



Queensland  
Government



Cooktown P-12 State School

# Student Code of Conduct

# 2021-2023

## ***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

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## Endorsement

|  |                            |
|--|----------------------------|
| Principal Name:                                      | Leanne Rayner              |
| Principal Signature:                                 |                            |
| Date:  | 01-12-2021 (annual review) |
| P/C President and-or School Council Chair Name:      | Scott Johnson              |
| P/C President and-or School Council Chair Signature: |                            |
| Date:  | 01-12-2021 (annual review) |

# Contents

|  |    |
|--|----|
| Purpose  | 4  |
| Principal's Foreword                               | 4  |
| P&C Statement of Support                           | 5  |
| Consultation                                       | 6  |
| Learning and Behaviour Statement                   | 7  |
| Multi-Tiered Systems of Support                    | 7  |
| Consideration of Individual Circumstances          | 8  |
| Student Wellbeing                                  | 9  |
| Student Support Network                            | 9  |
| Whole School Approach to Discipline                | 10 |
| Restorative practices                              | 10 |
| PBL Expectations                                   | 12 |
| Differentiated and Explicit Teaching               | 14 |
| Focussed Teaching                                  | 16 |
| Intensive Teaching                                 | 16 |
| Disciplinary Consequences                          | 17 |
| School Policies                                    | 18 |
| Temporary removal of student property              | 18 |
| Use of mobile phones and other devices by students | 20 |
| Preventing and responding to bullying              | 21 |
| Appropriate use of social media                    | 24 |
| Restrictive Practices                              | 26 |
| Critical Incidents                                 | 27 |

## Purpose

Cooktown P-12 State School is committed to providing a safe, respectful and quality learning environment for all students, staff, parents and visitors.

The Cooktown P-12 State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive and effective whole school approach to discipline, in alignment with our school's motto *Success from Endeavour*.

Its purpose is to facilitate high standards of behaviour from all in our school community, ensuring our focus on delivering a quality curriculum is maximised, where all students are able to experience success, and staff enjoy a safe and respectful workplace.

## Principal's Foreword

Cooktown P-12 State School has a long and proud tradition of providing a quality education to students. We believe that strong, positive relationships between all members of our school are the foundation to supporting the success of all students. The actions which support these positive connections are exemplified by our three core expectations: *Be Safe, Be Respectful* and *Be a Learner*

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

Cooktown P-12 State School staff take an educative approach to discipline – this means that we believe that positive behaviour can be taught, and that correction and consequences are also opportunities to learn safer and more respectful behaviours. For this reason, it provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

In addition, this Student Code of Conduct also provides an overview of the school's own policies on the use of mobile phones and other technology, the requirements around the removal of student property, the approach to preventing and addressing incidents of bullying, and the appropriate use of social media.

It also outlines the processes in place to educate students about these policies and how students are explicitly taught our expected behaviours.

Finally, it outlines the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension and exclusion as well as cancellation of enrolment for senior students

I thank everyone involved in the development of the Cooktown P-12 State School Student Code of Conduct over the last six months. Your interest and the views shared through the process of developing this document have been invaluable.



Leanne Rayner

Principal

## P&C Statement of Support

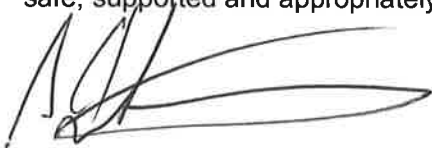
As president of the Cooktown P-12 State School P & C Committee, I am happy to support the new Student Code of Conduct.

The consultation process has focused on ensuring that the school community has had opportunities to be informed of the revision/development process, and provide feedback on the final document

We encourage all parents to familiarise themselves with the Cooktown P-12 State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Cooktown P-12 State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the Principal or to join the Cooktown P-12 State School P&C Association.

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



Scott Johnson  
P&C President

## Consultation

The consultation process used to inform the development of the Cooktown P-12 State School Student Code of Conduct occurred in three phases.

In the first phase, opportunities to inform staff of the development were incorporated into staff professional development meetings. The process also constituted a key agenda for the fortnightly school-based PULSE team meetings, the school's representative forum for developing a safe, supportive and disciplined environment at Cooktown SS. The latter was a natural forum for tabling suggestions regarding improving the quality of relationships and communication in the school.

The actions of the team also involved consulting with staff on key initiatives and processes, all which had a bearing on the content of the Student Code of Conduct. This included revisiting our common understanding of expected behaviours, our processes for teaching these behaviours, and also staff responsibilities in regard to managing and supporting students who require additional support to meet expectations. This led to a number of documented processes from our previous Responsible Behaviour Plan needing to be revised/updated.

In the second phase, we surveyed staff on their perceptions of the current status of behaviour support systems and practices, and asked them to identify priorities for improvement. This information was also collated and used to pinpoint areas requiring specific attention.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was initiated in September 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting on 7<sup>th</sup> September 2020 for endorsement. On the 12<sup>th</sup> of October, the P&C Association unanimously endorsed the Cooktown P-12 State School Student Code of Conduct for implementation in 2021.

A communication strategy was then developed to support the implementation of the Cooktown P-12 State School Student Code of Conduct, including parent information evenings, Facebook, promotion through the school website, and school newsletter

Any families who require assistance to access a copy of the Cooktown P-12 State School Student Code of Conduct, are encouraged to contact the Principal.

### **Review Statement**

The Cooktown P-12 State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff.

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

# Learning and Behaviour Statement

As the staff of Cooktown P-12 State School, we are focused on creating a culture that makes a difference.

Because of this, we understand that positive behaviour begins with our own capacity to model and exemplify this ourselves. This means:

- having high expectations of our students, ourselves and our colleagues.
- communicating and acting positively with our students
- recognising and valuing diversity and inclusivity
- acknowledging and celebrating the outcomes our students achieve through our teaching

## Multi-Tiered Systems of Support

Cooktown P-12 State School uses a three tiered approach to facilitating positive behaviour and responding to unacceptable behaviour:

### Tier 1 – Prevention

All students (100%) in the school receive support for their academic and behavioural development. The focus is on the whole-school implementation of both the Australian Curriculum and following agreed expectations for behaviour. This involves:

- teaching expected behaviours
- providing recognition to students for meeting expected behaviours
- being consistent when addressing inappropriate behaviour, while taking developmental norms and behavioural function into account
- asking students and their families for their perspectives on school discipline, so improvements in Tier 1 may be made.

Typically, this level of support is sufficient for supporting 80% of students to meet our expectations of positive behaviour (i.e. follow school rules and demonstrate appropriate social behaviours)

### Tier 2 – Prevention

If students require additional support to help them develop effective work habits or social skills, Tier 2 or targeted supports may be utilised to provide additional opportunities to enable them to meet the required academic and behavioural expectations.

Tier 2 supports are typically provided in small group settings, 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 will typically include one or more of the following:

- Seeking support from parents and caregivers
- Exploration of self-management or self-monitoring strategies
- Specific goal setting for behaviour
- Adjustment of curriculum tasks
- Additional incentives for meeting expected behaviour

Typically, this level of support is sufficient for supporting approximately 10% - 15% of students to meet our expectations of positive behaviour

### **Tier 3 – Prevention Description**

Tier 3 supports continue to build on the supports provided at Tiers 1 and 2, becoming more individualised to meet the specific needs of students who may display ongoing or more severe and challenging behaviour.

It is anticipated that these very individualised services will be required for around 2-5% of students. These students are identified through a review of OneSchool Behaviour records, referral to the Student Case Management Team (via the Primary or Secondary Deputy Principal) along with discussions with families and caregivers.

Data which may indicate intensive behaviour support is needed includes:

- inappropriate behaviours persisting over time in spite of targeted intervention
- significant disruption to educational outcomes of others
- serious aggression towards staff and/or peers
- serious and persistent bullying
- mental health concerns

Many students can benefit from a basic assessment that attempts to identify the purpose of their behaviour and what may be contributing to this. This process (known as a 'Functional Behaviour Assessment') is designed to help identify specific strategies to help the student achieve better success. For other students, this assessment can be more complex, and involves a more thorough process that may also involve personnel from outside agencies to help find solutions to the student's problems at school (i.e. working as part of a Complex Case Management Team)

## **Consideration of Individual Circumstances**

Staff at Cooktown P-12 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. For example, some students need additional support to interpret or understand an expectation.

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 leadership staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our staff 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 consequence another student might have received, we are not able to disclose or discuss this information with anyone but the student's family. We expect that parents and students will also 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

### Student Support Network

Cooktown P-12 State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Cooktown P-12 State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

| Role                            | What they do  |
|---------------------------------|---|
| Community Education Counsellor  | <p>Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</p> <p>Provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students</p>   |
| Guidance Officer                | <p>Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills</p> <p>Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</p>  |
| School-Based Youth Health Nurse | <p>Provides individual health consultations with assessment, support, Health information and referral options related to:</p> <p>Healthy eating and exercise</p> <p>Sexual health</p> <p>Smoking, alcohol and other drugs</p>   |
| Chaplain                        | <p>Provide pastoral care and personal support for students, staff and parents within a Christian framework, including support following critical incidents.</p> <p>Assist in the development and outworking of the school's care initiatives, including mentoring programs, life skills and other personal development programs with and for students</p> <p>Build and maintain a network of support agencies, including churches and community groups who can provide a broad range of services to students and the wider school community</p> |

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the school-based network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Cooktown P-12 can also access support for students through the following external networks.

|                                      |   |   |                                      |
|--------------------------------------|---|---|--------------------------------------|
| Cookshire Council                    | Gungarde Aboriginal Council                 | Hopevale Aboriginal Shire Council         | QLD Police Service                   |
| Wellbeing Centre Hopevale            | Hopevale Youth Support & Engagement Officer | Family Responsibility Commission Hopevale | Disability services Queensland       |
| Cooktown & District Community Centre | Child and Youth Mental Health               | Department of Child Safety                | Cooktown Multi-Purpose Health Centre |

## Whole-School Approach to Discipline

Since 2005, Cooktown P-12 State School has utilised the Positive Behaviour for Learning (PBL) framework 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 Cooktown P-12 State School we believe discipline is about more than just consequences. 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 positive behaviours.

Our Student Code of Conduct is also 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.

### Restorative practices at Cooktown State School

To support PBL at Cooktown SS, we also use Restorative practices as an approach to address the needs of those harmed (e.g., other students, teachers, community members), and they work to amend the harm through restorative processes, such as mediation. The person who caused the harm is held accountable, and the practices allow the identified person(s) to be “restored” to the school community. Restorative practices;

- focus on repairing the harm done rather than only on who’s at fault for breaking rules,
- give voice to the person(s) harmed,
- use collaborative problem-solving methods,
- enhance responsibility, and
- reintegrate the offending student into the school community.

As within a system of PBL, restorative discipline includes schoolwide prevention practices, where teachers provide instruction in (and model through their own behaviour) skills in relationship building,

reframing, conflict resolution, mindfulness of personal stress points, and the importance of seeing things from another person's point of view. At Cooktown SS, school policies and practices that focus on restoring relationships, repairing any damage, and assigning consequences or other responses to the problem do so in ways that are flexible and appropriate to the harm caused and the unique needs of all affected. This use of "differentiated discipline" gives leadership, teachers and other members of the school community opportunities to focus on repairing harm and moving forward rather than just dwelling on the severity or duration of a consequence e.g. suspension or exclusion.

## **How does PBL and Restorative discipline work together at Cooktown SS**

Both PBL and restorative discipline attempt to change the way schools address issues of discipline, shifting the focus away from reacting to misbehaviour with punitive consequences and toward strengthening and supporting desired behaviour through positive relationships and repair. Both contribute to a positive school climate, one that emphasises prevention and positive responses to problem behaviour (e.g., teaching expected behaviours and supporting ways to make amends for our actions). The multitiered framework of PBL provides a structure for making data- based decisions regarding the level of support or intervention that is needed. PBL also offers a system of data collection and analysis to inform decisions regarding behaviour.

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

## School-wide Expectations

Staff at Cooktown P-12 State School are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working at the school, should meet the same school-wide expectations in place for our students. Our core school-wide expectations are **Learning**, **Respect** and **Safety**.

Below are examples of what these PBL expectations look like for students across each cohort. In addition, each classroom will have their own set of examples to help students and visitors understand these expectations and meet the standards we hold for everyone at Cooktown P-12 State School.

### **Being Safe**

School community members will act in a responsible manner that presents no risk to the physical or emotional security of themselves or others.

Safety at Cooktown P-12 State School is exhibited in such conduct as:

- Keeping hands, feet and objects to self
- Using equipment correctly
- Gaining permission to leave classrooms
- Moving around the school safely
- Reporting inappropriate actions (including online behaviours) to staff
- Observing rules and procedures

### **Being Respectful**

School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected in both action and communication.

Respect is exhibited in such conduct as:

- Listening and following instructions given by all staff
- Taking care of school and others property
- Use polite language and a respectful tone when communicating
- Co-operating and acting in an inclusive manner

### **Being a Learner**

- Being on time for class
- Being prepared for class
- Asking for help when needed
- Choosing behaviours that set a positive example for others.

A detailed 'Matrix of Expected Behaviour' outlining the expected behaviours for each setting, has been developed for both the Primary and Secondary cohorts.

## Parents and visitors

Aligned with our commitment to teaching students how to be Safe, Respectful Learners, the table below explains how we apply the same standards as staff and our expectations for parents when visiting our school and talking with their children about school

|   | <b>What you can expect from us</b>   | <b>What we expect of you</b>   |
|---|--|--|
| <b>Ensuring Safety</b>                  | We will create a safe, supportive and inclusive environment for every student.   | You ensure your children attends school every day and notify the school promptly of any absences or changes in contact details.    |
|   | We will maintain confidentiality about information relating to your child and family.  | You respect the obligation of staff to maintain student and family privacy.  |
|   | We will act quickly to address social media issues that affect staff, students or families.  | You respect school, student and staff privacy in your online communications.   |
|   | We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.  | You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent. |
| <b>Ensuring Respectful Relationship</b> | We will ensure positive behaviours are role modelled for all students.<br>We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress. | You support your child to meet the learning and behavioural expectations at school.  |
|   | We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.   | You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.              |
| <b>Ensuring Quality Learning</b>        | We will share relevant information with you about your child's learning, social and behavioural progress at school.  | You share relevant information about your child's learning, social and behavioural needs with school staff.                        |

## Differentiated and Explicit Teaching

Cooktown P-12 State School provides differentiated teaching to respond to the learning needs of all students. There are three main layers to differentiation, which align to the tiered approach discussed in the Learning and Behaviour section on page [ ]. For example, 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.

Explicit teaching for all students draws on our matrix of expected behaviour (illustrated below) This enables our teachers to identify what skills and routines are needing to be taught at our school, and supports staff to purposefully plan a variety of ways to engage students in learning and demonstrating these skills

Additionally, each classroom in our school uses the Expectations Matrix as a basis for developing their classroom behaviour rules. 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 matrix is on display in every classroom, used as the basis of teaching expectations throughout the year, and revisited regularly to address any new or emerging issues.

|   | Be Safe   | Be Respectful   | Be a Learner  |
|---|---|---|---|
| <b><u>ALL SETTINGS</u></b>              | <p>To be <b>SAFE</b> at school:</p> <ul style="list-style-type: none"> <li>• I keep my hands and feet to myself</li> <li>• I wear the correct uniform and shoes</li> <li>• I report all bullying to adults</li> <li>• I know my role in emergency drills</li> <li>• I store electronic devices at the office or turn off and out of sight</li> </ul>  | <p>To be <b>RESPECTFUL</b> at school:</p> <ul style="list-style-type: none"> <li>• I listen and follow instructions</li> <li>• I respect all spaces and equipment</li> <li>• I use school appropriate language</li> <li>• I only touch my belongings</li> <li>• I co-operate with others</li> </ul>   | <p>To be a <b>LEARNER</b> at school:</p> <ul style="list-style-type: none"> <li>• I am in the right place at the right time</li> <li>• I set a positive example for others</li> <li>• I encourage and support others</li> <li>• I try my best on all tasks and show commitment toward my learning</li> </ul>  |
| <b><u>CLASSTIME</u></b>                 | <p>To be <b>SAFE</b> in class time:</p> <ul style="list-style-type: none"> <li>• I follow the class/subject rules</li> <li>• I use equipment safely and correctly &amp; pack away before the bell</li> <li>• I keep my classrooms neat</li> <li>• I leave my bag outside</li> <li>• I leave food and drink outside</li> <li>• I ask permission to leave</li> <li>• I bring a water bottle into the classroom</li> </ul> | <p>To be <b>RESPECTFUL</b> in class time:</p> <ul style="list-style-type: none"> <li>• I follow teacher directions</li> <li>• I arrive at class on time and line up in two lines</li> <li>• I raise my hand to speak and listen to others without interrupting</li> <li>• I let others learn without disruption</li> <li>• I respect all class equipment</li> <li>• I allow the teacher to teach</li> </ul> | <p>To be a <b>LEARNER</b> in class time:</p> <ul style="list-style-type: none"> <li>• I follow teacher instructions</li> <li>• I complete work on time</li> <li>• I ask for help respectfully</li> <li>• I take pride in my work and focus on my achievement</li> </ul>   |
| <b><u>BREAKS</u></b>                    | <p>To be <b>SAFE</b> at breaktime:</p> <ul style="list-style-type: none"> <li>• I wash my hands thoroughly after using the toilet</li> <li>• I play school approved games</li> <li>• I am sun safe</li> <li>• I get adult help to resolve disputes</li> <li>• I use sports equipment only in designated areas</li> </ul>  | <p>To be <b>RESPECTFUL</b> at breaktime:</p> <ul style="list-style-type: none"> <li>• I only touch my food and bags</li> <li>• I use sports equipment appropriately and return before the bell</li> <li>• I care for the environment by leaving the area neat and tidy without damage</li> <li>• I am inclusive toward others</li> </ul>  | <p>To be a <b>LEARNER</b> at breaktime:</p> <ul style="list-style-type: none"> <li>• I use the toilet at break times so I can learn in class time</li> <li>• I follow all duty teacher directions</li> <li>• I know the rules of the game and am open to try new games/activities</li> <li>• I solve problems in a respectful and safe way</li> </ul> |
| <b><u>WALKING TO CLASS</u></b>          | <p>To be <b>SAFE</b> walking to class:</p> <ul style="list-style-type: none"> <li>• I walk calmly and quietly on the concrete</li> <li>• I stay out of the gardens</li> <li>• I line up calmly outside classrooms</li> </ul>  | <p>To be <b>RESPECTFUL</b> walking to class:</p> <ul style="list-style-type: none"> <li>• I move quietly about the school</li> <li>• I line up quietly outside classrooms</li> <li>• I take the most direct route to class to arrive on time</li> </ul>   | <p>To be a <b>LEARNER</b> walking to class:</p> <ul style="list-style-type: none"> <li>• I arrive on time</li> <li>• I keep toilet and drink breaks short</li> <li>• I am prepared with all equipment required</li> </ul>   |
| <b><u>TUCKSHOP</u></b>                  | <p>To be <b>SAFE</b> at the tuckshop:</p> <ul style="list-style-type: none"> <li>• I line up calmly and quietly</li> <li>• I keep sports equipment out of the tuckshop area</li> <li>• I only eat my own food</li> <li>• I place rubbish in the bin</li> </ul>  | <p>To be <b>RESPECTFUL</b> at the tuckshop:</p> <ul style="list-style-type: none"> <li>• I allow Primary students and staff to go ahead of me</li> <li>• I maintain personal space in line</li> <li>• I speak to tuckshop staff politely</li> <li>• I place rubbish in the bin</li> </ul>   | <p>To be a <b>LEARNER</b> at the tuckshop:</p> <ul style="list-style-type: none"> <li>• I make healthy food choices to help my brain and body</li> </ul>  |
| <b><u>PARADE</u></b>                    | <p>To be <b>SAFE</b> on parade:</p> <ul style="list-style-type: none"> <li>• I sit in my classes in straight lines</li> <li>• I move on and off parade in a calm and sensible manner</li> <li>• I leave my school bag at school (PCYC)</li> <li>• I follow teacher directions and road rules (PCYC)</li> </ul>  | <p>To be <b>RESPECTFUL</b> on parade:</p> <ul style="list-style-type: none"> <li>• I take my hat off</li> <li>• I use audience manners by actively listening</li> <li>• I applaud when it is appropriate</li> <li>• I stand for the National Anthem and Welcome to Country</li> </ul>   | <p>To be a <b>LEARNER</b> on parade:</p> <ul style="list-style-type: none"> <li>• I actively listen to the awards and weekly notices</li> <li>• I accept awards with pride</li> <li>• I remember any questions for my teacher about items discussed</li> <li>• I pass on information to my carers</li> </ul>  |
| <b><u>I.T. / ONLINE</u></b>             | <p>To be <b>SAFE</b> online:</p> <ul style="list-style-type: none"> <li>• I only use deliberately altered names online to hide my identity</li> <li>• I keep my personal details off the internet at all times</li> <li>• I only post appropriate images that do not identify myself, my address, school, club or friends</li> <li>• I report anything concerning or upsetting to a trusted adult</li> </ul>            | <p>To be <b>RESPECTFUL</b> online:</p> <ul style="list-style-type: none"> <li>• I use appropriate language and tone</li> <li>• I only share appropriate and considered material</li> <li>• I respect school IT equipment</li> <li>• I report cyberbullying</li> </ul>   | <p>To be a <b>LEARNER</b> online:</p> <ul style="list-style-type: none"> <li>• I use my time efficiently to broaden my learning</li> <li>• I ask for help if needed and wait patiently</li> <li>• I crosscheck all information with at least two sources</li> <li>• I reference all work</li> </ul>   |
| <b><u>BEFORE &amp; AFTER SCHOOL</u></b> | <p>To be <b>SAFE</b> before/after school:</p> <ul style="list-style-type: none"> <li>• I walk my bike or scooter in the school grounds</li> <li>• I hand my mobile phone to the office on arrival or turn it off</li> <li>• I follow the rules in the car park/bus zone</li> <li>• I look after younger students</li> </ul>   | <p>To be <b>RESPECTFUL</b> before/after school:</p> <ul style="list-style-type: none"> <li>• I know and follow bus rules</li> <li>• I am polite to others</li> <li>• I give way to pedestrians if walking</li> <li>• I am a proud representative of the school</li> <li>• I walk to the bus when instructed by teacher</li> </ul>   | <p>To be a <b>LEARNER</b> before/after school:</p> <ul style="list-style-type: none"> <li>• I know and follow road rules</li> <li>• I arrive on time to be prepared</li> <li>• I take home things I need (homework)</li> <li>• I am ready when the teacher calls my bus</li> </ul>  |

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Cooktown P-12 State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Cooktown P-12 State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

## Intensive Teaching

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.



# Disciplinary Consequences

## 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 Cooktown P-12 State School, the use of any SDA is considered a very serious decision. **It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.**

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

The appeal process is a thorough review of all 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 Cooktown P-12 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, as the student has already received a consequence 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 offered as a support for the student to assist in their successful re-engagement in school following suspension.

## School Policies

Cooktown P-12 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. Our school policy is aligned with the department's general procedural document on the temporary removal of student property by school staff.

The following items are explicitly prohibited at Cooktown P-12 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
- Vapes (including chargers and contents)
- 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).

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

\* 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 Cooktown P-12 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;
- staff may remove 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 Cooktown P-12 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 Cooktown P-12 State School Student Code of Conduct (see above)
  - 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 CSS**

- 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 CSS 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

### General standpoint

Cooktown P-12 State School has determined that:

- (a) the responsible use of mobile phones and other devices will be taught and reinforced to all students as part of our ongoing instruction on expected behaviour.
- (b) the use of mobile phones can only be permitted as part of a supervised teacher-led activity and with the teacher's permission (teachers will be required to seek approval from leadership prior to initiating this)

### **Responsibilities**

- Students are responsible for switching off and placing any mobile device brought into the school grounds out of sight during classes, before and after school hours, and during lunch breaks *unless* the device is being used in a teacher directed activity to enhance learning (e.g. as noted above, where it may be utilised as part of assigned class work or assignments set by teachers). This legitimate usage may be in relation to:
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment

In addition, when given permission to use a mobile device or phone in these special circumstances, the following actions are unacceptable:

- publishing offensive messages or pictures
- using obscene, inflammatory, racist, discriminatory or derogatory language
- using language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insulting, harassing or attacking others
- deliberately wasting printing and internet resources
- damaging computers, printers or network equipment
- committing plagiarism or violating copyright laws
- ignoring teacher directions for the use of social media, online email and internet chat
- sending chain letters or spam email (junk mail)
- knowingly downloading viruses or other programs capable of breaching the department's network security
- using in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invading 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

Furthermore, students are not permitted to take into or use mobile devices at exams or during class assessment (unless expressly permitted by school staff).

## **Using school-based ICT facilities**

At all times while using ICT facilities and devices supplied by the school, students will be required to act in line with the requirements of the Cooktown State School Student Code of Conduct.

In addition students and their parents should:

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

## **Preventing and responding to bullying**

Cooktown P-12 State School uses the PBL framework to help promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

### **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.

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.

The following flowchart explains the actions Cooktown P-12 State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

|                  |  |
|------------------|--|
| <b>Step 1</b>    | <ul style="list-style-type: none"> <li>• Provide a safe, quiet space to talk</li> <li>• Reassure the student that you will listen to them</li> <li>• Let them share their experience and feelings without interruption</li> <li>• 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</li> </ul>   |
| <b>Step 2</b>    | <ul style="list-style-type: none"> <li>• Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)</li> <li>• Write a record of your communication with the student</li> <li>• Check back with the student to ensure you have the facts correct</li> <li>• Enter the record in OneSchool</li> <li>• Notify parent/s that the issue of concern is being investigated</li> </ul>   |
| <b>Step 3</b>    | <ul style="list-style-type: none"> <li>• Gather additional information from other students, staff or family</li> <li>• Review any previous reports or records for students involved</li> <li>• Make sure you can answer who, what, where, when and how</li> <li>• Clarify information with student and check on their wellbeing</li> </ul>   |
| <b>Step 4</b>    | <ul style="list-style-type: none"> <li>• Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue</li> <li>• Make a time to meet with the student to discuss next steps</li> <li>• Ask the student what they believe will help address the situation</li> <li>• Engage the student as part of the solution</li> <li>• Provide the student and parent with information about student support network</li> <li>• Agree to a plan of action and timeline for the student, parent and yourself</li> <li>•</li> </ul> |
| <b>Step 5</b>    | <ul style="list-style-type: none"> <li>• Complete all actions agreed with student and parent within agreed timeframes</li> <li>• Document relevant actions in OneSchool</li> <li>• Monitor student and check in regularly on their wellbeing</li> <li>• As required, seek assistance from student support network (e.g. Student Services)</li> <li>•</li> </ul>  |
| <b>Step 6</b>    | <ul style="list-style-type: none"> <li>• Check in with the student to review situation</li> <li>• Discuss what has changed, improved or worsened</li> <li>• Explore other options for strengthening student wellbeing or safety</li> <li>•</li> </ul>  |
| <b>Follow-up</b> | <ul style="list-style-type: none"> <li>• Continue to check in with student on regular basis until concerns have been mitigated</li> <li>• Record notes of follow-up meetings in OneSchool</li> <li>• Refer matter to specialist staff if problems escalate</li> <li>• Look for opportunities to improve school wellbeing for all students</li> </ul>   |

Cyberbullying is treated at Cooktown P-12 State School with the same level of seriousness as in-person bullying and our processes are consistent with the processes used by other schools across the State. 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 Deputy Principal – Primary for students in primary year levels, or the Deputy Principal – Junior Secondary or Deputy Principal – Senior Secondary for students in secondary year levels.

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 Cooktown P-12 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.

### **Cybersafety and Reputation Management (CRM)**

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

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

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

### **Student Intervention and Support Services**

Cooktown P-12 State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section on page Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Cooktown P-12 State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school withdrawal, withdrawal from social events or celebrations, or more severe consequences such as suspension or exclusion from school.

## **Appropriate use of Social Media**

This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students and adults can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

The following are a few simple strategies to 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 parents have a compliment, complaint or enquiry about an issue at school, then are advised to speak directly to the school about the matter.

Although social media sites such as Facebook have become a popular forum for communicating ideas and opinions, parents are advised to refrain from discussing details of issues raised with a School on social media, particularly the names of anyone involved.

Additionally, if parents encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, they are advised to 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



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 Cooktown P-12 State School will respond to student behaviour that presents a risk of physical harm to the student themselves or to 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 strategies aimed at supporting the student to manage their emotional arousal and behaviour (e.g. distraction, diversion, calming the student using reassuring words, providing space etc.)

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 a restrictive practice.

The use of restrictive practices will always be as a last resort, or when there is no other available option for reducing immediate risk to the student, staff or other people.

**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 (e.g. physical restraint) 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 department's 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

