Cairns School of Distance Education

Student Code of Conduct

2024-2026

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Queensland Government

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Endorsement

Principal Name: Peter Linnehan

Principal's Signature:

Date: 1/10/2024

P&C President Name: Desley Jones

P&C President's Signature:

Date: 1/10/2024

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Purpose

Cairns School of Distance Education (CSDE) is identified by its diverse community, flexible curriculum and focus on innovative technology. We provide multiple pathways for students to become independent, resilient learners and productive members of the community. Our approach to education allows us to be at the forefront of dynamic curriculum delivery and to embrace the increasing use of technology in all aspects of life. Students, home tutors and teachers develop positive and supportive relationships in a flexible learning environment. We are a connected community with the capacity to evolve with the world around us.

Cairns School of Distance Education is committed to providing a safe, respectful and quality learning environment for all students, staff, parents and visitors.

The Cairns School of Distance Education Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive and effective whole school approach to discipline, in alignment with our school's emphasis on meaningful connections between staff and students (and their Home tutors). This is emphasised in our ongoing focus on applying 'Connection before Curriculum'.

The purpose of this document is therefore to facilitate high standards of behaviour from all in our school community, ensuring our focus on delivering a quality curriculum is maximised, where all students are able to experience success, and staff enjoy a safe and respectful workplace.

Learning and Behaviour Statement

Staff at Cairns School of Distance Education are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same school-wide expectations in place for students.

Our core school-wide expectations are Responsible, Respectful and Resilient.
To promote and teach these Positive Behaviours for Learning, staff will ensure expectations are:

- Visible in classrooms and staff working areas
- Communicated within assemblies and Connect classes
- Referenced and explicitly taught as part of the PBL Focus of the Week
- Referenced through interactions with students and parents at Community Engagement Events (i.e. student and Home Tutor programs)

Student Wellbeing and Support Network

Learning and wellbeing are inextricably linked - students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

At CSDE, staff acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.
Success in distance education is heavily dependent upon a successful partnership being established amongst the student, the home-based or school-based supervisor and the teacher.

The following network of personnel provides support for students in this school, this may include:
- Connect teacher (first point of contact)
- Year level assemblies and Connect sessions
- Subject teacher contact using various means: phone, emails, TEAMS and attendance in online lessons
- Teacher Aide support
- Face-to-face interactions available via organised Community Engagement events including school camps, home/school base visits, and parent/teacher interviews
- Aboriginal and Torres Strait Islander Advisory group

Student Support Services:
- School Administration - Enrolments, Finance and Digital Resource Centre (DRC)
- Teaching Staff
- Heads of Department - Student Engagement (Year levels)
- Heads of Department – Curriculum (Learning Areas)
- Head of Department – Partnerships
- Guidance Officers – Prep-8, Years 9-12, Student Wellbeing Guidance Officer
- Head of Special Education Services
- Youth Support Coordinator
- Pathways Coordinator
- School-based Youth Health Nurse
- Deputy Principals
- Principal

The school also has:
- School Leadership Team
- Parent Liaison Officer (PLO)
  Contact details can be found on the school website.
  Support is also available through the following government and community agencies including:
- Child and Youth Mental Health
- Queensland Health
- Department of Child Safety, Seniors and Disability Services

Medications
CSDE requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during attendance at Community Engagement events, the school can provide further information and relevant forms.

Whole School Approach to Discipline

Cairns School of Distance Education (CSDE) encapsulates the diverse nature of its community to develop positive and supportive relationships in a flexible learning environment. This is underpinned by an emphasis on fostering connection before curriculum. This creates an environment, which fosters resilient, independent and productive global learners.

Since 2014, CSDE has utilised the Positive Behaviour for Learning (PBL) framework as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including all in-reach and out-reach events. In 2023, a whole of school PBL review resulted in three new school wide expectations being rolled out in 2024: Responsible, Respectful and Resilient.

PBL is an evidenced-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

At CSDE, 'discipline' is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing instruction about how to meet these expectations, and responding to problem behaviour as opportunities to re-teach more appropriate behaviour.

It is our belief that the language and expectations of PBL can be used in any environment including the home setting for students, as well as within our school. Doing everything we can do to set students up for success is a shared goal of every parent, Home tutor and CSDE staff member.

PBL Expectations
Our staff are committed to delivering high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviours for Learning (PBL).

Students
Below are examples of what these PBL expectations look like for students across the school.

Responsible:
- We think before we act
- We take responsibility for the environment we live, learn and play in
- We take responsibility for our actions, and lead by examples

Respectful:
- We acknowledge the past, and the traditional custodians of the land on which we live, learn and play
- We are inclusive in the language we use and respect everyone's differences
- We represent our school and our community with integrity

Resilient:
- We show patience, tolerance, empathy and are inclusive of all
- We regulate our emotions when facing challenges
- We set and strive to achieve our goals

Parents, home tutors and staff

Aligned with our commitment to teaching students how to be responsible, respectful and resilient the table below explains how we apply the same standards to ourselves, and our expectations for parents when partnering with our school as a Home tutor, visiting our school, attending Community Engagement Events, talking with their children about school, or supporting the successful engagement of their child with their educational program.

- Responsible
- Respectful
- Resilience

What you can expect from us	What we expect of you
We will create a safe, supportive and inclusive environment for every student.	You ensure your child interacts with and participates in their scheduled educational program (online / telephone / face to face) and notify the school promptly of any absences or changes in contact details.
We will maintain confidentiality about information relating to your child and family.	You respect the obligation of staff to maintain student and family privacy.
We will work to quickly address any complaints or concerns about the behaviour of staff, students or other parents.	You respect school, student and staff privacy in your online communication.
We will work to quickly address any complaints or concerns about the behaviour of staff, students or other parents.	You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.
We will ensure positive behaviours are role modelled, and will be clear about our learning and behavioural expectations, including providing regular feedback about your child's progress.	You support your child to meet the learning and behavioural expectations at school, including providing active on-site support (e.g monitoring regular return of work via Work Rate Calendar and adapt curriculum adjustments as required.
We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.	You recognise people are different and will be non-judgmental fair and equitable to others in the school community.
We will welcome you as partners in the learning process (including, but not limited to, Home Tutors).	You work collaboratively with us to ensure quality outcomes for our students. Parents and Home tutors remain the key component of student achievement.
We will share relevant information with you about your child's learning, and their social and behavioural progress at school.	To share relevant information about your child's learning, social and behavioural needs with school staff.
We will provide a suitable learning environment for students.	You provide an appropriate learning environment in the home, access to necessary course materials and appropriate technology for the student.

Consideration of Individual Circumstances

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

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

Our teachers are obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose nor discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

Cairns School of Distance Education 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 practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

Teachers at Cairns School of Distance Education 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.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.
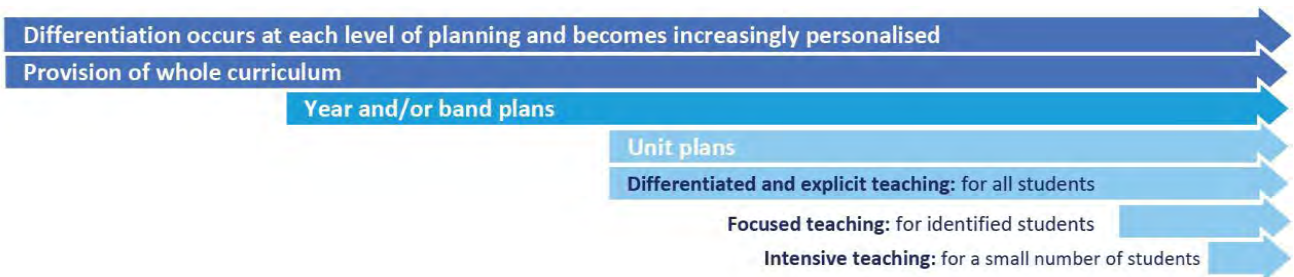
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every class uses the Positive Behaviours for Learning Matrix, illustrated on the next page, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like. The matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

If some students require additional support, we generally consider providing additional Tier 2 supports (described as 'Focused Teaching') or highly individualised Tier 3 supports (described as 'Intensive Teaching'). Essentially, the further we go up the triangle, the more specialised and individualised the level of support becomes, and generally Tier 2 and Tier 3 will involve a larger number of staff and support personnel.

Cairns School of Distance Education
Global Learning

Positive Behaviours for Learning Matrix

	We are **RESPONSIBLE**	We are **RESPECTFUL**	We are **RESILIENT**
Ourselves (Global Learner)	• I am prepared and organised for learning. • I use all learning equipment in a safe manner. • I complete all set work with academic integrity.	• I listen and follow instructions given by all staff. • I use my manners. • I use appropriate language and tone when communicating.	• I actively participate and have a go at all set tasks. • I ask questions, and listen to feedback. • I accept that mistakes are an opportunity for learning. • I have a growth mindset and strive for improvement.
Our Community (Global Citizen)	• We choose behaviours that enable ourselves and those around us to learn. • We check in with those around us. • We behave in a way that promotes a safe and supportive school environment.	• We choose kindness at all times. • We treat all staff and students respectfully through our words and actions. • We respect the thoughts, opinions, and contributions of others.	• We celebrate our achievements and the achievements of others. • We seek and engage in feedback and ways to improve in all areas of school life. • We value and acknowledge the strengths of ourselves and others.
Our World (Global Leader)	• We think before we act. • We take responsibility for the environment we live, learn and play in. • We take responsibility for our actions, and lead by example.	• We acknowledge the past, and the traditional custodians of the land on which we live, learn and play. • We are inclusive in the language we use and respect everyone's differences. • We represent our school and our community with integrity.	• We show patience, tolerance, empathy, and are inclusive of all. • We regulate our emotions when facing challenges. • We set and strive to achieve our goals.

Global Connections

Queensland Government

Focused Teaching

Approximately 15% of all students in any school or classroom require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students 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 students with more opportunities to demonstrate 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 Cairns School of Distance Education to provide focused teaching. Focused teaching is aligned to the Positive Behaviours for Learning Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching

Cairns School of Distance Education has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Prep - Year 6: PAUSE
- Years 7 -12: Learning Curve Student Diaries supported by PERMAH resources
- SchoolTV

For more information about these programs, please speak with the Student Engagement Head of Department for the relevant year level.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student 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 students require intensive teaching for a short period, for particular behaviour skills. Other students 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 student's family
.
For a small number of students who continue to display behaviours that are deemed complex and challenging, a multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Intensive

Focused

Differentiataed

Tier 1:
Differentiated and Explicit Teaching

Tier 1 is identified as a 'universal' strategy that supports engagement, social and emotional wellbeing, and learning of positive behaviours of all students. At this universal level of differentiated and explicit teaching, instruction s provided as follows:

♦ High expectations & aspirations for all
♦ Establishing positive connections with each student and Home tutor
♦ Expectations of behaviour are taught and reinforced
♦ Curriculum connected to life and experience
♦ Connection before Curriculum' - access to Community Engagement events, Connect classes and extra-curricular activities
♦ High impact pedagogical practices for learning
♦ Delivery of PBL 'Focus of the week' that is embedded and promoted through Assemblies, Connect sessions, curriculum lessons and Community Engagement events
♦ Sharing of PBL resources with Home Tutors for use in the home classroom
♦ Staff modelling PBL expectations in their interaction with students (lessons/emails/phone calls etc.) and through their collaboration with Home tutors
♦ Using the language of the schoolwide expectations to acknowledge students when they demonstrate such behaviours
♦ Using the Expectations Matrix as a basis for developing rules for online as well as physical classroom/ environments

Tier 2:
Focused Teaching

A smaller percentage of students may require additional support to meet behaviour expectations, even after being provided with individual differentiation and explicit teaching. Focused teaching provides students with more opportunities to practice skills and multiple opportunities to achieve the intended learning and expected behaviour. Focused teaching is provided based on the assessment of student needs and is in addition to Tier 1 supports. Strategies will vary according to online and face-to-face contexts. They may include, but are not limited to:

♦ High expectations & aspirations for all
♦ Curriculum connected to life experiences, establish point of connect with each student with timely, appropriate intervention
♦ Expectations taught and reinforced
♦ Consistent, persistent relationship building
♦ Focused literacy, numeracy, social skilling - expectations taught and reinforced
♦ Modified assessments and scaffolded process for work returns
♦ TA support in classrooms/small groups
♦ Support team planning with conference calls

Tier 3:
Intensive Teaching

Highly individualised supports are developed for students at risk of sever disengagement from learning, or in some instances demonstrate challenging behaviour. These students are identified through a review by Student Services Support team of Work Return data, students identified 'at Risk', referral from external agencies, along with ongoing discussions with home tutors, families and caregivers. This data may relate to:

♦ High expectations & aspirations for all
♦ Curriculum connected to life experiences
♦ Establish point of connect each with each student with timely, appropriate intervention
♦ Expectations taught and reinforced
♦ Consistent, persistent relationship building
♦ TA intensive support
♦ 1-1 online lessons
♦ Home visits
♦ Individual Curriculum Palns (ICPs)
♦ Employ connections with support agencies & DOE Regional Office teams
♦ Modified curriculum based on assessment of student need

Legislative Delegations

The following legislation informs the Student Code of Conduct than informs the overall student discipline procedures:

- *Anti-Discrimination Act 1991* (Qld)
- *Child Protection Act 1999* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- *Disability Standards for Education 2005* (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- *Education (General Provisions) Regulation 2017* (Qld)
- *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)
- *Work Health and Safety Act 2011* (Qld)
- *Work Health and Safety Regulations 2011* (Cwth)

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practiced. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practice expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include but not limited to:

Online learning	Face-to-face learning
Rule reminders – option of using online tools	Verbal rule reminders
Whole class practicing of routines	Non-verbal and visual cues
Using break out rooms for private discussion with student about expected behaviour	Providing 'take-up' time for student/s to process instruction/s
	Changing seating plans
	Prompting a student to take a break or time away in class
	Proximity control
	Low voice and tone for individual instructions

Ratio of 5 positive to 1 negative commentary or feedback to class
Explicit behavioural instructions
Corrective feedback
Private discussion with student about expected behaviour
Tactical ignoring of inappropriate behaviour (not student) Individual positive reinforcement for appropriate behaviour Redirection
Verbal and visual instructions
Break down tasks into smaller chunks
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 Redirection of inappropriate behaviour
Warning of consequences

If these strategies do not produce positive changes in behaviour, staff correction may also include additional actions including:

- An individual discussion after the lesson - talking with the student about what behaviours occurred and identifying what they can do differently in future lessons
- A follow-up discussion with parent/carer/home tutor to raise concerns and also to help problem-solve

Staff will keep records of ongoing patterns of problem behaviour, specific incidents and parent/carer contacts on OneSchool.

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services Team for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Services Team to address persistent or ongoing serious problem behaviour. This may include:

- Individual Behaviour Support Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Safety plan for wellbeing
- Temporary removal of student property (e.g., mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension
Students who are suspended from Cairns School of Distance Education may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, 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.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only key staff members attending with the student 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 re-entry meeting should follow a set agenda, shared in advance with the student 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 focused on making the student and their family feel welcome back into the school community.
Possible agenda:

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

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 provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Student Services Support Team members, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Cairns School of Distance Education 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 and vaping products)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Cairns School of Distance Education:
- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Cairns School of Distance Education:
- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues, community event venues) that:

  o is prohibited according to the Cairns School of Distance Education Student Code of Conduct
  o is illegal

- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;

- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Cairns School of Distance Education
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues and community event venues) that:

  - is prohibited according to the Cairns School of Distance Education Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;

- collect their property as soon as possible when advised by the principal or state school staff 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, Cairns School of Distance Education has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.

Approved Device Zone — Technology devices may be used in this space. Follow your teacher's directions and class technology procedures.

Device Free Zone — Technology devices may NOT be seen or heard at this time in this space.

Responsibilities

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

It is **acceptable** for students at Cairns School of Distance Education to:
- use mobile phones or other devices for:

  o assigned class work and assignments set by teachers
  o developing appropriate literacy, communication and information skills
  o 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
  o communicating or collaborating with other students, teachers, parents or experts in relation to school work
  o accessing online references such as dictionaries, encyclopedias, etc.
  o researching and learning through the department's eLearning environment

- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Cairns School of Distance Education to:

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

uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:

  o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  o schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  o 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
  o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  o 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

Cairns School of Distance Education uses the Positive Behaviour for Learning (PBL) framework supported by PERMAH resources to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know 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.

Cairns School of Distance Education has a **Student Leadership Forum**, with diverse representatives meeting regularly with the Student Leadership Mentor and school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. **Leadership**
   Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. **Inclusion**
   All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Cairns School of Distance Education our 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 Cairns School of Distance Education teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Cairns School of Distance Education - 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 student and parents to report bullying:
Prep to Year 12 – relevant Year level Student Engagement Head of Department

Student Reports to Student Engagement Head of Department via email:

- Acknowledge report of bullying
- Contact the student to allow them to share their experience and feeling without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Bullying response flowchart for teachers

Day one Document
- Ask the student for examples they have of the alleged bullying (eg. Hand written notes, emails or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students
- Make sure you can answer who, what, where, when and how

Day three Discuss
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes on OneSchool

Ongoing Follow up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated at Cairns School of Distance Education with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 year level Student Engagement Head of Department.
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 or other State and Territory law enforcement.

Students enrolled at Cairns School of Distance Education may face 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 or other State and Territory law enforcement. 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 year level Deputy Principal.

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.
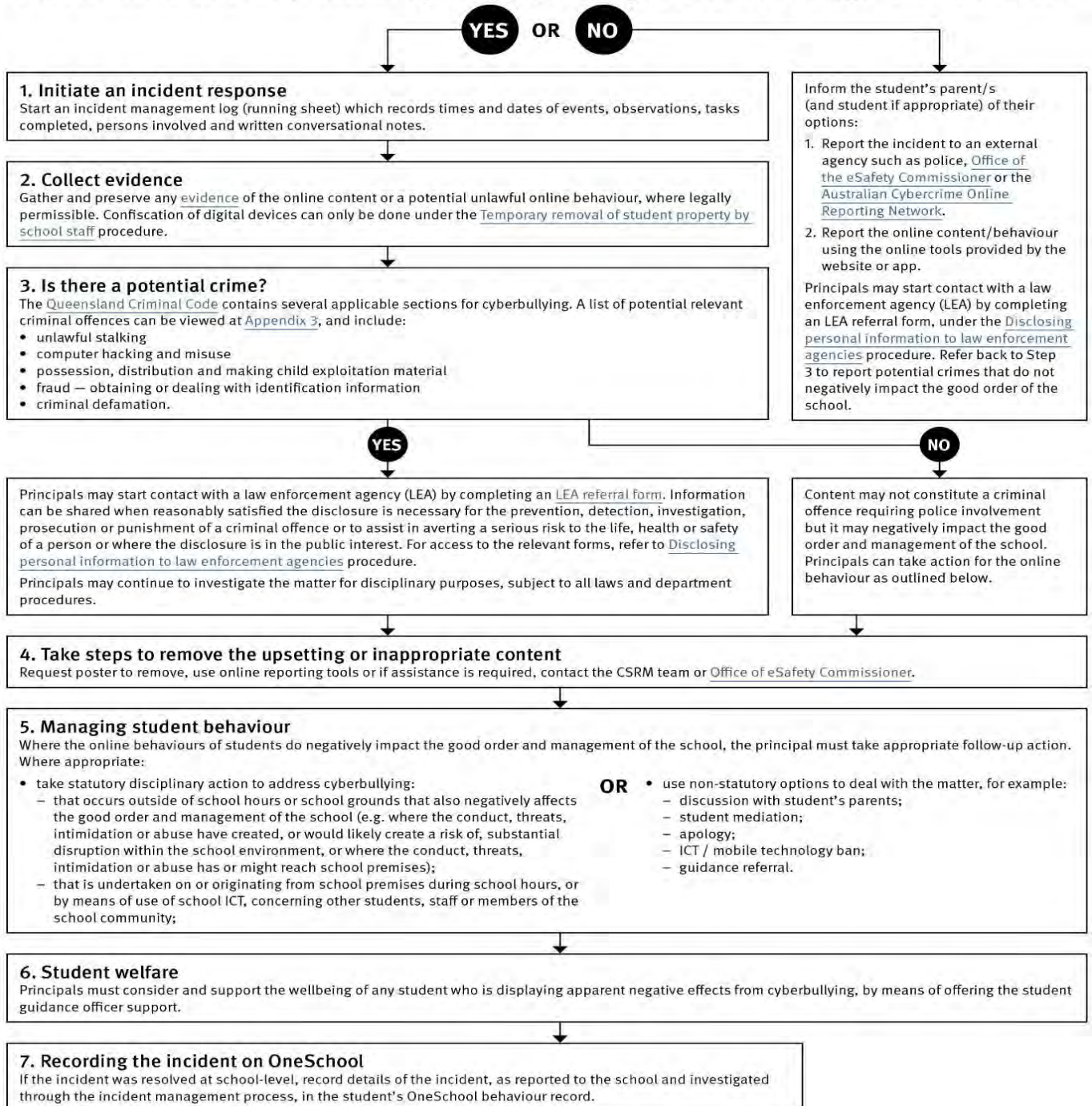
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process 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?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

Student Intervention and Support Services

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

Parents and students are required to sign an agreement to comply with the Student Code of Conduct upon enrolment.

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* (Cwth) 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 Cairns School of Distance Education 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. Maximise the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.
7.

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

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

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

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

Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.
Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

1.   Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2.   Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3.   Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4.   Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5.   Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situation.