



Corinda State High School

**Student
Code of Conduct
2020 - 2024**



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





Student Code of Conduct

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Endorsement

Executive Principal Name:	Helen Jamieson
Executive Principal Signature:	
Date:	2 December 2020
School Council Chair Name:	Genise Benz
School Council Chair Signature:	
Date:	2 December 2020



Contents

Contact Information	1
Endorsement	1
Contents	2
Purpose	3
Learning and Behaviour Statement.....	3
Whole School Approach to Discipline	4
Consideration for Individual Circumstances.....	5
Differentiated and Explicit Teaching	6
Focused Teaching.....	6
Intensive Teaching	7
Disciplinary Consequences.....	8
Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour	8
Consequences for Unacceptable Behaviour.....	10
Ensuring a Consistent Response to Problem Behaviours	16
School Policies	16
Temporary removal of student property	17
Responsibilities	18
Use of mobile phones and other devices by students	19
Responsibilities	19
Preventing and responding to bullying	21
Bullying	21
Cyberbullying	23
Cybersafety and Reputation Management (CRM)	25
Student Intervention and Support Services	25
Appropriate use of social media	25
Restrictive Practices	27
Immediate strategies that staff may use include:.....	28
Reinforcement and correction strategies	28
Follow up Strategies.....	28
Physical Intervention	28
Record keeping.....	29
Critical Incidents	29



Purpose

Corinda State High 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 supportive of their lifelong wellbeing.

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

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

Learning and Behaviour Statement

All areas of Corinda State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable sociable learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are explicit to everyone, helping to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understanding of their role in the educational process.

At Corinda State High School, it is expected that all members of the school community will actively participate in the creation of a supportive learning environment that promotes positive emotions, engagement, relationships, meaning, accomplishment and health. This is supported by three school values:

- Integrity
- Compassion
- Curiosity and Drive.

Our school values support our pursuit of preparing future ready students who exercise agency in their own education and throughout life.

We believe:

- Student behaviour is an educational issue rather than just a management issue
- Parents/guardians play a primary role in supporting and nurturing their children, therefore our work with young people flourishes when we work together
- Students learn best when they:
 - are treated with understanding, respect and politeness
 - feel safe and confident
 - feel challenged by the tasks they are completing
 - feel pride in their achievements
 - can work in a supportive classroom environment



- are emotionally and physically well
- have a sense of belonging to the school community.

Our school values are aligned with the values, principles and expected standards outlined in the Department of Education's Code of School Behaviour and Chapter 12 of the Education General Provisions Act 2006.

Whole School Approach to Discipline

Corinda State High School (CSHS) developed this Student Code of Conduct in collaboration with our school community. Consultation with parents, staff and students was undertaken in August 2020 and a review of school data sets relating to attendance, participation and student disciplinary absence, and data from the School Opinion Survey and student wellbeing surveys, also informed the development process.

This is a whole-school approach to discipline, used in classrooms and programs offered through the school, including all education outside of the school site. The Student Code of Conduct has been informed by the AITSL Professional Standards of teaching practice, with particular consideration given to Standard 4, to create and maintain safe learning environments. The Corinda State High School Student Code of Conduct was also developed through the lens of the Positive Psychology Framework, which centres on students flourishing through cultivating positive emotions, engagement, positive relationships, meaning, achievement and health.

This is an evidence-based framework used to:

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

These expectations are communicated to the whole school community, and implemented with students through the following processes and strategies to support student behaviour, including:

- Deans of Students
- Heads of Curriculum
- House Masters
- Active supervision by staff
- Student handbook
- Enrolment procedures
- School Website
- Engagement and transition programs
- Student Leadership Program and Academy
- Academic Coaching
- Assemblies (House, Year Level, Whole School)
- Parent Information presentations and newsletters.



Specific policies have been developed to address student behaviour expectations and the Student Code of Conduct should be read in conjunction with the following policies:

- Assessment Policy
- Attendance Policy
- Bookwork Policy
- Bullying and Harassment Policy
- Homework Policy
- Managing Electronic Devices in School Policy
- Plagiarism Policy
- School Representation Policy
- Uniform Policy.

Consideration for Individual Circumstances

Staff at Corinda State High 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 responding to inappropriate behaviour or applying a disciplinary consequence. To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered.

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. Some students may 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 staff consider with each individual, in both the instruction of behaviour expectations and the response to student behaviour. Staff at CSHS also follow Department of Education requirements regarding confidentiality obligations - limiting discussions or sharing information about individual circumstances of students, including disciplinary consequences, with persons other than the student's parents or caregiver.

CSHS considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing and their emotional state; and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning or impairment needs



- provide written or verbal statements that will be taken into consideration in the decision-making processes; and
- ensure that processes maintain the dignity, respect, privacy, and confidentiality of the student, consistent with the rights of the rest of the community.

Differentiated and Explicit Teaching

Corinda State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, as well as opportunities for practise.

As part of a whole school approach to support student learning, CSHS staff may vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

Individual needs and circumstances are addressed through reasonable adjustments to teaching, curriculum and assessment. This is addressed through a three layered approach to differentiation, as illustrated in the diagram below. This model is used for both academic and pedagogical differentiation.



Focused Teaching

A small percentage of all students in any classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or, as part of a learning area/subject, and focused teaching is provided to help them achieve success. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

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

These students are supported through a variety of staff including the curriculum Head of Department, Dean of Students, subject teachers, Head of Special Education or an Advocate to work



collaboratively with class teachers to provide focused teaching. Student progress is monitored by classroom teachers and the student's Head of Department to identify those who:

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

A range of strategies are employed to assist the student to redirect behaviour and to develop the skills to be successful at school.

Intensive Teaching

Corinda State High School recognises that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/guardians and other relevant specialist staff. The Dean of Students facilitates the assessment and support process referring students to the Students in Review team and collaboratively working with support staff in the school. Support staff include, Guidance Officers, Youth Support Coordinator, House Masters, Head of Special Education, School Nurse, Community Education Counsellor and Chaplain. Students with a verified disability are supported by their Head of Special Education and Advocate.

The Dean of Students:

- develops appropriate behaviour expectations and strategies with other staff members for behaviour support outside the classroom
- monitors the impact of support for individual students through continuous data collection; and
- consults with the Student in Review team over recommended process.

The Head of Department, Curriculum:

- develops appropriate behaviour expectations and strategies with classroom teachers and the student
- monitors the impact of support for individual students through continuous data collection; and
- consults with the Dean of Students regarding progress and if further referral is required.

In some cases the Dean of Students, in conjunction with the Guidance Officer, Head of Special Education and/or Senior Leadership:

- provides consistent strategies and adjustments outlined within the Educational Adjustment Program; and
- engages with external agencies, to support the student and their family.

While Corinda SHS makes every effort to assist students who present with challenging and complex problems, it is often in the best interest of the student to consider alternative educational pathways to support their engagement with their learning and career pathways.



Disciplinary Consequences

Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Corinda State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school values. The School Wide Expectations Teaching Matrix below outlines our agreed protocols and specific behavioural expectations in all school settings.

School Wide Expectations						
	Whole School	Learning Spaces	Grounds & Amenities	Technology	Travel To & From School	Off Campus
Integrity	<ul style="list-style-type: none"> • Treat all members of our community with courtesy and respect • Embrace diversity by being considerate of other's culture and beliefs • Follow instructions • Be honest and cooperative • Wear my uniform with pride • Consistently model appropriate behaviour • Take responsibility for my actions 	<ul style="list-style-type: none"> • Participate respectfully in group or individual activities • Respect classroom spaces and leave them tidy • Be punctual, organised and have my equipment ready • Take responsibility for my learning and seek assistance when needed • Complete all homework/assessment and submit work on time • Demonstrate academic integrity 	<ul style="list-style-type: none"> • Value the school grounds and keep them tidy • Respect our community and our neighbours and keep noise to a low level • Respect the environment • If you have a locker, value the use of it and keep it tidy and locked • Play by the rules • Place litter in the correct bins 	<ul style="list-style-type: none"> • Take care of all IT facilities and equipment • Follow the guidelines of our Managing Electronic Devices in School Policy • Maintain a positive reputation online • Save my work in multiple locations • Do not share personal details or inappropriate content online 	<ul style="list-style-type: none"> • Stand up and offer my seat to full-fare and pension passengers • Be mindful of those around you and be respectful and polite to fellow commuters • Keep conversations and music to a quiet level, to minimise the disturbance of passengers • Follow road safety rules at all times • Behave appropriately on public transport 	<ul style="list-style-type: none"> • Interact politely with members of the community • Represent CSHS in a positive manner • Know when and where to be • Follow directions



School Wide Expectations

	Whole School	Learning Spaces	Grounds & Amenities	Technology	Travel To & From School	Off Campus
Compassion	<ul style="list-style-type: none"> Promote positivity and wellbeing within the school Demonstrate resilience through greater understanding of others and self Care for the built and natural environment Reflect on the behaviour of self and others to allow opportunity for greater understanding and acceptance Be kind to others Embrace, value and respect other people's differences 	<ul style="list-style-type: none"> Respect the rights of others to learn Encourage and support others in their learning Be open to feedback and suggestions Set myself goals and extend myself to achieve them Keep the classroom tidy Participate in group projects to produce quality outcomes 	<ul style="list-style-type: none"> Share and use equipment appropriately Use the toilet during scheduled breaks Show care for fellow students by providing assistance when needed Look for the positives in others 	<ul style="list-style-type: none"> Interact with others appropriately on line Do not share information about others online Do not share inappropriate images online of self or others Respect the rights of others online 	<ul style="list-style-type: none"> Be mindful of community members when I travel Take responsibility for getting prepared to be organised for school and on time 	<ul style="list-style-type: none"> Participate fairly and safely Look for opportunities to give back to your community in a positive manner
Curiosity and Drive	<ul style="list-style-type: none"> Observe safety standards and procedures Report incidents of unsafe practices, harassment and/or bullying Ensure you always follow the hands off policy by not becoming physically involved with others Practice a growth mindset Be an active and positive member of the school community 	<ul style="list-style-type: none"> Enter and exit the room in an orderly manner Ensure your teacher knows where you are at all times Be in a classroom only when a teacher is present Use equipment safely Use furniture appropriately 	<ul style="list-style-type: none"> Play in the appropriate areas Be sun safe Stay within the designated boundaries of the school Report unknown members of the public that enter our school Maintain safe hygiene practices Only run in designated sporting areas 	<ul style="list-style-type: none"> Come to class prepared and with your device charged and in good working order Protect your devices and ensure your phone is in your Yondr pouch 	<ul style="list-style-type: none"> Be mindful of school staff and the school day by ensuring I am prepared and on time to school, arriving at least 15mins before my start time Travel with purpose and do not loiter, for example Coles, the gully or parks 	<ul style="list-style-type: none"> When on excursions engage with your learning and contribute to the exercise



Consequences for Unacceptable Behaviour

Corinda State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. 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. OneSchool is used to record all minor and major problem behaviours. A pattern of minor behaviours may constitute a major behaviour.

Minor and Major Behaviours

When responding to problem behaviour incidents, the staff member first determines if the problem behaviour is major or minor.

Minor behaviours are those that:

- are minor breaches of the school values
- do not seriously harm others or cause 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; and
- do not usually require involvement of specialist support staff, Dean of Students, the Senior leadership team and/or Heads of Department.

Major behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm; and
- constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.

Major behaviours result in a referral to the Dean of Students and/or Senior Leadership Team because of their seriousness.

When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member refers the matter to the Dean of Students.

	Area	Minor	Major
Integrity	Language (including while online)	<ul style="list-style-type: none"> • Inappropriate language (written/verbal), incidental swearing • Calling out • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse/directed profanity
	Property	<ul style="list-style-type: none"> • Lack of respect for the environment 	<ul style="list-style-type: none"> • Stealing/theft • Wilful property damage • Vandalism/graffiti



	Area	Minor	Major
Integrity	Follow Instructions	<ul style="list-style-type: none"> • Uncooperative • Poor attitude 	<ul style="list-style-type: none"> • Repeated and/or blatant disrespect • Failure to follow a staff member's direction • Defiance • Gross insolence/non-compliance
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Chewing gum • Eating/drinking in class 	<ul style="list-style-type: none"> • Bullying/victimisation/harassment • Major/repeated disruption to class
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty (lying about involvement in a low- level incident) 	<ul style="list-style-type: none"> • Major dishonesty that has a negative impact on others
Compassion	Rubbish	<ul style="list-style-type: none"> • Littering 	<ul style="list-style-type: none"> • Deliberate littering
	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells or verandahs 	<ul style="list-style-type: none"> • Dangerous methods of travelling around the school grounds
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Playing games in undesignated areas • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects that cause damage or harm
	Physical Contact	<ul style="list-style-type: none"> • Minor physical contact 	<ul style="list-style-type: none"> • Physical aggression • Fighting • Not reporting immediately if physical aggression or fighting has been witnessed
	Other		<ul style="list-style-type: none"> • Possession of alcohol, tobacco, cigarette papers and lighters/matches • Possession or selling of illicit drugs • Being in the company of those in possession of prohibited substances • Possession of weapons, including knives and any other items which could be considered a weapon
Curiosity and Drive	Uniform	<ul style="list-style-type: none"> • Not wearing a hat in playground (middle school) • Breaching the uniform policy 	<ul style="list-style-type: none"> • Incorrect uniform without Principal authorisation • Repeatedly breaching the uniform policy
	Class and homework tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Lack of equipment for lesson (including incorrect clothing) • Failure to complete work within set time frames 	<ul style="list-style-type: none"> • Continually failing to have necessary equipment and/or clothing to participate adequately • Persistently failing to complete set tasks within set time frames • Refusing to work
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (e.g. lateness after breaks) • Not in the right place at the right time 	<ul style="list-style-type: none"> • Leaving class without permission • Leaving school without permission • Persistently late or absent from class without authorisation



Area	Minor	Major
Curiosity and Drive	<ul style="list-style-type: none"> Loitering at the gully or in parks, local shops and/or shopping centres, eg Coles 	
	Mobile Phone or personal technology devices <ul style="list-style-type: none"> Using devices during lessons other than directed by a teacher Minor breaches of the Responsible Use of Technology and Social Media Policy 	<ul style="list-style-type: none"> Filming or recording without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school Repeatedly using devices during lessons other than directed by a teacher Major breaches of the Managing Electronic Devices in School Policy

Minor problem behaviours may result in the following consequences:

- Rule reminder
- Communication home
- Rectify/redirect behaviour
- A minor consequence such as:
 - moving away from other students
 - removal from an activity or event for a specified period of time
 - partial removal (time away)
 - individual meeting with the student
 - temporary removal of property
 - community service
 - mediation
 - apology; or
 - detention;
- Counselling to relate problem behaviour with expected behaviour
- Student Success Strategies
- Referral to the Head of Department or Dean of Students
- Behaviour contracts; and/or
- Homework Detention Booklets/reflective exercises to support behavioural change

Major unacceptable behaviours may result in the following consequences:

- Communication home
- Temporary removal of property
- Detention
- Time out
- Removal from activity
- Loss of privilege
- Community service
- Restitution
- Warning regarding future consequence for repeated or persistent inappropriate behaviour





- Student Success Strategies
- Behaviour contracts
- Discipline Improvement Plan
- Suspension from school (internal or external)
- Police involvement
- Exclusion from school; and/or
- Cancellation of enrolment.

Definition of Consequences

Detention	The Principal, or Principal's delegate, may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention may be held during school hours, out of school hours or on non-school day.
Time Out	Keep the student in any time out area under supervision at all times, as per the guidelines of the DOE Restrictive Practices Procedure. The student will be given the opportunity to re-join class, in intervals of no more than 10 minutes.
Temporary Removal of Property	A staff member has the power to temporarily remove property from a student, as per the procedure for Temporary Removal of Student Property by School Staff.
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.

Detention

A detention may be held during school hours, out of school hours or on non-school days for any student in Years 7-12. Decision making regarding a detention will include an assessment of the student's behaviour and the level of risk, as well as the individual circumstances of the student.

For Detention within School Hours

Parents may be notified by the Principal, or Principal's delegate, if a student is placed on detention. The normal school break time schedule will be observed for the student on detention however, the student may not be permitted to converse with other students during the detention period. The student will be given the opportunity for food, toilet and rest breaks, as per normal school routine.

For detentions issued for outside of school hours, including Saturday and non-school days:

A detention issued outside of school hours, including non-school days, will never be more than the duration of a normal school day. The student will be given the opportunity for food, toilet and rest breaks, as per normal school routine. The student's attendance at the detention will be recorded. A risk assessment will be completed and a risk management plan developed.

Parents/caregivers will be notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent. Parents/caregivers will be consulted about suitable times for the detention to be completed, within the parameters set by the school.





Parents will be informed of:

- location and duration of the detention
- their responsibility to arrange travel/supervision to and from the detention
- The supervision arrangements for the student during the detention.

School Disciplinary Absences (SDA)

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).

Parents and students may only 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.

Suspension	<p>The Principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> • Disobedience by the student • Misconduct by the student • Misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school • The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • The student is charged with a serious offence (as defined in the Commission for Children Young People and Child Guardian Act 2000);and /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 staff for the student to attend the school while the charge is pending.
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Recommended Exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> • Persistent disobedience • Misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school • The student's attendance at the school poses an unacceptable risk to the safety and/or wellbeing of other students or staff of the school; and / or • The student has been convicted of an offence and the Principal is reasonably satisfied that it would not be in the best interest of other students or staff for the student to be enrolled at the school.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

Re-entry following suspension

Students who are suspended from CSHS will be invited, with their parents, to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to offer support to transition the student back to the school. It is **not a time** to review the student's behaviour or the decision to suspend as the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated to the student and parents, usually via email. Re-entry meetings are short with only the principal or their delegate attending with the student and their parent/caregiver.

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.



The relationship between problem behaviours and expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- discuss how their behaviour aligns to lived values
- provide examples of behaviour that is aligned to lived values
- describe the likely consequences if the problem behaviour continues
- identify what they will do to change their behaviour in line with expected school behaviour

Should a problem behaviour be repeated, the staff member might not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring a Consistent Response to Problem Behaviours

At Corinda State High School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

School Policies

CSHS 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:

- Assessment Policy
- Attendance Policy
- Bookwork Policy
- Bullying and Harassment Policy
- Complaints Resolution Policy
- Critical Incidents Management Plan
- Drug Education Policy
- Homework Policy
- Inclusive Education Policy
- Managing Electronic Devices in School Policy
- Plagiarism Policy
- School Representation Policy





- Student Leadership Policy
- Uniform Policy

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. In determining what constitutes a reasonable time to retain student property, the Principal, or Principal's delegate, 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 Principal's delegate, will 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 CSHS 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 could potentially be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).



Responsibilities

The Principal, or Principal's delegate, at CSHS

- does not require the student's consent to search school property such as lockers, desks or electronic devices that are supplied to the student through the school.
- may seize, but not open, a student's bag where there is suspicion that the student has a dangerous or illegal item (for example, a knife or alcohol) in their school bag, prior to seeking consent to search from a parent/caregiver or calling the police.
- consent from the student or parent/caregiver 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.
- consent from the student or parent/caregiver 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 parent/caregiver will be called to make such a determination.
- 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/caregiver (e.g. to access an EpiPen for an anaphylactic emergency).

Parents/Caregivers of students at CSHS

- Will ensure their student does not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
- is prohibited according to the CSHS 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;
- will collect temporarily removed student property as soon as possible, after notification by the Principal or Principal's delegate that the property is available for collection.

Students at CSHS

- will not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
- is prohibited according to the CSHS 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
- will collect their property as soon as possible when advised by school staff that it is available for collection.



Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse, which harms others or disrupts learning.

In consultation with the broader school community, CSHS has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy and wellbeing. 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. Students in Years 7-12 are not permitted to use their mobile phones unless explicit permission and direction has been provided by a classroom teacher. At all other times students are to secure their mobile phone in their Yondr pouch.

Responsibilities

The responsibilities for students using mobile phones or other devices at school and outside school, are outlined below; further information on the responsibilities for staff, students and parents is also outlined in the Managing Electronic Devices in School procedure.

It is **acceptable** for students at CSHS to:

- follow the direction of teachers when using an electronic device and seek approval where they wish to use an electronic device under special circumstances.
- use electronic devices safely and responsibly for
- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous and considerate of others when using an electronic device
- respect the rights and confidentiality of others
- follow the direction of teachers when using an electronic device and seek approval where they wish to use an electronic device under special circumstances.

It is **unacceptable** for students at CSHS to:

- use a mobile phone or other devices in an unlawful manner
- film, photograph, screen capture, or record members of the Corinda community without permission and they must not share or use these artefacts without permission.





- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere on the school site unless a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone or other electronic device (including devices with Bluetooth functionality) during exams or assessments unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the CSHS Student Code of Conduct. In addition, students and their parents/caregivers should:

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



Preventing and responding to bullying

Corinda State High School uses the CSHS Positive Education Framework and the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors. Our staff know that student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

CSHS has implemented the Stymie resource program allowing students who may not feel comfortable to approach an adult to communicate any bullying or wellbeing concerns anonymously. The school support team actions these notifications in line with the school's wellbeing structure.

Bullying

The agreed national definition for Australian schools describes bullying as:

- Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.
- Involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- Happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- Having immediate, medium and long-term effects on those involved, including bystanders.

Behaviours that do not constitute bullying include:

- Single incidents and conflict or fights between equals, whether in person or online
- 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. CSHS staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

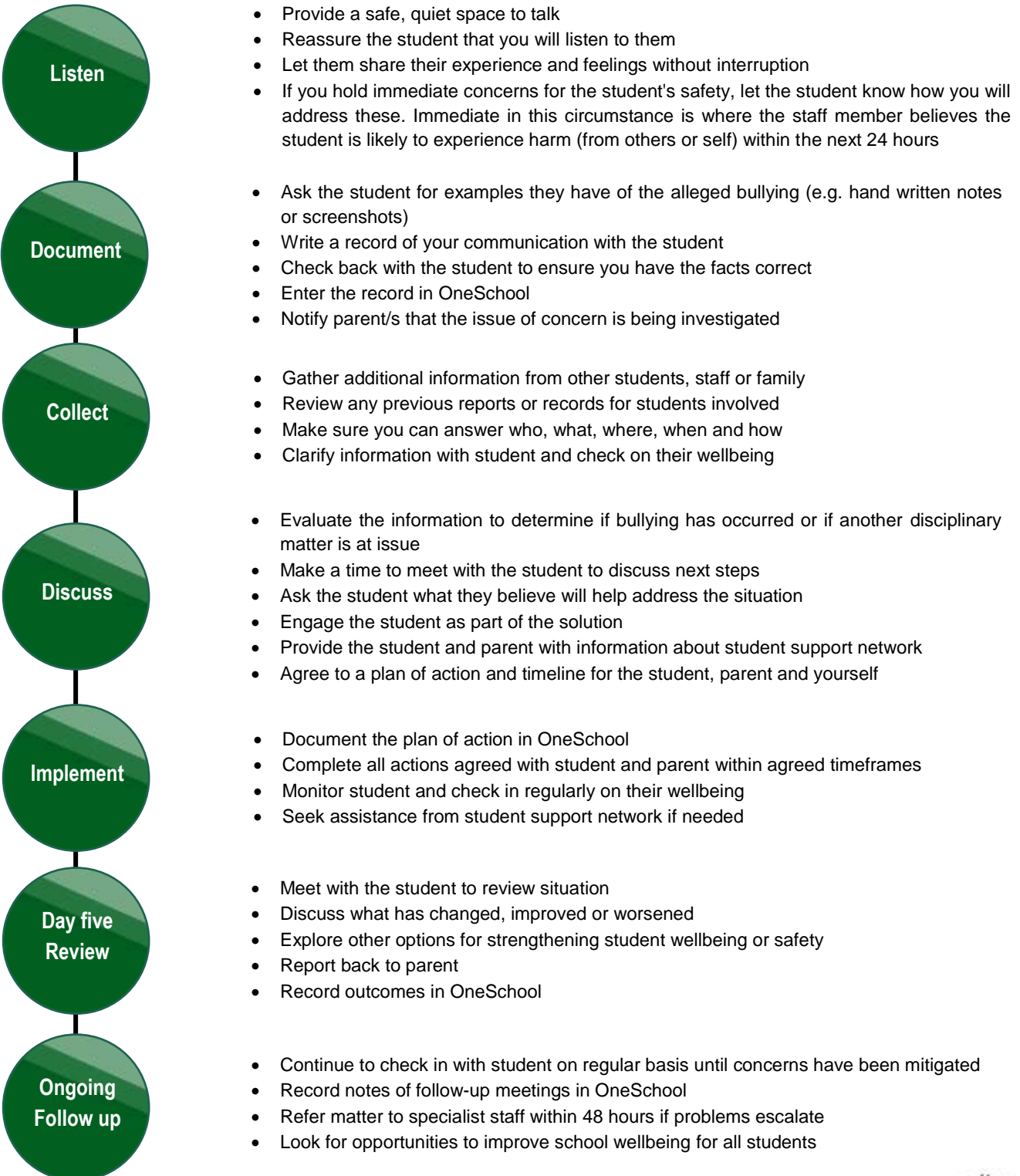
The following flowchart explains the actions CSHS teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The key contact for students and parents to report bullying is the student's Dean.



Corinda State High School - Bullying response flowchart 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.

Key contacts for students and parents to report bullying - Year 7 to 12: relevant year level Dean.





Cyberbullying

Cyberbullying is treated at CSHS 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 Dean of Students.

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 CSHS 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the relevant Dean of Students.



Corinda State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

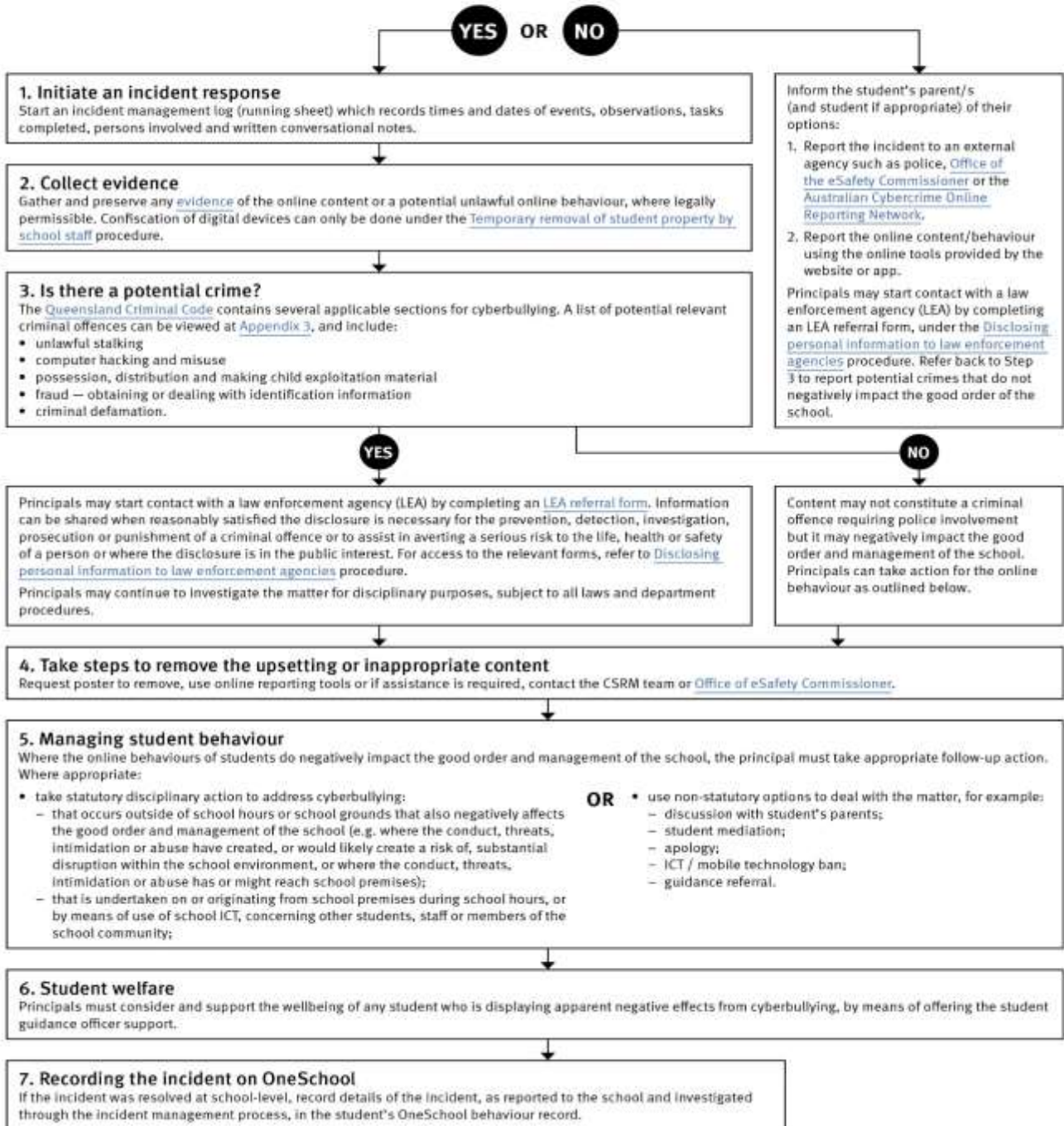
Explicit images

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

Report

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

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





Cybersafety and Reputation Management (CRM)

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

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

Student Intervention and Support Services

Corinda State High 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 CSHS are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?



- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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



What if I encounter problem content?

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

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

Restrictive Practices

School staff at CSHS 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.

Immediate strategies that staff may use include:

- Avoiding escalating the problem behaviour
- Avoiding 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
- Maintaining calmness, respect and detachment
- Modelling the behaviour that staff want students to adopt, stay calm and controlled, use a serious measured tone, choosing language carefully, avoid humiliating the student, be matter of fact and avoiding responding emotionally
- Approaching the student in a non-threatening manner; and
- Moving slowly and deliberately toward the problem situation, speaking privately to the student/s where possible, speaking calmly and respectfully, minimising body language, keep a reasonable distance, establishing eye level position, being brief, staying with the agenda, acknowledging cooperation, withdrawing if the situation escalates
- Where this impacts on the safety of self or others under potential threat, the teacher should call for assistance from a Dean of Students or members of the Leadership Team.

Reinforcement and correction strategies

- If a student starts displaying inappropriate 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.

Follow up Strategies

- Restore normal school operations as soon as possible; and
- Provide post-incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer
 - Assisting the individual 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
- Follow required processes for managing the behaviour incident and consequences.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:



- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Corinda State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and - in extreme situations, using more forceful restraint.

It is important that all staff understand that:

- physical intervention cannot be used as a form of punishment; and
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Any physical intervention made must:

- be reasonable in the particular circumstances
- be proportionate to the circumstances of the incident
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented.

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:

- 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.



- 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.
- 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.
- 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.