



KINGSTON STATE SCHOOL

Student Code of Conduct

2021 - 2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to receive a quality education. This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

At Kingston State School we are committed to providing a caring, secure and disciplined learning environment in which all children have the support necessary to maximise their academic and social potential in partnerships with our community. We offer experiences which encourage children to become responsible, independent lifelong learners and to become active and tolerant members of a changing society.

As a part of the school's priorities, one of the key issues/goals within the curriculum, teaching and learning program is to promote responsible, safe and on-task behaviour. Our Student Code of Conduct, developed consultatively with the community, focuses on positive school behaviour through Positive Behaviour for Learning (PBL).

Contact Information

Postal address: PO BOX 113

Phone: 3827 6222

Email: principal@kingstonss.eq.edu.au

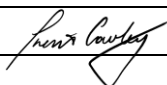
School website address: <https://kingstonss.eq.edu.au/Pages/default.aspx>

Contact Person: Stephanie Crick Principal

Endorsement

Principal Name: Trent Cowley

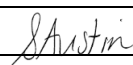
Principal Signature:



Date: 27.1.21

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

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



Date: 27.1.21

Contents

Purpose	2
Principal's Foreword	4
Data Overview	5
Review Statement	5
School Opinion Survey	6
School Disciplinary Absences (SDA)	7
Learning and Behaviour Statement	8
Student Wellbeing and Support Network	9
Whole School Approach to Discipline	12
Consideration of Individual Circumstances	14
Differentiated and Explicit Teaching	14
Focussed Teaching	16
Intensive Teaching	16
Legislative Delegations	17
Legislation	17
Delegations	17
Disciplinary Consequences	18
School Policies	21
Temporary removal of student property	21
Use of mobile phones and other devices by students	23
Preventing and responding to bullying	25
Appropriate use of social media	31
Restrictive Practices	32
Critical Incidents	33
Related Procedures and Guidelines	34
Resources	35

Principal's Foreword

Introduction

Principal Foreword

Kingston State School is a leader of learning in Logan City. We are committed to providing the best learning opportunities for each of our students. We pride ourselves on ensuring our students are safe, respectful and responsible learners as they uphold our core values of ***Excellence, Acceptance, Respect, Resilience and Responsibility.***

At Kingston State School, we ensure we support our students and staff in every way possible. We are a Positive Behaviour for Learning school. This means we ensure we teach our students explicitly the behaviours we expect to see both inside and outside our classrooms.

Our ultimate goal is to nurture our students to become the leaders of tomorrow. We want to ensure our students are successful learners whilst they are at Kingston SS and as they move into high school. We want our students to be able to lead a life of choice rather than a life of chance.

This Student Code of Conduct clearly outlines the expected behaviours of the students at Kingston State School. It also outlines potential consequences if students do not adhere to the expectations in the Code of Conduct. By enrolling your child at Kingston State School, parents and care givers are agreeing that their children will adhere to the Student Code of Conduct.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

Staff opinion Survey

		2015		2016		2017		2018		2019	
	Number of school staff who agree that	n	%	n	%	n	%	n	%	n	%
S2069	I enjoy working at this school.	34	79.4	55	94.5	50	90.0	62	91.9	59	88.1
S2070	I feel this school is a safe place in which to work.	34	79.4	55	85.5	50	64.0	62	80.6	59	67.8
S2071	I receive useful feedback about my work at this school.	34	70.6	55	85.5	50	86.0	61	80.3	59	83.1
S2072	Students are encouraged to do their best at this school.	34	91.2	55	98.2	50	92.0	62	90.3	58	87.9
S2073	Students are treated fairly at this school.	34	94.1	55	92.7	50	68.0	61	78.7	58	67.2
S2074	Student behaviour is well managed at this school.	34	58.8	55	58.2	50	34.0	62	58.1	59	42.4
S2075	Staff are well supported at this school.	34	67.6	54	79.6	50	76.0	61	72.1	59	72.9
S2076	This school takes staff opinions seriously.	34	67.6	52	82.7	48	70.8	61	82.0	57	84.2
S2077	This school looks for ways to improve.	34	85.3	54	96.3	50	92.0	61	98.4	58	89.7
S2078	This school is well maintained.	34	79.4	54	87.0	50	78.0	62	82.3	59	79.7
S2079	This school gives me opportunities to do interesting things.	34	73.5	55	90.9	48	87.5	60	88.3	59	81.4

Student Opinion Survey

		2015		2016		2017		2018		2019	
	Number of school staff who agree that	n	%	n	%	n	%	n	%	n	%
S2036	I like being at my school.	54	94.4	107	93.5	116	90.5	100	90.0	117	85.5
S2037	I feel safe at my school.	54	94.4	109	91.7	114	78.1	100	82.0	117	78.6
S2038	My teachers motivate me to learn.	53	96.2	108	95.4	115	91.3	100	94.0	117	93.2
S2039	My teachers expect me to do my best.	54	96.3	108	96.3	115	93.9	100	96.0	120	95.8
S2040	My teachers provide me with useful feedback about my school work.	53	92.5	107	95.3	114	90.4	99	90.9	116	86.2
S2041	Teachers at my school treat students fairly.	54	96.3	106	88.7	115	75.7	100	90.0	117	79.5
S2042	I can talk to my teachers about my concerns.	52	84.6	104	89.4	108	79.6	97	87.6	116	88.8
S2043	My school takes students' opinions seriously.	54	94.4	107	86.0	107	73.8	96	80.2	114	77.2
S2044	Student behaviour is well managed at my school.	53	75.5	105	74.3	113	54.0	99	58.6	119	59.7
S2045	My school looks for ways to improve.	54	96.3	105	93.3	114	88.6	99	93.9	116	91.4
S2046	My school is well maintained.	54	85.2	106	90.6	111	70.3	99	86.9	115	70.4
S2047	My school gives me opportunities to do interesting things.	54	94.4	106	95.3	111	87.4	98	91.8	116	89.7

Parent Opinion Survey

S2001	My child likes being at this school.	18	94.4	14	100.0	23	95.7	24	95.8	35	85.7
S2002	My child feels safe at this school.	18	83.3	14	92.9	23	73.9	24	83.3	35	77.1
S2003	My child's learning needs are being met at this school.	18	72.2	14	78.6	22	77.3	24	83.3	35	85.7
S2004	My child is making good progress at this school.	18	77.8	14	85.7	23	78.3	24	79.2	35	88.6
S2005	Teachers at this school expect my child to do his or her best.	18	94.4	14	92.9	23	95.7	24	87.5	35	100.0
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	18	88.9	13	84.6	22	90.9	24	79.2	35	91.4
S2007	Teachers at this school motivate my child to learn.	18	88.9	14	85.7	22	86.4	24	83.3	35	100.0
S2008	Teachers at this school treat students fairly.	18	72.2	13	84.6	23	73.9	24	79.2	35	88.6
S2009	I can talk to my child's teachers about my concerns.	18	100.0	14	92.9	23	95.7	24	91.7	34	94.1
S2010	This school works with me to support my child's learning.	18	83.3	14	85.7	23	87.0	24	79.2	34	91.2
S2011	This school takes parents' opinions seriously.	18	83.3	13	69.2	23	56.5	24	79.2	33	69.7
S2012	Student behaviour is well managed at this school.	18	77.8	14	71.4	23	52.2	24	70.8	35	57.1
S2013	This school looks for ways to improve.	18	88.9	13	84.6	22	77.3	23	95.7	34	88.2
S2014	This school is well maintained.	17	76.5	14	92.9	23	82.6	23	82.6	35	88.6
S2016	My child is getting a good education at this school.	18	77.8	14	78.6	22	72.7	24	75.0	35	88.6
S2035	This is a good school.	18	83.3	14	78.6	22	86.4	23	78.3	35	77.1

School Disciplinary Absences

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

KINGSTON STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	431	504	367
Long Suspensions – 11 to 20 days	13	6	1
Exclusions	5	7	1

Learning and Behaviour Statement

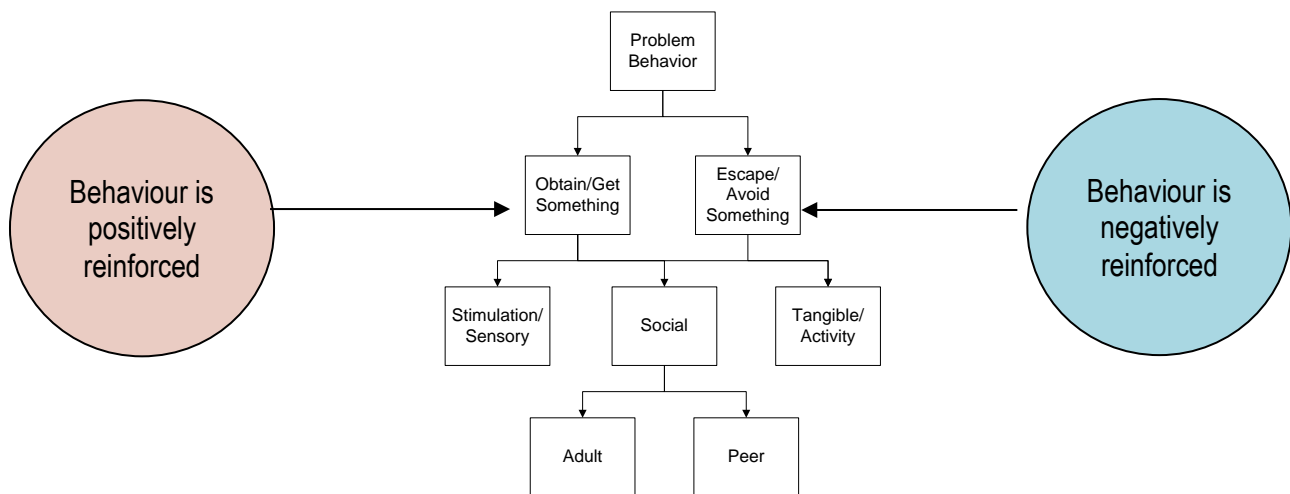
At Kingston State School we apply a functional approach to behaviour.

A functional approach to behaviour is a way of looking at behaviour as a means of fulfilling a need for a student. It asks the question, "Why did the student do that?"

Behaviour is functionally related to the teaching environment. It doesn't occur in a vacuum. When a person acts, even when their behaviour is considered to be inappropriate, they do so to achieve a result. The result or desired outcome is viewed as the consequence or the function of the behaviour. The function of the behaviour is legitimate, but the form of the behaviour may be unacceptable in the setting. In this sense, behaviour is observable and measureable.

The function of behaviour is:

- To access something (positive reinforcement)
 - Positive reinforcement is the condition in which a behaviour has an increased likelihood of occurring in the future if something (object or event) is given or presented after the behaviour occurs.
- To avoid or escape something (negative reinforcement)
 - Negative reinforcement is the condition in which a behaviour has an increased likelihood of occurring in the future if something (object or event) is avoided, escaped or removed after the behaviour occurs.



Student Wellbeing and Support Network

Kingston State School aims to provide appropriate support for the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Kingston State School, we provide age-appropriate health education that reinforces public health and safety messages.

Zones of Regulation

What is Self-Regulation?

Self-regulation is the ability to manage disruptive emotions and impulses, and to think before you react. In school, children need to be able to self-regulate to help them be ready to learn. Children whose states of arousal are too high or too low will struggle to focus on the learning task at hand.

What happens when children cannot self-regulate?

Children that are unable to self-regulate are prone to the following:

- Tantrums and outbursts
- Abusive behaviours – e.g. self-abuse, punching, kicking, biting
- Emotional distress
- Inattention/distractibility
- Refusal to participate

How can we help children learn self-regulation?

To help children learn self-regulation, we need to work on their:

- Executive functioning – memory, planning and behaviour inhibition.
- Emotional regulation – initiating, inhibiting, or modulating our state or behaviour in a given situation.
- Sensory integration – the process by which we receive information through our senses, organise this information, and use it to participate in everyday activities.

What are the Zones of Regulation?

The Zones of Regulation is a cognitive behaviour approach for helping students self-regulate their behaviours, emotions, and sensory needs. By using concepts and visuals to help students learn to recognise their feelings and level of arousal, it allows them to employ strategies for optimal learning. The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the Zones are

expected at one time or another, but the curriculum focuses on teaching students how to manage their Zone based on the environment and people around them. For example, when playing on the playground or in an active/competitive game, no one would think twice about one being in the Yellow Zone but that would not be the same in the library.

Although the Zones of Regulation is often used to support the needs of children with ASD or ADHD, it is very much applicable to all children, and even adults. The ability to recognise our own state of arousal and to make the necessary adjustment so that it is appropriate for the occasion we face is something we all require to function optimally.

Creating safe, supportive and inclusive environments

Our learning environment is one that is positive, respectful, caring and safe. It inspires healthy, thriving and optimistic young people.

This is achieved by providing:

- A whole school commitment to wellbeing with an explicit focus on social/emotional learning
- A strong vision and mission statement
- School values
- Positive Education, authentic whole school approaches and frameworks
- Consistency of practice
- A strong focus on relationships and optimism
- A school wide positive behaviour framework (Positive Behaviour for Learning)
- A Wellbeing Support Team
- The Treehouse Student Support Service
- A Pastoral Care Program- School Chaplain
- Effective community partnerships
- A commitment to professional development
- Breakfast and lunch programs for students
- Celebrations of success
- Inclusive education
- Differentiation
- Respectful Relationships Education

Building the capability of staff, students and the school community

Our curriculum ensures a strong focus on the wellbeing of our students. It builds the foundations for wellbeing by explicitly teaching personal and social capabilities which equips our students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships. Our Kingston Pedagogical Framework enables multiple opportunities for engagement and learning which directly impact our students' wellbeing. Our curriculum and pedagogical practices support lifelong learning.

This is achieved by:

- implementing the curriculum as specified in the *P-12 curriculum, assessment and reporting framework* and embedding personal and social capabilities in self-awareness; self-management; social awareness and
- implementing weekly PBL lessons
- School-wide implementation of The Zones of Regulation
- Implementing weekly lessons supporting learning, engagement and wellbeing (inclusive of Cybersafety)

- Implementing support plans as required
- Offering a wide range of extracurricular activities
- Adopting a common language of wellbeing
- Differentiating learning experiences
- Implementing authentic engaging learning experiences
- Recognising the importance of humour & optimism
- Productive partnerships both within and beyond the school

are essential for successful community wellbeing. This is best achieved by nurturing partnerships with and between students, staff, parents and carers as well as facilitating partnerships with the wider community. Our community partners include: The Salvation Army Communities for Children (Logan) and associated partners-, Mob Kinnectors, Kingston East Neighbourhood Group, YMCA Breakfast Club, Our Watch/Deakin University, Bunnings,

Griffith University, South East Region Mental Health Coach, Queensland Police Service (Adopt-a-Cops), PCYC, McDonald's (Logan), Scripture Union, Second Bite Org. (Food for people in need)

Developing strong systems for early intervention

The policies, procedures and human resources within our school enable our school to make good decisions in relation to optimising student engagement and wellbeing:

- DoE Student Learning and Wellbeing Framework
- Kingston State School Pedagogical Framework
- PBL Framework
- Zones of Regulation – Neuroscientific approach
- BeYou – Mentally Healthy Community
- SMAaART Process (Student Management Assessment and Adjustment and Referral Team)
- Fulltime Guidance Officer
- School Chaplain

Whole School Approach to Discipline

At Kingston State School we have the highest expectations for student learning and behaviour. The cornerstone of our Code of School Behaviour are our 3 school rules:

BE SAFE

BE RESPECTFUL

BE A LEARNER

We believe that:

- social and academic outcomes are maximised through quality learning
- students have the right to learn and teachers have the right to teach and to be treated with respect where positive relationships are fostered
- all members of the community will demonstrate self-control, accept responsibility and learn to manage their own behaviours
- the effort to achieve positive behaviour is a shared responsibility of the student, the home and the school
- positive behaviour needs to be regularly acknowledged in appropriate ways and
- The SMAaART (Student Management Assessment and Adjustment Referral Team) will provide support for children who present with inappropriate behaviours.

KINGSTON STATE SCHOOL PBL PREVENTION AND PROBLEM SOLVING MODEL



1. Are the foundations of effective classroom PBL in place?

Effectively design the physical environment of the classroom.



Develop and teach predictable classroom routines.



Teach our 3 school rules and our 5 values. Teach Zones of Regulation strategies.

2. Are proactive and positive classroom PBL practices implemented consistently?

(Use Essential Skills and Zones of Regulation strategies)

Provide high rates of varied opportunities to respond.



Use prompts and active supervision.



Acknowledge expected behaviour with specific praise and other strategies.

3. Does data indicate that students are still engaging in problem behaviour?

YES

NO

Determine if behaviours are minor or major (chronic or serious) violations of the classroom.

Well done! Continue to monitor outcomes across time and adjust implementation as needed.

Actions for Minors

- Correction
- Request student to demonstrate expected behaviour
- Refer minor behaviour to a buddy class
- Rubbish duty
- Teacher supervised detention

MINOR

TEACHER TO MANAGE MINORS

Use brief, specific error correction and other consequence strategies.

MAJOR

TREEHOUSE/OFFICE TO MANAGE MAJORS

Determine number of students involved (many or a few).

MANY

Review, adjust and intensify classroom PBL practices. Request additional support.

FEW

Request additional support for students. SMAaART referral required.

Actions for Majors

- Restorative Justice
- Restitution
- Suspension
- Behaviour Support Plan
- Staff involvement and support
- Parents contacted
- Structured play

Consideration of Individual Circumstances

Staff at Kingston State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

Kingston State School's proactive and preventative whole-school processes and strategies encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions. There is a clear, consistent process for managing student behaviour. Open and regular communication is integral to the process in order to support students and build strong community relationships.

Whole school processes include:

- data collection and interpretation to identify patterns of both positive and negative behaviour
- clearly stated values, rules and school expectations for students, parents and whole community
- explicit teaching of values and our rules and expectations through the PBL matrix
- a commitment of professional development for staff, particularly in the areas of PBL, Essential Skills and Zones of Regulation
- modelling of expected behaviours by staff at all times and
- proactive strategies including 'fish' reward cards and associated levelled rewards, postcards sent home, certificates, whole school and class rewards, Student of the Month awards, student recognition in newsletters and Facebook, PBL trophies and schoolwide FISH! Philosophy.

Positive Behaviour for Learning Expectation Matrix

Rules	Whole School	Classroom	Outside the Classroom	Transitions, Routines, Before and After School
Be Safe	<ul style="list-style-type: none"> • I know and apply the High 5 • I use self-control (hands, feet, mouth and objects to myself) • I look out for the safety of others • I make safe choices • I only bring safe items to school • I am in the right place at the right time • I know how to be road safe 	<ul style="list-style-type: none"> • I use classroom equipment correctly • I enter rooms only with adults • I use stairways appropriately 	<ul style="list-style-type: none"> • I play only in supervised areas • I am sun safe • I use toilets hygienically • I walk on pathways and around buildings • I take turns when playing on/with equipment • I line up at the tuckshop • I eat only in my correct eating area 	<ul style="list-style-type: none"> • I act sensibly in my area before and after school • I act sensibly and consider others when walking around the school • I am aware of personal safety • I walk my bike/scooter when inside the school grounds
Be Respectful	<ul style="list-style-type: none"> • I respect other people using the High 5 • I use manners and show courtesy to my teachers, other adults and classmates • I use build-ups not put-downs • I respect individual differences • I use appropriate language and gestures • I will be a role model and wear the correct school uniform • I am honest • I don't accept bullying • I know how to use an appropriate voice level • I will respect boundaries given to me by others 	<ul style="list-style-type: none"> • I am on time for my learning • I respect the right of others to learn and the teacher's right to teach. • I demonstrate whole body listening • I get permission to leave the classroom 	<ul style="list-style-type: none"> • I show good sportsmanship • I respect others' privacy when using toilets • I respect the environment 	<ul style="list-style-type: none"> • I follow protocols for school assemblies • I consider others when moving around the school
Be a Learner	<ul style="list-style-type: none"> • I try my best for all tasks • I am an active learner (I participate in activities and ask questions to help my learning) • I follow instructions immediately • I follow classroom and school routines • I am organised and prepared for learning (body, equipment, space) • I try to be a problem solver • I accept the consequences of my actions 			<ul style="list-style-type: none"> • I am at school, on time, every day • I am responsible for my wellbeing

Focused Teaching

For students who experience difficulties exhibiting acceptable behaviours a range of targeted support includes:

- Individual, group and whole class social skilling including Zones of Regulation, conflict resolution and problem solving, building friendships, repairing relationships and developing mutual respect
- meetings held with families where appropriate
- Individual Behaviour Plans (IBP) negotiated between the student, teacher and parent
- open communication between staff, Behaviour Support Teacher, SMAaART, parents, and other community members e.g. Queensland Police Service, Chaplain, P&C, Guidance Officer
- whole class support offered to teachers where appropriate and
- alternative play activities e.g. structured play, area cards, sporting, cultural and music clubs.

Intensive Teaching

Intensive behaviour support is required for students who have extreme difficulty managing their behaviour. Intensive support strategies include:

- referral to SMAaART
- regular meetings with parents, teachers and students where IBP is revised and adjusted to meet student needs. The process usually includes parents, teachers, students, Administration representatives, Guidance Officer, Behaviour Support Teacher and Wellbeing Officer
- referral to outside agency or program (Bardon Road Behaviour Support Program, PLACE {Pathways for Life-Alternative Choices in Education} and Child Youth Mental Services) and
- Functional Behavioural Analysis (FBA) – This program looks at what needs to be changed to modify behaviour.

This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Legislative Delegations

Legislation

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

Delegations

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

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

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

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

Disciplinary Consequences

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

Kingston State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. We proactively teach positive behaviour intervention through our PBL weekly lessons and Zones of Regulation. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the Planning Room/Behaviour Support Teacher.

MINORS	MAJORS
<i>To be dealt with and entered on OneSchool by the classroom teacher</i>	<i>To be referred to the Treehouse or Office and entered on OneSchool by Treehouse staff or Deputies/Principal</i>
Be Safe	
<i>Bullying and harassment</i> <ul style="list-style-type: none"> • Teasing • Threats to others 	<ul style="list-style-type: none"> • Ongoing bullying and teasing • Sexual harassment • Unacceptable immoral behaviour • Ongoing threats to others
<i>Lying or cheating</i> <ul style="list-style-type: none"> • Dishonesty 	<ul style="list-style-type: none"> • Ongoing dishonesty
<i>Misconduct involving an object</i> <ul style="list-style-type: none"> • Low level property damage (drawing on desks, ripping pages from their books, pushing over chairs) 	<ul style="list-style-type: none"> • High level property damage (graffiti, furniture, amenities) • Dangerous behaviour (throwing chairs/desks, destroying the classroom)
<i>Physical misconduct</i> <ul style="list-style-type: none"> • Low level physical aggression (pinching, pushing, poking with a pencil) 	<ul style="list-style-type: none"> • Physical aggression involving an object • Extreme and deliberate physical aggression or physical harm to another student or adult
<i>Skipped class</i> <ul style="list-style-type: none"> • Non-Punctuality 	<ul style="list-style-type: none"> • Leaving the classroom or lesson without the permission of the classroom teacher
<i>Unsafe behaviour</i> <ul style="list-style-type: none"> • Running on concrete, swinging on chairs, climbing and jumping over rails and benches • Out of bounds 	<ul style="list-style-type: none"> • Illegal behaviour • Behaviour involving illegal substances • Ongoing unsafe behaviour (ignoring or refusing teacher/ adult instructions)
Be Respectful	
<i>Defiant to adults</i> <ul style="list-style-type: none"> • Not following teacher instructions immediately 	<ul style="list-style-type: none"> • Repeated refusal to follow teacher instructions

Dress code	
<ul style="list-style-type: none"> Incorrect uniform 	
Property misconduct	
<ul style="list-style-type: none"> Stealing Bringing items to school that affect the good order and management of the school Littering 	<ul style="list-style-type: none"> Persistent stealing Bringing prohibited items to school (knives etc.)
Verbal misconduct	
<ul style="list-style-type: none"> Offensive language not directed at teacher/adults or other students 	<ul style="list-style-type: none"> Serious offensive language (including racist comments) directed at adults or other students
Be a Learner	
Disruptive	
<ul style="list-style-type: none"> Low level disruptive behaviour 	<ul style="list-style-type: none"> Continuous/ ongoing disruptive behaviour that adversely affects others
Incomplete classwork	
<ul style="list-style-type: none"> Unfinished class work or homework 	
Non-compliance	
<ul style="list-style-type: none"> Refusal to participate in a program of instruction 	<ul style="list-style-type: none"> Continuous non-compliance

Minor Behaviour Actions:

- Correction
- Request student to demonstrate expected behaviour
- Referral to Buddy Class
- Rubbish duty
- Contact with parents
- Loss of privileges

Major Behaviour Actions:

- Treehouse referral
- Verbal Behaviour Plan with parent notification
- Office referral
- Individual Behaviour Plan
- Traffic Lights
- C.I.C.O (Check In Check Out)
- Area Card
- Structured Play
- Detention
- Withdrawal from playground/classroom
- Contact with parents
- Meeting with parents
- Guidance Officer referral
- Suspension 1-20 days
- Recommendation for exclusion
- Contact police

NB. Suspension or Exclusion may be used where the behaviour is serious and/or persistent. This is in line with the Education Queensland Policy *Safe, Supportive and Disciplined School Environment Version 7.3*. Persistent inappropriate behaviour is that which threatens the good order of the school and/or safety of people within the school. Suspension and exclusion will only be used where other processes have been put into place previously or the incident is of a serious nature. Consideration will be given to the specific circumstances in each case.

Prior to making a decision about disciplinary consequences, including detention, removal of privileges, suspension or exclusion:

- assess the student's behaviour and the level of risk the behaviour presents
- take into account:
 - o a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- procedural fairness in all decision making
- that the grounds for suspending or excluding a student apply to all students, including mature aged students
- the conduct of a student may include an omission to perform an act by the student
- that action can be taken to address behaviour occurring outside school premises or school hours
- an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
- apply a school disciplinary absence, such suspension or exclusion, as a strategy of last resort.

Principals

- are the only staff members under the Education (General Provisions) Act 2006 (Qld) with the power to make a decision about the use of suspension for an enrolled student
- in contemplating the use of suspension as a disciplinary consequence, consider whether the student's behaviour constitutes one or more of the following grounds from section.282 of the Education (General Provisions) Act 2006 (Qld):
 - disobedience
 - misbehaviour
 - conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
 - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
 - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff
 - the student is charged with a serious offence
 - 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
- provide the student and parent written notice of the suspension on the approved form
- may authorise a Deputy Principal, Head of Special Education or Head of Curriculum or Department to tell a student and parent of the Principal's decision to suspend.

School Policies

Kingston State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- Preserve the caring, safe, supportive and productive learning environment of the college
- Maintain and foster mutual respect among staff and students at the college
- Encourage all students to take responsibility for their own behaviour and the consequences of their actions
- Provide for effective administration of matters about the students of the school
- Ensure compliance with the school's Student Code of Conduct or any other directive, guideline or policy (e.g. uniform policy)

There are a number of items that are prohibited on school property. Students must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that

- is prohibited according to the school's Student Code of Conduct
- is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or it is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to the police.

Where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or 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.

The length of the temporary removal of property is dependent on the item being confiscated. For example, phones being used inappropriately in class or jewellery/clothing items that violate the uniform policy (e.g. hoodies) may be removed until the end of the school day. It is the principal's decision as to how long property can be reasonably removed from a student.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student of the student.

For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored in the phone.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be an emergency circumstance where it is necessary to search a student's property without the student's consent or the consent of their parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

Use of mobile phones and other devices by students

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

Personal Technology Device Usage

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. At Kingston State School this means students hand their devices to the office prior to school and collect it at the end of the day. Please respect the community agreed expectations for these spaces and behaviours.

Certain Personal Technology Devices Banned From School

Students are not encouraged to bring certain valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Kingston State School accepts no responsibility for lost, damaged or stolen devices.

Confiscation

School staff may confiscate personal technology devices used contrary to this policy on school premises. They will be made available for collection from the school office at the end of the school day unless required 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 devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

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 personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the values of respect, responsibility and the right to privacy at Kingston 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 the class teacher provides express consent.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter 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 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.

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) is against the law, and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages 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.

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 hear, 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 a Deputy Principal or the Principal.

** Personal Technology Devices include, but are not limited to, devices (such as smart phones, laptops, computers, cameras, portable gaming devices, and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player , mobile telephones, iPods®, iPads® and devices of a similar nature.*

Preventing and responding to bullying

Kingston State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Kingston State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Kingston State School strives to create positive environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and wellbeing of all members of the school community.

There is no place for bullying at Kingston State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Kingston State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

The flowchart to the right describes the school-wide High 5 strategy that students should follow when dealing with issues.

What is the High 5?

- The High 5 is a whole school approach that will help reduce playground issues.



- It is comprised of five strategies that students can use when they are faced with issues in the playground.
- It is a method of problem solving that can be used in the classroom or playground.
- The High 5 values student well-being.
- The High 5 is used to build student's social skills and resilience.

What does the High 5 look like?

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm and confident).
- Remind yourself that you do not need to respond.
- Count to 5 in your head slowly.
- Take deep breaths.

Talk friendly

- Use a calm voice.
- Maintain eye contact.
- Show positive body posture (calm and confident).
- Use language like – "I feel... when you... because...).

Talk firmly

- Use an assertive voice, slightly raised.
- Tell them to stop it! I don't like it.
- Repeat your statement – "I feel... when you... because...).

Walk away

- Stand tall, head high.
- Mouth closed.
- Show positive body posture (calm and confident).
- Do not use eye contact.
- Walk somewhere else, away from the conflict.
- Do not look back.
- Do not run.

Tell the teacher – (If they continue to bother you).

- Walk away and tell the teacher.
- Bystanders (If you witness someone using the High 5, support them).

If school staff are made aware of any bullying issues, they are to refer this immediately to the relevant teacher or staff member to investigate.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the values and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms

- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Cyberbullying

Cyberbullying is treated at Kingston State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the relevant staff member.

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 Kingston State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Student Intervention and Support Services

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

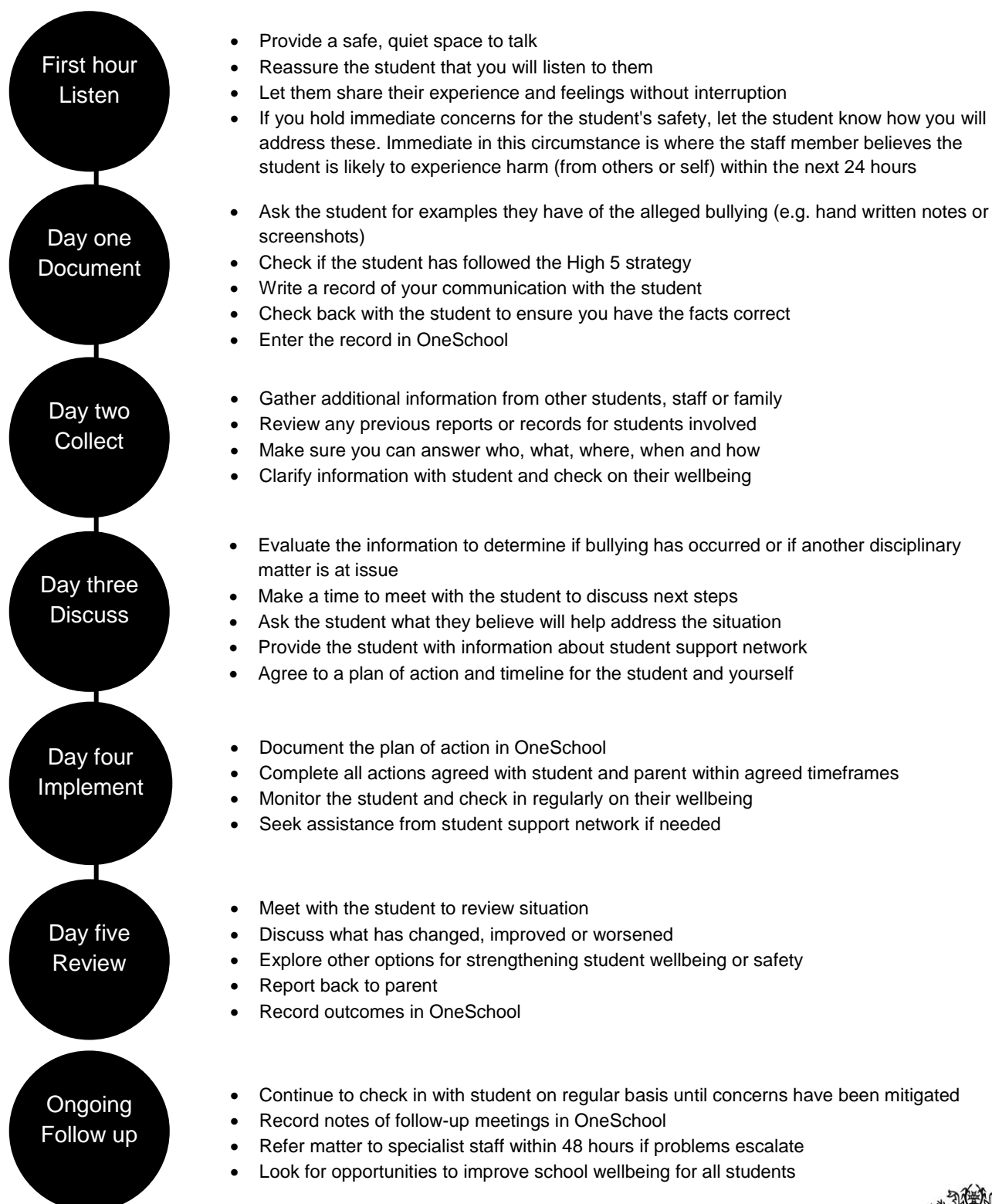
Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Kingston State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed.

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, referral to mental health services or involvement in a restorative justice strategy. 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 social events or celebrations, or more severe punishments such as suspension or exclusion from school.

Bullying response flowchart for school staff

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.



Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

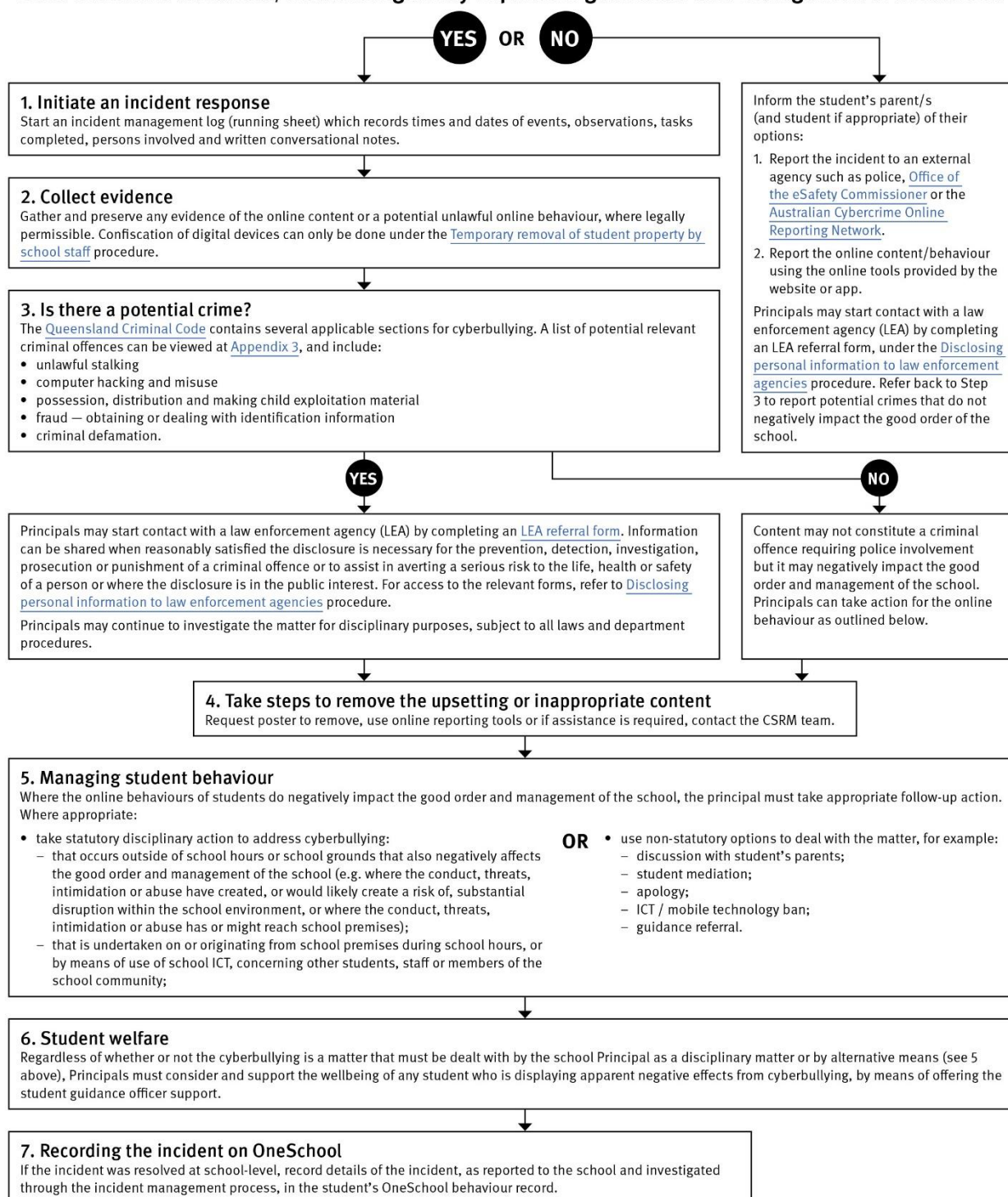
Explicit images

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

Help

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

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



Appropriate use of social media

Kingston State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and apps can provide positive social development experiences through an opportunity to develop friendships and shape identities. When used safely, social media sites and apps such as Facebook, Twitter, Snapchat and Instagram can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes for the user and others.

Kingston State School is committed to promoting the responsible and positive use of social media sites and apps. This policy reflects the importance of students at Kingston State School engaging in appropriate online behaviour.

Students of Kingston State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking or engaging with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to the relevant staff member and allow he/she to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Kingston State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Kingston State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Restrictive Practices

School staff at Kingston State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)