

Trebonne State School

Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

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

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

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

Contact Information

Postal address: P.O. Box 1623 Ingham QLD 4850

Phone: 07 47771215

Email: principal@trebonness.eq.edu.au

School website address: <https://trebonness.eq.edu.au/>

Contact Person: Anne Bower -Principal.

Endorsement

Principal Name: Anne Bower

Principal Signature:

Date:

Parent Representative and-or

School Council Chair Name:

P/C President and-or School

Council Chair Signature:

Date:

Anne Bower
7/2/21

TANYA CASTELLANA

T Castellana

7/2/21

Principal Name: Anne Bower

Principal Signature:

Date:

Parent Representative and-or
School Council Chair Name:

P/C President and-or School
Council Chair Signature:

Date:

Contents

- 4 Principal's Foreword
- 5 Student Wellbeing & Support Network
 - Consideration of Individual Circumstances
- 8 Differentiated and Explicit Teaching
- 10 Legislative Delegations
- 11 Disciplinary Consequences
- 27 School 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
- 28 Restrictive Practices
- 29 Critical Incidents
- 30 Related Procedures and Guidelines

Appendix

Behaviour Referral Form

Behaviour Incident Report



Principal's Foreword

Introduction

Trebonne State School has a proud tradition of providing high quality education to students in the Hinchinbrook Area. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Trebonne State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school values, to teach and promote our high standards of responsible behaviour:

Trebonne State Schools **3B'S FOR FOR POSITIVE BEHAVIOUR AND LEARNING**

- Be safe
- Be responsible
- Be respectful.



At Trebonne State School we believe that:

- Students, parents and staff are all part of the Trebonne Team.
- Relationships are at the heart of all learning. Teachers modelling respect will have students also showing respect.
- Supporting students whose behaviour is in breach of the school's Code of Conduct must be fair and equitable and the process must be known and implemented by all.
- Staff and students have the right to teach and learn in an environment that is free from disruption and safe from bullying and harassment.
- The right of an individual to develop differently in intellect, socially, emotionally and physically while maintaining that the rights of individuals must also contribute to a positive, safe learning community.
- The best behaviour support is proactive with emphasis on the positive aspects of behaviour.
- Peaceful and responsible behaviours are expected to be used to resolve problems.
- Our Responsible Behaviour Plan for Students does not exist in isolation; rather it is an integral part of every aspect of school life.

Our school values rules have been agreed upon and endorsed by all staff and our school P&C/parent representative. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Learning and Behaviour Statement

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

Our student code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone. This assists Trebonne State School to create and maintain a positive and productive learning and teaching environment where ALL school stakeholders have clear and consistent expectations and understandings of their role in the educational process.

At all times, Trebonne State School seeks to reflect the values and behaviour that are acceptable in our society.

Student Wellbeing and Support Network

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

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

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

Specialised health needs

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

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

Medication

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

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

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

Mental health

Trebonne State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

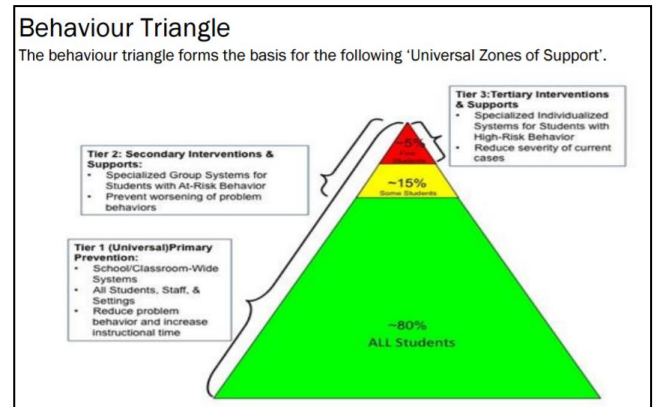
Trebonne State School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

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

Whole School Approach to Discipline

At Trebonne State School we recognise that everyone has rights and responsibilities to ensure a positive, safe and supportive learning environment. We understand that there are three levels of support required as outlined in the diagram below.



Consideration of Individual Circumstances

Staff at Trebonne 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 equality, 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.

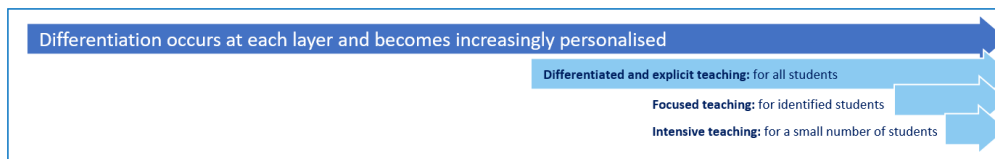
Differentiated and Explicit Teaching

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Student's individual needs and/or circumstances are considered and then addressed through reasonable adjustments to teaching, curriculum and assessment. When speaking with students about their behaviour we use the same language, processes and steps.

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

Teachers at Trebonne 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.



Focused Teaching

A small number of students at Trebonne State School are identified as needing extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. The support provided will aim to assist the student to successfully participate in all school activities displaying the positive behaviour expected.

Individual Behaviour Plans outline the targeted behaviours and record the strategies used to support the student.

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

- Self-monitoring plan
- Individual student behaviour support strategies (e.g. Student Behaviour Plan, time away/chill out)
- Behavioural contract
- Targeted skills teaching in small group or one on one
- Detention
- Counselling and guidance support
- Functional Behaviour Assessment
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Teaching

Trebonne State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The School leadership team work in consultation to address persistent or ongoing serious inappropriate behaviour. This may include:

- Referral to Behaviour Support Team
- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Individual Student Safety Plan
- Stakeholder meeting with parents and external agencies including regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director- General or delegate (Principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

Legislative Delegations

These are the links to relevant legislation that inform the overall student discipline procedure.

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

Delegations

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

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

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

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Disciplinary Consequences

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Trebonne State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations has been attached to each of our three school values, Be Respectful, Be Responsible, and Be Safe. The Schoolwide Expectations Table below outlines our agreed rules and specific behavioural expectations in all school settings.

| School Expectation | Rules |
|--|---|
| <p>1. Be Responsible</p> <ul style="list-style-type: none"> Maintain suitable dress standard (uniform) Use toilets cleanly Play where it is safe Remain in school grounds unless permitted to leave Protect yourself from the sun's harm All movement in the school grounds is done with safety in mind Use computers sensibly Be on time for school Complete homework neatly and on time Come to school prepared with all necessary items Keep your work area and classroom tidy Take pride in your work and strive for excellence | <p>1. Rules guiding you to be responsible</p> <ul style="list-style-type: none"> The wearing of full uniform is expected at all times, especially for excursions. Use the toilet block for its purpose, not as a playground Bike and road safety must be practised at all times, this includes the correct wearing of a helmet Students are only to enter classrooms with a teacher present The climbing of trees, buildings and walkways is not permitted No school hat, no outside play Sit down to eat in the correct area at all times No running in inappropriate areas eg. classrooms and paths All use of ICTs will be done using school ICT policy guidelines |
| <p>2. Be Respectful</p> <ul style="list-style-type: none"> Resolve conflict peacefully Use polite and decent language Observe the rights of others to learn Play sensibly Be aware of and actively stop cyber bullying. Protect our gardens, trees and buildings Protect all furnishings, buildings and learning resources. Adhere to the school uniform policy Represent your school well on excursions and camps | <p>2. Rules guiding you to Be Respectful</p> <ul style="list-style-type: none"> Harassment of any kind is not permitted. This includes bullying (including cyber bullying), name-calling, swearing, etc. Line up quietly at bell time Rough play is not permitted. Hands and feet to your self. Tackling, fighting, kicking, wrestling and contact games are banned. Move quietly around the school at all times All school property must be cared for and used properly Gardens are to be cared for and respected All litter is to be placed in a bin Walk on concrete paths |
| <p>3. Be Safe</p> <ul style="list-style-type: none"> Play where it is safe Wear a wide brimmed hat when outside Use computers sensibly Follow classroom rules | <p>3. Rules guiding you to be Safe</p> <ul style="list-style-type: none"> Students are only to enter classrooms with a teacher present Walk on concrete paths Only play in designated areas Use toilets appropriately Play safely on the playground No Hat, No Play Never give out personal information when using computers Keep your password secure Only walk in the classroom Carry equipment correctly and carefully |

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- Regular contact with parents to discuss behaviour concerns.
- Comprehensive induction programs in the Trebonne State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Reinforcing expected school behaviour

At Trebonne State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Student Awards

We have an array of awards related to positive aspects of school life. These are:

Gold Passes

Each student has their 'Gold Pass' displayed in the classroom at the beginning of each term. The Gold Pass enables the holder to attend Gold Pass Day activities held at the end of each term. Students are issued with a red warning card for continued breach of school expected behaviours. Once the student has received 3 red cards, they then lose their Gold Pass.

Student of the week

Each week the school staff nominates a student whose behaviours and attitudes have been exemplary or shown pleasing improvements. This award is presented at Parade.

1. Green Zone -Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. The classroom behaviour flowchart is displayed in classrooms and used to remind students of consequences for low level problem behaviour.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Amber Zone-Targeted behaviour support: Respond program

Each year a small number of students at Trebonne State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but

the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students accepted into the Respond Program attend their normal scheduled classes and activities with appropriate adjustments if required. Parent /carer involvement is required. Where required, adjustments are made to the Program through academic support, adult mentoring, intensive social skills training, responsible behaviour plan and Guidance Officer Access.

The Respond Program is coordinated by the principal with active administrator support and staff involvement. All staff members are provided with an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Respond Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support. Red card warning is issued.

3. Red Zone - Intensive behaviour support: Behaviour Support Team

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

- Functional Behaviour Assessment for appropriate students (Guidance Officer and other outside agencies)
- Principal works with staff members to develop appropriate behaviour support strategies to achieve continuity and consistency
- monitoring the impact of support for individual students through ongoing data collection
- makes adjustments as required for the student

Following a referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and available regional behavioural support staff.

Consequences for unacceptable behaviour

Trebonne State School makes systematic efforts to prevent problem student behaviour by teaching 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. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Principal.

Minor behaviours are those that:

- are minor breeches of the school rules;

- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to the Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to the Principal.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor and major problem behaviours:

| | Area | Minor | Major |
|--------------------------|---|--|---|
| Being Safe | Movement around school | <ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds | |
| | Play | <ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets | <ul style="list-style-type: none"> Throwing objects Possession of weapons |
| | Physical contact | <ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) | <ul style="list-style-type: none"> Serious physical aggression Fighting |
| | Correct Attire | <ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside | |
| | Other | <ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school | <ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |
| Being Responsible | Class tasks | <ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work | |
| | Being in the right place | <ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time | <ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission |
| | Follow instructions | <ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour | |
| | Accept outcomes for behaviour | <ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) | <ul style="list-style-type: none"> Major dishonesty that has a negative impact on others |
| | Rubbish | <ul style="list-style-type: none"> Littering | |
| | Mobile Phone or personal technology devices | <ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) | <ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |
| Being Respectful | Language (including while online) | <ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone | <ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity |
| | Property | <ul style="list-style-type: none"> Petty theft Lack of care for the environment | <ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism |
| | Others | <ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school | <ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school |

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Trebonne State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

The following table provides details of the support that may be required to ensure the behaviours meet our school expectations.

Levels of Behaviour

| Level 1-Green Universal Behaviour Support | One person required to manage the student's behaviour | 1. Student |
|--|---|------------|
| A Level 1 student has: | | |
| <ul style="list-style-type: none">• Demonstrated a commitment to Trebonne State School's (TSS) Code of Conduct and the school's Rights and Responsibilities. | | |
| At Level 1: | | |
| <ul style="list-style-type: none">• students are permitted to participate in camps, excursions, interschool activities and other school functions;• students are permitted to join the Gold Pass Day celebration of good behaviour in the last week of each term;• upper school students requiring correction by the teacher may receive one warning regarding inappropriate behaviour. (Lower school varies from the upper school in that more warnings may be provided, especially early in the school year.) If these warnings are not heeded and inappropriate behaviour continues, a consequence deemed appropriate by the teacher will be applied. | | |

| Level 2-Amber Universal Behaviour Support | Two People required to manage the student's behaviour | 1. Student 2. Teacher |
|--|---|--------------------------|
| <p>A Level 2 student has:</p> <ul style="list-style-type: none"> continued with inappropriate classroom behaviour following the warning and classroom consequence and/or; breached the school's Code of Conduct within the school grounds | | |
| <p>At Level 2:</p> <p>In the classroom</p> <ul style="list-style-type: none"> A Red Card Warning is issued. Incident is recorded as the first of three possible incidents for the week (a week equals any five consecutive school days) If the first citation is followed by further inappropriate behaviour within the same week, a second Red Card will be issued and a consequence deemed appropriate by the teacher will also be applied. <p>In the playground</p> <ul style="list-style-type: none"> The record sheet at the back of the playground duty folder ('Record of Inappropriate Behaviours') is completed and the standard playground policy consequence is implemented. | | |

| Level 3- Red Targeted Behaviour Support | Three support mechanisms are required to manage the student's behaviour | 1. Student 2. Teacher 3 Principal. |
|---|--|--|
| <p>Level 3 student has:</p> <ul style="list-style-type: none"> continued to display inappropriate behaviours resulting in a third red card being issued offence in a one week period, or one serious incident | | |
| <p>At Level 3:</p> <ul style="list-style-type: none"> the student will lose their Gold Pass for 2 weeks and will be returned to Level 2 after one week if no further incidents are recorded during this week first offence 1 – 3 days in lunch re-think a letter or phone call may be forwarded to the student's parents/carers notifying them of the nature of the incident/s and the consequences where applicable, the student is advised that they are in danger of losing a position of office e.g. School Captain, Sports Captain, if their behaviour does not return to Level 2 within one week. Student office bearers will lose their position of office if they reach behaviour Level 3 twice during the school year student loses their Gold Pass for the term and is therefore ineligible to attend Gold Pass Day for that term student may be ineligible to attend activities out of the school grounds. This includes such activities as excursions, some sporting activities, including Representative Sport out of school hours, and other specialised events The reasons for this are: <ol style="list-style-type: none"> students need to be able to demonstrate socially acceptable self-discipline and behaviour in public; student behaviour is expected to uphold the excellent name of Trebonne State School in the community; | | |

3. higher degree of risk management involved in activities outside of the school grounds.

- a meeting is arranged between the parents/student, principal and other relevant staff
- the possibility of suspension or exclusion as a consequence of continued inappropriate activity is discussed
- a student may be placed on a Behaviour Monitoring Report to be signed by all relevant staff

**Level 4-
Intensive
Behaviour
Support**

**Five support mechanisms
are required to manage
the student's behaviour**

**1. Student
2. Teacher
3. Principal
4. Parents
5. Police and/or
Suspension Legislation**

Level 4 student has:

- repeatedly failed to correct their inappropriate behaviours and adhere to their behaviour plans
- committed an incident requiring suspension or exclusion such as truancy, dangerous items (knives, weapons or other items accessed with the intent to cause harm), vandalism, drug-related incidents, significant physical, verbal or sexual abuse

At Level 4:

- parents are advised by phone and are called to the school as a matter of urgency
- the student is placed on suspension and parents are asked to escort their child from the school, following a suspension meeting
- Advisory suspension letters per Education (General Provisions) Act are completed

Students will return from suspension and enter at Level 4 with either a revised behaviour plan or an Individual Management Plan. This choice will be at the discretion of the Principal or Principal's Delegate

A recommendation for exclusion may be sought if serious incidents re-occur and/or Level 4 is reached on more than one occasion.

****The Police will be called for incidents of a significant illegal nature.**

POINTS OF NOTE

- Teachers may move students between Levels 1 and 2 as a classroom management strategy.
- Levels 3 may only be applied by an Administrator.
- Level 4 may only be applied by the Principal or delegate.
- In cases of significant or serious incidents, the matter will be referred to the Principal who may:
 1. assign Level 3, 4 as appropriate
 2. take action according to the level assigned
 3. refer to Guidance Officer for assistance with case management
 4. contact the family by phone or letter on the same day where possible and deemed necessary
 5. undertake suspension or exclusion as per legislation

School Policies

Trebonne State School works 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 Trebonne 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 Trebonne 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 Trebonne 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:
 - o is illegal
 - o puts the safety or wellbeing of others at risk
 - o does not preserve a caring, safe, supportive or productive learning environment
 - o 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 Trebonne State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - o is illegal
 - o puts the safety or wellbeing of others at risk
 - o does not preserve a caring, safe, supportive or productive learning environment
 - o 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.

Behaviour Outside of School

Students while out in the community, typically on their way to or from our school, or at any other time when they are in school uniform, or otherwise identifiable as a Trebonne State School student by their clothing, conduct or association, are to abide by the school behavioural expectations.

Student behaviour that effectsthe reputation or good order and management of the school is addressed by the Student Code of Conduct.

Use of mobile phones and other devices by students

Responsibilities

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

It is **acceptable** for students at Trebonne State School to:

- have a mobile phone or device to communicate with parents before and after school. Students are to switch off and take the mobile device to the office before school and pick up after school.

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

- use a mobile phone or other devices e.g. smart watches in an unlawful manner
- 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
- 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
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras
- 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

At all times students, while using ICT facilities and devices supplied by the school, 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
- 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

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Trebonne State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment we create is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Trebonne State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Trebonne State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care
5. At Trebonne State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

1. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
2. The anti-bullying procedures at Trebonne State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

1. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our

schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
2. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
- Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.
 -

Our school will then investigate and respond to any incident of cyberbullying.

1. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
2. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
3. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
4. Trebonne State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
5. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The antibullying process at Trebonne State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher/ Principal

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

Day three
Discuss

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

Day four
Implement

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

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

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 friends or acquaintances can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content about to be posted could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it.

The URL can be provided to the school Principal, or police, as needed for escalation of serious concerns

- block the offending user
- report the content to the social media provider.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

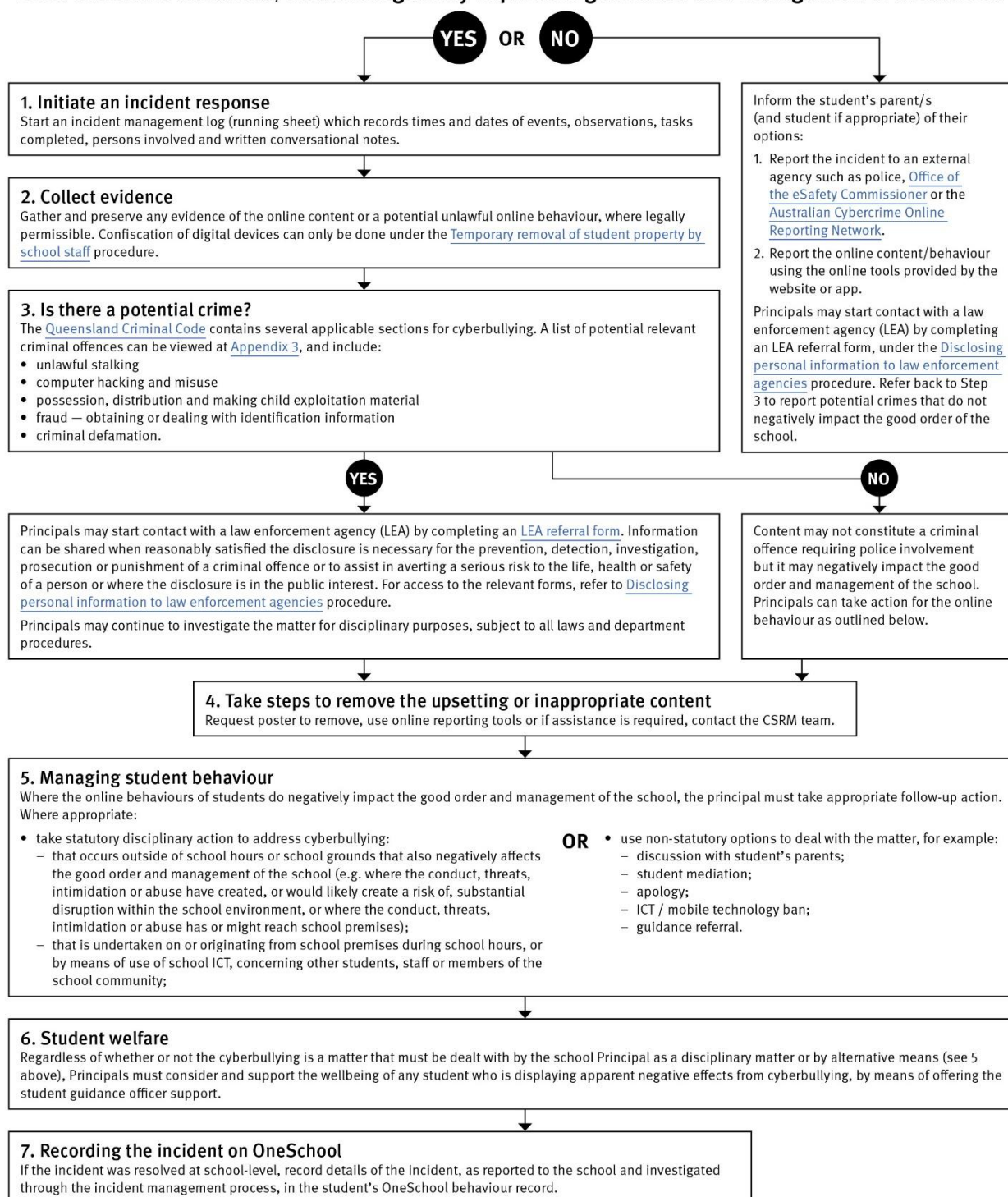
Explicit images

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

Help

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

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



Restrictive Practices

School staff at Trebonne 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 deescalated 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 response 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.

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.

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.

Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

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



Behaviour Referral Form

| | | | | |
|---------------------------------|--------------|---------------|-------------------------------|--|
| Student Name: | | | Location (please tick) | |
| Date: | Time: | Class: | Playground | |
| Referring staff member : | | | Specialist Lesson | |
| | | | Classroom | |
| | | | Other | |

| Problem Behaviour | | | |
|---|--|---|--|
| Minor (Please tick) | | Major (Please tick) | |
| Defiance/Disrespect Low intensity, brief failure to follow directions. | | Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions. | |
| Physical Contact Student engages in non-serious but inappropriate physical contact. | | Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc). | |
| Inappropriate language Low intensity language (eg shut up, idiot etc). | | Inappropriate /Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group. | |
| Disruption Low intensity but inappropriate disruption. | | Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc). | |
| Property Misuse Low intensity misuse of property. | | Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property. | |

| | | | |
|--|--|---|--|
| Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school. | | Dress Code Refusal to comply with school dress code. | |
| Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups. | | Safety Student engages in frequent unsafe activities where injury may occur. | |
| Dishonesty Student engages in minor lying/cheating. | | Major Dishonesty Student delivers message that is untrue and deliberately violates rules and/or harms others. | |
| Other | | Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student. | |
| | | Other | |

| | | | |
|------------------------------------|--|------------------|-------------------|
| School Expectation Category | | | |
| Be SAFE | | Be Respectful | Be Responsible |

| | | | | | | | |
|-----------------------------|--|-------|--|-------|--|-------|--|
| Others involved in incident | | | | | | | |
| None | | Peers | | Staff | | Other | |

Appendix 2

Behaviour Incident Report

Name of student/s involved in incident:

Person Completing Form:

Date:

| | | |
|---|-----------------------|---------------------|
| Problem behaviour (name): | | |
| Date of incident | Time incident started | Time incident ended |
| Where was the student when the incident occurred? | | |
| Who was working with the student when the incident occurred? | | |
| Where was staff when the incident occurred? | | |
| Who was next to the student when the incident occurred? | | |
| Who else was in the immediate area when the incident occurred? | | |
| What was the general atmosphere like at the time of the incident? | | |

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

Additional information.

Appendix 3 Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.
-

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).