



Oakwood 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 2020-2024

Purpose

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


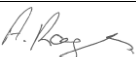
The Oakwood State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Contact Information

Postal address:	125 Oakwood School Road, Oakwood QLD 4670
Phone:	07 4130 9333
Email:	admin@oakwoodss.eq.edu.au
School website address:	oakwoodss.eq.edu.au
Contact Person:	Troy Wolski (Principal)

Endorsement

Principal Name:	Troy Wolski
Principal Signature:	
Date:	07-12-2020
P/C President Name:	Aaron Rogers
P/C President Signature:	
Date:	07-12-2020

Contents

Purpose	2
Contact Information	2
Endorsement	2
Contents	3
Whole School Approach to Discipline	4
Learning and Behaviour Statement	5
Multi-Tiered Systems of Support	5
Student Wellbeing	8
Clear Expectations	9
Acknowledgement of Positive Behaviours	10
Consideration of Individual Circumstances	11
Differentiated and Explicit Teaching	11
Focussed Teaching	12
Intensive Teaching	12
Legislative Delegations	13
Disciplinary Consequences	14
School Policies	19
Temporary removal of student property	19
Use of mobile phones and other devices by students	21
Preventing and responding to bullying	22
Appropriate use of social media	25
Restrictive Practices	27
Critical Incidents	28

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Oakwood State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

Learning and Behaviour Statement

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. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

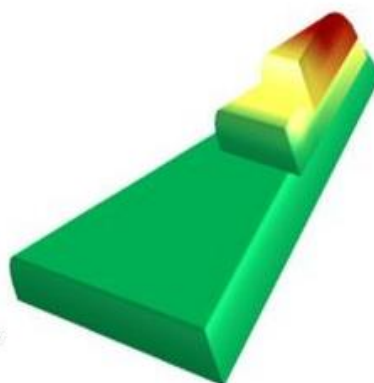
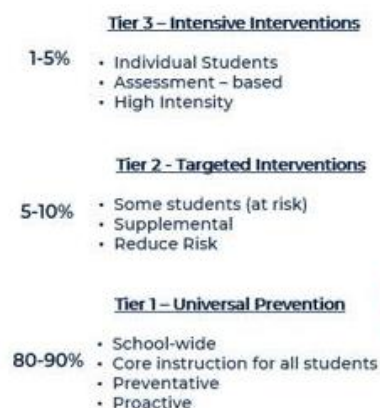
Oakwood State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

There are three specific aspects to PBL Multi-Tiered Systems of Support:

Tier 1 Universal Prevention – to create a preventative, positive learning environment for all students

Tier 2 Targeted Interventions – to improve social-emotional skills for students who need additional support

Tier 3 Individualised Intensive Supports - for students who have experienced academic and behavioural difficulties over an extended period of time.



Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations.</p> <p>This involves:</p> <ul style="list-style-type: none"> ✓ teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account ✓ providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them ✓ asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> ✓ there is a clear connection between the skills taught in the interventions and the school-wide expectations. ✓ interventions require little time of classroom teachers and are easy to sustain ✓ variations within each intervention are limited ✓ interventions have a good chance of working (e.g., they are "evidencebased" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> ✓ PREVENT problem behaviour ✓ TEACH the student an acceptable replacement behaviour ✓ REINFORCE the student's use of the replacement behaviour ✓ MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Oakwood 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.

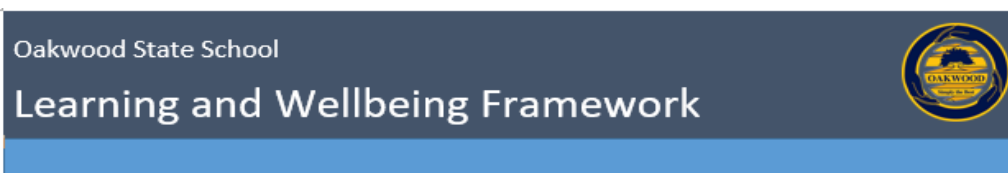
Student Wellbeing

Oakwood 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](#).



LEARNING ENVIRONMENT

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

OAKWOOD STATE SCHOOL DOES THIS BY:

- Promoting our school vision and encouraging our school values "To be Simply the Best"
- Applying consistent school-wide rules and consequences and making our school expectations, 'Safety, Respect and Responsibility' visible in all settings and a consistent part of school language
- Weekly assemblies that support and reinforce key messages
- Providing students opportunities to participate in school decision-making processes through the Student Council (SC)
- Supporting events organised by the SC or P&C that promote a positive school ethos (e.g. discos, crazy hair days, free dress days, Spell-a-thon)
- Engagement in the Bullying, No Way! Initiative
- Use of the High 5 strategy to promote problem solving around social skills and resilience
- Review of the Responsible Behaviour Plan in consultation with the school community
- Supporting staff morale and wellbeing through the Staff Social Club
- Adopting inclusive practices with diversity acknowledged and celebrated through learning experiences and support of key events such as NAIDOC week
- Monitoring school attendance as an indicator of social and emotional wellbeing of students and staff
- Utilising support personnel to identify individual student learning needs (e.g. HOSES, Speech Language Pathologist, Guidance Officer)
- Providing/facilitating professional development in line with school priorities, staff and student needs
- Teaching cybersafety through the learning areas of the Australian Curriculum such as Technologies and Health and the General Capabilities

CURRICULUM AND PEDAGOGY

Curriculum that enhances wellbeing equips students with the knowledge, skills, attributes and strategies to understand and manage themselves and their relationships. Pedagogy that enhances wellbeing builds positive relationships.

OAKWOOD STATE SCHOOL DOES THIS BY:

- Implementing the curriculum as specified in the [P-12 curriculum, assessment and reporting framework](#) and detailed in the Whole School Curriculum Plan
- Developing/implementing a Pedagogical Framework in consultation with staff
- Supporting students to develop personalised learning goals through SMART Goals
- Regular review of academic, attendance and behaviour data
- Supporting students with a once a week Positive Behaviour for Learning lesson
- Identifying students eligible for participation in the LEAP Program
- Supporting community events such as ANZAC Day, Under 8s Day, Grandparents Day, Day for Daniel, Fanfare, Bundaberg Eisteddfod, the Bundaberg Show and Remembrance Day
- Supporting students to manage transitions to school and between year levels (e.g. Prep transitions days and Year 6 high school transitions)
- Offering excursions and incursions
- Providing regular access to extracurricular activities, including:
 - lunch time activities (e.g. futsal, xylophone band, choir)
 - school camps
 - student leadership opportunities
 - interschool sports/Gala Days

POLICIES AND PROCEDURES

Policy intentions are transformed into action by school staff, students and the wider community.

OAKWOOD STATE SCHOOL DOES THIS BY:

- Clearly outlining the school's approaches to learning and wellbeing in enrolment interviews and Responsible Behaviour Plan
- Providing students opportunities to participate in school decision-making processes about governance and policy through the Student Representative Council
- Reviewing school policies and procedures in consultation with the P&C
- Publishing school policies and procedures on the school website and in the enrolment package
- Providing staff with professional development linked to policies/procedures being enacted by the school
- Conducting fortnightly Student Support Services meetings
- Using fortnightly staff meetings to review and evaluate operational matters relating to student wellbeing
- Ensuring the budget support for professional development programs to support policies being enacted by the school

PARTNERSHIPS

Productive partnerships expand the knowledge, skills and resources available in the school.

OAKWOOD STATE SCHOOL DOES THIS BY:

- Nurturing relationships between students, teachers, parents and carers, support staff and community groups
- Encouraging community engagement through events including Sports Carnival, Cross Country, Year 6 Graduation, Movie Nights and P&C's Discos
- Engaging and working with parents to optimise student learning and wellbeing through parent information sessions, parent-teacher interviews, informal conversations and twice-yearly reporting
- Reaching out to the school community in diverse ways through the school website, Facebook page and newsletter
- Supporting students to manage transitions to school and between year levels (e.g. Prep transitions days and Year 6 high school transitions)
- Having an active and supportive P&C
- Developing partnerships that have a positive impact on students and the school community, including:
 - Religious Instruction
 - Salvation Army
 - RSL
 - Masonic Lodge
 - Local Members of Parliament
 - Fire safety presentations from Queensland Fire & Emergency Services
 - Performances by students from the State High School Drama Department
 - Hosting High School students for work experience
- Having a QLD Scripture Union School Chaplain on-site three days per fortnight
- Weekly Breakfast Club hosted by the School Chaplain
- Hosting the Playgroup each week
- Referral pathways to school-based services and external agencies to support students and families
- Aligning pedagogical practices with local schools (e.g. Gifted and Talented program run jointly between the Primary Cluster and State High School, cluster moderation sessions)
- Participating in interschool sports and gala days with local schools
- Encouraging strong school spirit through the house group system
- Rewarding positive behaviour and recognising academic improvement on weekly assembly (e.g. Simply the Best Awards, Eye of the Tiger Awards)

Clear Expectations

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

 OAKWOOD STATE SCHOOL BEHAVIOUR MATRIX	A	B	C	D	E
	Always	Almost always	Usually	Occasionally	Rarely
	Student consistently and independently follows all staff directions promptly.	Student consistently follows expectations and staff directions, however requires the occasional rule reminder.	Student generally follows school expectations and staff directions and requires teacher reminders occasionally.	Student at times fails to follow staff directions and requires regular reminders and teacher support.	Student fails to follow staff directions and requires to be consistently reminded of school expectations by staff.
Responsible Being Honest Being Organised Working Hard	<ul style="list-style-type: none"> ▪ Takes responsibility for learning by completing schoolwork and seeking assistance if required. ▪ Is prepared by having everything ready while looking after own and others equipment. ▪ Always speaks honestly to adults and students. 	<ul style="list-style-type: none"> ▪ Takes responsibility for learning the majority of the time by completing schoolwork and seeking assistance if required. ▪ Is prepared by having everything ready while looking after own and others equipment. ▪ Speaks honestly to adults and students. 	<ul style="list-style-type: none"> ▪ Takes responsibility for learning by completing schoolwork but does not seek assistance if required. ▪ Is usually prepared by having everything ready while usually looking after own and others equipment. ▪ Speaks honestly to adults and students. 	<ul style="list-style-type: none"> ▪ At times fails to take responsibility for learning through incomplete work and failure to seek assistance. ▪ Is not prepared by having school gear ready and fails to look after their own and other equipment. ▪ Sometimes does not speak honestly to adults and students. 	<ul style="list-style-type: none"> ▪ Fails to take responsibility for learning through incomplete work and failure to seek assistance. ▪ Is not prepared for learning by having school gear ready and fails to look after their own and other equipment. ▪ Often does not speak honestly to adults and students.
Respect Being Polite Being Fair Listening	<ul style="list-style-type: none"> ▪ Always respects others right to learn by not distracting their peers and completing set tasks. ▪ Plays fairly with peers, by solving problems together when playing. ▪ Always speaks politely using manners to staff and other students. ▪ Always displays effective listening skills to follow instructions given. ▪ Sits at eating time in the correct area and waits for permission to leave. Actively keeps eating area clean. ▪ Always walks around school buildings considering other students and staff by walking quietly and orderly, using staircases appropriately. 	<ul style="list-style-type: none"> ▪ Occasionally distracts their peers when completing set tasks, but when given teacher redirection gets back on task. ▪ Play fairly with peers and seeks assistance to solve issues. ▪ Almost always speaks politely using manners to staff and other students. ▪ Displays effective listening skills to follow instructions given. ▪ Sits at eating time in the correct area and waits for permission to leave the majority of the time. Keeps eating area clean. ▪ Walks around school buildings considering other students and staff by walking quietly and orderly, using staircases appropriately. 	<ul style="list-style-type: none"> ▪ At times requires reminders regarding respecting others right to learn. At times distracts their peers and hinders task completion. ▪ Plays fairly with peers, however at times requires staff assistance to solve playground issues. ▪ Usually speaks politely using manners to staff and other students. ▪ Can display listening skills to follow instructions given. ▪ Sits at eating time in the correct area but has occasionally left without permission to leave. Keeps area clean when asked by teacher. ▪ Walks around school buildings considering other students and staff the majority of the time by walking quietly and orderly, using staircases appropriately. 	<ul style="list-style-type: none"> ▪ Requires regular reminders regarding respecting others right to learn. Distracts their peers and hinders task completion. ▪ Has difficulty playing fairly with peers, and requires staff assistance to solve playground issues. ▪ Occasionally speaks politely using manners to staff and other students. ▪ At times displays listening skills to follow instructions given. ▪ At times does not sit at eating time in the correct area and often leaves without permission to leave. Does not keep eating area clean as a result of littering. ▪ Often runs around school buildings not considering other students and staff. And has difficulty walking quietly and orderly around school and does not use staircases appropriately. 	<ul style="list-style-type: none"> ▪ Requires consistent and regular reminders regarding respecting others right to learn. Distracts their peers and hinders task completion. ▪ Has difficulty playing fairly with peers, and requires staff assistance to solve playground issues. ▪ Rarely speaks politely using manners to staff and other students. ▪ Has difficulty displaying listening skills to follow instructions given. ▪ Does not sit at eating time in the correct area and leaves without permission. Does not keep eating area clean as a result of littering. ▪ Runs around school buildings not considering other students and staff. And has difficulty walking quietly and orderly around school and does not use staircases appropriately. Continues to do so after multiple rule reminders
Safety Being Calm Knowing Rules Asking for Help	<ul style="list-style-type: none"> ▪ Is able to self-regulate behaviour well to remain calm. ▪ Always keeps hands, feet and objects to self. ▪ Ensure sticks and stones stay on the ground. ▪ Plays in age appropriate area. 	<ul style="list-style-type: none"> ▪ Is able to self-regulate behaviour to remain calm. ▪ Keeps hands, feet and objects to self. ▪ Ensure sticks and stones stay on the ground. ▪ Plays in age appropriate area. 	<ul style="list-style-type: none"> ▪ Can at times self-regulate behaviour to remain calm. ▪ Keeps hands, feet and objects to self the majority of the time. ▪ Ensure sticks and stones stay on the ground. ▪ Plays in age appropriate area. 	<ul style="list-style-type: none"> ▪ Requires assistance to self-regulate behaviour to remain calm. ▪ Requires regular rule reminders to keep hands, feet and objects to self. ▪ At times picks up sticks and stones. ▪ At times plays in inappropriate areas. 	<ul style="list-style-type: none"> ▪ Has difficulty to self-regulate behaviour to remain calm. ▪ Requires constant rule reminders to keep hands, feet and objects to self. ▪ Picks up sticks and stones. ▪ Often plays in inappropriate areas.
OneSchool Entries	<ul style="list-style-type: none"> ▪ Student has not received minor or major recordings for inappropriate behaviour over semester. 	<ul style="list-style-type: none"> ▪ Student has received no more than 2 minors over the period of semester. 	<ul style="list-style-type: none"> ▪ Student has received no more than 1 major, and or 5 minors over period of semester for inappropriate behaviour. 	<ul style="list-style-type: none"> ▪ Students have received 2 majors and or 10 minors for inappropriate behaviour for the semester. 	<ul style="list-style-type: none"> ▪ Student has received 3 or more majors and or more than 11 minors for the semester for inappropriate behaviours.

RESPECT
BEGINS WITH ME

RESPONSIBILITY
BEGINS WITH ME

SAFETY
BEGINS WITH ME

RESPECT IS...

RESPONSIBILITY IS...

SAFETY IS...

BEING POLITE
BEING FAIR
LISTENING

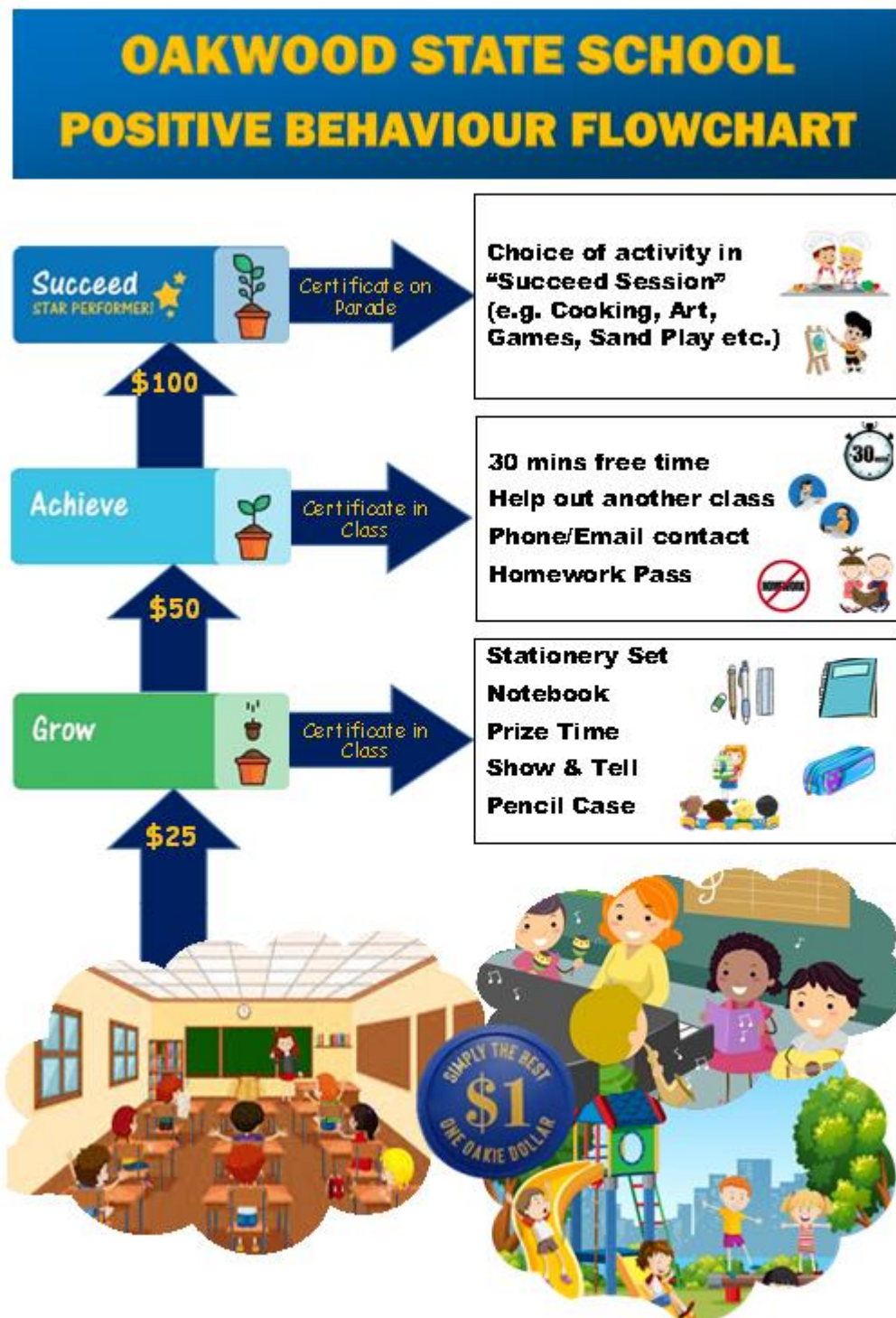
BEING HONEST
BEING ORGANISED
WORKING HARD

BEING CALM
KNOWING RULES
ASKING FOR HELP



Acknowledgement of Positive Behaviours

Students are awarded Oakies in the classroom, the playground, school programs and in specialist lessons. These serve as positive behaviour specific acknowledgement for students. Oakies are tracked by classroom teachers and are the currency for further rewards that are outlined in the Oakwood State School Positive Behaviour Flowchart.



Consideration of Individual Circumstances

Staff at Oakwood 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.

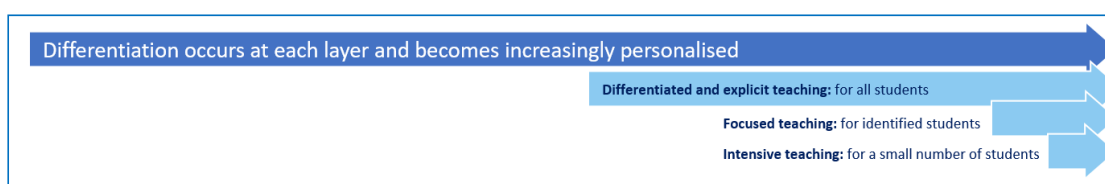
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Oakwood 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 Oakwood 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.



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

Focused Teaching

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

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

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

OAKWOOD STATE SCHOOL MINOR vs MAJOR BEHAVIOUR MATRIX		
	MINOR	MAJOR
RESPECTFUL	<ul style="list-style-type: none"> ▪ Inappropriate language (written/verbal) ▪ Repeated calling out ▪ Petty theft ▪ Deliberate unsporting behaviour ▪ Repeated disruption to class ▪ Teasing ▪ Minor graffiti/vandalism ▪ Not following instructions ▪ Inappropriate use of school technology devices, which impacts on the good order and management of the school ▪ Repeated disrespect of other's right to learn ▪ Disrespect towards staff and the school community 	<ul style="list-style-type: none"> ▪ Offensive and/or aggressive language ▪ Verbal abuse / directed profanity ▪ Stealing / major theft ▪ Wilful property damage ▪ Bullying / victimisation /harassment ▪ Major disruption to class ▪ Major defiance and/or disrespect ▪ Serious, or continued, inappropriate use of school technology devices, which impacts on the good order and management of the school
RESPONSIBLE	<ul style="list-style-type: none"> ▪ Repeated truancy (eg: lateness after breaks) ▪ Minor dishonesty (lying about involvement in a low-level incident) ▪ Littering ▪ Deliberate disorganisation for learning ▪ Noncompliance to complete or avoid a task ▪ Repeated breach of the dress code 	<ul style="list-style-type: none"> ▪ Leaving school without permission ▪ Major dishonesty that has a negative impact on others ▪ 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
SAFETY	<ul style="list-style-type: none"> ▪ Repeated running on concrete or around buildings ▪ Deliberate inappropriate use of equipment ▪ Playing in toilets ▪ Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> ▪ Deliberate leaving of class and/or school grounds which impacts on the good order and management of the school. ▪ Throwing objects to intentionally cause harm to another or damage property ▪ Possession of weapons ▪ Serious physical aggression/ fighting ▪ Possession or selling of drugs ▪ Weapons including knives and any other items which could be considered a weapon being taken to school

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

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

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

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

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

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

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (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 Oakwood 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 Oakwood 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

Oakwood 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 Oakwood 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 Oakwood 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 Oakwood 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 Exemplar State College 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 Oakwood 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 Oakwood 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.

Mobile Phones

All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00. All care, but no responsibility will be taken for equipment.

In consultation with the broader school community, Oakwood State School has determined that personal electronic devices/associated equipment (including headphones, ear buds, speakers) are brought to school at the owners' risk. Oakwood State School will not accept liability in the event of loss/theft/damage of any device.

Temporary Removal of Mobile Phones

Permitted personal technology devices used contrary to this policy on school premises will be temporarily removed by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Preventing and responding to bullying

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.

Remember to...
High 5

1. IGNORE



2. TALK FRIENDLY



3. WALK AWAY



4. TALK FIRMLY



5. REPORT



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

Cyberbullying

Cyberbullying is treated at Oakwood 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, Dean of Students Malcolm Smith, 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 Oakwood 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.

Oakwood 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](#).

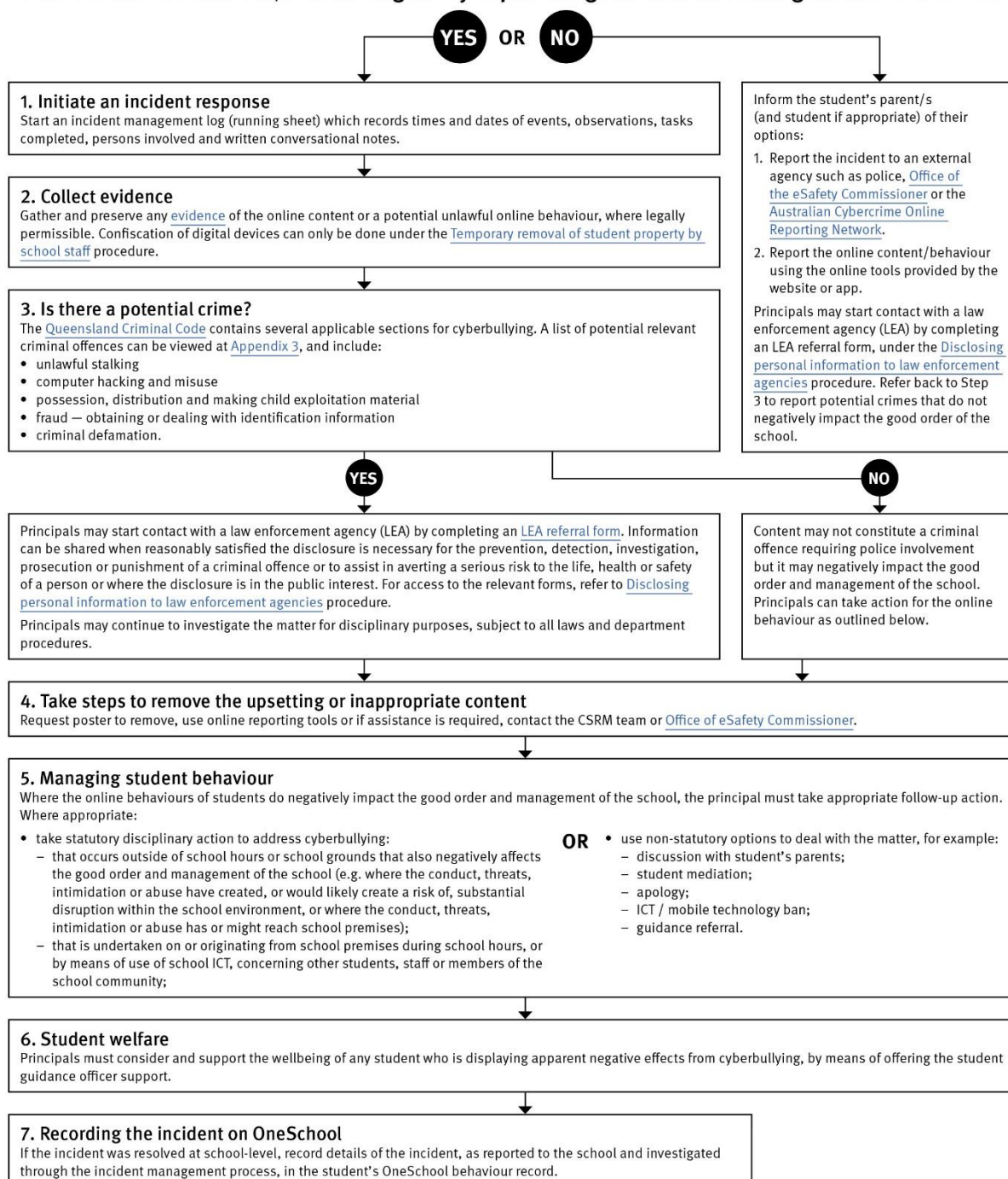
Explicit images

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?



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 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Oakwood 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 situations