Assessment based individual support plan, including risk assessment and management plan.
- Complex case management and review.
- Stakeholder meeting with parents and external agencies including regional specialists.
- Temporary removal of student property (e.g. mobile phone).
- Short term suspension (up to 10 school days).
- Long term suspension (up to 20 school days).
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities).
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school).
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently).
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

At Eight Mile Plains 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 Eight Mile Plains 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 via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (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

Eight Mile Plains 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 Eight Mile Plains 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 or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Eight Mile Plains 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 Eight Mile Plains 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 Eight Mile Plains 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 Eight Mile Plains State School

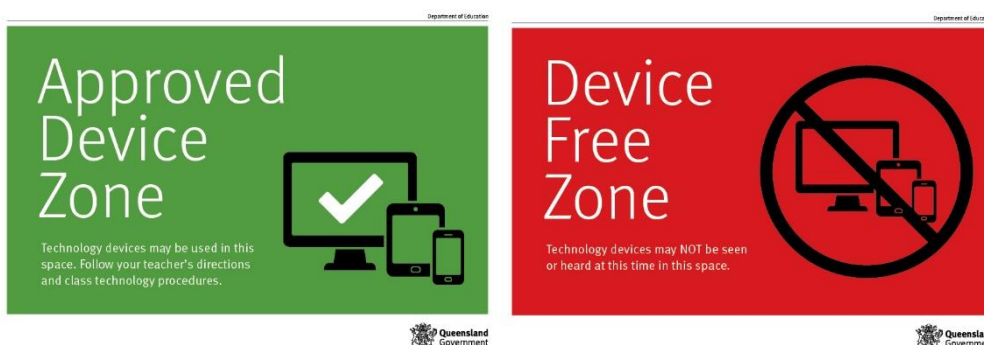
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Eight Mile Plains State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive 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.

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.

In consultation with the broader school community, Eight Mile Plains State School has determined that explicit teaching of responsible use of devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

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

It is **acceptable** for students at Eight Mile Plains State School to:

- use devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device
- switch off and place mobile phones at the school office when arriving on school grounds and collect at the end of the day
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Eight Mile Plains State School to:

- use a mobile phone or other devices in an unlawful manner
- use a device in technology-free designated spaces or times
- 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) during the school day
- 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 Eight Mile Plains 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 network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Eight Mile Plains 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.



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.

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 Eight Mile Plains 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 Eight Mile Plains 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.

Eight Mile Plains 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

Deputy Principal – (07) 3340 6333

First hour
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one
Document

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

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue

Day three
Discuss

- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated at Eight Mile Plains 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 form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, the Deputy Principal, 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 Eight Mile Plains State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Eight Mile Plains 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](#).

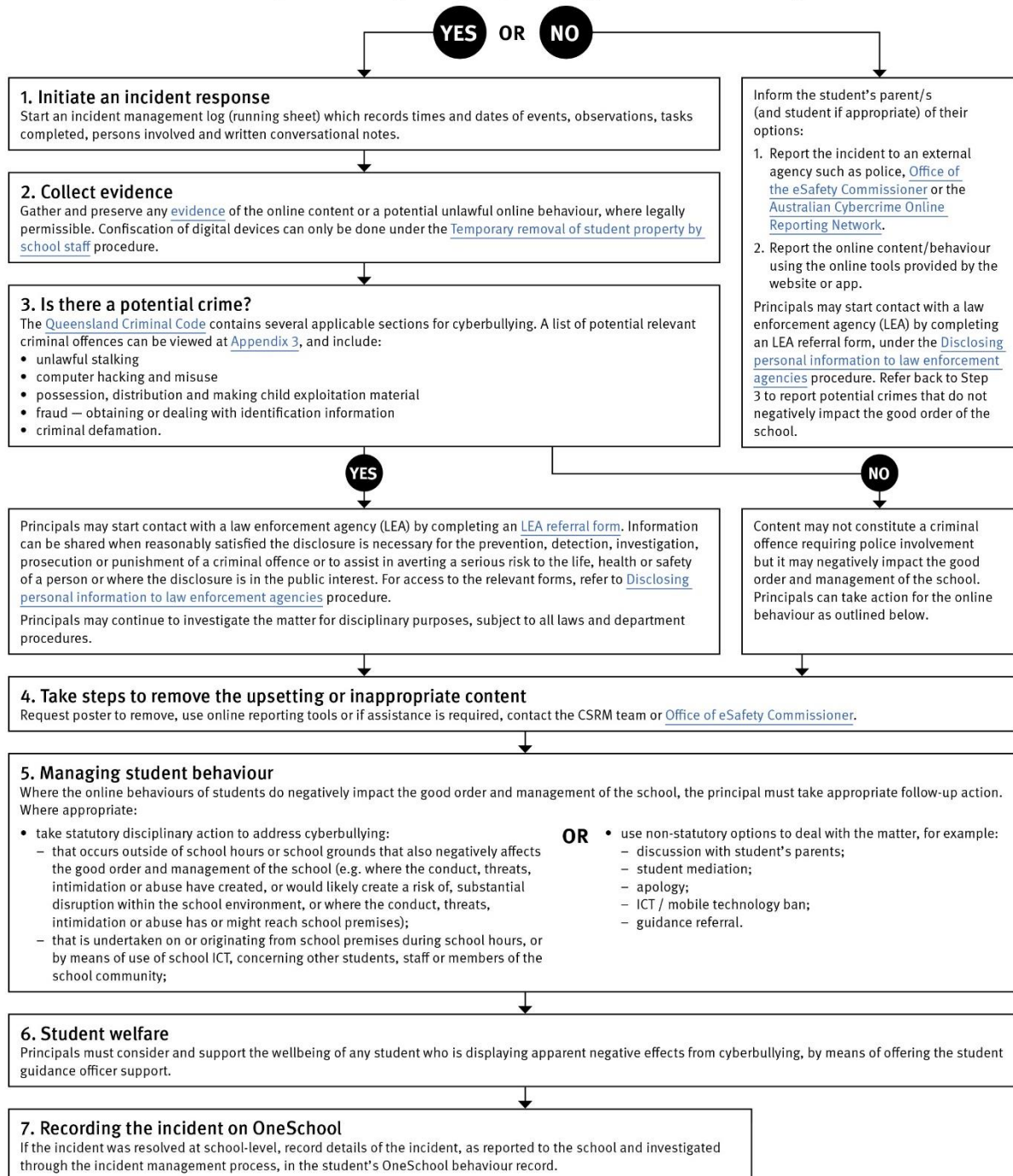
Explicit images

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?



Cybersafety and Reputation Management (CRM)

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

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

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

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

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Eight Mile Plains 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. They are encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Eight Mile Plains 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 withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from school.

Eight Mile Plains State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Eight Mile Plains 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.

Eight Mile Plains State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Eight Mile Plains 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 school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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