



Prenzlau State School

Student Code of Conduct 2020-2023

Every learner succeeding

Every learner succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every learner 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

Prenzlau State School is committed to providing an engaging, caring and safe learning environment for learners and staff, where learners have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

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Endorsement

Principal Name:	Scott Ward
Principal Signature:	
Date:	6.11.2020
P/C President Name:	Tony Lehmann
P/C President Signature:	
Date:	

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Principal's Foreword

Our vision at Prenzlau State School is the delivery of best practice in learning opportunities for every learner, so they develop growing curiosity and kindness in their world. As part of the implementation of a shared vision of the 'self-managed learner' at Prenzlau State School, **Curiosity** and **Kindness** (our expectations) are explicitly taught alongside our school values of friendship and learning.

Consultation

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

In the first phase, we provided a survey to all learners, parents and staff on school values and rules. This included a request to respond to key themes from the earlier staff and P&C discussions about strengths and areas for further development. Participants were asked to rank the 'Values for Australian School' suggestions for our school values and school rules.

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

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in October 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in Term 4, 2020 for endorsement.

A communication strategy has been developed to support the implementation of the Prenzlau State School Student Code of Conduct, including promotion through the school website, weekly updates and learner health lessons.

Review Statement

The Prenzlau State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full school review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

All areas of Prenzlau State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social 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, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for learner behaviour are plain to everyone, assisting Prenzlau State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

At all times, Prenzlau State School seeks to reflect the values and behaviour that are acceptable in our society. It has a clear expectation that, as far as possible, it remains connected to the community that exists outside the school fence and that our learners will embrace the appropriate values as their preferred way of behaving. These beliefs influence their decisions, behaviour and social practices.

It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any learner or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Prenzlau State School uses multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour. This model is preventative, differentiated and grounded in practical strategies, targeted planning and data-informed decision-making.

Learner Wellbeing and Support Network

Prenzlau State Schools offers a range of programs and services to support the wellbeing of learners in our school. We encourage parents and learners 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 — learners learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [learner learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding learner 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 learners can have on learners' academic and social outcomes.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific learners, or in certain circumstances.

Specialised health needs

Prenzlau State School works closely with parents to ensure learners with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for learners with specialised health needs, that staff are aware of the learner's medical condition and that an appropriate number of staff have been trained to support the learner's health condition.

Medications

Prenzlau State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to learners. For learners requiring medication to be administered during school hours, the College can provide further information and relevant forms.

For learners with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Prenzlau State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Prenzlau State School implements early intervention measures and treatments for learners where there is reasonable belief that a learner has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Learner Plan](#).

Suicide prevention

Prenzlau State School staff who notice suicide warning signs in a learner should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of learner in the first instance, and where necessary provide first aid. In all other situations, Prenzlau State school staff follow suicide intervention and prevention advice by ensuring:

- *the learner is not left alone*
- *their safety and the safety of other learners and staff is maintained*
- *learners receive appropriate support immediately*
- *parents are advised*
- *all actions are documented and reported.*

Whole School Approach to Discipline

Prenzlau State School uses a multi-tiered, caring approach to support discipline in our school. As a small, rural school, we pride ourselves in our caring approach to supporting all learners in our Place.

At Prenzlau State School, we believe discipline is about more than punishment and behavioural incidents are seen as opportunities to re-teach. Our belief is that learner behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear and for providing supportive instruction about how to meet these expectations.

Our whole school approach is based on the work of Paul Dix – ‘*When Adults Change, Everything Changes*’ and follows the philosophy that a strong school culture is what supports learners and teachers.

The following section epitomises our philosophy:

“The idea that behaviour management is simply about learning a set of techniques that emerge from a teacher’s ‘toolkit’ is a dangerous one. Outstanding behaviour management of behaviour and relationships is simply not skills led. Neither is it imported with ‘magic behaviour systems, bought behaviour tracking software or instantly achieved...In behaviour management, culture eats strategy for breakfast. Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave” (Paul Dix: 2017, p2).

Visible Consistency, Visible Kindness

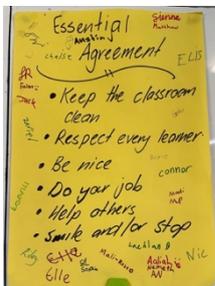
At Prenzlau State School, our teachers are visible at all times and consistent in their approach to managing learner behaviour. ‘This is how we do it at Prenzlau’ indicates that our community and staff come from various different backgrounds and personal understanding of behaviour management, but it is ‘how we do it here’ that is expected at our school.

Common Routines

At our school we have the following consistent routines.

- **Walking Zones**
 - These are under the admin block and path near the gate to ensure learner safety and reduce risk.
- **Legend Lines**
 - After break, we line up in lines at the handball court to check numbers and debrief as a school (if required). We also line up in the morning to hear any daily messages.
 - Our whole school meets and greets during this time in the morning.

- **Sit 'n' Eat**
 - At first lunch and during the eating time of second lunch, we sit and eat with our friends. We put our rubbish in the bin when we are finished.
- **Hand Signals**
 - We have common hand signals across the school. These are:
 - STOP (full hand)
 - WALK (two fingers walking)
 - RAISED HAND (answer a question)
 - We are adding more common signals in 2021 with the introduction of AUSLAN into our school.
- **Learning Spaces**
 - At our school, we use a variety of indoor and outdoor learning spaces. Our learners are responsible for ensuring that these spaces are always in order for learning to occur.
 - Our learners are explicitly taught that learning is to occur in our learning spaces.



Our classrooms all have their own unique 'Essential Agreements' that outline the expectations for each classroom. These are decided on at the beginning of the year and revised by each teacher as required.

Our school has 'Playground Area' agreements that have been developed as a school to ensure consistency in our expectations around the school.

Counter-Intuitive School

- We use research-based techniques to assist our learners with their behaviour.
- We don't expect learners to always know how behave. We teach and practice our expectations.
- We respond to poor behaviour with deliberate calm.
- We correct in private, praise in public.
- We use recognition boards not name and shame boards.
- We don't treat behaviour as a game and therefore do not use peg charts, token economies or sticker charts.
- We reward with positive recognition – verbal is our most preferred.
- We focus on the immediacy of consequence rather than the weight of punishment.
- We don't get caught up in emotion.

Deliberate Botheredness

'Why attempt to crush behaviours with punishment when you can grow better ones with love?'

At Prenzlau State School, we focus on building positive relationships with our learners and families. We recognise that learner follow adults not behaviour systems.

- We acknowledge that our learners enjoy being appreciated in many different ways, they don't respond to bribes.
- We recognise that '*Botheredness*' is a daily act that is built into all teaching routines. Our learners know we care and care about their learning.
- We recognise 'over and above' behaviour through daily affirmation, postcards/phone calls home and praise.
- We catch our learners being CURIOUS and KIND.

Certainty in Adult Behaviour

Adults in our school are in control of their own behaviour at all times and are always in control before addressing learner behaviour.

As part of our whole-school process, our staff rely on one another to walk beside them during emotional times.

- When a child is sent to a colleague, the colleague will not question the child about their behaviour. The colleague will supervise until the teacher is ready to work with the child on their poor behaviour choice.
- The Principal can be called to walk beside a colleague and support both the teacher and learner with a behaviour. The Principal is never used as a threat.
- Parents are called to walk beside the school and problem solve together for the best interests of the child and the school.

Microscripts

During behaviour escalation, common behaviour Microscripts are used to ensure consistency and promote calm. These scripts are explicitly taught to the learners, so **they** are aware of their behaviour, ways they are being supported and possible next steps.

Adults at our school use the following script:

- I have noticed that you are ... (having trouble getting started, wandering around etc.
- At our school, we ...
- You need to ... (refer to action to support behaviour e.g. move to another table).
- Do you remember yesterday/last lesson/last week when you.. (refer to a positive behaviour)?
- That is what you need to show today ...
- Thank you for listening ... take up time

Adults at our school do not shout or model poor behaviour. This micro-script is performed without anger or frustration. The tone must be reassuringly consistent with body language. Adults always check their own behaviour before using this script.

Common Consequences

Our school has a common set of consequences that are explicitly taught and re-taught as required throughout the year.

The process for assisting learners is outlined below:

STEPS	ACTIONS
1. REMINDER	Adults remind learners on our school expectations of CURIOSITY and KINDNESS.
2. CAUTION	A clear, verbal caution is delivered privately, wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
3. LAST CHANCE	A private conversation of support between teacher and learner about the behaviour with an opportunity to check on well-being. Use of microscript is paramount. Always include 'Stay behind for two minutes' to further plan and discuss. No exceptions, extensions or substitutions.
4. COOL OFF	Time out might be a short time outside the classroom, on the thinking spot or at the side of the playground. It is a few minutes for the learner to calm down, breathe, look at the situation from a different perspective and compose.
5. REPAIR	This might be a quick chat at breaktime or a more formal meeting to build broken relationships.

Restore, Redraw, Repair

At Prenzlau State School, our staff restore and repair any broken relationships and take the time to work through concerns with learners.

'Punishment doesn't teach behaviour, restorative conversations do.'

Restorative conversations are a trained process used by our staff to ensure teaching occurs. These conversations aim to repair and build relationships to ensure a positive community remains in our school. Our learners know that they do not have to be best friends with everyone in our school but need to be friendly at all times. This is part of our school motto.

A restorative conversation in our school follows the same process:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What do we need to do to put things right?

For younger learners, we use the following:

- Let's imagine if there were (people affected/a way of putting it right/things you could do differently.) What would they be?
- 1-10 scales: 'On a scale of 1 to 10 how angry were you?'
- Offer a postponement and support if time is required.

Our whole school policy is signposted and explicitly taught through the 'Behaviour Blueprint'. This document is available for all staff, learners and community and includes all of the above sections.

PRENZLAU STATE SCHOOL STUDENT CODE OF CONDUCT

At Prenzlau State School, high expectations of learning behaviour and respect for each other underpin everything we do. Through our school values of FRIENDSHIP and LEARNING, we are committed to growing kind and curious learners in a friendly, family place.

ADULTS WILL...

- Meet and Greet
- First attention to best conduct
- Actively supervise
- Be calm, consistent and fair
- Have high expectations
- Restore and repair

OUR EXPECTATIONS

All members of our community will be...

CURIOUS
&
KIND

COMMON ROUTINES

- Walking Zones
- Legend Lines
- Sit 'n' Eat
- Hand Signals
- Learning Spaces

ASSISTING STUDENTS WITH BEHAVIOUR CHOICES

1. Quiet Reminder
2. Quiet Warning (outline behaviour and consequence)
3. Last Chance (classroom - 5 mins)
4. Cool Off (in another classroom)
5. Restorative Conversation - Principal

SCRIPTED SUPPORT

- I have noticed that you are ... (having trouble getting started, wandering around etc.
- At our school, we ...
- You need to ... (refer to action to support behaviour e.g. move to another table).
- Do you remember yesterday/last lesson/last week when you.. (refer to a positive behaviour)?
- That is what you need to show today ...
- Thank you for listening ... give take up time



RESTORATIVE CONVERSATION

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?

OVER AND ABOVE

Praise
Proud Kid
Phone call
Postcard home



Prenzlau State School Expectation Matrix



We are growing CURIOUS and KIND learners

	Our Person 	Our People 	Our Place 
I am a CURIOUS learner 	<ul style="list-style-type: none"> • We are mindful • We ask questions and give our input • We self-reflect and are active participants in our personal growth • We are brave • We take risks 	<ul style="list-style-type: none"> • We are all teachers and learners • We participate in class and help each other • We respect our similarities and differences • We recognise others for their contributions and accomplishments 	<ul style="list-style-type: none"> • We learn from our place • We promote environmental care to others • We learn in many different areas of our place • We find the best learning place for us • We learn about and from our First Nation people
I am a KIND learner 	<ul style="list-style-type: none"> • We take care of our minds and bodies • We use our voice to stand up for what is right • We ask for help when we need it • We walk on hard surfaces 	<ul style="list-style-type: none"> • We know that everything we say and do can affect others • We demonstrate respect to others • We develop and show empathy and kindness 	<ul style="list-style-type: none"> • We keep our place clean • We recycle, reuse and repurpose • We help our place to grow

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Consideration of Individual Circumstances

Staff at Prenzlau State School take into account learners' 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 learner, we recognise that the way we teach, the support we provide and the way we respond to learners will differ. This reflects the principle of equality, where every learner 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 learners 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 learners, 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 learner 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 learners, so while we understand the interest of other learners, staff and parents to know what punishment another learner might have received, we will not disclose or discuss this information with anyone but the learner'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 learners will respect the privacy of other learners and families.

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

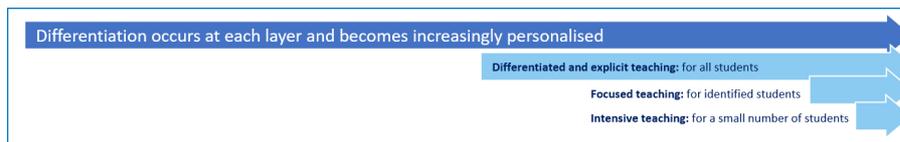


Differentiated and Explicit Teaching

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

Teachers at Prenzlau State School vary what learners are taught, how they are taught and how learners 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 learners. This enables our teachers to purposefully plan a variety of ways to engage learners; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



Focused Teaching

Approximately 10% of all learners in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These learners may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Prenzlau State School to provide focused teaching. Focused teaching is aligned to our school expectations, and learner progress is monitored by the classroom teacher/s to identify those who:

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

If required, the Principal will work with the Guidance Officer, learner and family on a CHICO (check in system) to daily reinforce and reflect on behaviour choices at our school.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the learner population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some learners may require intensive teaching for a short period, for particular behaviour skills. Other learners may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers and following consultation with the learner's family.

For a small number of learners who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the learner. This approach will seek to address the acute impact of barriers to learning and participation faced by learners who are negotiating a number of complex personal issues.

Learners who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the learner.

Legislative Delegations

In this section of the Prenzlau State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [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 learner 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 learner at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as teachers.

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

A large majority of behaviour in our school is managed immediately by the adult that witnesses it. At our school, we believe that pro-longing discussion or consequence does not help a child learn from their mistakes.

Below is our table that indicates how different behaviour may be managed. Individual circumstances are always taken into account when working with learners and their behaviour.

Minor and Major Behaviours: Preznslau State School

Universal Prevention				
Classroom/Playground Managed		Principal Managed		
Level	CAUTION	MINOR - MICROSCRIPT	MAJOR - OS	REPEATED MAJOR
Definition	All inappropriate behaviour which it is reasonable to expect individual staff members to manage.	Persistent/repeated staff managed behaviours for which current strategies are not effective.	Major inappropriate behaviour that needs to be managed by Principal	Repeated major inappropriate behaviour that needs to be managed by Principal and parents
Non-compliant with routine	Brief or low intensity failure to respond to adult directions <ul style="list-style-type: none">Running on concrete or around buildingsRunning in stairwellsNot walking bike / scooter in school groundsIn out of bounds areaNot in the right place at the right time	Repeated (2) brief or low intensity failure to respond to adult directions	High intensity failure to respond to adult instructions <ul style="list-style-type: none">Leaving the school grounds without permissionRiding bikes through school	Repeated (3) high intensity failure to respond to adult instructions
Physical misconduct	Non-serious but inappropriate contact which does not result in injury or harm. <ul style="list-style-type: none">Minor deliberate physical contact (e.g. shoving, bumping, pushing in line without intent to hurt)Spitting at ground/floorNot playing school approved gamesHurting someone through the course of a game when intentionally trying to win or gain possession.	Persistent/repeated non-serious but inappropriate contact which does not result in injury or harm.	Serious physical contact that results in injury or harm to others. <ul style="list-style-type: none">Punching, biting, hitting, kicking, choking, grabbing, head butting at others that involves contact to another.Spitting and 'snorting' at others.Any physical intimidation through sexual connotations	Repeated serious physical contact that results in injury or harm to others.
Dress code	Failure to comply with school dress code. <ul style="list-style-type: none">Not wearing a hat in playgroundNot wearing shoes outside	Repeated failure to comply with school dress code.	Deliberate refusal to comply with school dress code <ul style="list-style-type: none">Deliberate and continual refusal to wear school uniformClothing with offensive languageWearing revealing clothing	Repeated and deliberate refusal to comply with school dress code.
Possess prohibited items	Possession or use of an unapproved toy <ul style="list-style-type: none">Toys/cars/balls at school without permissionPossession of energy drinks or electronics	Repeated possession of a prohibited item OR failure to put the item in a safe place (as directed by an adult)	Possession or use a prohibited item and does not hand it into the office -- (repeated) <ul style="list-style-type: none">Possession or selling of drugs/alcohol/cigarettesPossession of weapons including knives and scissors and any other items which could be considered a weaponPossession of lighter, matches, poison or other dangerous items	Possession or use of a prohibited item - knife, weapons, matches, illicit substance, alcohol, tobacco
Misconduct involving an object	Inappropriate use of an object other than its intended purpose <ul style="list-style-type: none">Intentionally kicking a ball during a game to cause damageThrowing objects that may not hurt/injure someone	Repeated inappropriate use of an object other than its intended purpose	Use of objects as weapons with the intention of causing harm to self, others or property <ul style="list-style-type: none">Throwing sticks or stones in a directed at an adult or child causing harm	Repeated use of objects as weapons with the intention of causing harm to self, others or property
Refusal to participate in program of instruction	Chooses not to engage in the program or fails to do set tasks <ul style="list-style-type: none">Not completing set tasks that are at an appropriate levelRefusing to workNon complianceUnco-operative behaviour	Repeatedly chooses not to engage in the program or fails to do set tasks.	Defiantly refuses to comply with set tasks <ul style="list-style-type: none">Major/deliberate non complianceRepeated non complianceRepeated defiant behaviourDefiant behaviour that causes a safety issue	Defiantly refuses to participate causing a safety concern
Truant/skip class	Refusal to enter the classroom <ul style="list-style-type: none">Not being punctual (e.g. lateness after breaks)Refusing to come inside after a break	Repeated refusal to enter the classroom	In the grounds and cannot be seen by an adult <ul style="list-style-type: none">Leaving school without permission	Leaves the school grounds
Disruptive	Low intensity that unintentionally disrupts learning. <ul style="list-style-type: none">Calling outTalkingNoisy during learning timeOut of seat	Repeated low intensity that unintentionally disrupts learning.	Behaviour intended to disrupt learning. <ul style="list-style-type: none">Repeatedly preventing others from learning/teachingRepeatedly calling outRepeatedly out of seat disrupting othersDisruption on parade	Repeated behaviour intended to disrupt learning.
IT misconduct - Electronic equipment (i.e. mp3 player, computer, camera, mobile phone etc.)	Non serious but inappropriate use of personal technology. <ul style="list-style-type: none">Having a mobile phone in any part of the school for voicemail, email, text messaging or filming and social mediaMobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)Inappropriate use of school ICT deviceTaking digital images of others without permissionUsing a mobile phone during school hours	Repeated non-serious but inappropriate use of personal technology.	Engagement in serious misuse of technology <ul style="list-style-type: none">Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the schoolIntentional damage to school ICT deviceIntentional use of digital images and or words used to cause harm or anxiety to others	Repeated engagement in serious misuse of technology
Verbal misconduct	Low intensity language Undirected <ul style="list-style-type: none">Inappropriate language (written/verbal)Disrespectful tonee.g. shut up, idiot, swearing in playground but not directed at anyoneYelling back at a staff member: 'This sucks'Screaming at other students during class time, 'you're an idiot, you're a loser.'	Repeated low intensity language Undirected	Aggressive and offensive language without intent to harm <ul style="list-style-type: none">Verbal abuse / directed profanityA student directing an expletive at another person.	Directed and offensive language with intent to harm
Bullying/ Harassment	Occasional low level teasing, name calling. <ul style="list-style-type: none">One-off minor teasing/name callingInappropriate comments based on race/religion/ethnicity/disabilityPut downs	Persistent pattern of name calling and teasing.	Engages in repeated intentional negative comments in order to cause harm <ul style="list-style-type: none">Repeated deliberate intimidation through gestures and verbal abuseInappropriate touching of othersVerbal and physical threats to hurt/harm someone	Engages in repeated intentional negative comments that has caused injury
Defiant/threat(s)	Refusal to comply with a reasonable request. <ul style="list-style-type: none">Deliberately ignoring the teacher's instructionsComment made by student to adult, 'You can't make me.'Refusal to comply with a reasonable request.	Repeated refusal to comply with a reasonable request.	Refusal to follow adult directions and threatens an adult <ul style="list-style-type: none">Verbal or physical threat to an adultThreatening an adult's belongingsRepeated refusal to follow instructions, student has not responded to interventions or behavioural systems.	Refusal to follow adult directions and threatens an adult with harm.
Property misconduct/theft	Low intensity misuse of property. <ul style="list-style-type: none">Petty theft (one-off e.g. taking a pencil/crayon)Drawing on desksLitteringLack of care for the environment (breaking plants)	Repeated low level misuse of school property	Willful damage school or others property or steals others property. <ul style="list-style-type: none">Stealing / major theftWillful property damage, vandalism, graffitiDeliberately kicking a hole in the wall.Breaking classroom items with intent.	Repeated willful damage school or others property or steals others property.
Lying/Cheating	Low level cheating or lying. <ul style="list-style-type: none">Saying a lie to avoid getting into troubleCheating on a testCopying another child's workIntentionally lying to scare other children	Repeated low level cheating or lying.	Lies or cheats which is detrimental or unfair to other students. <ul style="list-style-type: none">On-going cheating for assessment itemsDeliberate/intentional delivery of lies aimed to hurt/offend othersAccusing someone of physical assault but found through own admission or witness statement that incident did not occur.	Lies or cheats which is detrimental or unfair to other students.

* A larger version is available in each classroom and from administration



Differentiated Disciplinary Responses

A school staff member provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil ready for learning”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not learner)
- Revised seating plan and relocation of learner/s
- Individual positive reinforcement for appropriate behaviour
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for learner/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt learner to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with learner about expected behaviour

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

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

Restore following suspension

Learners who are suspended from Prenzlau State School may be invited to attend a restore meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the learner, with their parent/s, back to the school. It is not a time to review the learner's behaviour or the decision to suspend, the learner has already received a punishment through their disciplinary absence from school. The aim of the restore meeting is for school staff to set the learner up for future success and strengthen home- school communication.

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

In planning the restore meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the learner. 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 or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the restore meeting.

School Policies

Prenzlau State School has tailored school discipline policies designed to ensure learners, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. The following are specific policies related to maintaining learning at our place:

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

Temporary removal of learner property

The removal of any property in a learner'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, learners and visitors. The Temporary removal of property by school staff procedure, outlines the processes, conditions and responsibilities for our staff when temporarily removing learner property.

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

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

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

The following items are explicitly prohibited at Prenzlau State School and will be removed if found in a learner's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where learners are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to learners 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 learners (including over-the-counter medications such as paracetamol or alternative medicines).

Use of mobile phones and other devices by learners

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.

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

Mobile Phones

All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 2:40. All care but no responsibility will be taken for equipment.

Confiscation

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

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

Learners who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them.

However, if they are brought to school, they must be turned off and out of sight during assemblies or classes unless given permission from teaching staff.

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 value of trust and the right to privacy at Prenzlau. Learners 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 learner body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A learner 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.

Learners involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline.

Learners should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving learners), 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. Learners 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.

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

Preventing and responding to bullying

Purpose

Prenzlau State School strives to create positive, predictable environments for all learners 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 learner support procedures*
- *raising achievement and attendance*
- *promoting equality and diversity and*
- *ensuring the safety and well-being of all members of the school community.*

There is no place for bullying in Prenzlau. 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 learners.

Bullying at Prenzlau State School is defined as:

Persistent and malicious behaviour from one person to another with an intent to cause harm.

Learners at Prenzlau are taught this definition and the difference between bullying and mean behaviour.

At Prenzlau State School, there is broad agreement among learners, staff and community that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between learners of equal or unequal power, whether it occurs once or several times (persistent), and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive (malicious), the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Bullying behaviours that will not be tolerated at Prenzlau State School include **persistent** 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.

Bullying may be related to:

- *race, religion or culture*
- *disability*
- *appearance or health conditions*
- *sexist or sexual language*

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 learners know the school expectations (Curious and Kind) and have been taught the expected behaviours attached to each of the areas of the school (person, people, place).
- All learners 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 learners 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 and 'botheredness'* 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.

Prenzlau also uses behavioural data for decision-making. This data is entered into One School and can be recalled as summary reports at any time. This facility is one way the school can track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Responsibilities for Preventing and Responding to Incidents of Bullying

Prenzlau State School strives to create positive, predictable environments for all learners 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 learner support procedures*
- *raising achievement and attendance*
- *promoting equality and diversity and ensuring the safety and well-being of all members of the school community.*

Responsibility of the School

- *Implementing the School's **Student Code of Conduct***
- *Active class and playground supervision by staff*
- *Class discussions to deal with problem*
- *Individual discussion with staff or Principal or the Guidance Officer*

- *Teaching of the anti-bullying elements of the Social Skills Program*
- *Teaching strategies to learners to help them deal with bullying*

Responsibility of Parents What Can Parents Do?

- **WATCH FOR SIGNS** *that your child is being bullied, e.g., unwillingness to walk to or from school, worries about coming to school, unexplained bruising, disappearance of property, etc.*
- **ENCOURAGE** *the child to talk it through as much as possible so you get the basic act*
- **KEEP AN OPEN MIND**, *remembering you are getting one side of the story only*
- **ASK** *questions gently*
- **HELP** *the child reflect on what has been done so far*
- **HELP** *the child work out the best way of solving the problem*

Some Important Next Steps to Consider:

- **NEVER** *try to sort out the bullies yourself – it rarely works and can make the situation worse*
- **WHEN YOU ARE CLEAR** *on the facts contact your child's teacher for an interview*
- **PRESENT** *your information as calmly as possible*
- **REMEMBER**, *the best way to solve the problem is to work with the school as partners in finding solutions*
- **ASK** *your child's teacher about the school's policy on bullying and how they deal with it in their classroom*
- **GIVE** *the teacher some time to investigate the problem and arrange a follow up*

The Next Steps May Then Include:

- **ENCOURAGE** *your child to develop friendships*
- **SUPPORT** *your child in developing sporting, cultural and other talents that will build their confidence in a safe, supportive environment*
- **WORK** *at improving your child's self-esteem*
- **SEEK** *counselling to enable the child to learn to be more assertive and resilient and less likely to be bullied*
- **IF SEVERE ABUSE** *is evident, you may wish to consider police action*

Responsibilities of the Teacher

- Make yourself available
- Treat incidents confidentially where necessary
- Treat incidents seriously
- Thoroughly investigate each incident
- Follow-up where necessary
- Proactively educate the learners using Social Skills Programs

Responsibilities of Learners

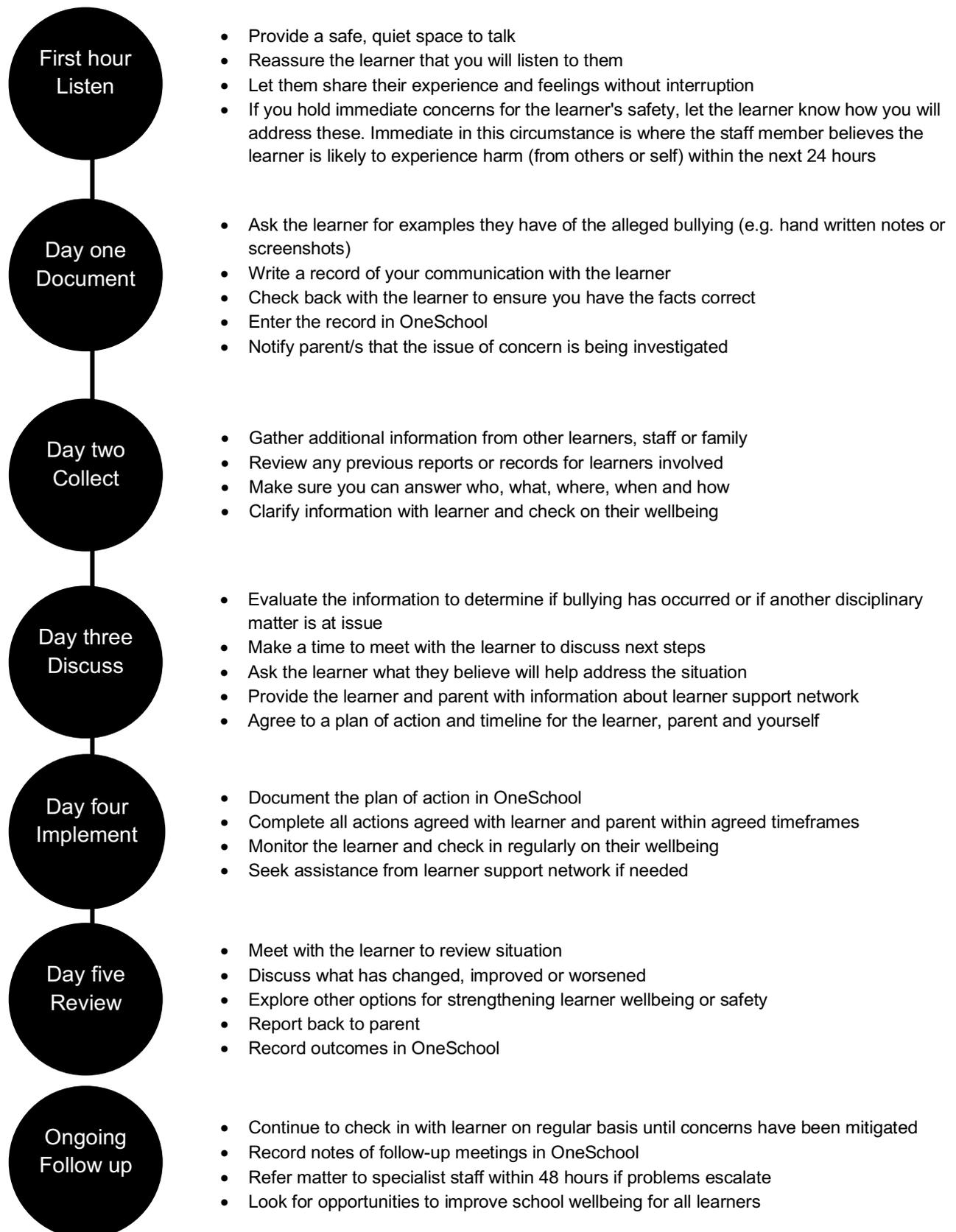
At Prenzlau State School, learners are taught *The High Five Strategy* from Prep to Year 6 to allow them to manage bullying and/or situations they feel uncomfortable as a result of another person's behaviours. This also supports them to develop resilience necessary not only in school life, but in life as an adult. Staff are taught and expected to act diligently and in a timely manner when a learner makes a report to them. All staff are easily identifiable when rostered to provide supervision to assist learners when reporting.

High Five Steps include:

- 1. Ignore***
- 2. Talk Friendly***
- 3. Talk Firmly***
- 4. Walk Away***
- 5. Report (Immediately to a staff member).***



Bullying response flowchart for teachers



Appropriate use of social media

Cyberbullying is treated at Prenzlau 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 learners 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, learners or parents who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for learners, parents and staff to know that state school principals have the authority to take disciplinary action to address learner behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and learners 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.

Learners enrolled at Prenzlau State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other learners 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 learners that is directed towards other community members or learners from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards learners, 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.

**Parents and learners are reminded that the majority of social media sites are 13+ and therefore any learner found using these sites at school or to cause harm to our learners will have their account reported to the developer.*

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

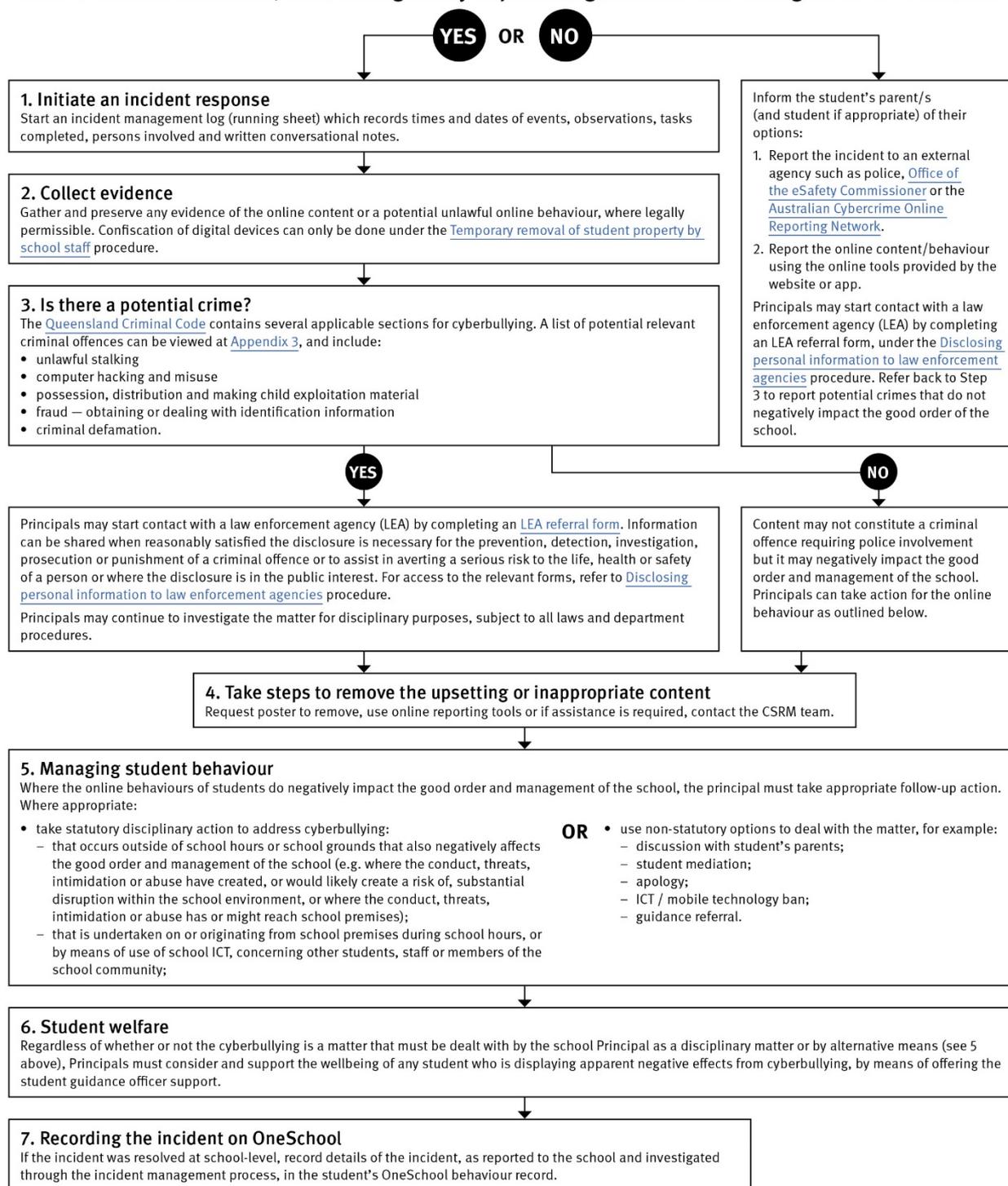
Explicit images

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

Help

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

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



Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the learner 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 learner, 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 learners*
2. *Safeguards learners, 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 learner. In such emergencies, a staff member will observe the learner 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.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving learner behaviour that seriously endangers the learner or others. This consistency ensures that appropriate actions are taken to ensure that both learners 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 learner under rapid and safe control. It is not a time to try and to punish or discipline the learner; it is a crisis management period only.

Staff should follow the documented plan for any learner 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 learner, moving into the learner's space, touching or grabbing the learner, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.*
- 2. Maintain calmness, respect and detachment: Model the behaviour you want learners to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the learner, be matter of fact and avoid responding emotionally.*
- 3. Approach the learner in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the learner/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 learner starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other learners' attention towards their usual work/activity. If the learner 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 learner 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.