



Ashgrove State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Principal's Foreword

The Ashgrove State School Student Code of Conduct provides an overview of our school values, beliefs and practices related to student learning, wellbeing and discipline. It outlines our expectations for behaviour for students, parents, staff and community members and how we teach and nurture positive social and emotional behaviours in our students. Our Student Code of Conduct guides how we teach, support and create positive behaviour for learning and life. This document includes both school policies and Education Queensland mandated procedures and policies relevant to behaviour management and aligns with the Education Queensland guidelines for discipline and behaviour. In addition, appendices with resources to assist staff and community with implementation and understanding of practices are included.

Our school is committed to providing a safe, inclusive and supportive environment that supports the educational outcomes and wellbeing of every student. I believe that the ways we approach school discipline in our school, as outlined in this Student Code of Conduct, reflect our core values and Ashgrove State School's vision. This contributes greatly in building a positive and inclusive culture of learning for our school.

This document has been constructed collaboratively with staff, parents, behaviour project team, Parent & Citizens' Association and School Council.


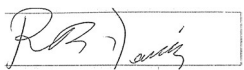
Ashgrove State School Vision

An inclusive, collaborative community of engaged, capable and confident learners, prioritising the success and wellbeing of every student.

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Principal Signature:	
Date:	13 November 2020
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School Vision and Values

Ashgrove State School's approach to discipline is based on a set of shared community values, and the underlying belief that all students can learn **positive behaviours and social-emotional skills**. We teach positive behaviours and skills and build a shared understanding of our school values through explicit instruction and also implicitly, through daily interactions and modelling.

Our goal is to create **an inclusive culture** that builds student achievement and wellbeing, strong relationships, and student autonomy and self-efficacy. We believe that the best outcomes for students are achieved through developing and maintaining relationships between members of the school community and values and responds to diversity through a differentiated approach.

When **responding to discipline issues** we use respectful approaches which promote responsible behaviour, accountability for actions and self-discipline. Our aim is to provide a consistent, fair and equitable approach to discipline for all. We understand that responding to student behaviour is most effective when it maintains respectful relationships and open communication. Responses to, and interventions for, behaviour are differentiated for students and groups of students as appropriate.

School Values

Our three key values guide the actions of all community members, and importantly, support our students to become confident, capable and caring people.

Respect, Responsibility and Safety are our key school values which guide the behaviour of all members of our community including students, staff, parents and community members.



We define these values as:

Responsibility

Being responsible means you do the things you are expected to do, make good choices, and accept the consequences of your actions.

Respect

Respect means thinking and acting in positive ways towards yourself, others and places. It means behaving in ways that shows care of the feelings and wellbeing of others and places.

Safety

Safety means acting in ways that keep yourself, others and places safe. Safety can be physical or emotional.

Students are guided to understand our values and how to behave in ways that exemplify them in their lives. We support our students through:

- Classroom instruction in values (planned, or as learning opportunities arise)
- Instruction in values through extra-curricular programs, events or initiatives
- Collaboratively set classroom expectations and goals which connect to school values
- Using common language and visual display of our values
- Providing students with feedback on behaviour
- Aligning school behaviour documents and planning with school values
- Modelling of values by adults and staff in our school community

Parents and Carers

Our school values of Respect, Responsibility and Safety are embedded in the interactions of the adults in our community as well as being a focus of instruction for our student cohort.

Some examples of our school values in action for parents and carers include:

Responsibility

- Maintain a high level of student attendance at school.
- Notifying school of absences and changes in contact details.
- Notifying school of relevant family or student information or change impacting on a student.
- Contacting the class teacher or relevant member of the leadership team with any concerns about your student, staff member or another student or parent.
- Stay informed about school news and activities by keeping in contact through newsletters, social media and class newsletters.

Respect

- Listen to each other and interact in a calm and respectful manner.
- Be respectful of the feelings, role, understandings and situations of others.
- Respect school, student and staff privacy in all communications.
- Be respectful in conversations about other school community members and model positive behaviour.
- Be respectful of others' time and the constraints on their time.
- Be kind, inclusive and supportive of others in social groups and situations, whether formal or informally.
- Recognise and respect the diversity of others, and be respectful and non-judgemental of the social, cultural, gender, health, behavioural and developmental differences between members of our school community.

Safety

- Provide close supervision of students on school grounds outside of school hours.
- Ensure students are not left on school grounds unsupervised before or after school.
- Follow any school guidelines, requests and instructions developed to maximise student and community safety.
- Provide up-to-date medical information and medication to the school and complete appropriate consent forms and authorisations.

Whole School Approach to Discipline

Consideration of individual circumstances

Ashgrove State School supports the rights of students from all social, cultural, community and family backgrounds, identities and abilities, to receive a high quality education.

Therefore, to ensure an optimal response to student behaviour, including determining appropriate consequences, consideration of a student's individual circumstances is essential. These circumstances can include behaviour history, disability, mental health and wellbeing, religious and cultural considerations, and home or care arrangements of that student.

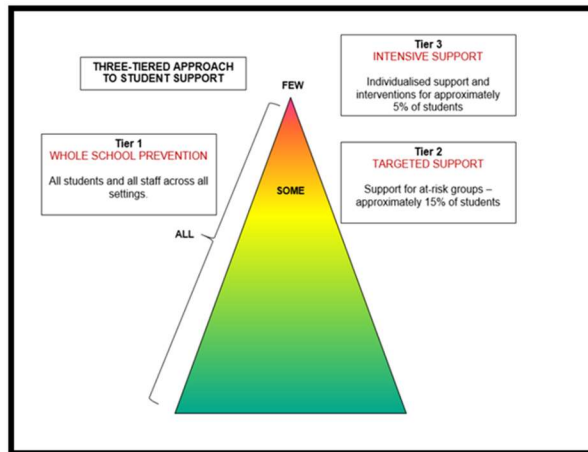
We consider individual circumstances in the following ways:

- Creating positive parent-school partnerships which will facilitate sharing of information, discussion and collaborative planning for best outcomes for students.
- Collaboration and communication prioritised between teachers, support staff, parents, leadership team and external providers when addressing and responding to needs and behaviours of students.
- Developing individual plans for students as needed (Tier 2 or Tier 3) which have considered the individual needs and circumstances of that student and selected interventions and responses accordingly.
- Specific needs of student (medical, physical, social) are known and understood by staff and there is a shared understanding of how that impacts a student's behaviour and learning.
- Staff have understandings and attitudes about causes of behaviour and can respond to behaviour in ways that are effective and respectful for individual students.
- Recording and storage of an individual student's information on OneSchool for staff access as appropriate.

Differentiated response to behaviour (tiered approach)

Student academic learning needs are catered for with differentiated instruction. Students requiring targeted support are provided with more focused and personalised instruction, with adjustment of instructional goals, teaching strategies or groupings. Students who require intensive instruction or intervention are provided with further support and personalisation of learning, which may include individual learning plans and increased adjustment of content, teaching practices and assessment.

In a similar way, responding to student behaviour takes place through a differentiated approach, with interventions appropriate to the level of support required. There are three tiers of response to student behaviour as shown in the below diagram:



Tier 1

Tier 1 'differentiated and explicit teaching for all students' or school-wide interventions are the critical foundation for building a positive culture, and interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom settings.

Schoolwide Tier 1 interventions include:

- Instruction for all students in the three school values - Respect, Responsibility, Safety.
- Classroom and playground expectations which align with the three values.
- Australian Curriculum learning units and activities provide opportunities for learning and practising positive behaviours and understandings of self and others.
- Explicit teaching of a social-emotional program for all students (You Can Do It).
- Explicit teaching and strategies to support emotional wellbeing and self-regulation (Berry Street Model).
- Relationship building between teachers/staff and students (using strategies from Restorative Practices and Berry Street Model).
- Regular reinforcement of anti-bullying messages, including cyber-bullying, through assemblies, classroom instruction, programs and events to support this learning.

Tier 2

Tier 2 or 'focused' interventions support students who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional targeted interventions. The focus of Tier 2 is to reduce the number of existing students requiring additional support.

Tier 2 interventions provide an additional intervention for students. Students identified as Tier 2 will still be receiving all Tier 1 supports and interventions. Tier 2 targeted interventions used may include:

- Restorative conference/s with persons involved.
- Developing an agreement with, or between students about future behaviours.

- Developing an individual plan for classroom or playground behaviour. This should include consultation and communication between Deputy Principal, classroom teacher and parents (***Differentiated Behaviour Planner***).

A plan and response for Tier 2 students may include:

- Setting behaviour goals for/with student.
- An agreement between students about future behaviours.
- Using visual reminders, props or prompts to support the student.
- Implementing specific strategies for the individual student in their area of need (for example, counselling, reflection, reframing activities).
- Clear process for staff responding to behaviour/s.
- Positive reinforcement systems.
- How behaviour will be monitored.
- Regular communication with parents (eg. communication book).
- Scaffolding and small group practice of social interactions for student.

Tier 3

Tier 3 or 'intensive' interventions support students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports, involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations and behaviours.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong.

Intensive Tier 3 responses may include:

- Behaviour risk assessment tool completed.
- Functional behaviour assessment (FBA) completed.
- Individual Behaviour Support Plan (IBSP) developed.

Confidentiality requirements

School staff will maintain their confidentiality obligations. Information regarding individual students and their families and circumstances will not be disclosed or discussed with other parents, students or families. This includes information relating to disciplinary matters.

We also expect that parents and students will respect the privacy of other students and families with regard to information about individual circumstances and disciplinary matters.

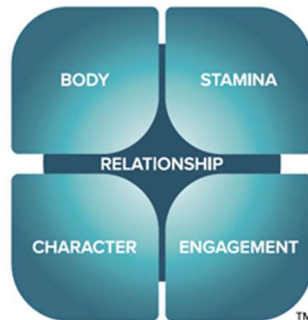
Teaching and responding to behaviour

Part of our Tier 1 approach is delivering school-wide interventions for building a positive culture, which are provided to all students across emotional and behaviour dimensions of learning. Students learn emotional resilience and regulation by learning specific strategies which enable them to manage their emotions and maximise engagement in learning. They engage in regular lessons and experiences which explicitly aim to improve their social-emotional capabilities and social skills.

Schoolwide programs

Students are taught self-regulation strategies from the **Berry Street Model** which empowers them in five areas:

- Body – regulation of the physical stress response.
- Relationship – use of relational classroom management and connection strategies to nurture on-task learning.
- Stamina – strategies to build resilience, emotional intelligence and a growth mindset.
- Engagement – strategies which increase the willingness to learn.
- Character – building student self-knowledge of strengths and values.



In addition, social skills lessons from the **You Can Do It** program consist of a series of explicit and age-appropriate social skills lessons for our students in the areas of:

- Getting Along
- Confidence
- Organisation
- Persistence

Explicit lessons in these four areas aim to build skills which will increase students' resilience and wellbeing and ability to socially problem-solve.

Confidence	Organisation	Getting Along	Resilience	Persistence
				
Connie Confidence	Oscar Organisation	Gabby Get Along	Ricky Resilience	Pete Persistence

Anti-bullying

Ashgrove State School is proactive at building anti-bullying messages and understandings in our school community and students and staff participate in anti-bullying education and awareness activities. Our students participate in the following events:

- Anti-bullying day – whole school pledge and activities.
- Assembly pledge and anti-bullying messages, classroom activity to reinforce anti-bullying attitudes and understandings.

Cyber-safety and use of Information & Communication Technology (ICT)

Ashgrove State School is proactive about building awareness of cyber-safety and how to create a safe environment for self and others when online and how to use ICT and technology appropriately. Students are instructed in Cyber-safety and appropriate use of ICTs in the following ways:

- Cyber-safety program for students.
- Cyber-safety information sessions for parents.
- Within learning area curriculum units (ICT capabilities).
- School provision of clear expectations for behaviour – eg. *Acceptable Use of ICT Agreements* for all students.
- Consistent application of consequences and responses to cyber-safety and ICT behaviour incidents.

Other programs

Other programs or events which support positive behaviours and understandings include Harmony Week, Life Education units, Leadership program, curriculum units which integrate social and personal learning, and ethical and cultural understandings with learning area content and activities.

Classroom behaviour management practices

Preventative strategies and effective responses and reactions to students are the foundation for positive classroom behaviour management.

Teachers will draw upon a wide range of preventative strategies from the Berry Street Model and Restorative Practices to implement in their classrooms and create a positive classroom environment and manage student behaviour.

Teacher strategies for building positive classroom behaviours will include:

- Communicating high expectations for student learning and behaviour.
- Taking responsibility for building strong teacher-student relationships.
- Providing clarity and structure for students in instruction and classroom routines.
- Planning for active, age-appropriate and differentiated learning to maximise student engagement.
- Providing encouragement and positive reinforcement for student behaviour.
- Applying corrections and clear consequences to student behaviour which considers individual needs and circumstances.
- Implementing of a range of strategies drawing on the Berry Street Model and Restorative practices to create a positive classroom environment, and teach students social-emotional self-management.
- Developing shared and clear understanding of the school values.
- Collaboratively developing and building shared understandings of a specific classroom code for behaviour or classroom expectations.

Classroom consequences

Teachers are responsible for using effective responses and correction of student behaviour. The purpose of a consequence is to correct and teach; so ideally, classroom consequences will:

- contain an opportunity to learn or re-learn the expected behaviour appropriate to that situation or context
- be relevant and logical to the context / situation in which it occurred (natural consequence)

- contain an opportunity to reflect, restore relationships and/or repair harm done (restorative)

Serious classroom incidents

Any major classroom behaviour incident (see the Disciplinary Consequences table for examples of major incidents) is to be referred immediately to the Deputy Principal.

Inappropriate classroom consequences

- Exclusionary consequences for classroom behaviours such as extended restriction of time for eating or play breaks, or removal from the classroom.
- Disrespectful or unsafe teacher behaviours such as yelling, physical contact, threats or put-downs.

Ref: EQ Behaviour Bulletin – July 2020

Playground behaviour management practices

Playground expectations are focussed on providing physical and emotional safety for our students. Adult supervision and support for playground behaviour focusses on these areas:

- clear expectations for playground behaviours
- monitoring and recording of playground behaviours
- responding to incidents following school expectations

Expectations for outdoor time

- Hats on head for outdoor play
- Play safe on playgrounds
- Be in the right place at the right time
 - Out of bounds areas - outside of the school grounds, gardens, behind the pool, JB Stephens building, Outside School Hours Care (OSHC) building, and Year 6 building, around art building, verandahs, stairwells and classrooms.
 - Return to class promptly on bell signals
- Care for our environment, equipment and facilities
 - This includes - no climbing trees, appropriate use of toilets
- Respect, safety and kindness towards others

Responding to playground behaviours

Adult response to behaviours in the playground may include applying a natural consequence, short 'sitting out' time, restorative or relational chats (using scripts provided), or a referral to Deputy Principal, depending on the type of incident. See the *Disciplinary Consequences table* for suggested responses to a range of behaviours.

In the playground, as in the classroom, the purpose of a consequence is to correct and teach; so ideally, a consequence will:

- Contain an opportunity to learn or re-learn the expected behaviour appropriate to that situation or context.

- Be relevant and logical to the context / situation in which it occurred (natural consequence).
- Contain an opportunity to reflect, restore relationships and/or repair harm done (restorative).

Serious playground incidents

Any major playground behaviour incident (see the Disciplinary Consequences table for examples of major incidents) is to be referred immediately to the Deputy Principal for support. Referral can be done via phone call to the office, or by filling out the referral slip.

Entry to buildings

- Students can place their bag outside a classroom and/or be in a classroom before school *if* their teacher is present in the room and the students are following their teacher's expectations and communicated policy
- The timing and teacher decision-making about entry to buildings will be guided by the age of students, individual student circumstances, preferred teacher practices, features of the building or classroom, and bag rack placement

Prep to Year 2 and 'The Five'

Prep to Year 2 children are taught to respond to minor social difficulties in the playground by using strategies from "The Five". This chart is on display in the junior playground. Major incidents are to be reported by students to the adult on duty as the first response.

Monitoring playground behaviour

Regular minor behaviours at playtime may indicate a pattern of behaviour/s developing, which if addressed early, may prevent ongoing or escalating behaviour. Monitoring and recording playground behaviours in the playground therefore provides a way to identify a student need or behaviour that requires further support.

Playground behaviours can be monitored using the following process:

- Record student name and incident category on 'Playground Behaviour Record' in playground duty folder.
- Regular review of playground records by Deputy Principal to identify patterns of behaviour and/or repeat students.
- Patterns/students identified will be followed up by Deputy Principal as needed.
- If the incident requires a OneSchool record, these are to be referred to the playground duty staff member/s who reported, as well as the relevant classroom teacher, so they are aware of any follow-up.

Restorative practices

Ashgrove uses restorative practice to respond to student behaviour and incidents. Restorative practice is an approach which builds relationships and guides response to behaviour and conflict. Restorative practices address the needs of all persons and is used to reduce, prevent and improve harmful behaviour. Harmful behaviour is understood as a violation of people and relationships, and uses strategies which address the causes of harm, the impact of the harm and ways to minimise the risk of future wrong-doing. Through restorative practice, participants work to repair and restore relationships, resolve conflict and take responsibility and accountability for their actions. There is a collaborative approach to problem-solving and planning for the future. Responding to behaviour incidents using restorative practices is a focus on positive resolution, individual accountability and learning of behaviours, acknowledgement and support for individual needs, and aims to reduce the negative impact on student learning by maximising participation in school life with others.

These four key principles underpin restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports the wellbeing of all individuals in the school community.
- Responsiveness to individual needs is key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

Specific strategies used in Restorative Practice:

- Relational conversations – aimed at building strong relationships and connections between student and adult/teacher.
- Classroom practices – such as circles, relational strategies.
- Restorative chat – a short, informal conversation to address a specific issue or incident that has occurred.
- Restorative conference (mini) – a planned conference between relevant parties to address a specific issue or issues.
- Restorative conference (formal) – a planned and structured conference between community members in order to address any serious, ongoing behaviour issue and where there is a need for significant restoring of relationships and trust to occur.

Staff members use question prompts and strategies to facilitate effective use of restorative practice in resolving behaviour incidents

Ref: <https://pb4l.tki.org.nz/PB4L-Restorative-Practice>



Image ref: education.nsw.gov.au

Positive reinforcement systems

Classroom behaviour strategies may include specific reinforcements and encouragements of positive behaviour and goal achievement which are appropriate and meaningful for the teacher and students.

At a school-wide level, the following positive reinforcement systems are used, and are appropriate for classroom and playground contexts:

Ashgrove Achiever Awards

Prep to Year 2

These awards are handed out at Junior Assembly in response to positive learning or social behaviours. The focus is on individual progress towards a goal.

Students on Tier 2 or Tier 3 behaviour plans are supported to achieve an award through reaching a goal or progress towards the goal identified on their individual plan.

Year 3-6

Students in these year levels may receive an Ashgrove Achiever Award on Assembly for learning behaviours and attitudes, as well as academic achievements.

Allstar Awards

A ticket system acknowledging students demonstrating our three school values of Respect, Responsibility and Safety and You Can Do It principles. These are handed out in classrooms and during playground time for positive behaviours and students are rewarded through a schoolwide system of rewards and celebration.

Disciplinary consequences table

The disciplinary consequences table is a guide to applying consequences when responding to behaviour incidents. It categorises behaviours into major and minor and gives examples of these behaviours. The consequences and responses noted are **appropriate** and **suggested** examples, but not prescriptive. Individual circumstances will be taken into consideration when responding to incidents. It is understood that the most effective response for one student may differ from the most effective and appropriate response for another.

CATEGORY 1: VERBAL AND GESTURAL behaviours	
1) Defiant threat to adults 2) threats to others 3) verbal misconduct Examples: Socially rude interactions. Student delivers message that threatens a person's physical or emotional wellbeing. Student uses inappropriate and/or threatening verbal or gestural interactions with peers or staff. This may include swearing, name calling, back chatting or racial slurs.	
Minor examples	Major examples
Back chatting, arguing, disruptive talking and noise Saying inconsiderate, disrespectful things to/about another Swearing or inappropriate words used in a conversational interaction	Physical or verbal threats of harm to adults, consistent and ongoing back chatting, arguing or socially rude interactions Threatening use of swearing or words directed towards someone in a harmful way Malicious or harmful statements about another person
Example responses	Example responses
Restorative chat (informal) – using question script Action to repair harm – (eg. verbal or written apology, returning item, assisting with repairing damage, commitment to future actions) Reminders of school value or rule – what is expected, what are the consequences, what needs changing Parent contact	Referral to Deputy Principal Restorative conference Follow up behaviour plan Counselling/reflection worksheet Natural / appropriate consequences Actions to repair harm to others Parent contact

	OneSchool Behaviour record
CATEGORY 2: Disruptive behaviours Behaviour causing a disruption in class or school activity and student is not responding to repeated directions.	
Minor examples	Major examples
Making noise which disrupts others, arguing or back-chatting. Sustained and deliberately disruptive loud talking, shouting or screaming; creating noise with materials or body; roughhousing; verbal refusal to comply with instructions.	Consistent, deliberate and continued disruption over a sustained period of time.
Example responses	Example responses
Restorative chat or conference (informal) – using question script Action to repair harm – (eg. verbal or written apology, returning item, assisting with repairing damage, commitment to future actions) Reminders of school value or rule – what is expected, what are the consequences, what needs changing Parent contact	Referral to Deputy Principal Restorative conference Follow up behaviour plan Counselling/reflection worksheet Natural / appropriate consequences Actions to repair harm to others Parent contact OneSchool Behaviour record

CATEGORY 3: Physical misconduct Actions involving physical contact towards staff or other students where physical or psychological injury or harm may occur. This could include hitting, punching, hitting with objects, kicking, hair pulling, removing or harming clothing of others, scratching.	
Minor examples	Major examples
Inappropriate physical contact causing unintentional and minor physical harm to others	Serious physical contact to another person occurs and the intent was to harm another
Example responses	Example responses
Restorative chat or conference (informal) – using question script Action to repair harm – (eg. verbal or written apology, returning item, assisting with repairing damage, commitment to future actions) Reminders of school value or rule – what is expected, what are the consequences, what needs changing Contacting parents	Move other students to safety Move student away from others if possible Referral to Deputy Principal Restorative conference Follow up behaviour plan Counselling/reflection worksheet Natural / appropriate consequences Actions to repair harm to other Parent contact OneSchool Behaviour record
CATEGORY 4: Misconduct with object Using an object to harm, injure or threaten others	
Minor examples	Major examples
No intention to harm a person (eg. part of a game, rough-play) Using an object in an inappropriate or unsafe manner	Deliberate use of an object to cause damage and/or injury to others
Example responses	Example responses
Restorative chat or conference (informal) – using question script	Take object from student where possible Move student away from others wherever possible Referral to Deputy Principal

<p>Action to repair harm – (eg. verbal or written apology, returning item, assisting with repairing damage, commitment to future actions)</p> <p>Reminders of school value or rule – what is expected, what are the consequences, what needs changing</p> <p>Parent contact</p>	<p>Restorative conference</p> <p>Follow up behaviour plan</p> <p>Counselling/reflection worksheet</p> <p>Natural / appropriate consequences</p> <p>Actions to repair harm to other</p> <p>Parent contact</p> <p><i>OneSchool Behaviour record</i></p>
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CATEGORY 5: Property Misconduct Student destructs or damages property	
Minor examples	Major examples
Breaking pencils, scratching or writing on desk or classroom furniture or walls, damaging books or learning equipment	Graffiti on building or facilities, intentional breakage of school property Ongoing and consistent damage to school property and learning equipment or furniture
Example responses	Example responses
<p>Assist to repair damage caused to property and people</p> <p>Restorative chat or conference (informal) – using question script</p> <p>Action to repair harm – (eg. verbal or written apology, returning item, assisting with repairing damage)</p> <p>Reminders of school value or rule – what is expected, what are the consequences, what needs changing</p> <p>Parent contact</p>	<p>Assist in the repair of damage to property</p> <p>Financial restitution if/as appropriate</p> <p>Referral to Deputy Principal</p> <p>Restorative conference</p> <p>Follow up behaviour plan</p> <p>Counselling/reflection worksheet</p> <p>Natural / appropriate consequences</p> <p>Parent contact</p> <p><i>OneSchool Behaviour record</i></p>
CATEGORY 6: Possession or use of prohibited items Students in possession of items or other objects capable of causing harm, or with the appearance that they could cause harm. Student in possession of, and/or inappropriate use of illicit substances and/or legal substances such as drugs or alcohol.	
Minor examples	Major examples
Student using or in possession of an item requested to not be brought to school. These items include, but are not limited to - chewing gum, some toys or games, medications	Possession of items including: Weapons – knives, guns, fake weapons Drugs and illicit substances (including tobacco and alcohol) Poisons Potentially dangerous items – eg. fireworks/sparklers, lighters, rope
Example responses	Example responses
<p>Restorative chat or conference (informal) – using question script</p> <p>Action to repair harm – (eg. verbal or written apology, returning an item, safely storing an item, commitment to future actions)</p> <p>Reminders of school value or rule – what is expected, what are the consequences, what needs changing</p> <p>Parent contact if required</p>	<p>Removal of student property (see policy for correct procedure) to ensure safety for student and others</p> <p>Referral to Deputy Principal</p> <p>Immediate contact to parents</p> <p>Restorative conference</p> <p>Follow up behaviour plan</p> <p>Counselling/reflection worksheet</p> <p>Natural / appropriate consequences</p> <p>Parent contact</p> <p><i>OneSchool Behaviour record</i></p>

CATEGORY 7: Lying, Cheating, Stealing Telling lies or deliberately violating school rules; Removing a possession from another person	
Minor examples	Major examples
Lying Taking a minor object from another person or place	Stealing an expensive item, planned and intentional stealing Consistent and ongoing stealing and lying
Example responses	Example responses
Restorative chat or conference (informal) – using question script	Referral to Deputy Principal

<p>Action to repair harm – (eg. verbal or written apology, returning item, assisting with repairing damage, commitment to future actions)</p> <p>Reminders of school value or rule – what is expected, what are the consequences, what needs changing</p> <p>Parent contact</p>	<p>Restorative conference</p> <p>Follow up behaviour plan</p> <p>Counselling/reflection worksheet</p> <p>Natural / appropriate consequences</p> <p>Actions to repair harm to other – including return of the stolen item if possible</p> <p>Parent contact</p> <p>OneSchool Behaviour record</p>
CATEGORY 8: Internet and technology related misconduct Inappropriate use of technology	
Minor examples	Major examples
<p>Visiting inappropriate websites</p> <p>Using or copying passwords and data without authorisation</p> <p>Distributing private information about yourself and others</p> <p>Disrespectful behaviour towards others using online or digital platform</p> <p>Harming property</p> <p>Using devices at incorrect time</p>	<p>Cyberbullying – consistent and ongoing harassment, which may include insulting, defaming, attacking others, through any form of digital or online communication.</p> <p>High level of harm caused by inappropriate or offensive action/s causing significant emotional harm to others</p> <p>Causing, or attempting to cause high level of disruption of ICT services at the school or other locations.</p> <p>Consistent and ongoing harmful and unsafe minor behaviours</p>
Example responses	Example responses
<p>Restriction of network access, loss of device access</p> <p>Restorative chat or conference (informal) – using question script</p> <p>Action to repair harm – (eg. verbal or written apology, returning item, assisting with repairing damage, commitment to future actions)</p> <p>Reminders of school value or rule – what is expected, what are the consequences, what needs changing</p> <p>Parent contact</p>	<p>Referral to Deputy Principal</p> <p>Restriction of network access, loss of device access</p> <p>Temporary removal of property (see policy)</p> <p>Restorative conference</p> <p>Follow up behaviour plan</p> <p>Counselling/reflection worksheet</p> <p>Natural / appropriate consequences</p> <p>Actions to repair harm – including return of the stolen item</p> <p>Parent contact</p> <p>OneSchool Behaviour record</p>

CATEGORY 9: Lateness to class	
Minor example	Major example
<p>Late to school in morning</p> <p>Late returning to classroom after breaks</p>	Ongoing and consistent lateness to class
Example responses	Example responses
<p>Contact parents to discuss</p> <p>Relational chat with student (to identify causes or issues)</p>	<p>Referral to Deputy Principal</p> <p>Parent contact</p>
CATEGORY 10: Dress and uniform Wearing unsafe or inappropriate clothing or footwear	
Minor examples	Major examples
Wearing unsafe footwear or clothing to school	Wearing clothing to school that is offensive to others (including inappropriate language and threats or insults to others)
Example responses	Example responses
<p>Reminder to students of appropriate footwear and clothing for school</p> <p>Parent contact</p>	<p>Request student to cover clothing</p> <p>Parent contact</p>
CATEGORY 10: Incidents external to school site Incidents that occur on excursions or extra-curricular activities, out of school inappropriate use of social media, or during non-school hours that effect staff or students of the school	
Any reported incidents to be referred to leadership team for investigation and follow-up as necessary	

De-escalation strategies

Students on occasion may become emotionally unregulated. This may be for many reasons, including frustration with themselves or others, or a response to an external trigger. The situation requires a prompt response in order to assist the student to calm themselves down and restore a calm environment and safe situation for themselves and others. This may prevent escalation of behaviours and safety risks.

An effective and appropriate response when de-escalating a student is:

Regulate	Apply strategies that aim to calm their stress response as quickly as possible. Assist the child to regulate and calm their stress response through comfort and reassurance.
Relate	Apply strategies to make a personal connection with the student. Empathise and validate the child's feelings so they feel heard, seen and understood.
Reason	Once the student has calmed and there is low risk of re-escalation, discussion and conferencing can occur successfully. Starting with the reasoning part will not be effective when the child is still de-regulated and disconnected.

Ref: Dr Bruce Perry

School Disciplinary Absences (SDAs)

A School Disciplinary Absence (SDA) is an enforced period of absence from attendance at a Queensland state school. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision.

Suspension

A principal of a state school at which a student is enrolled may suspend the student from the school if they are reasonably satisfied a ground exists for the suspension. As with application of other disciplinary consequences, individual circumstances must be considered and the appropriate confidentiality requirements followed.

As per the Education (General Provisions Act, 2006) each of the following is grounds for suspension:

- Disobedience
- Misbehaviour
- Conduct that adversely affects, or is likely to adversely affect, other students
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff
- The student is charged with a serious offence (refer to Fact Sheet – Charge-related suspension)

- The student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending

Re-entry following suspension:

Students who are suspended from Ashgrove 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 school. It is not a time to review the behaviour or the decision to suspend. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen school-home communication.

It is not mandatory that the student or their parents attend a re-entry meeting. An invitation to attend will be communicated, and meetings are generally short and with minimal attendees (eg. parents, student, Principal or delegate). A record of the meeting should be saved under the Contact tab in OneSchool.

A re-entry meeting should follow a set agenda, shared in advance. Other issues raised should be scheduled for a separate time. A suggested agenda for a re-entry meeting is:

- Welcome back
- Check in on student wellbeing
- Discuss any recent changes to school routines or staffing
- Offer other information about support available (eg. staff, resources, plans)
- Set a date for follow-up
- Thanks for their attendance
- Walk student to classroom

School Discipline Policies

Ashgrove 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
- Appropriate use of social media
- Preventing and responding to bullying

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 Ashgrove 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 Ashgrove 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 Ashgrove 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 Ashgrove State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Ashgrove 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 Ashgrove 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 devices

Ashgrove State School has determined that explicit teaching of responsible use of mobile devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

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

It is acceptable for students at Ashgrove State School to:

- use mobile devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is unacceptable for students at Ashgrove State School to:

- use a mobile devices in an unlawful manner
- use a mobile device in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Ashgrove 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.

Appropriate use of social media for our community

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.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- Supervise and regulate your child's online activities at home and its impact on the reputation and privacy of others.

Commenting online about schools, students or staff

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.

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. 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).

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.

Encountering 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 Uniform Resource Locator (URL) of the page containing that content but do 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.

Preventing and responding to bullying

Bullying is the 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, and it can be obvious or hidden. Bullying behaviour is repeated, or has the potential to be repeated, over time. Single incidents and conflict or fights between equals, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence

Such incidents may be serious and require intervention or management, however, they do not meet the threshold of a behaviour that can be described as bullying.

Responding to bullying

Staff work to prevent and respond to any bullying behaviour in the following ways:

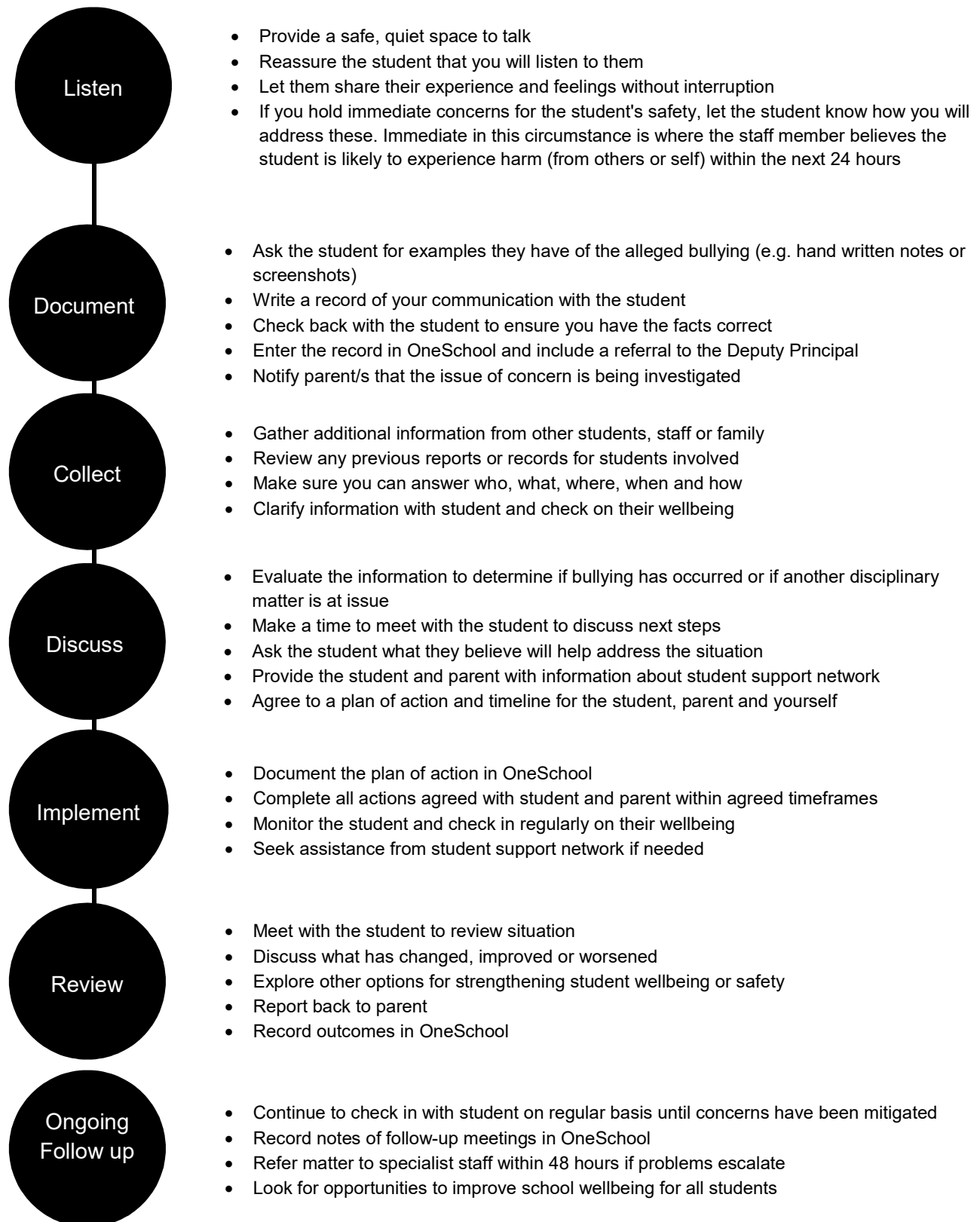
- Promote positive student behaviours
- Follow appropriate processes as outlined in this Student Code of Conduct when responding to allegations and incidents of bullying
- Take immediate action to address the physical and emotional safety of the student
- Respond to allegations and incidents of bullying
- Take reasonable steps to prevent bullying and respond to complaints and work towards bringing the bullying to an end
- Record any allegations of bullying in OneSchool
- Provide Anti-Bullying messages, whole school pledge and class activity on a regular basis

Students and parents who wish to make a report about bullying should approach a teacher with whom they feel most comfortable or trust, which may be their regular class teacher, guidance officer or deputy principal (for example). If teachers have been contacted by a parent with regards to allegations of bullying, this should be communicated by being recorded as a contact in OneSchool, including adding a referral to the Deputy Principal.

Students who engage in Bullying behaviour may face disciplinary action whether behaviour occurs at school, outside of school hours or settings, or if it directed towards other community members or students from other school sites.

The following flowchart shows the steps and actions Ashgrove State School leadership staff will take when they receive a report about student bullying. The timeframes will vary depending on the judgment of those receiving the complaint and their assessment of immediate risk to students.

Bullying response flowchart



Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

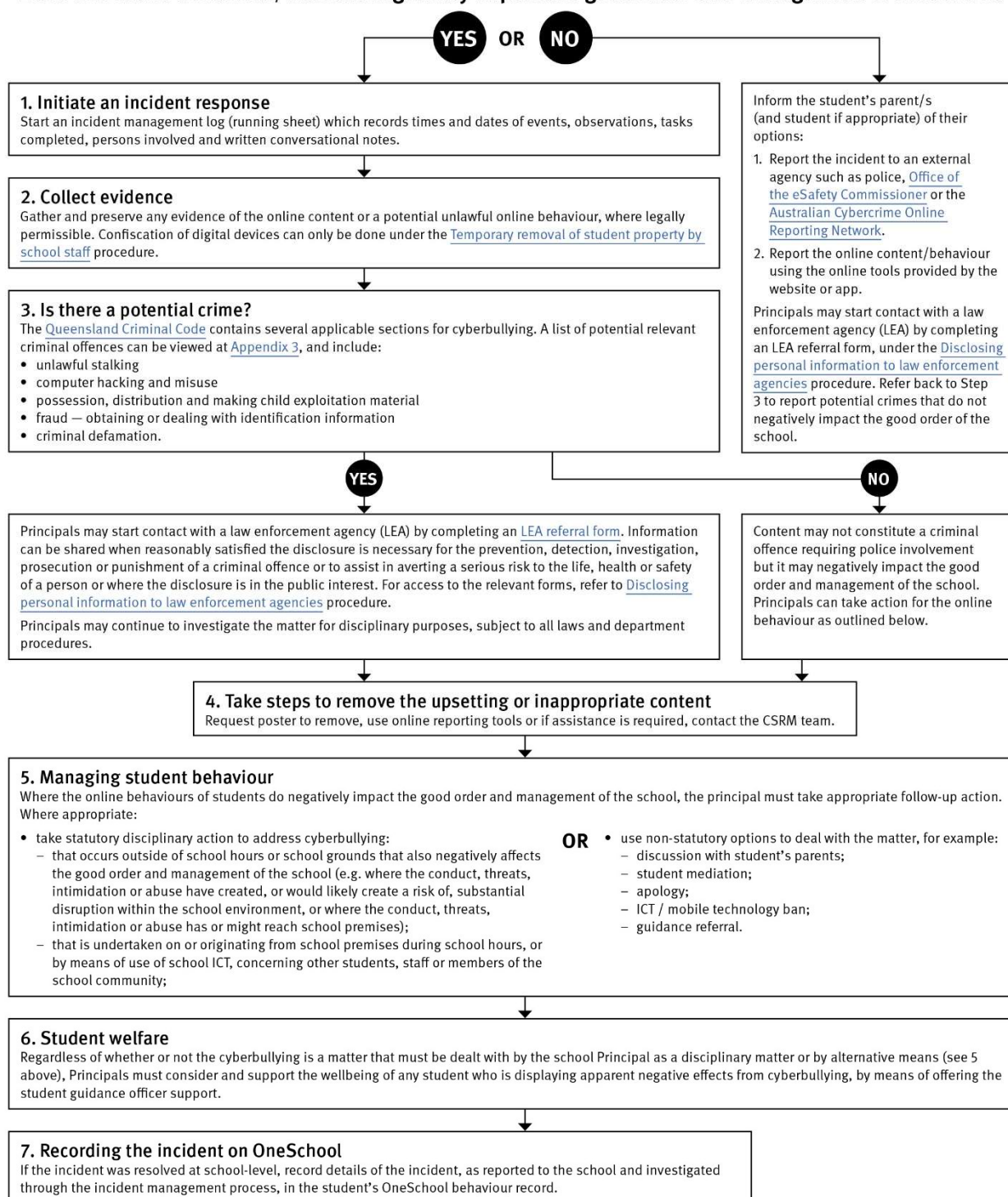
Explicit images

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

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the 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?**



Restrictive Practices

School staff at Ashgrove 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*. Any proposal for use of physical restraint, mechanical restraint or containment requires an Individual Student Safety Plan be completed.

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.

Ashgrove State School staff may only use seclusion or physical restraint where:

- The student is behaving in a way that poses an immediate foreseeable risk or harm to themselves or others
- The seclusion or physical restraint is reasonable in all the circumstances as a response to the student's behaviour, and
- There is no less restrictive measure available to respond to the student's behaviour in the circumstances

For the use of seclusion or physical restraint to be 'reasonable', it must be:

- Proportionate to the risk of harm
- Discontinued once the risk of harm has dissipated, and
- Respectful of the student's dignity

Examples of physical restraint that might be 'reasonable' in the circumstances would be:

- Using manual guidance to prevent a student running onto a busy road
- Holding a student to prevent them physically attacking someone, or

- Holding a student's hand to prevent repetitive, serious self-injurious behaviour

Physical restraint

A plan to use physical restraint must not be considered the only and most appropriate response on each occasion and staff must consider the specific facts and circumstances of each case and use restrictive practices in a way that is reasonable and proportionate to the situation.

Any planned use of physical restraint must be:

- Supported by an Individual Behaviour Support Plan that is informed by a Functional Behaviour Assessment, and details the positive and proactive strategies that will be implemented prior to the use of any physical restraint
- Undertaken on the basis of evidence and recorded in the Behaviour Risk Assessment tool – safety or wellbeing
- Informed by a clear documented rationale for the planned use of physical restraint
- Included in the student's Individual Student Safety Plan
- Supported by a strategy for reducing the use of physical restraint (documented)
- Developed in consultation with the student's parents.

Ashgrove State School staff may not use seclusion and physical restraint as a behaviour management technique, for convenience, as retaliation, or to discipline or punish a student. For example, seclusion and physical restraint should not be used to respond to:

- A student's refusal to comply with a direction, unless that refusal creates an imminent risk to the safety of another student or person
- A student leaving the classroom/school without permission, unless the leaving of a classroom or school causes foreseeable risk to the safety of the student or another person
- Verbal threats of harm from a student, except when there is a reasonable belief that the threat will be carried out immediately, and
- Property destruction caused by the student, unless the property destruction is placing any person at a risk of harm.

A physical restraint must not be used where it has the effect of:

- Covering the student's mouth or nose, or in any way restricts breathing
- Taking the student off the ground into the prone or supine position
- Causing hyperextension or hyperflexion of joints
- Applying pressure to the neck, back, chest or joints
- Deliberately applying pain to gain compliance
- Causing the student to fall, or
- Having a staff member sitting or kneeling on the student.

School staff should ensure the type of seclusion or physical restraint that is used is consistent with a student's individual needs and circumstances, including:

- The age and size of the student
- The past behaviours of the student
- Any impairment, disability or condition that the student may have
- Any history of trauma, and
- The environment in which the restraint is taking place.

At any time where seclusion or physical restraint is used, the student must be carefully and continually monitored, to ensure that it is being used appropriately and

that the student and all other persons involved are safe. For example, staff should discontinue where:

- The student says they cannot breathe, vomits, is showing signs of physical or serious psychological distress, starts to change in pallor, has a medical emergency
- The staff member administering the restraint reports or is observed to be injured, unwell, or is for any reason unable to continue to manage the situation safely for any reason.

In every instance where seclusion is used, school staff should:

- Assess the area or room for any immediate risks
- Consider that a history of suicide ideation or self-harm should preclude the use of seclusion
- Ensure the student does not have anything in their possession that could be used to harm themselves
- Ensure a member of staff is able to observe the student and be available at all times immediately outside of room
- Discontinue seclusion if the student says they cannot breathe, experiences a medical emergency, is incontinent or behaves in such a manner as to raise concern about their welfare

Schools should not have a designated seclusion room or area.

Containment

Containment can be used as a short term planned strategy with individual students as part of:

- An initial period of assessment when a student is new to the school and there is evidence that the student presents a risk of harm to themselves or others
- A period of settling into a new environment or reintegration into school after a period of absence when there is evidence that the student presents a risk of harm to themselves or others
- Intensive short term support in response to frequent behaviour presenting a risk of harm to the student or others

Containment will not be relied upon as a long term strategy. There must be a plan to evidence how and when the containment will be reduced and when it will cease to be used. The plan to eliminate the use of containment will be contextual to the individual student, their behaviour, the Functional Behaviour Assessment, their Individual Behaviour Support Plan and the assessed and recorded behavioural risk.

Containment should not be enacted for more than one student at any time in any one environment.

Prior to any implementation of containment, the school should review the safety of the procedure and ensure compliance with all workplace health and safety requirements.

School staff should not use containment unless other less restrictive approaches are unlikely to reduce the risk. The school should ensure:

- There is at least one staff member in the room at all times with the student
- The room is secured by a fob or a similar system based on workplace health and safety requirements
- The staff who work directly with the student and other senior staff in the school have access to the room at all times, and
- Parents have been consulted about the potential use of containment with their child.

Mechanical restraint can be used as a planned restrictive practice for reducing or controlling a student's serious and repetitive self-injurious behaviour. It should only be used in specific circumstances. Consult the Restrictive Practices policy for further information.

Chemical restraint is not to be used by state school staff.

Clinical holding must not be used on students, except in specific circumstances. Consult the Restrictive Practices policy for further information.

After the use of seclusion or physical restraint

- Notify the principal of the incident (within an hour)
- The staff member involved should record the incident on OneSchool (within 24 hours)
- Principal contacts parents of the student (within the same school day)
- For seclusion or unplanned physical restraint, conduct a Focused Review
- Staff and principal consider preventative and de-escalation strategies to reduce likelihood of recurrence (this may require amending the Individual Behaviour Support Plan and Individual Student Safety Plan).
- Principal may consider further training for staff working with student
- Principal consider offering appropriate support to – student and their parents, other students and staff members who witnessed the incident
- If the principal is of the reasonable belief that a restrictive practice used was not appropriate or compliant with this procedure, the principal must provide details to their supervisor (within 24 hours)
- Principals will ensure data is recorded appropriately on OneSchool (see policy for further details)
- The principal's supervisor will consider appropriate action

Focused Review

If a restrictive practice has been used on a student, a member of the leadership team should conduct a Focused Review of the incident as soon as practicable (eg. within five school days)

The Focused Review aims to:

- Consider the safety and wellbeing of everyone
- Consider the use of a restrictive practice
- Determine whether the use was appropriate in the circumstances
- Develop other strategies to respond to the student's behaviour in future

During the review, the school leadership team should consult the staff member involved, the student (if possible), any other relevant persons (staff members, parents, witnesses)

The leadership team should maintain a written record of a Focused Review and any actions taken as a result.

Further information on conducting a Focused Review can be found in Guidelines and Standards for Focused Review.

Responding to 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 the 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. The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and punish or discipline the student. It is a crisis management period.

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

After any critical incident, a Guidance Officer will contact staff and students who may have been involved in the incident to offer any further support and referral to external agencies as needed.

Critical incidences regarding student mental health and wellbeing are referred to the Guidance Officer and relevant Deputy Principal. Guidance Officer and Deputy Principal will contact the parent immediately to recommend the student is referred to their General Practitioner for further medical support and follow-up.

Information about responding to critical incidents involving online behaviour or ICT use are found here: [Online incident management guideline for school leaders](#)

Parent Access to School Records

To obtain access to school records, parents need to submit a written request to the principal.

To help complete your request:

- review the types of [documents held in schools \(DOC, 270KB\)](#) to see what is kept, and who can apply for access
- if not known, find your school's contact details by phoning 13 QGOV (13 74 68) or searching the [schools directory](#)
- read about [access to records held in schools](#)—this procedure helps principals process information access requests from the public.

Principals will respond to your request within 10 school days of receiving it. Charges may apply if you request access to records that do not contain your personal information (or of the person on whose behalf you have made the request). Contact the school if you need more information about accessing records.