

Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024



Purpose

Clinton State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values, skills, knowledge and confidence, supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate appropriate standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

This plan clearly links with our School Improvement Agenda where our purpose is to prepare children with knowledge, skills and confidence through C.L.I.N.T:

Champions – *Stronger and Smarter*;

Literacy – *Learning to speak, learning to read, learning to write*;

Improvement – *Getting feedback, getting better*;

Numeracy – *Our students count*; and

Technologies – *Creating Futures*

Specifically, this Student Code of Conduct situates itself firmly with the Champions focus of the school and is assigned to the *Positive Behaviour for Learning Team* for ongoing management and facilitation

Contact Information

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Endorsement

Principal Name: Mrs Leanne Ibell

Principal Signature:



Date: 4 December 2020

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

Mrs Tracey Dunnett

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



Date: 4 December 2020

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Acronyms

ADG	Assistant Director-General
DDA	Disability Discrimination Act
DDG	Deputy Director-General
FBA	Functional Behaviour Assessment
NAATI	National Accreditation Authority for Translator and Interpreters
PBL	Positive Behaviour for Learning
PLC	Positive Learning Centre
QCAT	Queensland Civil and Administrative Tribunal
QPC	Queensland Police Commissioner
QPS	Queensland Police Service
SDA	School Disciplinary Absence

Definitions

Appropriately authorised	Deputy principal, Head of School or Head of Campus who has been authorised to communicate the principal's decision about school disciplinary absences. The Instrument of Authorisation must be used to record this authorisation.
Approved form	Approved form for a school disciplinary absence (SDA) located in OneSchool.
Charge-related ground	As outlined in s.282 of the Education (General Provisions) Act 2006 (Qld) (EGPA, a charge-related ground is where the student is either charged with a serious offence or 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 of staff for the student to attend the school while the charge is pending.
Compulsory participation phase	A young person's compulsory participation phase starts when the person stops being of compulsory school age; and ends when the person: <ul style="list-style-type: none"> • a certificate of achievement, senior statement, certificate III or certificate IV; or • has participated in eligible options for 2 years after the person stopped being of compulsory school age; or • turns 17 years.
Compulsory school age	A child is of compulsory school age if the child is at least six years and six months and less than 16 years of age. However a child is no longer of compulsory school age if the child has completed Year 10.
Conduct	Conduct refers to the behaviour of a student specifically described in section.282 (c) (d) and section.292 (c) (d) of the EGPA. Conduct of a student also includes that which does not happen on school premises, or during school hours. Conduct of a student includes an omission to perform an act by the student.
Dealt with	Dealt with in relation to a charge against a student for an offence means any of the following: <ul style="list-style-type: none"> • the student is acquitted or convicted of the charge • the student is convicted of another offence arising out of substantially the same acts or omissions as those constituting the charge • the charge is withdrawn or dismissed or a nolle prosequi (a prosecutor's decision • to voluntarily discontinue criminal charges either before trial or before a verdict is

	rendered) or no true bill (the prosecution decides not to present an indictment against an accused person after the accused person has been committed by a Magistrates Court to stand trial in a superior court, thereby ending the prosecution) is presented in relation to the charge.												
Disciplinary consequences and decision	<p>Disciplinary consequences and decisions may include suspension or exclusion of a student. They can also include other strategies such as detention, discipline improvement plans, etc.</p> <p>Detentions, discipline improvement plans, drug and alcohol education programs and other disciplinary consequences are optional strategies that can be implemented by a principal. The range of possible disciplinary consequences should be discussed with the community during the consultation phase of the Student Code of Conduct.</p>												
Discipline improvement plan	A discipline improvement plan is a written agreement that sets out strategies and steps to improve a student’s behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.												
Eligible education and training options (and providers)	<table><tr><td>Eligible option An educational program provided under the Education (General Provisions) Act 2006</td><td>Provider a state school</td></tr><tr><td>An educational program provided under the Education (Accreditation of Non-State Schools) Act 2017</td><td>a non-state school</td></tr><tr><td>A course of study under the Tertiary Education Quality and Standards Agency Act 2011 (Cwlth)</td><td>a registered higher education provider</td></tr><tr><td>A VET course under the National Vocational Education and Training Regulator Act 2011 (Cwlth)</td><td>a registered training organisation</td></tr><tr><td>An apprenticeship or traineeship under the Further Education and Training Act 2014</td><td>a registered training organisation</td></tr><tr><td>A departmental employment skills development program under the Further Education and Training Act 2014</td><td>the chief executive administering the Further Education and Training Act 2014</td></tr></table>	Eligible option An educational program provided under the Education (General Provisions) Act 2006	Provider a state school	An educational program provided under the Education (Accreditation of Non-State Schools) Act 2017	a non-state school	A course of study under the Tertiary Education Quality and Standards Agency Act 2011 (Cwlth)	a registered higher education provider	A VET course under the National Vocational Education and Training Regulator Act 2011 (Cwlth)	a registered training organisation	An apprenticeship or traineeship under the Further Education and Training Act 2014	a registered training organisation	A departmental employment skills development program under the Further Education and Training Act 2014	the chief executive administering the Further Education and Training Act 2014
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Emergency circumstances	Emergency circumstances may include where the life, health, safety or welfare of a student, staff member or other members of the school community or public are at immediate risk.												
Last resort	Means that evidence based positive and proactive approaches for reducing behavioural risk have failed to reduce that risk or the risk is increasing due to behavioural escalation. Last resort responses of suspension or exclusion are a final course of												

	action when no other alternative is available and likely to reduce risk.
Natural justice	<p>There are generally considered to be three aspects of natural justice:</p> <p>1. The notice requirement</p> <p>The notice to the affected person must identify the critical issues and contain sufficient information for the person to be able to participate meaningfully in the decision-making process.</p> <p>2. The fair hearing rule</p> <p>A fair hearing means that the affected person is given a reasonable opportunity to 'speak or respond' and also that the decision-maker genuinely considers the affected person's submission in making the decision.</p> <p>3. The lack of bias rule</p> <p>The person making the decision must act impartially in considering the matter.</p> <p>Bias is a lack of impartiality for any reason and may be in favour of or against the affected person. It may arise from the decision-maker having some financial or other personal interest in the outcome of the decision (conflict of interest), or giving the impression that they have prejudged the issue to be decided (prejudgement). Bias can be actual or apprehended. Apprehended (or the appearance of) bias is judged by whether a fair-minded observer properly informed as to the facts or the nature of the proceedings or process might reasonably apprehend that the decision-maker might not bring an impartial or unprejudiced mind to the resolution of the issue.</p>
Parent	A child's mother, a child's father, a person who exercises parental responsibility and a person standing in the place of a parent of a child on a temporary basis. This may include the Office of the Public Guardian or a Child Safety Officer.
Procedural fairness	<p>Procedural fairness comprises two elements:</p> <ul style="list-style-type: none"> the right to be told the allegations against you, a reasonable opportunity to see and consider the evidence relied upon by the decision maker, and a reasonable opportunity to present your case and be given a fair hearing before the decision is made the right to have a decision made by an unbiased decision maker.
Prospective student	An applicant for enrolment at a Queensland state school.
Reasonable time (in relation to temporary removal of student	This is determined based on the nature of the item temporarily removed from the student, the risk to wellbeing to student and others, and the involvement of external agencies such as the Queensland Police Service. Factors that will inform a decision about what constitutes reasonable time will be:

property)	<ul style="list-style-type: none"> 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.
Redact	Redaction or de-identification is the process of obscuring information that cannot be disclosed. This is done by blocking out individual words, sentences or paragraphs or removing sections or whole pages from a document prior to its release or publication.
Regional case manager	Department of Education employee appointed by the regional director or delegate.
Serious offence	A serious offence as defined by section.167 of the Working with Children (Risk Management and Screening) Act 2000 (Qld).
State school staff	<p>A state school staff member employed by the chief executive at the school.</p> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> principals deputy principals teaching staff non-teaching staff <p>The following positions are not state school staff members for the purposes of this procedure, and do not have the authority under this procedure to temporarily remove student property as they are not departmental employees:</p> <ul style="list-style-type: none"> chaplains pre-service teachers school-based police officers school-based youth health nurses volunteers.
Tier 1	Universal behaviour interventions
Tier 2	Targeted behaviour interventions
Tier 3	Intensive behaviour interventions

Principal's Foreword

Clinton State School has a long and proud tradition of providing high quality education to students in our local community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Clinton State School has three core values: *Safe; Respectful; and Learner*.

Safe	Engaging in behaviours and activities in a way that is mindful and considerate of self and others safety and wellbeing
Respectful	Showing respect, politeness, care, concern and consideration of self and others
Learner	A learner is someone who is actively engaged with tasks and activities from all curriculum areas in all learning settings across the school and accepting direction, guidance and support from all staff

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Clinton State School staff take an educative approach to discipline: behaviour can be taught and mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of Clinton State School's theoretical frameworks and position pertaining to learning and behaviour; proactive approaches to reinforce positive student behaviours and teach appropriate behaviours and schoolwide expectations; strategies to build student capability to develop appropriate behaviours; and Queensland Department of Education policies and procedures.

I thank the students, teachers, parents and other members of the community for their work in bringing this Clinton State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Mrs Leanne Ibell

P&C Statement of Support

As president of the Clinton State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Leanne Ibell and her team has ensured all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Clinton State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support Clinton State School students to meet the set expectations.

We encourage all parents to familiarise themselves with the Clinton State School Student Code of Conduct; to take time to talk with their children about the expectations; and discuss with their children any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combatting. Please note, bullying can have particularly devastating impacts on our young people. It is important that every parent and child of Clinton State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying and other social and behaviour challenges. This document contains suggestions about how to approach the school about behavioural problems and/or concerns.

Any parents who wish to discuss the Clinton State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact me or to join the Clinton 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.

Consultation

The consultation process used to inform the development of the Clinton State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff in 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided numerous opportunities for the school community, students, parents and staff, to discuss and respond to questions pertaining to the school culture and climate. The school community were invited to contribute to the development of this Student Code of Conduct through such avenues as the Clinton Chronicles, an online survey, staff meeting discussions, sector meetings. Participants were asked to share and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

The final document was focused on establishing and maintaining quality relationships and communication in the safe and productive learning environment of Clinton State School. The Student Code of Conduct includes key themes raised during staff discussions about strengths and areas for further development and feedback from the broader school community.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. This third phase of consultation was completed in mid-November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in late-November 2020 for endorsement. The P&C Association unanimously endorsed the Clinton State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Clinton State School Student Code of Conduct, including parent information sessions, conducting staff information sessions, promotion through the school website, weekly newsletter and the official Clinton State School Facebook page. Any families who require assistance to access a copy of the Clinton State School Student Code of Conduct are encouraged to contact the principal.

Review Statement

A fulsome review of Clinton State School Student Code of Conduct will be conducted every four years in alignment with the four yearly review through the School Planning, Reviewing and Reporting cycle. The Clinton State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff.

Learning and Behaviour Statement

Clinton State School believes strong, positive relationships between all members of our school community are the foundation to supporting the success of all students. At Clinton State School we pride ourselves on our commitment to inclusive education. We strive to enable all students to

- identify as active citizens
- engage in the curriculum in specific ways (e.g., work mathematically, work scientifically)
- recognise and solve small problems before they become big problems
- resolve tensions in relationships
- adapt to different situations
- reflect on their behaviour and make appropriate adjustments

We believe inclusive education enables students to access and participate in the curriculum and activities involving social interactions by foregrounding reasonable adjustments and teaching strategies tailored to meet individual student needs. To enable students to develop successful, strong and positive relationships, Clinton State School:

- Commits to our vision and our values
- Monitors student personal, social and ethical understandings and development
- Establishes behaviour expectations as the benchmark for high social, personal and ethical standards

CSS Vision and Values

Our staff are committed to delivering a high quality of education for every student that aligns our vision:

Empower all learners to reach their full potential in a challenging and supportive school community

to our values:

- Be safe
- Be respectful
- Be a learner

Functions of Behaviour

From the moment we are born, we develop behaviours. Behaviours are first learned at home. There are reasons people behave in the ways they do. We refer to this as the functions of behaviour. Functions of behaviour change over time and are influenced by many factors including, but not limited to, shared environment, peer group, abilities, gender, race and culture, perception, attitude, ethics of a society, religion, and coercion and influence by authority.

As children develop, they learn ways of thinking, and culturally and socially acceptable ways of behaving. Not all children learn these at the same rate or in the same way.

Testing the limits is predictable:

- At some developmental ages and stages in toddlerhood and adolescence (for example, non-compliance and tantrums are common from children aged 18-36 months)
- With the presence of neurological conditions including, but not limited to, Attention Deficit Hyperactive Disorder (ADHD), Auditory Processing Disorder, Autism Spectrum Disorder (ASD), Multiple Sclerosis, Motor Neurone's Disease, Non-verbal Learning Disorder, Tourette Syndrome.

Students develop self-regulation and control at different rates and at different ages, therefore understanding of development is critical in understanding behaviour problems.

Developmental and behavioural issues can be viewed through the interrelationships between an individual's psychological, social/environmental and biological influences. These interrelationships influence how an individual deals with stress or copes with adversity or change.

A child's behaviour is influenced by:

- The environment, including the context the child is in at a specific moment in time
- Individual characteristics and perception
- Interactions with others.

As a child grows and develops, their attitudes, beliefs and behaviours are influenced by the things that happen to them and around them.

Specific risk and protective factors may also influence a child's behaviour. Risk factors accumulate throughout the life span. Increased risk factors with few protective factors increase the likelihood of behavioural challenges.

These many factors require Clinton State School to consider Individual Circumstances when making judgments about student behaviour and how to support individuals.

Consideration of Individual Circumstances

Underlying principle

The underlying principle enacted in all Department of Education, Queensland schools is equity. The following illustration helps to explain the difference between Equality (sameness) and Equity (fairness).

Figure 1: Equality/Equity



Equality

Equity

EQUALITY = SAMENESS

Equality is about sameness and promotes fairness and justice by giving everyone the same thing. BUT, it can only work if everyone starts from the SAME place.

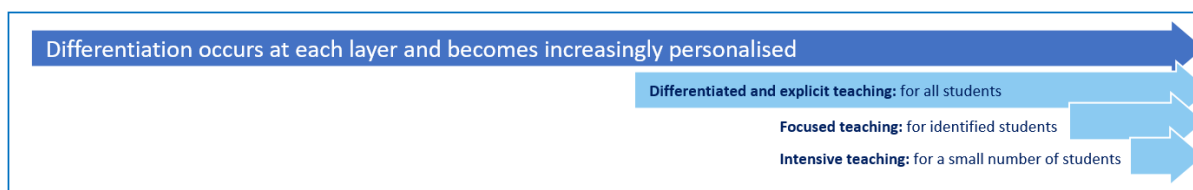
EQUITY = FAIRNESS

Equity, or being equitable pertains to fairness. It is about making sure people get access to the same opportunities. Sometimes our differences and/or history, can create barriers to participation, so we must first ensure EQUITY before we can enjoy EQUALITY.

At Clinton State School, we pride ourselves on ensuring **equity**. We recognise that the way we teach, the support we provide and the way we respond to students will differ according to the needs of the student. Our approach reflects the principle of equity, where every student is given the support they need to be successful learners.

Considering individual circumstances for learning and behaviour, is referred to as differentiation (Figure 2). Differentiated responses to learning and behaviour are organised into three tiers, with increasing intensity of support, interventions and consequences to address student learning and behaviour needs.

Figure 2: Differentiation



Clinton State School takes into account students' individual circumstances, such as their

- behaviour history
- developmental level
- disability
- mental health and wellbeing
- religious and cultural considerations
- home environment and care arrangements
- intent

All behaviour is communication and serves a particular function or need for the individual. These needs are valid and students are supported to have these needs met in an appropriate way. While the needs are valid, the form of behaviour exhibited by a child may be unacceptable or need modification. In general, a child's way of thinking and behaving may be encouraged or discouraged by others through their interactions, including the way we respond to the child's behaviour.

Privacy

Clinton State School staff are obliged by law to respect and protect the privacy of individual students. While we understand that students, staff and parents may be interested in knowing the consequences another student might have received, staff are not at liberty to discuss this information with anyone outside the student's family, without consent.

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 class teacher to discuss the matter.

Teaching students positive and proactive behaviours

In the first instance, Clinton State School students support students to be positive and proactive by explicitly teaching:

- broad behaviour expectations,
- more-specific school wide expectations;
- strategies to regulate their emotions and
- a growth mindset

Being a Clinton State School Student

Our proactive strategies are founded on Positive Behaviour for Learning (PBL) which establishes a positive learning environment for students by including students as key members of the school community. PBL sets high and socially acceptable expectations and supports students to achieve these expectations.

At Clinton State School, students are expected to:

- attend every school day, on time, ready to learn and participate actively in the school's education program, primarily in classrooms
- take responsibility for their own behaviour and learning across all school settings
- demonstrate respect for themselves, other members of the school community and the school environment/property
- show tolerance towards other students and staff
- behave in a manner that respects the rights of others, including the right to learn and the right to teach
- cooperate with staff and comply with requests or directions from Department of Education (DoE) staff including, but not limited to, the principal, deputy principals, business manager, teachers, teacher aides, cleaners and grounds staff
- wear Clinton State School's uniform
- abide by school rules as outlined in the school wide expectations
- demonstrating safe behaviours when interacting with others and moving around the school
- being in the school grounds in an appropriate manner, at appropriate times and in appropriate places (as per year level)

School Wide Expectations

The School Wide Expectations outlines our agreed behavioural expectations in school settings aligned to each of our three school values.

Clinton State School Expectation Matrix	
Safe Respectful Learners	
	WHOLE SCHOOL
BE SAFE	<ul style="list-style-type: none"> • Keep hands, feet and objects to self • Walk safely on pathways • Walk on the left side of the path • Keep hands and feet to self • Be sun safe • Ensure you are in the appropriate area • Walk bikes and scooters inside school grounds • Remain in the under covered area with bag until 8:15am • Stay on the paths around the car parks • Look carefully when crossing the driveways
BE RESPECTFUL	<ul style="list-style-type: none"> • Speak respectfully • Listen respectfully • Follow adult directions • Be fair • Use manners • Care for the wildlife and environment • Wear your correct uniform with pride • Respect own and others property • Consider others • When representing our school in the community, do so correctly and proudly
BE A LEARNER	<ul style="list-style-type: none"> • Make good choices • Accept consequences • Be prepared and organised for learning • Do your best • Arrive at school at an appropriate time (after 8:00am) • Embrace learning activities • Be responsible for your learning

The School Wide Expectations Teaching Matrix for specific locations across Clinton State School are provided in greater detail in Appendix 1. These school wide expectations outline our agreed rules and specific behavioural expectations in all school settings.

Behavioural Capabilities

Staff support students to achieve a high standard of personal, social and ethical behaviours determined by the Australian Curriculum. Student personal, social, emotional and ethical



understandings and skills are developmental. This means students often develop their understandings and skills at different times. The Australian Curriculum establishes benchmarks which are articulated in the General Capabilities.

The Australian Curriculum Personal and Social Capabilities

Self-awareness	Self-management	Social awareness	Social management
<ul style="list-style-type: none"> • Recognise emotions • Recognise personal qualities and achievements • Understand themselves as a learner • Develop reflective practice 	<ul style="list-style-type: none"> • Express emotions appropriately • Develop self-discipline and set goals • Work independently and show initiative • Become confident, resilient and adaptable 	<ul style="list-style-type: none"> • Appreciate diverse perspectives • Contribute to civil society • Understand relationships • Communicate effectively 	<ul style="list-style-type: none"> • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills

The Australian Curriculum Ethical Understanding

Understanding ethical concepts and issues	Reasoning in decision making and actions	Exploring rights and responsibilities
<ul style="list-style-type: none"> • recognise ethical concepts • explore ethical concepts in context 	<ul style="list-style-type: none"> • reason and make ethical decisions • consider consequences • reflect on ethical action 	<ul style="list-style-type: none"> • examine values • explore rights and responsibilities • consider points of view

Student Wellbeing

Wellbeing and learning are inseparable. For learning to occur, the student has to be in a 'learning ready' state of mind - mentally and emotionally.

Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.

World Health Organisation, 2014.

Wellbeing includes the psychological, physical, cognitive, personal and social aspects of the child. Teachers provide positive and inclusive learning environments that support every student to manage their wellbeing and achieve success. School leaders create a whole school approach that provides the right contributions to achieve excellence and learning outcomes. The school community strengthens connections with parents, support services and the wider community.

Clinton State School staff monitor our school culture, student wellbeing and engagement through:

- Attendance rates
- OneSchool data
- Learning days lost due to student disciplinary absences
- School Opinion Survey responses.

At Clinton State School, our goal is to provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

Clinton State School monitors individual student wellbeing through:

- OneSchool reports – positive and negative behaviours
- Student Referrals for additional support
- Personalised Support

At Clinton State School we know that a supported environment combines a focus on wellbeing with a focus on learning; without one, the other will not happen. Some of the ways staff at Clinton State School responds to individual and group differences is through:

- promoting collaborative learning,
- connecting to the hearts and minds of every student, and
- teaching students how to manage their wellbeing.

Wellbeing is enhanced when embedded in the curriculum and consistently taught by the classroom teacher and supported by Inclusion Staff and Wellbeing/Behaviour Staff. The

foundations for wellbeing are taught by embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Academic success is founded on the student being socially and emotionally ‘ready to learn’ to maximise the opportunities presented in the range of academic education programs and approaches provided by Clinton State School staff. The personal and social, and ethical capabilities outlined by the Australian Curriculum are actively taught at Clinton State School and complimented by approaches such as ‘Growth Mindsets’ and ‘Zones of Regulation’.

Zones of Emotional Regulation

Zones of regulation is a framework to foster self-regulation and control.

There are four zones:

Red is an extremely heightened state e.g. terror, rage, anger

Yellow is still heightened e.g. anxiety, frustration

Green is a calm state, where optimal learning occurs.

Blue is a low state e.g. sad, sick, tired



Growth Mindsets

Carol Dweck, an American psychologist, changed education with her research on the mindset psychological trait. Researching motivation personality and development, Dweck identified two mindsets impacting on student learning success: fixed and growth.

In a fixed mindset, people believe their qualities are fixed traits and therefore cannot change. These people have such beliefs as ‘talent alone’ leads to success and effort is not required.

In a growth mindset, people believe their qualities can be cultivated through their efforts. Fixed mindset is limiting while growth mindset is bolstering, developing, growing.



Physically grow my brain



Speed up the circuits in my brain



Re-wire my brain for increased performance



Putting time and effort into my work leads to higher achievement

At Clinton State School we maintain a growth mindset drives motivation and achievement. We support students to develop a Growth Mindset that enables them to embrace challenges, persevere and grow from mistakes. Growth Mindset is best summarised as the 'Power of Yet' – believing you can improve and taking action with intent to improve.

*Our thinking determines our feelings;
Our feelings influence our action*

Fixed Mindset	Growth Mindset
I am limited	Anything is possible
I'm not good at this	This may take some time
I'll never be that smart	I learn from feedback
My friends can do it	I am inspired by other peoples' successes
I can't make this any better	I can always improve
This is how it is	This is how it is now. It can/will change.
This is how I always respond (even when it is unacceptable)	I can change the way I respond
This doesn't make sense	What am I missing?
It's good enough	Does this show my best work?
They always do this to me	I can change my behaviour/response
I avoid challenges	Challenges help me to grow
You're either good at it or you're not	I can learn to do anything. I will give this my best go.
My potential is predetermined	My effort and attitude determines my ability

Creating a Positive Learning Environment

Implementing proactive, preventative approaches that facilitate student growth is the focus of all our staff. These include:

- **Create and maintain a safe and supportive environment**
- **Nurture healthy relationships** between students, staff and parents
- **Establishing and explicitly teaching** agreed upon **positive behaviour expectations and pro-social behaviours** in classroom and non-classroom settings

- **Providing a high rate of positive acknowledgements, reinforcement, and feedback** to all students for demonstrating the positive expectations
- **Providing a continuum of consistently implemented and predictable consequences** for students for behaviour infractions
- **Providing effective classroom management and instruction**

Each classroom has their own class rules that reflect the school wide expectations to help students understand and meet the expectations. Class rules will have the following characteristics:

- Recommended to be 3 to 6 rules
- Rules are stated positively
- Rules are negotiated/co-constructed with students
- Each rule is clearly defined
- Rules are displayed prominently
- Rules are referred to frequently
- Rules are used consistently
- Rules are used to support students to develop the social and emotional skills needed for schooling success.

OUR CLASS RULES (E.g. 1)	OUR CLASS RULES (E.g. 2)	OUR CLASS RULES (E.g. 3)	OUR CLASS RULES (E.g. 4)
Follow all school behaviour expectations	Follow all school behaviour expectations	Follow all school behaviour expectations	Follow all school behaviour expectations
Make Good Choices (act responsibly)	Use your manners	Respect the rights of others and allow them to learn without disruption	Reach my goals
Speak nicely	One person speaks	Try to do our best and never give up	View mistakes as opportunities
Listen politely	Raise your hand to speak	Listen to instructions and follow them promptly	Find solutions to our problems
'I can' attitude	Look after belongings	Inform the teacher when something is dangerous or makes us feel uncomfortable	Be kind to myself, others and our world
Move carefully	Do your best work	Listen respectfully to the designated speaker	Take ownership of my learning
Pack up quietly		Own our behaviours and our choices	Use my strengths to work on my 'yet'
Keep my hands and feet to self		Keep my hands and feet to self	Speak with kind words and allow others to speak
		Do the right thing even when no one is watching	Take on feedback and hold our ideas lightly
		Use equipment safely and for its correct purpose	
		Use our inside voices in the classroom	
		Bookwork is well presented and organised	

Our staff take responsibility for making school expectations clear; for providing supportive instruction about how to meet these expectations; and to use behavioural incidents as opportunities to learn and reinforce specific personal, social and ethical behaviours.

Shared expectations for student behaviour are made available and to be learned and known by all, with behavioural consequences to create and maintain a positive and productive learning and teaching environment.

As part of their professional practice, teaching and learning staff create and maintain supportive and safe learning environments by:

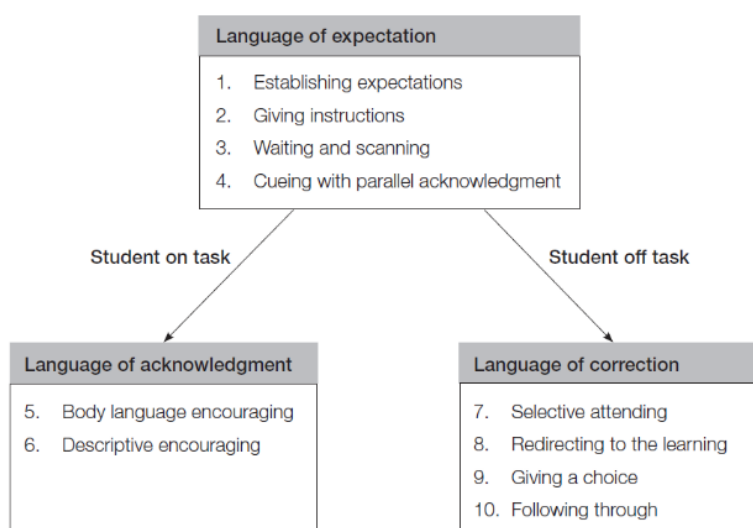
- providing clear boundaries and expectations
- supporting inclusive student participation and engagement in classroom activities
- organising classroom activities and providing clear directions
- managing challenging behaviour
- supporting students' wellbeing and safety
- supporting the safe, responsible and ethical use of ICT in learning and teaching
- striving to establish and maintain positive professional relationships with students to enhance the self-esteem and social development of students.

Clinton State School employees actively seek to prevent harm to students and support those students who have been harmed. Students are supported to understand their behaviours, identify their personal, social and ethical responsibilities, understand the impact of their behaviours on others and learn target behaviours directed by the Australian Curriculum.

Positive behaviour support strategies are used by staff to avoid escalation. **Essential Skills for Classroom Management** informs the language of expectation, acknowledgement and correction.

Figure 3: Essential Skills for Classroom Management

Management focused language: Essential Skills



Adapted from: (Richmond 1995)

Student Wellbeing and Support Network

Students are supported through positive reinforcement and a system of universal, targeted and intensive supports by:

- Parents/carers
- Teachers
- Support Staff
- School Chaplain
- Senior Guidance Officer
- Heads of Department and specialists within the Queensland Department of Education

Support is also available through the following government and community agencies:

- Anglicare
- Uniting Care
- Department of Child Safety, Youth and Women
- Child Youth Mental Health Services
- Queensland Health
- Private health service providers
- ACT for Kids
- Autism Queensland
- Queensland Police Service

These services have a range of expertise that can be accessed by the school and/or parents/carers when seeking assistance and advice.

Clinton State School is proactive in explicitly teaching students the skills and strategies they need to develop positive relationships and assist them to prevent, avoid, respond and/or resolve verbal and physical altercations.

Reinforcing Positive Behaviours

Clinton State School utilises a range of reinforcers, provided freely and frequently.

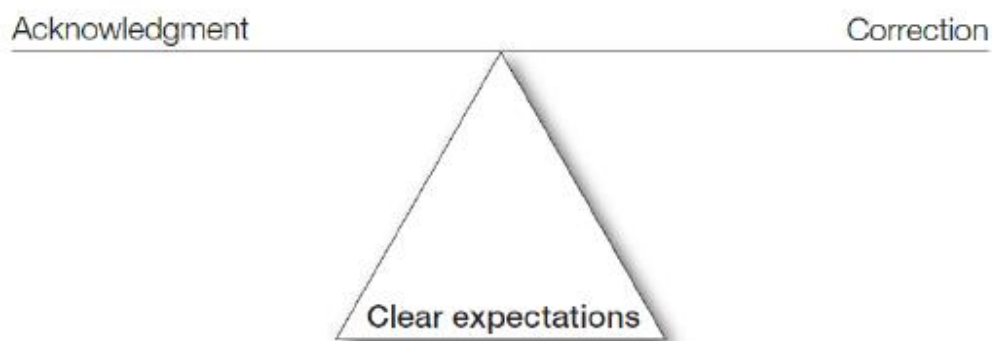
The following are types of reinforcers:

Reinforcer Type	Description
Positive Teacher Attention	<ul style="list-style-type: none"> The best type of reinforcer is one that is readily available, appropriate to the environment, easy to deliver, can be controlled by the teacher, and which is powerful to the student. High rates of teacher praise have been associated with increased engagement of students at risk for emotional and behavioural disorders (Downs, et al., 2019). Positive teacher attention usually meets all of these criteria. Praise emphasises social approval. Recognition is feedback to the individual that emphasises the advantage of behaviour to that individual or others. It is more likely to foster independence and self-direction. Positive attention helps establish a relationship or rapport. It communicates to the student a caring and respectful attitude. Examples include asking a question unrelated to schoolwork, a personal greeting, or a smile. Positive attention indicates to the student that s/he is noticed and valued.
Edibles	Drinks, fruit, etc.
Tangible	Stickers, stamps, pencils, pens, markers, toys, gadgets, sports items, books, puzzles, electronics, etc.
Sensory	Music, hand lotion, swinging, movement, fidget toy, etc.
Activity	Drawing, colouring, making things, taking care of a class pet, watching a video, computer time, free time, extra recess, reading, etc.
Social	Socialising with friends, helping teacher, tutoring another student, being a leader in class, spending time with principal or favourite adult, etc.
Leisure	Playing sports, playing an instrument, listening to music, hobbies, etc.
Secondary	Tokens, points etc.

The foundation of most successful classroom management systems is a high ratio of reinforcement (e.g. positive teacher attention) to corrections or reprimands (at least 4

positives to 1 redirection). As represented in Figure 4, students respond best to a balance of acknowledgement and correction which is underpinned by clearly articulated expectations.

Figure 4: Balanced approach to develop student behaviour



In determining a schedule of reinforcement for a student, current ratios need to be assessed. Students demonstrating problem behaviour will likely benefit from an increase in the ratio of positive reinforcement to corrections or reprimands. The student may also require more opportunities for teaching, prompting or reinforcement of the target behaviours in the process of acquiring the skill. S/he will likely benefit from more than one type of reinforcer.

Over time, the target behaviour should be maintained by intermittent reinforcement which occurs naturally in the environment. Students demonstrating problem behaviour at Tiers Two and Three will have an Individual Behaviour Support Plan that outlines a schedule of reinforcements and how this will eventually lead to more naturally occurring schedules.

Whole School Approach to Discipline

Supportive discipline is an important part of the work undertaken in schools each day to help students develop and extend their capabilities in self-management, and personal and social responsibility.

Behaviour Intervention

Clinton State School staff understand student acquisition of personal, social and ethical behaviours is incremental, developmental and influenced by individual student circumstances.

Whilst students are proactively supported to develop positive behaviours, issues arising between students are addressed utilising restorative practices, peer mediation, social-emotional learning, and informal restorative practices.

Restorative Practices

Restorative practices is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Figure 5: Restorative Practices



Peer mediation

Peer mediation invites students to take responsibility for their actions by working together to find solutions to any conflict. Peer mediation aims to:

- Increase awareness of how conflict can affect peoples' lives and relationships
- Improve communication between students and between teachers and students
- Teach students skills such as listening, critical thinking and problem solving
- Empower students by having them take greater responsibility for resolving their disputes

Social Emotional Learning

Social emotional learning involves curricula, programming and practices to help students develop specific social and emotional competencies that will guide their decision making and behaviour. Whole school approaches such as Positive Behaviour for Learning (PBL) involves setting and teaching observable behavioural expectations and acknowledging students for meeting these expectations. The success of social emotional learning is highly dependent on consistent practices across home and school. Social and emotional learning can include behaviours such as taking turns, saying hello, asking for help, waiting, managing disappointment or finding solutions.

Informal Restorative practices

Teaching Conflict Resolution strategies, such as managing conflict, defusing situations and repairing hurt feelings, reduces the likelihood of retaliation after conflict.

Staff may use simple visuals to help students recount the situation, to understand the sequence of events and the influence of human decisions and actions that lead to conflict. During the discussion, opportunities are created to recognise and repair hurt feelings. Students are then supported to agree the incident is finished to reduce the likelihood of retaliation.

Disciplinary Consequences

The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others.

Consequences are applied to:

- provide the opportunity for all students to learn
- ensure the safety of students and staff

The consequences should be:

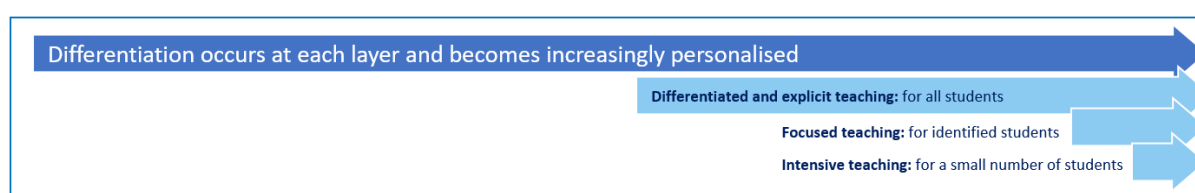
- logically tied to the problem behaviour
- focused on teaching or re-teaching appropriate ways for students to meet their needs
- evaluated for effectiveness using behaviour data
- applied consistently by staff with consideration of individual circumstances

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

Clinton State School uses a multi-tiered system of support based on a problem-solving model. School staff match increasingly intensive interventions to the identified needs of individual students.

Considering individual circumstances for learning and behaviour, is referred to as differentiation. Differentiated responses to learning and behaviour are organised into three tiers, with increasing intensity of support, interventions and consequences to address student learning and behaviour needs.

Figure 6: Differentiation



Clinton State School takes into account students' individual circumstances, such as their

- behaviour history,
- developmental level,
- disability,
- mental health and wellbeing,
- religious and cultural considerations,
- home environment and care arrangements,
- intent.

At Clinton State School, we categorise student behaviours into three tiers:

Tier	Description
Tier One	students who are testing boundaries (children learning about the world; age appropriate behaviours)
Tier Two	students who test their ability to take control - can vary in severity and/or frequency (with support, these students are able, to varying degrees, to comply and adapt their behaviour)
Tier Three	students who CONSISTENTLY fight staff and/or students for control (distorted thinking about control, rules, social mechanisms, long term impact of behaviour, ego / can't see beyond themselves)

Tier One: All students receive universal interventions

Tier One behaviours are considered to be low level problem behaviours.

Low Level Problem Behaviours are those that:

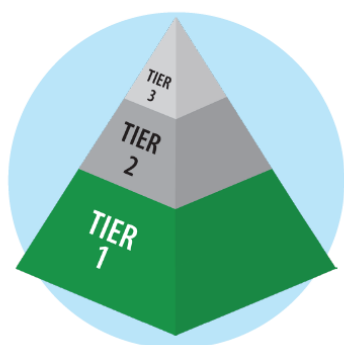
- are minor breaches of Clinton State School's expectations
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration

Tier One behaviour interventions are handled by the staff member/s at the time of it occurs.

Within Tier One, school staff explicitly teach, in class, safe practices, positive behaviour expectations and pro-social behaviours.

Tier One:

All students receive universal interventions.



Tier One comprises a set of best practices implemented with all students. Tier One responses to problematic behaviours are logically connected to the problem behaviour such as:

- Redirecting students with a verbal reminder
- Removal of an activity or event for a short period of time
- Partial removal (time away)
- Loss of privilege for a short period of time
- Loss of equipment for a short period of time
- Individual meeting with the student
- Student giving an apology
- Student making restitution
- Lunchtime learning
- Buddy class referral

Staff members utilise the following to support the student to develop self-reflection capability and 'repair to maintain' positive relationships.

- A brief period of sitting out from an activity
 - to break the line of thought contributing to the behaviour
 - as a minor consequence for minor behaviour
- Articulate consequences if continuing with behaviour
- **Restorative conversation to understand each other's perspective**
- Have student state the rule / behaviour expectation
- **Using data** to guide the decision-making process and to help identify students who need additional support

The effectiveness of these consequences and the consistency of their administration by staff will be monitored through the collation of OneSchool data.

Tier Two: Some students receive targeted interventions

Tier Two behaviours are considered to be medium level problem behaviours.

Medium Level Problem Behaviours are those that:

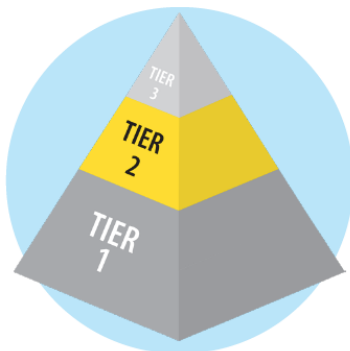
- constitute continued breaches of Clinton State School's expectations
- impact on the safety and wellbeing of others
- are part of a pattern of problem behaviour
- require the involvement of a third party: Parent/Carer or Wellbeing Hub
- may require the intervention of School Administration upon receiving a OneSchool referral

Tier Two behaviour interventions are handled by staff member/s with the assistance of other school human resources e.g. Buddy Teacher, Deputy Principal, Parent/Guardian, Wellbeing Hub

Within Tier Two, school staff provide additional lessons to those provided in class and support pertaining to safe practices, positive behaviour expectations and pro-social behaviours.

Tier Two:

Some students receive targeted interventions.



Tier Two responses to problematic behaviours are logically connected to the problem behaviour such as:

- make restitution
- give an apology
- buddy class referral
- alternate lunchtime activities
- loss of privilege
- loss of equipment

At the second tier, targeted interventions are developed to address small groups of students who are at-risk for escalating problem behaviours. Interventions at this level should be quickly accessed, be easy to implement, and may be based on a basic level of functional behaviour assessment (FBA). Clinton State School has developed a menu of Tier Two interventions to address a variety of student needs. Some of these include:

Check-In/Check-Out

A simple monitoring system whereby the student checks in with an adult upon arrival, gets a prepared written daily progress report form, and gets positive adult attention and pre-corrections for having a successful day. Throughout the day, the student gets feedback and ratings on his/her behaviour from his/her teachers, including the principal and/or deputy principal. The student checks-out at the end of the day to tally his/her behaviour record for the day. Incentives can be attached to this system. The daily cycle is completed when the student takes the report home to be reviewed, signed by his/her parents and returned to school the next day.

School-based Mentors

School-based mentors provide the opportunity for the student to have individualised time with an adult or an older student in the school setting where the focus is on strengthening personal relationships and creating stronger connections to the school environment.

Wellbeing Clubs

These clubs provide opportunities for students to engage in high interest activities, experience success, create connections, and practice important social skills in a natural setting.

Home-School behaviour plans

These plans provide a collaborative process and format for parents and teachers to develop common expectations and strategies in order to increase consistency and communication between home and school.

Take a Break

Teachers support students to 'take a break' to calm down and reset their behaviour to an appropriate replacement behaviours to cope with frustration, anger, or agitation.

Targeted Social Skills

These targeted lessons provide small groups of students with additional or specialised instruction to address specific behaviour issues.

The effectiveness of these consequences and the consistency of their administration by staff will be monitored through the collation of OneSchool data.

Tier Three: All students receive intensive interventions

Tier Three behaviours are considered to be high level problem behaviours.

High Level Problem Behaviours are those that:

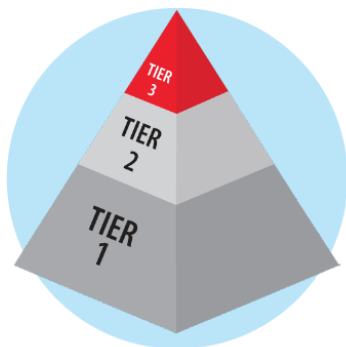
- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of School Administration

Tier Three behaviour interventions are handled by staff member/s and School Administration

Within Tier Three, school staff provide intensive support to support students to learn safe practices, positive behaviour expectations and pro-social behaviours.

Tier Three:

A few students receive
Intensive Positive Behavior Support



Tier Three responses to problematic behaviours may result in the following consequences

- time in office
- alternate lunchtime activities
- loss of privilege
- restitution
- different break times
- internal withdrawal
- suspension (involving a mandatory re-entry process and re-integration into class with support)
- possible exclusion.

For a small number of students with chronic and/or severe behaviour problems, additional and intensive behaviour support is needed. At tier three, students have an individualised team formed around them and more intensive FBA is conducted, typically leading to a multi-component support plan. The individualised team usually comprises the parent/carer, classroom teacher, Wellness Hub staff, Hub 1 or Hub 2 staff, the Deputy Principal and other identified specialist staff.

The following are core features of an Intensive Behaviour Support Plan:

- The student's behavioural support team conducts an intensive investigation into the student's behaviour using direct and indirect methods to identify triggers to problem behaviour, events that reinforce the behaviour, behaviour and learning skills deficits that contribute to the problem, and any other pertinent variables associated with the behaviour (e.g. medical, health, environmental, personal history, etc.)
- The team develops interventions as soon as possible following the investigation and utilises the information from the investigation to design an Individualised Behaviour Support Plan (IBSP) for the student.

The IBSP outlines the selection and design of the intervention strategies. The IBSP is usually a combination of:

- prevention strategies that aim to reduce known triggers to problem behaviour
- **antecedent events** that are known to increase the likelihood of positive behaviour
- **a few high priority replacement behaviours for skill deficits** known to be associated with the problem behaviour. These are identified using the personal and social capability learning continuum and/or ethical understanding continuum. Replacement behaviours that are functionally equivalent to the problem behaviours are given high priority for instruction. These can include social, communication, academic or other adaptive behaviours.
- **A teaching plan** for acquisition and generalisation of the target replacement behaviours
- **An individualised schedule of positive reinforcement.** This includes a reinforcement inventory which identifies a range of reinforcers that are motivating to the student and are easily available in the school environment. The frequency of access to positive reinforcers is above and beyond the frequency to reinforcement at Tier One. Consideration is given to eventually fading to naturally occurring levels of reinforcement such as simple specific praise or acknowledgement. Tier Two strategies are often included in Tier Three Individualised Behaviour Support Plans (IBSP).
- **An individualised plan for responding to problem behaviours.** This may involve identifying multiple response actions depending on the intensity, type, and function of the problem behaviour. Consequence strategies may include – take a break, corrective feedback, non-exclusionary or exclusionary time-out for reinforcement, privilege loss, and or restorative practices.

In our endeavours to support students, collaborative relationships with parents are established and promoted.

The effectiveness of these consequences and the consistency of their administration by staff will be monitored through the collation of OneSchool data.

Behavioural Expectations of Adults

Clinton State School maintains the importance of members of the school community understanding their roles, and modelling to students, appropriate social and personal behaviours and behaviours that demonstrate ethical understanding. To support this standpoint, Clinton State School's Student Code of Conduct outlines behavioural expectations of DoE staff, parents/carers and visitors.

All members of the school community are advised to make themselves aware of the Behavioural Expectations of Adults to ensure a positive environment for all.

When visiting the school during school hours (8:45am – 2:45pm)

Make your presence on school grounds known by signing in as a visitor at the front office. The only exception is school assemblies.

	DoE Staff	Parents, Carers and visitors
General behaviour	<p>Maintain a safe, secure and respectful learning environment for all students</p> <p>Treat people fairly, equitably, with consistency and respect</p> <p>Respect points of view that are different from your own</p> <p>Refrain from actions and behaviour that constitutes harassment, discrimination or vilification</p> <p>Refer to the Department of Education Standard of Practice</p>	<p>Respect and comply with requests and directions from the principal and/or any member of school staff</p> <p>Support staff to maintain a safe, secure and respectful learning environment for all students</p> <p>Treat people fairly, equitably, with consistency and respect</p> <p>Respect points of view that are different from your own</p> <p>The school does not tolerate:</p> <p>Actions and behaviour that constitutes harassment, discrimination or vilification</p> <p>Threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss issues or behaviour</p> <p>Disruptive behaviour which interferes with the operation of a classroom, an office area or any other part of the school grounds</p>

		<p>Using loud, offensive and/or intimidating verbal and gestural language towards staff or students</p> <p>Using verbal/gestural language in a manner which draws unnecessary attention to the interaction; may cause concern to anyone witnessing it; and/or causes psychological or emotional trauma to the recipient of the loud/offensive language.</p> <p>Damaging or destroying school property</p> <p>Smoking and consumption of alcohol or other drugs on school premises</p> <p>Accessing the school site whilst intoxicated or under the influence of a drugs or alcohol</p>
Supporting a child with problem behaviours	<p>Adults collaborate to complete a suite of assessments to establish causes for challenging behaviours, identifying goals and strategies, roles of the student's support team, meeting schedules, monitoring and review timelines and processes</p> <p>Adults are to:</p> <ul style="list-style-type: none"> • Act in the best interests of the student • Suspend judgment about each other's personal characteristics • Interact respectfully at all times • Participate in case management meetings • Complete paperwork in a timely manner. If assistance is needed, ask the Case Manager or Deputy Principal. • Complete agreed upon actions (stated in Case Management meetings) in a timely manner. If assistance is needed, ask the Case Manager or Deputy Principal. • Support parents to make and attend required services and outside agencies – acting in the best interest of the student • Maintain confidentiality at all times • Raise issues/concerns with the Case Manager in a timely manner • Collaborate to devise strategies that consistently address challenging and problematic behaviour and support the student to learn the replacement behaviour 	

	<ul style="list-style-type: none"> • Liaise with external agencies where required 	
Interactions between staff and parents/carers	<p>Encourage professional partnerships that create optimal learning environments and opportunities for students.</p> <p>Where agreement is made for staff to assist in extraordinary circumstances, (e.g. preventing truancy by arranging a student's transportation to school), this must be approved by the student's parents/carers and the employee's principal or manager.</p> <p>Engage in open and professional communication with parents/caregivers and report on a student's achievements and learning options in a way that promotes successful educational outcomes.</p> <p>Any conflict of interest that arises between an employee's private relationship with a student's parent/ caregiver and the impartial performance of their work duties should be avoided or resolved in the best interests of the student.</p> <p>Electronic communication is utilised for justifiable appropriate educational reasons.</p> <p>Focus conversations on solutions vs problems</p> <p>Maintain student confidentiality</p>	
Possible bullying	<p>Refrain from repeated, unreasonable behaviour directed towards a worker or a group of workers, that creates a risk to health and safety</p> <p>Staff who believe they have been victims of workplace bullying, or who have witnessed bullying, report this to their supervisor for prompt and sensitive response and management</p>	<p>Parents/carer who believe they or their child have been victims of bullying at CSS, report this to the child's teacher (first) or the Deputy Principal for prompt and sensitive response and management</p>
Social media platforms	<p>Refrain from posting material that is, or might be construed as:</p> <p>Threatening, harassing, bullying, discriminatory or disparaging towards the department, another employee of the department, the Queensland Government or its agencies</p> <p>Falsely implying they are authorised to speak on behalf of the department or the government, or that any views you express are</p>	<p>Refrain from posting material that is, or might be construed as threatening, harassing, bullying, discriminatory or disparaging towards members of the school community</p> <p>Publicising other students and/or families' names and/or details</p> <p>The school does not tolerate: Abusive, threatening, malicious or inflammatory emails, phone or social network messages</p>

	those of the department or the government Using or disclosing on social media any confidential information or personal information obtained in their capacity as an employee of the department.	
Conflict	Actively manage workplace conflict you may become involved in	Use courteous and acceptable spoken and written language in all communications with the school and about the school

Breaches of behavioural expectations

The above behaviours on school premises will be reported to the appropriate authorities and the Principal may prohibit an offending adult from entering the school grounds to safeguard our school community.

Complaints

Clinton State School appreciates and acknowledges that parents, carers, students and community members have a right to make a complaint.

If someone makes a complaint, they also have responsibilities, including:

- cooperating respectfully and understanding that unreasonable conduct will not be tolerated;
- giving staff a clear idea of the issue or concern and a possible solution;
- providing all relevant information when making the complaint;
- understanding that addressing a complaint can take time; and
- informing staff if something changes, including if help is no longer needed.

Please refer to CSS complaints policy (Appendix 2)

Who to contact:

If you have a concern or issue relating to your child, please make use of the following steps:

- contact the class teacher first - they are in the best position to help you, as they know your child well and are directly responsible for them. Phone or email the class teacher to make an appointment.
- if you have further concerns or need further support, the next point of contact is the Deputy Principal. Request an appointment through the front office.

- appointments with the Principal should only be sought for urgent matters or when the desired outcome has not been achieved after following the above protocol.
- be aware, all parent/carers contacts are recorded using Department of Education reporting mechanisms.

Legislative Delegations

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commission for Children and Young People and Child Guardian Act 2000
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Working with Children (Risk Management and Screening) Act 2000
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Delegations

Delegations support effective and accountable decision making across the department and promote an appropriate balance of risk management and efficiency.

The department has four domains to delegate decision making for key risk areas, including legislative powers and obligations, financial risk, legal and regulatory compliance risk, as well as work occupational health and safety risks.

- **Legislative delegations** – enable a range of officers to carry out legislated powers or functions under specific legislative provisions that would otherwise need to be exercised by the Minister or Director-General.
- **Financial and administrative delegations** – enable the Director-General to give authority to officers to carry out finance functions to support the department's business.
- **Human Resources delegations** – enable the Director-General to give authority to officers to carry out a wide range of human resource management powers for the efficient and proper management and functioning of the department.
- **Procurement and purchasing delegations** – enable the Director-General to give authority to officers to approve the acquisition of goods and services, including capital works (building and construction) to meet the business needs of the department.

Principals are afforded a number of legislative powers under the [Education \(General Provisions\) Act 2006](#) and by the Director-General to support them to control and regulate student discipline. These provisions **cannot be delegated** to other staff who report to the principal, such as principal senior school, campus principal, head of campus, head of department, head of junior school, deputy principal etc.

Principals are the only staff who have the authority to make decisions about:

- suspension for up to 20 school days
- charge-related suspension
- exclusion for fixed period or permanently
- cancellation of enrolment
- referring to the Director-General a decision regarding refusal to enrol
- requests to the Director-General for information about student charges or convictions
- periodic review of decision to exclude permanently.

Notification authorisation

A principal is not able to delegate their authority to make decisions about suspension or exclusion, however they may authorise a deputy principal, head of school and/or head of campus, to tell a student and their parent/s about the suspension or exclusion decision. Written notification, on the approved form, for the decision must still be signed and sent by the principal (or acting principal in their absence).

Principals must document authorisation they give to a deputy principal, head of school and/or head of campus for evidentiary purposes, should any challenge be made. An Instrument of Authorisation could be either a standing or one-off authorisation.

Disciplinary Consequences

Disciplinary consequences are addressed case by case, taking into consideration individual students' circumstances and the nuances of the specific incident.

The consequences system considers:

- consequences that are logically tied to the problem behaviour
- a focus on the use of consequences to teach students appropriate ways to meet their needs
- use of behavioural data to evaluate the effectiveness
- consistency in the administration of consequences by staff
- evidence that all staff have collaborated in designing the system and that they are in broad agreement with its deployment
- agreed procedures which involve the placement of students away from the classroom, i.e. detention and time out, which are consistent with the provisions of the Student discipline procedure
- the school's approach to re-entry following suspension if applicable.

Guiding principles — disciplinary decision making

There are general principles that should be taken into account when considering applying a disciplinary consequence. Principals should:

- undertake an assessment of the student's behaviour and the level of risk
- take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- consider:
 - procedural fairness in all decision making
 - the grounds for suspending or excluding a student apply to all students,
 - the conduct of a student may include an omission to perform an act by the student
 - the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises or during school hours

Procedural fairness

Procedural fairness (or natural justice) applies to any decision that can affect the rights, interests or expectations of individuals, including students. Procedural fairness is an integral element of a professional investigation and acts as a safeguard for the individual whose rights are being affected. The rules of procedural fairness are:

- avoid bias
- give a fair hearing.

These rules have been designed to ensure that all decision-making is fair and reasonable.

The success of an investigation will often rely on the integrity and ability of the person conducting it to ensure that individuals are afforded the opportunity to provide their version of

events. This enables an individual to comment on any facts that might be detrimental or adverse to them.

Balance of probabilities

The balance of probabilities test requires the decision maker to weigh up all the material gathered and decide, on balance, whether the evidence supports the allegation and can 'more likely than not' be capable of being substantiated.

Detentions

Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). Detentions will occur may occur during the play break for a period of up to 15/25 minutes.

Students will be given access to food and toilet breaks; however, these may occur away from the usual eating areas.

Teachers are authorised to impose lunchtime detentions. Outside-of-school hours detentions are by referral to the school administration team and imposed at the direction of school administration.

For **outside of school hours**, including Saturday:

- a risk assessment will be completed and a risk management plan developed
- parents have been notified verbally and in writing of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- parents have been consulted about suitable times for the detention to be completed within the parameters set by the school and
- parents have been informed of:
 - location and duration of the detention
 - their responsibility to arrange travel/supervision to and from the detention, where appropriate.

Discipline improvement plan

A discipline improvement plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour.

Suspension 1–10 school days

Any decision to suspend a student from school, regardless of the length of time, is a very serious disciplinary action. This is one of the reasons that the authority to make these decisions is restricted to the principal. Prior to making a decision about the suitability of a suspension as a disciplinary consequence, the principal must consider the individual circumstances of the student such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. A short suspension is from 1 to 10 school days, and the student or parents are not able to appeal the principal's decision.

Suspension 11–20 school days

A long suspension is 11 to 20 school days. The student or their parent is entitled to appeal to the Director-General, Department of Education (or their delegate) for a review of a long suspension decision.

Charge-related suspension

A charge-related suspension is separate from short or long term suspension. A charge-related suspension may be imposed if the principal is reasonably satisfied that the student enrolled in their school has been charged with a serious offence or an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

The principal has the authority to request the Director-General obtain information on student charges or convictions through the Queensland Police Commissioner.

Exclusion

Principals have the authority to exclude a student from school for a period of not more than one year, or permanently.

Exclusion from certain or all state schools by Director-General

Principals can refer an exclusion decision to the Director-General for their consideration to exclude a student from certain or all state schools, however the Director-General is the only individual with the authority to exclude students from certain (state schools in a particular area or region) or all state schools in Queensland (except schools of distance education). The Director-General can exclude a student for a period of not more than one year or permanently.

Refusal to enrol – Risk to safety or wellbeing

Only the Director-General can refuse the enrolment of a prospective student if they reasonably believe that, if enrolled, the prospective student would pose an unacceptable risk to the safety or wellbeing of members of the school community.

Temporary removal of student property by school staff

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, students and visitors. Prohibited items should be described clearly in the Student Code of Conduct for the school, along with explanation of possible consequences.

State school staff **do not have** the authority to open, examine or otherwise deal with the temporarily removed student property without the consent of the student or parent. For example, principals or state school 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 without the consent of the student or parent. Where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to

seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Clinton State School may be invited to attend a re-entry meeting on the day before or of their scheduled return to 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.

Invitation

The invitation to attend the re-entry meeting will be communicated via telephone and/or in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space and other relevant accommodations. The inclusion of support staff, such as guidance officers may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

This section outlines policies for:

- Temporary removal of student property
- The use of personal technology devices (mobiles and other devices) and Cyber Safety
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Clinton 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.

** 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 Clinton 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 or letter opener) 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 Clinton 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 Clinton 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 Clinton 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 Clinton 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.

The use of personal technology devices (mobiles and other devices) and Cyber Safety

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, tablets/iPads, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone), mobile telephones, iPods® and devices of a similar nature.

Certain personal technology devices banned from school

Students are asked to NOT BRING valuable personal technology devices like phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. All devices brought to school must be signed in at the office and collected at the end of the school day. The school will not accept any responsibility for damage or loss of a device brought to school. Devices not signed in will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

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

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

Exceptions

Personal technology devices will not be tolerated at Clinton State School unless under the very special circumstances listed in this section of the document.

1. Assessment – in the case that a technology device is needed for an assessment task (for example a song is to be included in an oral presentation, or photographs are required from a digital camera for an autobiography) parents will be notified of this and the conditions will be clearly specified on the assessment task sheet.
2. Camps/Excursions – Personal technology devices (excluding mobile phones) may be accepted on school camps during travel times. Rules and expectations for the handling and use of the devices will be specified on permission notes and during parent information sessions. The school's preferred options is that no personal technology devices will be taken on camps or excursions.
3. Assistive Technology for Students with Disabilities – students who require assistive technology to complete their school work will use this in negotiation with the classroom teacher, parents and Clinton State School administration. These devices may include text to speech technology or voice recording devices.

4. Positive Behaviour Rewards – Rewards such as the Fantastic Fun Friday Technology day. Personal Technology devices will be allowed at school for this day. All devices will be signed in at the beginning of the day for use at the specified lunch break.

Any misuse of personal technology devices that have been approved under the outlined exceptions will be dealt with using appropriate corrective actions up to and including being sent home from camp (at parental expense) or suspensions from school.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during school hours. Devices should be signed in at the school office. The school accepts no responsibility for any damage or loss to technological devices brought by students to the school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Clinton State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks, etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions such as graduation ceremonies) or violent, illegal or embarrassing matters capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages (via KIK, Facebook, Musically, SMS, etc.) that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

Preventing and responding to bullying

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

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
- telling someone 'no' (students exercising their rights)
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

Student Intervention and Support

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

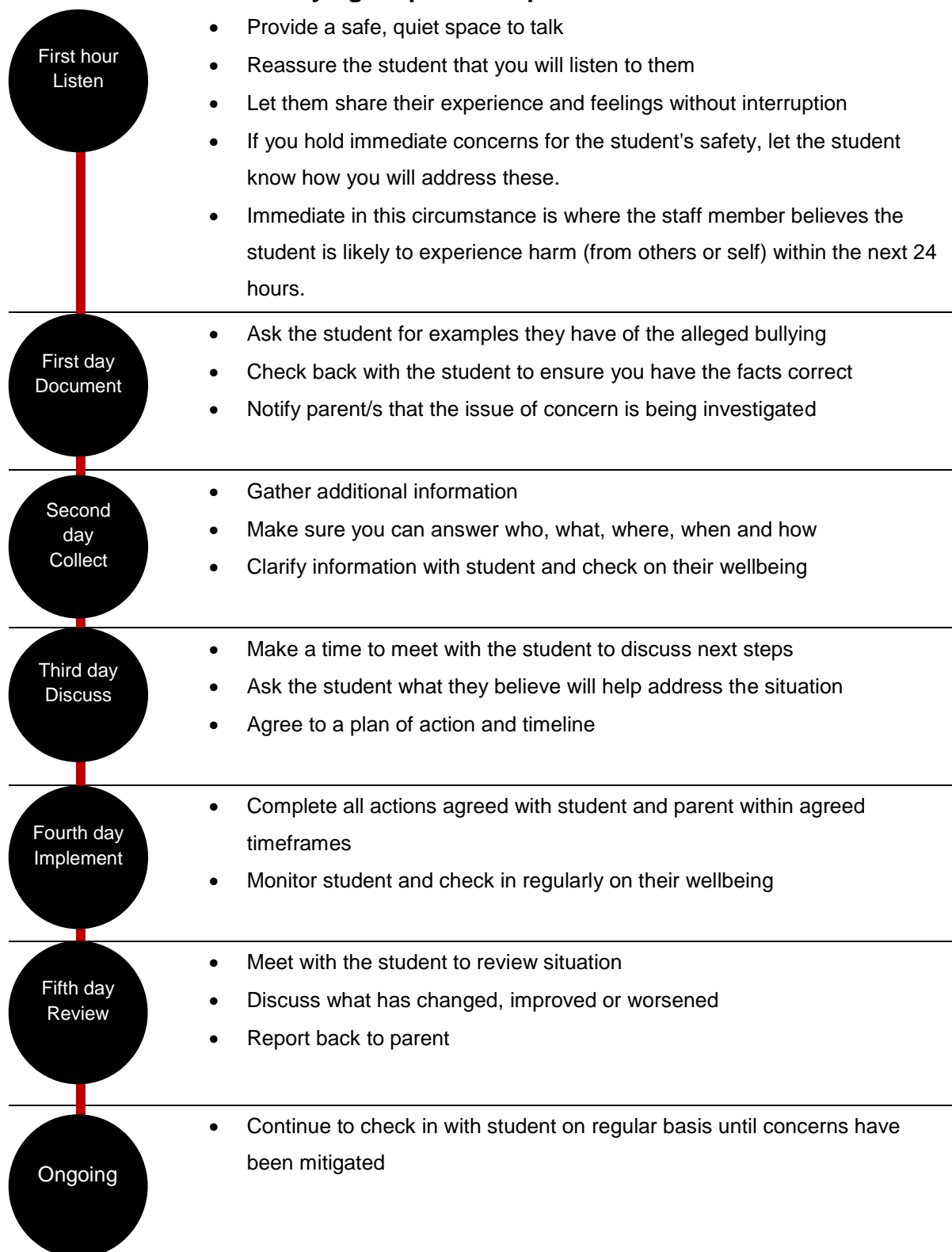
Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs or involvement in a method of shared concern.

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from class, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Students and parents to report bullying to Class Teacher

Bullying response steps for teachers



Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Appropriate use of social media

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

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

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

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

As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Cyberbullying

The major difference with cyberbullying is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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 Boyne Island 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

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.

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.

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](#).

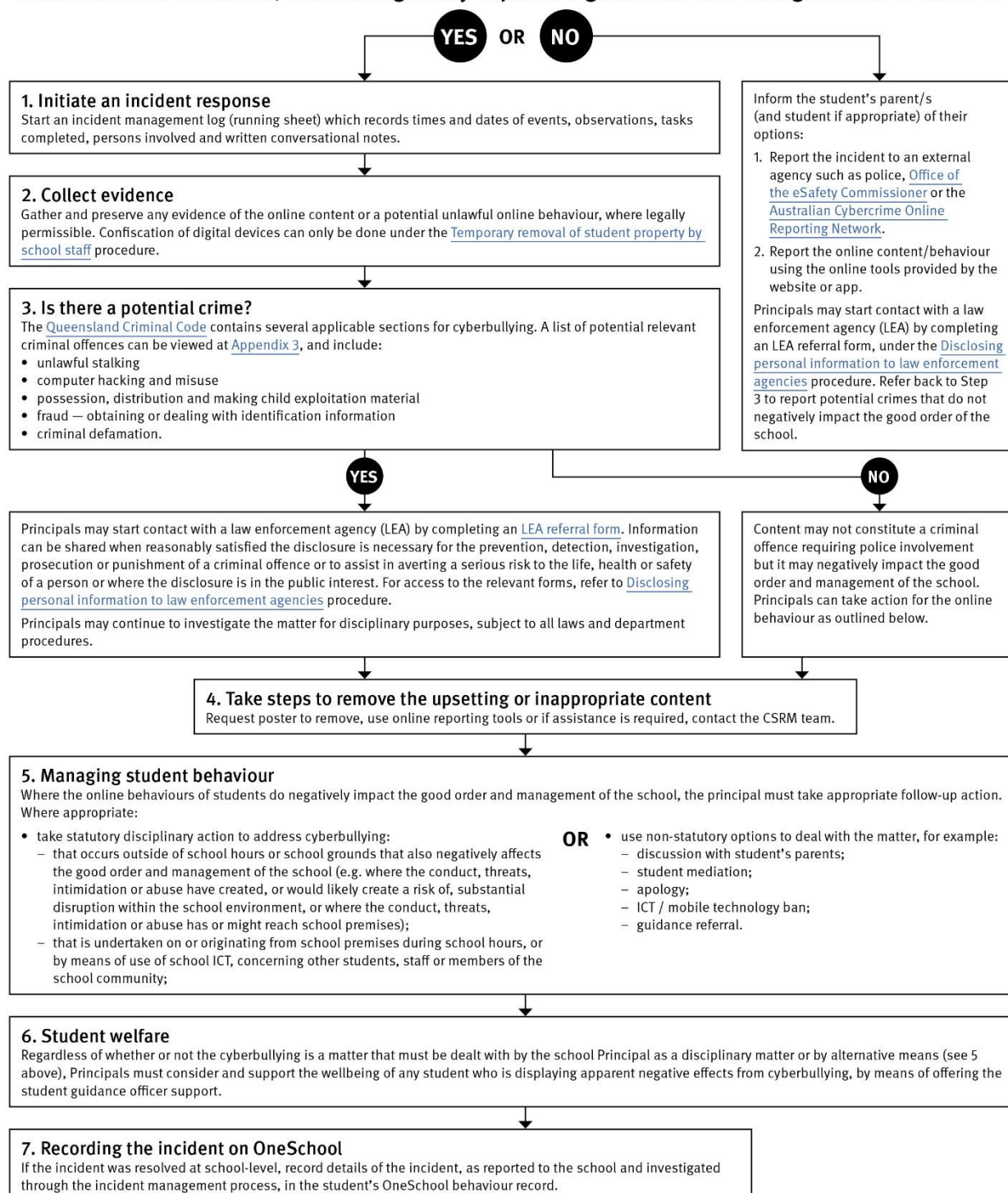
Explicit images

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 Clinton 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 state and behaviour.

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.

There is a difference between restrictive practice and calming. This will be identified during the development of a students' individual behaviour support plan.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Appendices

- Appendix 1: Clinton State School Expectations Matrix
- Appendix 2: Complaints
- Appendix 3: Investigating Incidents
- Appendix 4: Behaviour reflection sheet for students
- Appendix 5: Clinton State Schools Restrictive Practices Summary
- Appendix 6: Focused Review following restrictive practices
- Appendix 7: Individual Student Safety Plan
- Appendix 8: Part-time education program plan

Appendix 1: Clinton State School Expectations Matrix

Clinton State School Expectation Matrix			
Safe Respectful Learners			
	CLASSROOM AND LEARNING SETTINGS	WALKWAYS AND UNDERCOVER AREA	INDIVIDUAL
BE SAFE	<ul style="list-style-type: none"> Stay in assigned areas Sit in chair safely Use furniture and supplies appropriately Walking in the classroom <p><u>ICTs</u></p> <ul style="list-style-type: none"> Use appropriately Keep your password to yourself Report when an inappropriate image or message appears on the screen 	<ul style="list-style-type: none"> Remain in your designated area before school Walk safely at all times Play safely Use equipment safely and Appropriately Keep to the left of walkways 	<ul style="list-style-type: none"> Practice personal safety at all times Ensure your actions keep you and others safe
BE RESPECTFUL	<ul style="list-style-type: none"> Listen politely Raise hand to speak Use kind words that help, not hurt Ask permission to use things and return them promptly Use gentle hands with belongings Keep hands, feet and objects to self Allow others to learn Knock before entry Use an appropriate voice Be respectful of all equipment 	<ul style="list-style-type: none"> Use walkways to move to appropriate area Walk safely Follow adult directions Keep to the left of the pathways 	<ul style="list-style-type: none"> Always use kind words Listen to others Use manners Wear correct uniform with pride Represent school with pride Consider others
BE A LEARNER	<ul style="list-style-type: none"> Listen carefully Follow instructions Be prepared and organised Complete your work Do your best Be a team member Practice positive habits <ul style="list-style-type: none"> Persistence Perseverance Confidence Resilience Responsibility 		<ul style="list-style-type: none"> Always do your best Be prepared for your learning Make good choices Accept consequences Be responsible for your learning Allow others to learn

	PLAYGROUNDS	TOILETS	EATING AREAS	BUS STOP AND STOP, DROP & GO
BE SAFE	<ul style="list-style-type: none"> • Use equipment appropriately • Stay in designated areas • Wear a broad brimmed hat • Keep hands and feet to self • Run only where permitted • Wait for assistance to collect lost sports equipment • Be mindful of others • Handballs only in undercover area 	<ul style="list-style-type: none"> • Flush the toilet then wash hands • Walk carefully • Report problems to an adult • Leave food outside • Practice good hygiene 	<ul style="list-style-type: none"> • Sit when eating • Put rubbish in the bin • Eat your own food • Keep your area clean and tidy • Listen to adult instructions • Put your lunchbox in correct area after eating during play time 	<p><u>Bus Stop</u></p> <ul style="list-style-type: none"> • Remain inside fence • Wait for teacher direction to board bus • Line up properly to allow others through • Board bus one at a time • Sit in your seat <p><u>Stop, Drop, Go</u></p> <ul style="list-style-type: none"> • Sit in the shelter shed quietly • Wait for vehicle to stop completely • Wait for direction to be given by teacher to walk to car
BE RESPECTFUL	<ul style="list-style-type: none"> • Share equipment • Take turns and play cooperatively • Include others • Use appropriate school language • Take care of and return borrowed sports equipment • Follow adult instructions 	<ul style="list-style-type: none"> • Use a quiet voice • Respect privacy • Keep toilets clean • Put rubbish in appropriate places • Use toilet paper wisely 	<ul style="list-style-type: none"> • Keep your noise to a respectful level • Tidy your area • Always put rubbish in the bin • Only touch your own lunchbox • Take pride in your eating area 	<ul style="list-style-type: none"> • Respect the order of the bus line • Speak respectfully to adults and children while on the bus • Listen to adult instructions • Take your afternoon food scraps home
BE A LEARNER	<ul style="list-style-type: none"> • Solve problems peacefully • Talk, Walk and Squawk • I may not like it but I can stand it 		<ul style="list-style-type: none"> • Be a healthy eater • Zip up lunch boxes • Collect lunch boxes at the end of each break 	<ul style="list-style-type: none"> • Practise road safety

	KIDS CAFÉ	TRANSITION AND LINING UP	OFFICE	ASSEMBLY
BE SAFE	<ul style="list-style-type: none"> Stand safely with feet on ground Wait patiently Use the correct line Wait for friends at the eating area, not near the tuckshop line 	<p><u>Transition around the school</u></p> <ul style="list-style-type: none"> Walk around the school in straight lines Walk on the left side of the pathways <p><u>Lining up</u></p> <ul style="list-style-type: none"> Sit on your bottoms in 2 lines, legs crossed Leave doorways/walk ways clear Wait patiently and quietly for instructions Follow instructions Keep sports equipment still Keep lunch boxes still 	<ul style="list-style-type: none"> Close office door carefully Follow instructions Do not go into first aid area without permission Walk sensibly Stay only if you have relevant business 	<ul style="list-style-type: none"> Walk safely Sit in designated area, on bottoms with legs crossed Keep a centre pathway clear
BE RESPECTFUL	<ul style="list-style-type: none"> Use manners Wait quietly Keep money still Use only your money Knock before you enter Join the end of the line 	<p><u>Transition around the school</u></p> <ul style="list-style-type: none"> Allow others to keep learning Use a quiet voice if you need to talk Move quietly around the school <p><u>Lining up</u></p> <ul style="list-style-type: none"> Use a quiet voice Be respectful of people's 'personal space' Use kind words when speaking to peers or adults 	<ul style="list-style-type: none"> Stand or sit appropriately Keep hands and feet to self Use manners Wait quietly and patiently Use a quiet voice Knock before entering someone's office Follow instructions 	<ul style="list-style-type: none"> Stand or sit silently Remove hats Keep hands and feet to self Have good audience skills Applaud when appropriate Respect the anthem: <ul style="list-style-type: none"> o Stand still with arms by your side o Sing

<p>BE A LEARNER</p>	<ul style="list-style-type: none"> • Make healthy choices • Check your change 			<ul style="list-style-type: none"> • Learn the National Anthem • Learn the school motto • Learn the school vision and mission
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Appendix 2: Complaints

The Department of Education is committed to responding to customer complaints in an accountable, transparent, timely and fair way. Complaints are managed in accordance with the Customer complaints management framework, policy and procedure.

A customer complaint involves an expression of dissatisfaction about the service or action of the department, or its staff, when the customer is directly affected by the service or action.

For customer complaints about school matters, parents are encouraged to use the following three step approach:

1. **Early resolution:** raise concerns at the point where the problem or issue arose by making an appointment at the school to discuss the complaint with their child's teacher or the principal.
2. **Internal review:** if, after taking the early resolution step, parents are dissatisfied with the outcome of their complaint or how the complaint was handled, they can ask the [regional office](#) to conduct a review within 28 days of receiving the complaint outcome.
3. **External review:** if parents are dissatisfied after the internal review, they may wish to contact a review, such as the [Queensland Ombudsman](#) or the [Queensland Civil Administrative Tribunal](#), and request an independent, external review.

All principals and state school staff should be aware that students or parents may seek external review of any principal, Regional Director or Director-General decision relating to suspension, exclusion, cancellation of enrolment, or refusal to enrol.

Queensland Civil and Administrative Tribunal

To apply for an external review, students or parents fill out the [Application to review a decision](#) form. The form may be lodged:

- In person: QCAT, Level 9, Bank of Queensland Building, 259 Queen Street, Brisbane QLD 4000, or at any local
- Magistrates court outside of the Brisbane CBD; or
- By mail: QCAT, GPO Box 1639, Brisbane 4001.

The application must be lodged with QCAT within 28 days of receiving the notice of the decision being appealed.

More information about QCAT and review processes is available at www.qcat.qld.gov.au.

Queensland Ombudsman

Students or parents that have a complaint about a state government department or agency, such as a state school, can also access the services of the Queensland Ombudsman. This includes complaints about handling of bullying incidents and decisions about suspension and exclusion.

The [Ombudsman Act 2001](#) provides special powers to support investigations, including powers to:

- make preliminary inquiries to decide whether a complaint should be investigated;
- investigate informally;
- investigate formally, using coercive powers.

Most investigations are completed informally and cooperatively. However, the Queensland Ombudsman has formal powers to obtain answers and access documents. They also have the power to enter and inspect premises.

The Queensland Ombudsman can make recommendations to rectify unlawful, unfair or unreasonable decisions and improve administrative practices.

While the majority of the investigations are based on complaints, investigations into serious systemic issues may be initiated by the Ombudsman. These investigations are often released publicly to bring these issues to the attention of parliament, the public sector and the general public.

To make a complaint, students or parents can use the [online form](#) or contact the Queensland Ombudsman

- In person: Queensland Ombudsman, Level 18, 53 Albert Street, Brisbane, QLD 4000; or
- By mail: Queensland Ombudsman, GPO Box 3314, Brisbane, QLD 4001; or
- By phone: 3005 7000 or 1800 068 908 (Toll free outside Brisbane only).

Appendix 3: Investigating incidents

It is important that staff ensure procedural fairness (also known as natural justice) is provided to all students involved, this usually requires putting the facts to students and keeping an accurate record of their responses. Students have the right to hear allegations and respond.

To build an accurate picture of the event, staff may want to seek a statement or report from the student. It is good practice for staff to have another adult present at an interview, if possible. This is particularly important if the student has complex needs or is considered a vulnerable student in terms of social, behaviour or communication. The emphasis is on gathering details about the incident and hearing the student's side of the story not seeking to coerce an admission from the student.

The principal must have confidence in the evidence produced before making a decision about a school disciplinary absence.

STEPS	School process for information gathering after an incident
Consider	<ul style="list-style-type: none"> • Considers whether the student's behaviour was directly observed or needs further investigation. • Who was involved, both directly and indirectly • Determine who is the most relevant person to interview students (considering the individual needs of different students).
Gather	<ul style="list-style-type: none"> • Interview those involved or bystanders, witnesses as required. • Conduct in a timely manner whilst memories. • Hold interviews with students in places appropriate for privacy and safety reasons. • Separate witnesses to reduce collaboration. • Provides all parties involved with an opportunity to present their version of events. • Putting the facts to students and keeping an accurate record of their responses. • Begin the interview with open ended questions to get initial information; then closed questions to obtain details and to clarify any ambiguity. • Build an accurate picture of the event, • Do we know the effect of the behaviour on the student/s involved, the school and the local community?
Determine	<ul style="list-style-type: none"> • Determine whether any other factors contributed to the student's behaviour. (Emotional triggers, Family factors, peer relationships, health, mental health, trauma or personal tragedy, medical conditions) • Confidence in the evidence produced in relation to the level of consequence before making a decision • Apply the balance of probabilities test to weigh up all the material gathered and decide, on balance, whether the evidence supports the allegation and can 'more likely than not' be capable of being substantiated • What is the best way to deal with this matter.
Notify	<ul style="list-style-type: none"> • How will we demonstrate that we have gathered all the facts? • Communicate to required people- students, update school staff about incidents of student behaviour, parents.
Record	<ul style="list-style-type: none"> • Was an incident report in MyHR (required) • Oneschool report • Demonstrate that we conducted a fair and thorough investigation and documented all the information gathered

Appendix 4: Behaviour reflection sheet for students

Reflection Sheet: WORKING IT OUT

Name:	Date:	Grade:
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What happened?

What **Behaviour Area** are you having trouble with? (Choose from Being Safe, Being Respectful, Being Responsible)

What could I have done differently:

I am going to ensure this does not occur again by:

What might happen to assist in this not occurring again? (Consequences or re-teaching)

Student Signature: _____ Parent/Carer Signature: _____

Action Taken (Principal/Deputy/Teacher):

Appendix 5: Clinton State School - Restrictive practices - summary

Guiding principles

State school staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons.

Generally, the restrictive practices permitted under this procedure must only be used where:

- the restrictive practice is reasonable in all the circumstances, and
- there is **no less restrictive measure** available to respond to the behaviour in the circumstances.

State school staff may only use physical restraint where:

- a) physical restraint is reasonable in all the circumstances as a response to the student's behaviour, and
- b) there is no less restrictive measure available to respond to the student's behaviour in the circumstances.

Situation/Context	Appropriate Actions	Recording	Inappropriate response
Giving a verbal instruction	<ul style="list-style-type: none"> Explicit direction to a student to leave area or not to go into a specific area. 	Not required - Not restrictive as student is responsible for own actions	<ul style="list-style-type: none"> Threatening language Physical restraint in response to a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
Body positioning	<ul style="list-style-type: none"> Using non-verbal body positioning to encourage desired behaviours or reduce inappropriate behaviours 	Not required - as student is responsible for own actions	<ul style="list-style-type: none"> Intimidation by invading personal space
Time out	<ul style="list-style-type: none"> Student sent to work in a different area of classroom or in another classroom 	Recordable incident in OneSchool - Minor	<ul style="list-style-type: none"> Class teacher timing out for extended period of time, requires referral to Administration
Issuing a detention	<ul style="list-style-type: none"> Withdrawing from playtime or out of school hours 	Recordable incident in OneSchool - Minor	<ul style="list-style-type: none"> Exceeding the limits or conditions for issuing detention.
Student refusing to leave parent at drop off time	<ul style="list-style-type: none"> Staff member holds out hand Student willingly leaves with staff member. 	Not required - Not restrictive as student is responsible for own actions	<ul style="list-style-type: none"> To physically move student away from parent without either consent of parent and additional staff member present.
Student refusing to exit a car	<ul style="list-style-type: none"> Leave to parent to resolve. Fully investigate further options at later stage 	OneSchool Attendance records will indicate outcome	<ul style="list-style-type: none"> To grab or drag student away from the car
Student refusing to leave parent side and physically impacting on parent	<ul style="list-style-type: none"> Parent verbally indicates consent for assistance Seek assistance in the first instance to fully investigate options. Executive team member, if confident and capable, may offer a hand or physically separate student from parent. Physical restraint is consistent with a student's individual needs and circumstances The student must be carefully and continuously monitored 	<p>OneSchool Behaviour Incident</p> <p>Focussed review and explore future options</p>	<ul style="list-style-type: none"> As an ongoing practice. Without seeking involvement of executive staff Without considering all other options have been explored <p>Staff do not consider:</p> <ol style="list-style-type: none"> the age and size of the student the past behaviours of the student any impairment/disability/condition that the student may have e.g. obesity, hypermobility, sickle cell anemia, asthma, pregnancy any history of trauma (including physical and sexual abuse), and the environment in which the restraint is taking place.
Student refusing to leave a room	<ul style="list-style-type: none"> Seek assistance via behaviour referral form of executive staff 	OneSchool Behaviour Incident	<ul style="list-style-type: none"> Pushing student out of the room

Situation/Context	Appropriate Actions	Recording	Inappropriate response
	<ul style="list-style-type: none"> Continue teaching whilst awaiting assistance or remove students to other location if safety or wellbeing an issue Admin may seek parent input if not resolved. 	(Class has been restricted in their right to learn)	
Student within room and acting unsafely towards others eg Throwing items at staff/students	<ul style="list-style-type: none"> De-escalation strategies Seek assistance Remove students to safety if appropriate If location prevents this or student actively seeking to target people. Remove student only as far as necessary ie usually outside the room. 	<p>OneSchool Behaviour Incident</p> <p>Focussed review and explore future options</p> <p>Physical restraint to be "reasonable", the physical restraint must be:</p> <ol style="list-style-type: none"> proportionate to the risk of harm discontinued once the risk of harm has dissipated, and respectful of the student's dignity. No less restrictive measure available e.g. removing other students 	<ul style="list-style-type: none"> Used where the student is NOT behaving in a way that poses an immediate foreseeable risk of harm to themselves or others <p>A physical restraint must not be used where it has the effect of:</p> <ol style="list-style-type: none"> covering the student's mouth or nose, or in any way restricts breathing taking the student to 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.
Student within room and acting unsafely towards self Self harming hitting glass, banging head	<ul style="list-style-type: none"> De-escalation strategies Seek assistance Remove students to safety if appropriate Holding a student's hand to prevent repetitive, serious self-injurious behaviour. 	<p>OneSchool Behaviour Incident</p> <p>Focussed review and explore future options</p>	<ul style="list-style-type: none"> Excessive restraint. Don't use for verbal threats of harm from a student, except where there is a reasonable belief that the threat will be carried out immediately.
Student running away from staff or school grounds	<ul style="list-style-type: none"> Alert other staff of issue If presence of staff has a further flight response – monitor from distance. Parent and or police contacted if leave site 	OneSchool Incident –	<ul style="list-style-type: none"> A student leaving the classroom/school without permission, unless the leaving of the classroom or school causes foreseeable risk to the safety of the student or another person.
Student running away from staff or school grounds	<ul style="list-style-type: none"> Student expresses intention to hurt self such as running into traffic or student seeks to leave grounds without sufficient capability 	<p>OneSchool Incident – Behaviour Incident (action Restrictive practice)</p> <p>Focussed review and explore future options</p>	<ul style="list-style-type: none"> Used where the student is NOT behaving in a way that poses an immediate foreseeable risk of harm to themselves or others Physical restraint is reasonable in all the circumstances as a response to the student's behaviour,

Situation/Context	Appropriate Actions	Recording	Inappropriate response
	<ul style="list-style-type: none"> to walk about streets safely Using manual guidance to prevent a student running onto a busy road Physical restraint of student 		<ul style="list-style-type: none"> There is no less restrictive measure available to respond to the student's behaviour in the circumstances
Student not entering a classroom	<ul style="list-style-type: none"> Refer to staff as a behaviour incident. 	Recordable incident in OneSchool - Minor	<ul style="list-style-type: none"> Dragging student into classroom
Destroying equipment or property	<ul style="list-style-type: none"> seek assistance first responsibility to students De-escalation strategy Remove audience Seek support If escalates to unsafe behaviour, restrict as necessary. 	Recordable incident in OneSchool - Major WH&S report	<ul style="list-style-type: none"> Property destruction caused by the student unless the property destruction is placing any person at a risk of harm.
Students fighting	<ul style="list-style-type: none"> Safety issue. Issue verbal instruction in first instance to make presence known. Seek assistance. If a safety issue and staff member has the confidence and capability, separate students safely holding a student to prevent them physically attacking someone 	OneSchool Incident – Major Possible WH&S	<ul style="list-style-type: none"> Exerting more force than is required. Intervening without capability and exposing staff member to risk. Using excessive force
Planned restrictive practices – physical restraint	Supported by an Individual Student Support Plan that: <ul style="list-style-type: none"> is informed by a Functional Behaviour Assessment, and details the positive and proactive strategies that will be implemented prior to the use of any planned 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 the planned physical restraint (that is documented in the Individual Student Safety Plan), and developed in consultation with the student's parents. 		
After a seclusion or physical restraint has been used	After physical restraint: <ol style="list-style-type: none"> the state school staff member(s) involved in the incident will immediately (e.g. within an hour) notify the principal of the incident the state school staff member(s) involved in the incident must record the incident in OneSchool as soon as practicable (e.g. within 24 hours). The report must include: <ol style="list-style-type: none"> the name of the student(s) and staff member(s) involved 		

Situation/Context	Appropriate Actions	Recording	Inappropriate response
	<ul style="list-style-type: none"> ii. date, time and location of the incident iii. names of witnesses (staff and other students) iv. details of the incident v. any action taken to de-escalate the situation vi. why the restrictive practice was used vii. the nature of the restrictive practice used viii. the duration of the restrictive practice ix. any injuries x. immediate post incident actions, such as first aid or contact with emergency services, and xi. details of any post-incident support provided or organised <p>c) the principal will, as soon as practicable (e.g. within the same school day), notify the parents of the student who was the subject of the restrictive practice of the incident</p> <p>d) in the case of seclusion or unplanned physical restraint, the principal or deputy principal should conduct a Focused Review</p> <p>e) the staff and principal of the school need to consider the preventative and de-escalation strategies that might reduce the likelihood of a similar incident occurring again with the student</p> <p>f) the principal may consider further training to assist staff working closely with the student</p> <p>g) the principal has a duty to consider offering appropriate supports to the following persons:</p> <ul style="list-style-type: none"> i. the student who has been restrained and their parents (this may include inviting parents to participate in decisions involving the student's ongoing support and planning), and ii. other students and staff members who were involved in or witnessed the incident (this may include a debriefing in relation to the incident and/or counselling support). 		
Reporting and oversight	<p>If, at any time, the principal is of the reasonable belief that a restrictive practice used by a state school staff member was not appropriate in the circumstances or otherwise not compliant with this procedure, the principal must, as soon as practicable (e.g. within 24 hours), provide details of the incident to the principal's supervisor or delegate.</p>		

Appendix 6: Focussed Review – following restrictive practice

Facilitator prompt statements for intervention opportunities

The below are some examples of prompts that might be used by the facilitator who is assisting with the Focused Review.

1. What has been done within the classroom and school environment to minimise behavioural risk occurring?
2. Could the trigger for the behaviour have been avoided, or not?
3. Was it possible to provide the most effective response to events as they occurred? Were staff present and able to be responsive?
4. Were the responses effective?
5. What are the learning points? When exploring the strategies used during the incident, what were the responses of the student and what was effective?
6. When the restrictive practice was used, was it implemented as a last resort response to an emergent unforeseeable situation, or was it used as part of a planned response? Was it used after the implementation of proactive behaviour support, following the implementation of behavioural and de-escalation strategies?
7. Were there any new risks identified and was the use of the restrictive practice safe?
8. How was the safety of everyone managed?
9. When was the restrictive practice ceased and how did the incident conclude?
10. What happened afterwards?

Focused Review report

Record in OneSchool as Record of Contact as part of the behaviour incident

Use *the above Facilitator prompt statements for intervention opportunities* to guide the Focused Review and provide feedback in bullet points for the school to action.

	Details to include in OneSchool Report
Details of the review	Focussed Review Facilitator name Date review was undertaken Names of all participants present Student name that was subject Date and time of the incident
Incident	Describe the incident as it was explained to you.
Feedback Summary and intervention learning points.	<ul style="list-style-type: none"> • <i>What were the main learning points?</i> • <i>What were the positive learning points and what was done well by the team?</i> • <i>Are there any things that could change as a result of the Focused Review of the incident?</i> • <i>What are the things we need to do next as a team to improve our supports for students?</i>

Appendix 7: Individual Student Safety Plan

Template for Individual Student Safety Plan (ISSP) for the use of planned use of physical restraint, mechanical restraint or containment.

School name					
Student name					
Date of birth		Roll class		Date	
RELEVANT CONSIDERATIONS OF STUDENT'S NEEDS AND CIRCUMSTANCES					
<p><i>Discuss any personal history factors e.g. is the student in out of home care? Have they suffered a bereavement? Are there recent changes in family circumstances?</i></p>					
<p><i>Does the student have any known medical/health conditions or a disability? E.g. asthma, epilepsy? Please give details and provide relevant information.</i></p>					
<p><i>List any medications prescribed for and taken by the student on a regular basis.</i></p>					
<p><i>Has the student experienced a history of medical emergencies for any reason? Please describe.</i></p> <p><i>Has the student had any recent illness? Please describe.</i></p> <p><i>Has the student had a recent fracture? Please describe.</i></p>					
<p><i>How does the student communicate?</i></p>					
<p><i>Are there any cultural factors to consider? Please describe.</i></p>					

Proactive Planning	
<p>Staff should ensure that all of the positive and proactive strategies have been implemented for the student.</p> <p>Please tick to indicate these have been completed.</p>	<input type="checkbox"/> Staff have recently completed a Functional Behaviour Assessment for the student. <input type="checkbox"/> The student has a current Individual Behaviour Support Plan (IBSP). <input type="checkbox"/> The student's IBSP has been communicated to relevant staff. <input type="checkbox"/> Relevant staff have attended training in positive behaviour support. <input type="checkbox"/> The student (where appropriate) and their parents have been consulted about the IBSP and signed by the parent (where possible).
WHEN THE STUDENT EXHIBITS SIGNS OF ESCALATION	STAFF MUST REFER TO AND IMPLEMENT AN INDIVIDUAL BEHAVIOUR SUPPORT PLAN BEFORE USING ANY RESTRICTIVE PRACTICE
IDENTIFY POTENTIAL RISK INDICATORS	The potential risk indicators are the behaviours the student exhibits when their behaviour is escalating and may start to present an immediate risk to other people or the student themselves.
<p>Identification of increasing risk: List at least four observable indicators that risk is increasing as a result of escalating behaviour.</p>	1. 2. 3. 4.
IDENTIFY POTENTIAL ADVERSE OUTCOMES	If the student does not respond to the positive and proactive interventions outlined in their Individual Behaviour Support Plan, the risk will escalate.
<p>What are the potential outcomes if the risk is not managed?</p> <p>Who will be impacted by the risk outcomes?</p>	1. 2. 3. 4.
IDENTIFY RISK-MANAGEMENT INTERVENTIONS	What are the strategies that will be implemented to manage risk when positive and proactive strategies have been tried and have failed to reduce risk. These are the last resort strategies (usually restrictive) and must only be used when all other positive and proactive approaches have failed to reduce risk.
<p>Detail the strategy or strategies that will be used to respond to escalating risk in the order they should be phased in, least restrictive first.</p> <p>If the strategies include specific physical restraint techniques/mechanical restraint explain clearly which techniques are to be employed.</p>	

Additional notes and relevant advice	
Name of staff member(s) who prepared plan	
Signature of staff member(s) and date	
Name of principal	
Signature of principal and date	
Date the plan will be reviewed (<i>at least once per semester</i>)	
Signature of parent and date (where possible)	
Attach to Individual Behaviour Support Plan and upload a signed copy into the individual student's OneSchool <i>Support</i> record.	

NB: This plan is only enacted after all other positive and proactive strategies have been tried and have failed to reduce risk and behavioural escalation. This is a plan of last resort to reduce foreseeable risk to the student and other people, there being no other reasonable action that will reduce the risk.

The Principal should ensure a record is made in OneSchool if the student's parent declines or is unable to sign the Individual Student Safety Plan.

Appendix 8: Part-time educational program plan (the Plan)

Privacy statement

The Department of Education (the department) is collecting personal information in this form for the purpose of completing a part-time attendance arrangement for the identified student in their education program.

The information will be shared with the school and department staff involved in the delivery of the student's Plan. The personal information collected will not be disclosed to any other person or agency unless you have given the department permission, or the department is required or authorised by law to disclose the personal information.

Your information will be stored securely. If you wish to access or correct any of the personal information on this form, or discuss how the personal information has been used, please contact your child's current state school or proposed state special school in the first instance. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact the department's regional office in the first instance.

About this Plan

This Plan is completed once all evidence has been considered as part of the personalised planning process for the student, consultation has occurred with the parent/s and/or student (if appropriate, having regard to age and other circumstances), and a part-time educational program is deemed a viable temporary option for the student. The Plan should be continuously monitored and reviewed, and effectiveness evaluated.

PART 1 – Plan establishment	
Student, parent, school and stakeholder details	
Student name	
Parent name/s	
Name of school	
Name of principal	
Relevant stakeholders	
Case manager/nominated staff member	
Teacher (if no case manager)	
Review dates	Intermediate review: <i>[insert date]</i> Final review: <i>[insert date]</i>
Previous Plan (if relevant)	

Has a Plan been undertaken within the last 12 months?	Yes / No (please circle) If Yes, please complete the following: Approval date: Plan start date: Plan end date:					
Educational/other needs, hazards/risks and strategies to address these (this section to be completed by a registered teacher). If supporting documentation is available, please attach.						
Educational needs, reason/s for a part-time program and intended learning outcomes	<i>[Details of educational/other needs, barriers to participating in a full-time program, reasons for implementation of part-time program, and intended learning outcomes the arrangement is intended to achieve]</i>					
Health, safety and wellbeing	<i>[Are there any hazards or risks associated with the student's functioning that may impact the health, safety or wellbeing of the student, staff and other students in the workplace?]</i> <i>[Will this Plan introduce any new hazards or risks that may impact the health, safety or wellbeing of the student, staff and other students? If so, what has been done to mitigate risk?]</i>					
Personalised and/or support plans/assessments in OneSchool	<i>[Insert details if available, e.g. Personalised Learning Plan, Risk Assessment and Management Plan, Health management plan, Behaviour records, AVT reports]</i>					
Professional support	<input type="checkbox"/> Guidance Officer <input type="checkbox"/> Regional coach <input type="checkbox"/> Registered nurse <input type="checkbox"/> Therapist <input type="checkbox"/> AVT <input type="checkbox"/> Other <i>[please specify]</i>					
Strategies and/or reasonable adjustments to be implemented to increase participation and engagement (please reference and attach existing plans if relevant)	<i>[Plans, strategies and/or reasonable adjustments to be implemented to address the barriers, e.g. Personalised Learning Plan, Risk Assessment and Management Plan, additional personnel support, professional development/training options for staff]</i>					
Implementation						
Days and hours the student will attend school	Days	Monday	Tuesday	Wednesday	Thursday	Friday
	Hours					
Strategy for school work completion and feedback while not attending school	<i>[Process for student to access education program and learning resources offsite and to receive feedback about school work completed]</i>					
Plan agreement and approval						
Parent/s	<i>[Parent name/s]</i> Signature/s: _____ Date: _____ * A part-time educational program for children younger than the compulsory school age or children of compulsory school age cannot be approved without the written agreement of the parent/s of the student.					

Case manager/nominated staff member	<i>[Name of case manager/nominated staff member]</i> Signature: _____ Date: _____
Principal	<i>[Name of principal. Note: approval cannot be delegated]</i> Signature: _____ Date: _____
Comments	
PART 2 – Intermediate review	
Monitoring and review details	
Outcome of intermediate review	<i>[e.g. Student's participation will increase, student will resume a full-time program]</i>
Actions from intermediate review	<i>[Enter details]</i>
Agreement and approval	
Parent/s	<i>[Parent name/s]</i> Signature/s: _____ Date: _____
Case manager/nominated staff member/principal	<i>[Name of case manager/nominated staff member]</i> Signature: _____ Date: _____
PART 3 – Final review	
Monitoring and review details	
Outcome of final review	<i>[e.g. Student's participation will increase, student will resume a full-time program]</i>
Actions from final review	<i>[Enter details]</i>
Agreement and approval	
Parent/s	<i>[Parent name/s]</i> Signature/s: _____ Date: _____
Case manager/nominated staff member	<i>[Name of case manager/nominated staff member]</i> Signature: _____ Date: _____
Principal	<i>[Name of principal. Note: approval cannot be delegated]</i> Signature: _____ Date: _____

NOTE: A signed copy of this plan must be uploaded to One School under Personalised Learning (under the evidence tab) and the original, hard copy kept in the student's school record. Only minimal information is required to be recorded in the OneSchool Personalised Learning data entry fields providing the key characteristics and impacts for the student, and focus area (Part-time educational program). Supporting evidence or documentation can be attached to plan.