



Marsden State School

A school community that believes and achieves

Marsden State School

Student Code of Conduct

2025-2028

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

Marsden State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. We believe in providing a learning experience that meets the needs of the 'Whole Child'. Every team member is committed to ensuring that every child is given every opportunity and support to be successful everyday.

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

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

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Endorsement

Principal Name: Kevin Leathwaite

Principal Signature:

Date:

4-3-25

P/C President Name: Rima Tangatakere

P/C President Signature:

Date:

4 Mar 25

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Principal's Foreword

Introduction

Marsden State School has a long and proud tradition of providing high quality education to students from across Marsden and the surrounding community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. We value and promote the four way partnership between students, parents, staff and community members.

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

Marsden State School staff take an educative approach to discipline, and believe that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

Whole School Approach to Discipline

Marsden State School uses Positive Behaviour for Learning (PBL) 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 sporting activities and excursions.

PBL is an evidence-based framework used to:

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

Our schools expectations are:

I am Safe
I am Respectful
I am Responsible
I am a Learner

Behavioural expectations of students in all aspects of school life have been collaboratively created and are displayed in all areas of the school.

At Marsden State School we believe discipline is about more than punishment. It 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 the expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Marsden State School Student Code of Conduct is an opportunity to explain the PBL framework to parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

Our staff 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 Positive Behaviour for Learning (PBL) expectations in place for students – I am Safe, I am Respectful, I am a Learner and I am Responsible.

Below is a copy of the PBL behavioural expectations for parent/cares, staff and students at Marsden State School. These expectations have been collaboratively created and help students and visitors understand the expectations and meet the standards we hold for everyone at Marsden State School.

Behavioural Expectations Matrix

	BE A LEARNER	BE RESPONSIBLE	BE RESPECTFUL	BE SAFE
<u>STAFF</u>	<ul style="list-style-type: none"> We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress We will always focus on improving student achievement through consistent implementation of school wide expectations 	<ul style="list-style-type: none"> We will maintain confidentiality about information relating to your child and family We will create a safe, supportive and inclusive environment for every student We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events We will contribute equally to the workload of the team and commit to sharing information and expertise We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents 	<ul style="list-style-type: none"> We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you We will ensure positive behaviours are role modelled for all students We will treat others with dignity and respect whilst maintaining the highest level of professionalism and integrity 	<ul style="list-style-type: none"> We will share relevant information with you about your child's learning, social and behavioural progress at school We will nominate a contact person for you to work with to resolve a school related complaint We will act quickly to address social media issues that affect staff, students or families We will trust each other and have confidence that discussions and information remain private
<u>PARENTS/ CARERS</u>	<ul style="list-style-type: none"> You support your child to meet the learning and behavioural expectations at school You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff 	<ul style="list-style-type: none"> You respect the obligation of staff to maintain student and family privacy You ensure your children attend school every day, on time and notify the school promptly of any absences or changes in contact detail You recognise people are different and will be non-judgemental, fair and equitable to others in the school community 	<ul style="list-style-type: none"> You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child You are respectful in your conversations at home about school staff You leave and collect your child from the designated area at school 	<ul style="list-style-type: none"> You share relevant information about your child's learning, social and behavioural needs with school staff You take a positive, solution-focused approach to resolving complaints You respect school, student and staff privacy in your online communications You will not use violent or abusive behaviour towards any member of the school community

		<ul style="list-style-type: none"> You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent 		
STUDENTS ALL AREAS		<ul style="list-style-type: none"> Ask permission to leave the room Be on time Be in the right place at the right time Follow instructions straight away 	<ul style="list-style-type: none"> Respect others' space and property Care for equipment Clean up after yourself Use polite language Wait in turn 	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself Move safely
		<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest 	<ul style="list-style-type: none"> Raise your hand to speak Respect others; right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner
ONLINE	<ul style="list-style-type: none"> Complete online learning tasks 	<ul style="list-style-type: none"> Report any unacceptable behaviour to your teacher Post only appropriate content online 		<ul style="list-style-type: none"> Participate in approved online sites and educational games Be courteous and polite in all online communication
PGD	<ul style="list-style-type: none"> Join new games and activities 	<ul style="list-style-type: none"> Use High Five Return equipment to appropriate place on the bell 	<ul style="list-style-type: none"> Play fairly Take turns Invite others to join in Follow the rules 	<ul style="list-style-type: none"> Participate in approved school games Wear shoes and socks at all times Be sun safe, wear a hat Use equipment safely and as designed
STAIRS/LIFT		<ul style="list-style-type: none"> Move quietly in your lines Use lifts only with a permission tag 	<ul style="list-style-type: none"> Consider others in class as you walk past Stand back and let others out of the lift first 	<ul style="list-style-type: none"> Use handrails for hands only Take one step at a time Walk up and down on the LEFT hand side Use lifts with an adult

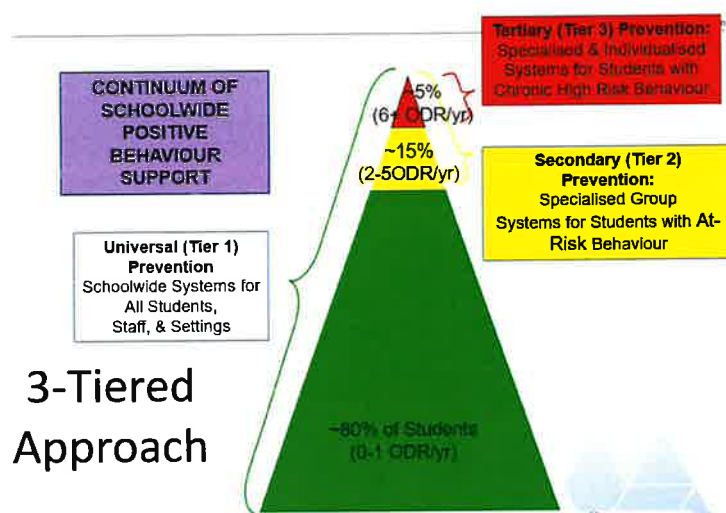
TOILETS		<ul style="list-style-type: none"> • Use toilet during break times • Use toilet for the intended purpose 	<ul style="list-style-type: none"> • Respect privacy of others • Take care of the space 	<ul style="list-style-type: none"> • Wash hands after using the toilet and before eating • Walk in the toilet block • Report damage immediately
BEFORE AFTER SCHOOL	<ul style="list-style-type: none"> • Complete home learning tasks • Return home folders regularly 	<ul style="list-style-type: none"> • Walk bike/scooter in school grounds • Leave school promptly 	<ul style="list-style-type: none"> • Wait your turn • Keep personal belongings nearby 	<ul style="list-style-type: none"> • Use your bike/scooter only • • Use appropriate safety equipment to protect yourself from injury • Wait inside the gate or on the footpath until the bus/car stops

Differentiated and Explicit Teaching

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

Teachers at Marsden State School 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.



These three layers map directly to a tiered approach. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed 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.

Focused Teaching

Approximately 25% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Marsden State School to provide focused teaching.

Focused teaching is aligned to the PBL Expectations Matrix, and student 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.

Marsden State School has a range of Student Support Network 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:

- Check in/out books
- Supervised Play

For more information about these programs, please speak with the HOD-SS (Head of Department-Student Services), Don Hellwig or the HOSES (Head of Special Education Services), Michelle Buckley

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 may require intensive teaching for a short period, for particular behaviour skills. Other students 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 student's family.

For a small number of students 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 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.

Disciplinary Consequences

The disciplinary consequences model used at Marsden State School 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 practised. 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 practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed 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.

The Table below was collaboratively developed by staff and following consultation with the Marsden State School P&C was published as the three tiers of behaviour. Table below

School Category	Behaviour Types	OneSchool Definition	Examples of Behaviours and Possible Consequences		Expectations to Re-teach
1. Defiance	Ignoring and refusing to follow reasonable, age appropriate instructions and challenging teacher decisions.	Student refuses to follow directions given by school staff.	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden learners are safe, respectful and responsible when they: <ul style="list-style-type: none"> Use respectful language and body language to communicate with others. Follow instruction/s promptly the first time.
			<ul style="list-style-type: none"> Ignoring explicit directions given by staff member Non-verbal responses like folding arms/rolling eyes Ignoring simple routine instructions (eg being asked to sit and then the child moves away) 	<ul style="list-style-type: none"> Consistently ignoring explicit directions given by staff member Continually argumentative behaviours (i.e speaking back) Repeated refusal to follow directions Not accepting/following consequences 	
			Minor Consequences	Major Consequences	
			<ul style="list-style-type: none"> Reminder of rules and expectations Time out/cool down within classroom Restorative justice 	<ul style="list-style-type: none"> Contact parents/caregivers Re-Teach Room Referral to and action from RTC/Administration 	
2. Physical Aggression	One student making serious physical contact upon another using self or an object. One student making serious physical contact upon an adult using self or an object.	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden Learners are safe, respectful and responsible when they: <ul style="list-style-type: none"> Keep their hands, feet and objects to themselves Use the High 5 Strategy Be Great for their mates Own their behaviour
			<ul style="list-style-type: none"> Hitting with hats Rough/unsafe play Pushing someone playfully causing no harm Picking up sticks/rocks or any other item (having not used them for anything) but causing accidental injury. 	<ul style="list-style-type: none"> Encouraging/provoking others to participate in conflict and/or joining in Intentionally physically assaulting/harming another person by punching, kicking etc. Aggressive behaviours using gestures and/or spitting towards student/adult Dangerous throwing of objects Physically 	

		physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.		assaulting or harming another student with object/s <ul style="list-style-type: none"> Inappropriate physical sexual contact Tackling (including football) during playtime 	
			Minor Consequence	Major Consequence	
			<ul style="list-style-type: none"> Reminder of rules and expectations Restorative justice Separate from peers Genuine apology Practise expectation as a whole class, group or individual 	<ul style="list-style-type: none"> Apology letter in own time or teacher scribe Mediation/restorative practise Re-Teach Room Contact parents/caregivers Referral to and action from RTC/Administration 	
3. Disrespect	Rude or dismissive communication, both verbal and non-verbal.	Student intentionally delivers socially rude or dismissive messages to adults or students.	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden learners are safe, respectful and responsible when they:
			<ul style="list-style-type: none"> Intentionally rude answers (not ongoing) Intentionally starting disputes with staff Intentional eye-rolling, smirking, body language. 	<ul style="list-style-type: none"> Repeated intentionally rude answers Intentionally starting disputes with teachers repeatedly 	<ul style="list-style-type: none"> Speak politely Engage politely in a conversation despite differing opinions
			Minor Consequences	Major Consequences	
			<ul style="list-style-type: none"> Reminder of rules and expectations Time out/cool down within classroom Restorative justice 	<ul style="list-style-type: none"> Contact parents/caregivers Re-Teach Room Referral to and action from RTC/Administration 	
4. Disruption	Behaviour that effects/stops teacher from delivering lesson.	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden Learners are safe, respectful and responsible when they:
			<ul style="list-style-type: none"> Making audible noises (not repetitive) Calling out without permission Calling out to distract others, interrupting learning of others Talking instead of working 	<ul style="list-style-type: none"> Intentionally causing a reaction Repeated intentional disruption (sounds or other) 	<ul style="list-style-type: none"> Respect others learning Own their Behaviour Treat others with respect
			Minor Consequence	Major Consequence	
			<ul style="list-style-type: none"> Reminder of rules and expectations. Finishing room Move seating position Restorative justice (investigate function-why are they disrupting) 	<ul style="list-style-type: none"> Contact parents/caregivers Re-Teach Room Referral to and action from RTC/Administration 	
5. Abusive Language	<ul style="list-style-type: none"> Swearing with intent Threatening others 	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden Learners are safe, respectful and responsible when they:
			<ul style="list-style-type: none"> Language that is inappropriate for the school environment, not directed at someone Speaking rudely to others Making unkind/hurtful verbal comments (not sexualized/homophobic) 	<ul style="list-style-type: none"> Language that is inappropriate for the school environment/swearing – with intent/or directed at others (including teachers) Continual use of disrespectful language Racial/sexual/homophobic comments 	<ul style="list-style-type: none"> Use polite language Own their Behaviour

			or discriminatory – see harassment)	<ul style="list-style-type: none"> Verbal threats with/without intent (i.e. "I'm going to kill you") 	
			Minor Consequence	Major Consequence	
			<ul style="list-style-type: none"> Rule reminder Write out alternative words to use Discuss and practise alternative words Restorative justice 	<ul style="list-style-type: none"> Apology letter in own time or teacher scribe Mediation/restorative practice Re-Teach Room Contact parents/caregivers Referral to and action from RTC/Administration 	
6. Truancy (out of class)	<p>Leaving or not arriving at the expected location.</p> <p>NOTE: If out of class truancy is</p> <p>persistant, please discuss the</p> <p>need for an IBSP with</p> <p>HOD SS.</p>	<p>Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).</p>	Examples of Minor Behaviour	Examples of Major Behaviours	<p>Marsden Learners are safe, respectful and responsible when they:</p> <ul style="list-style-type: none"> Remain within the learning space/agreed environment
			<ul style="list-style-type: none"> Leaving the classroom for a short time without permission but returning with teacher/teacher aide assistance (must remain within the line of sight of a staff member) 	<ul style="list-style-type: none"> Leaving the classroom for a short time without permission (without remaining within the line of sight of a staff member) Leaving and refusing to return to the expected location (requiring RTC/admin assistance) Not arriving at the expected location within the expected timeframe Being in an out of bounds/unsafe area Intentionally not attending Buddy Room 	
			Minor Consequence	Major Consequence	
			<ul style="list-style-type: none"> Reminder of rules and expectations Discussion regarding safety Finishing Room 	<ul style="list-style-type: none"> Contact parents/caregivers Re-Teach Room Referral to and action from RTC/Administration 	
7. Property Misuse causing risk to others	<p>Misuse of property that causes harm/risk to others (intentionally or unintentionally).</p>	<p>Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</p>	Examples of Minor Behaviour	Examples of Major Behaviours	<p>Marsden Learners are safe, respectful and responsible when they:</p> <ul style="list-style-type: none"> Own their Behaviour Show respect to others
			<ul style="list-style-type: none"> Non directed throwing of objects Accidentally tipping furniture/bumping furniture causing harm to others Pushing items off desk Slamming doors Intentionally taking someone's hat and wearing it 	<ul style="list-style-type: none"> Directed throwing of objects Tipping of furniture with intent to harm others Pushing items off desk with intent to harm others Slamming doors with intent to harm 	
			Minor Consequences	Major Consequences	
			<ul style="list-style-type: none"> Reminder of rules and expectations Remove individual item Restorative justice 	<ul style="list-style-type: none"> Contact parents/caregivers Re-Teach Room Referral to and action from RTC/Administration Mediation/restorative practice 	

8. Property Damage	Damaging property belonging to self or others (intentionally or unintentionally).	Student participates in an activity that results in destruction, damage or disfigurement of property.	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden learners are safe, respectful and responsible when they: <ul style="list-style-type: none"> • Use property for its intended purpose • Treat others with respect
			<ul style="list-style-type: none"> • Drawing on desks • Snapping pencils • Wiping hands on carpet • Damaging/destroying your own work 	<ul style="list-style-type: none"> • Any damage that requires repairs or replacement by a third party • Deliberate damage to school or student property 	
			Minor Consequences	Major Consequences	
			<ul style="list-style-type: none"> • Reminder of rules and expectations • Removal from area (i.e. sitting on vinyl instead of carpet) • Replace/repair damaged property • Restorative justice 	<ul style="list-style-type: none"> • Restorative actions • Contact parents/caregivers • Re-Teach Room • Referral to and action from RTC/Administration • Removal of property 	
9. Refusal to participate in the educational program of the school	Persistent refusal to comply with established routines.	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden Learners are safe, respectful and responsible when they: <ul style="list-style-type: none"> • Own their Behaviour • Follow instructions • Respect their own learning
			<ul style="list-style-type: none"> • Not following class procedure/routine • Eating whilst lining up • Not lining up quietly outside the classroom or when transitioning • Refusing to complete work • Intentionally taking too long to begin tasks or get organised 	<ul style="list-style-type: none"> • Persistent refusal of following instructions • Persistently late back to class • Intentionally not attending Finishing Room 	
			Minor Consequence	Major Consequence	
			<ul style="list-style-type: none"> • Reminder of expectation and rule (including explicit teaching of school procedures) • Finishing Room • Visual timetable 	<ul style="list-style-type: none"> • Re-Teach Room • Contact parent/caregivers (teachers) • Referral to and action from RTC/Administration 	
10. Bullying	Repeated and directed verbal and physical behaviours towards another person or group. NOTE: Behaviours that <u>do not</u> constitute bullying include mutual arguments and disagreements (where there is no power	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden Learners are safe, respectful and responsible when they: <ul style="list-style-type: none"> • Treat others as they would like be treated • Use safe, kind & respectful language • Own their behaviour
			<ul style="list-style-type: none"> • Making unkind/hurtful comments • Unwanted roughhousing with peers without intent 	<ul style="list-style-type: none"> • Persistently emotionally assaulting/harming another person • Being a bystander and/or inciting others in bullying behaviour • Persistent intimidation of a student • Encouraging others to exclude an individual regularly • Verbal targeting of particular student/s 	
			Minor Consequence	Major Consequence	

	<p>imbalance), not liking someone</p> <p>or a single act of social rejection,</p> <p>one-off acts of meanness or spite,</p> <p>isolated incidents of aggression,</p> <p>intimidation or violence.</p>		<ul style="list-style-type: none"> • Reminder of rules and expectations • Restorative justice 	<ul style="list-style-type: none"> • Mediation • Apology (written or verbal) • Contact parents/caregivers • Re-teach Room • Referral to and action from RTC/Administration 	
11. Fighting	Physical contact with another person causing harm.	Student is involved in mutual participation in an incident involving physical violence.	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden learners are safe respectful and responsible when they: <ul style="list-style-type: none"> • Keep their hands and feet to themselves • Show respect and kindness to others • Own their behaviour
			<ul style="list-style-type: none"> • Tripping/ touching/ pushing others with or without intent • Being a bystander with no intent to report 	<ul style="list-style-type: none"> • Tripping/ touching/ pushing others with intent and causing harm • Engaging in a physical fight • Encouraging others to participate in a physical fight 	
			Minor Consequences	Major Consequences	
			<ul style="list-style-type: none"> • Reminder of rules and expectations • Apology (verbal or written) • Restorative justice 	<ul style="list-style-type: none"> • Contact parents/caregivers • Re-teach Room • Referral to and action from RTC/Administration 	
12. Harassment	Harmful verbal messages (i.e discrimination, harassment, threats).	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden Learners are safe, respectful and responsible when they: <ul style="list-style-type: none"> • Treat others as they would like to be treated • Show respect and kindness to others • Own their behaviour
			<p>The below behaviours when specifically relating identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability -</p> <ul style="list-style-type: none"> • Making unkind/hurtful comments • Calling another student names in a non-consistent or non-repeated manner 	<p>The below behaviours when specifically relating identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability -</p> <ul style="list-style-type: none"> • Persistently emotionally assaulting/harming another person • Being a bystander and/or provoking others to participate in bullying behaviours • Persistent intimidation of a student • Encouraging others to exclude an individual on a regular basis • Verbal targeting of particular student/s 	
			Minor Consequences	Major Consequences	
			<ul style="list-style-type: none"> • Reminder of rules and expectations • Apology (verbal or written) • Restorative justice • 	<ul style="list-style-type: none"> • Mediation • Contact parents/caregivers • Re-teach Room • Referral to and action from Administration 	

13. Theft	Removal of property belonging to someone else.	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property..	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden Learners are safe, respectful and responsible when they: <ul style="list-style-type: none"> Treat others as they would like to be treated Own their behaviour
			<ul style="list-style-type: none"> THERE IS NO MINOR THEFT! 	<ul style="list-style-type: none"> Student is in possession of, or having passed on, or being responsible for removing someone else's property 	
			Minor Consequence	Major Consequence	
			<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Contact parents/caregivers (teachers) Referral to and action from RTC/Administration Return/replace belongings/items 	
14. Technology Violation	Inappropriate use of technology.	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden Learners are safe, respectful and responsible when they: <ul style="list-style-type: none"> Participate in appropriate technology usage Own their behaviour
			<ul style="list-style-type: none"> Taking photos on iPads without direct instruction Using someone else's login details Accessing sites without approval 	<ul style="list-style-type: none"> Use of mobile phone or smart watch on school grounds during school hours Use of mobile phones for the purpose of filming or photography on school ground at any time <u>even outside of school hours</u> Accessing or attempting to access inappropriate content Intentionally screen sharing or screen casting without permission 	
			Minor Consequence	Major Consequence	
			<ul style="list-style-type: none"> Reminder of rules and expectations Temporary removal of devices 	<ul style="list-style-type: none"> Contact parents/caregivers Re-teach Room Referral to and action from RTC/Administration 	
15. Academic Misconduct	Cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Examples of Minor Behaviour	Examples of Major Behaviours	Marsden Learners are safe, respectful and responsible when they: <ul style="list-style-type: none"> Complete tasks using their own ideas Own their behaviour
			<ul style="list-style-type: none"> Consistently looking at others work Copying others work 	<ul style="list-style-type: none"> Intentionally cheating/copying others work and claiming it as their own Plagiarism (including the use of AI, eg Chat GPT) 	
			Minor Consequence	Major Consequence	
			<ul style="list-style-type: none"> Redoes work Finishing Room Restorative justice 	<ul style="list-style-type: none"> Contact parents/caregivers Re-Teach Room Referral to and action from RTC/Administration 	

The following table provides a guide to expected consequences, however, please note each individual incident is considered on a case by case basis and consequences will depend on many factors.

Possible Consequences

Minor Behaviours	Managed by classroom teachers – may include; redirection, withdrawal from play, completing work in own time, altered activity
Major Behaviours	Managed by classroom teachers with support from Reset Room staff, Deputy Principal and/or Principal – withdrawal of privileges (incl. playtimes, school gala days, leadership positions), suspension, managed attendance plan (shortened day at school)

School Disciplinary Absences (SDA)

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

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

At Marsden State School, 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 Marsden State School are 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.

School Policies

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

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

Temporary removal of student property

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 Marsden State School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. 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 Marsden State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) 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 Marsden State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Marsden State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Marsden State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Marsden State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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, Marsden State School 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.

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 Marsden State School to:

- use mobile phones or other devices
 - before or after school hours
 - in an emergency as directed by school staff
 - medical reasons (diabetic monitoring)

It is **unacceptable** for students at Marsden State School to:

- have their mobile phone on their person or in their school bag or desk during the school day.
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during the school day – all phones are to be handed in BEFORE school commences or on arrival.
- 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
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (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 Marsden State School 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:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes

- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Please note: School staff will not manage online incidents that do not directly affect teaching and learning at Marsden State School. If students are behaving in an unacceptable manner, online, out of school hours it is recommended that parents refer this matter directly to <https://www.esafety.gov.au/> or the police.

Preventing and responding to bullying

Marsden State School uses the [Australian Student Wellbeing Framework](#) 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.

Marsden State School uses the following framework to structure a preventative approach to managing bullying.



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 Marsden State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

At Marsden State School we use the High Five.

High Five

The High Five behavioural approach will continue to be utilised at Marsden State School in 2020 and beyond and is regularly revisited during assemblies. Posters have been displayed throughout the school for students and visiting parents to familiarise themselves with the process. Teachers will be following this up with classroom lessons throughout the term, based on the five steps of the High Five process.

Steps of the High Five:

1. Ignore
2. Friendly Talk
3. Walk Away
4. Firm Talk
5. Report

What is the High Five?

- It is an effective strategy to develop problem-solving strategies for our students
- A whole school approach that can also eradicate bullying
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents

When students report incidences to teachers' on duty, they shall be checking that students' have followed the High Five process before reporting the incident. This will ensure a consistency of practice and the upskilling of students in relation to the process. Using the High Five steps will assist all students, as it empowers them to take control of the situation and ensure that all students at Marsden State School are playing safely and following the rules. Parents please talk with your children re this process. I am positive that as a united team; we can ensure a continued successful implementation of the High Five program at Marsden State School.



The following flowchart explains the actions Marsden State School 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.

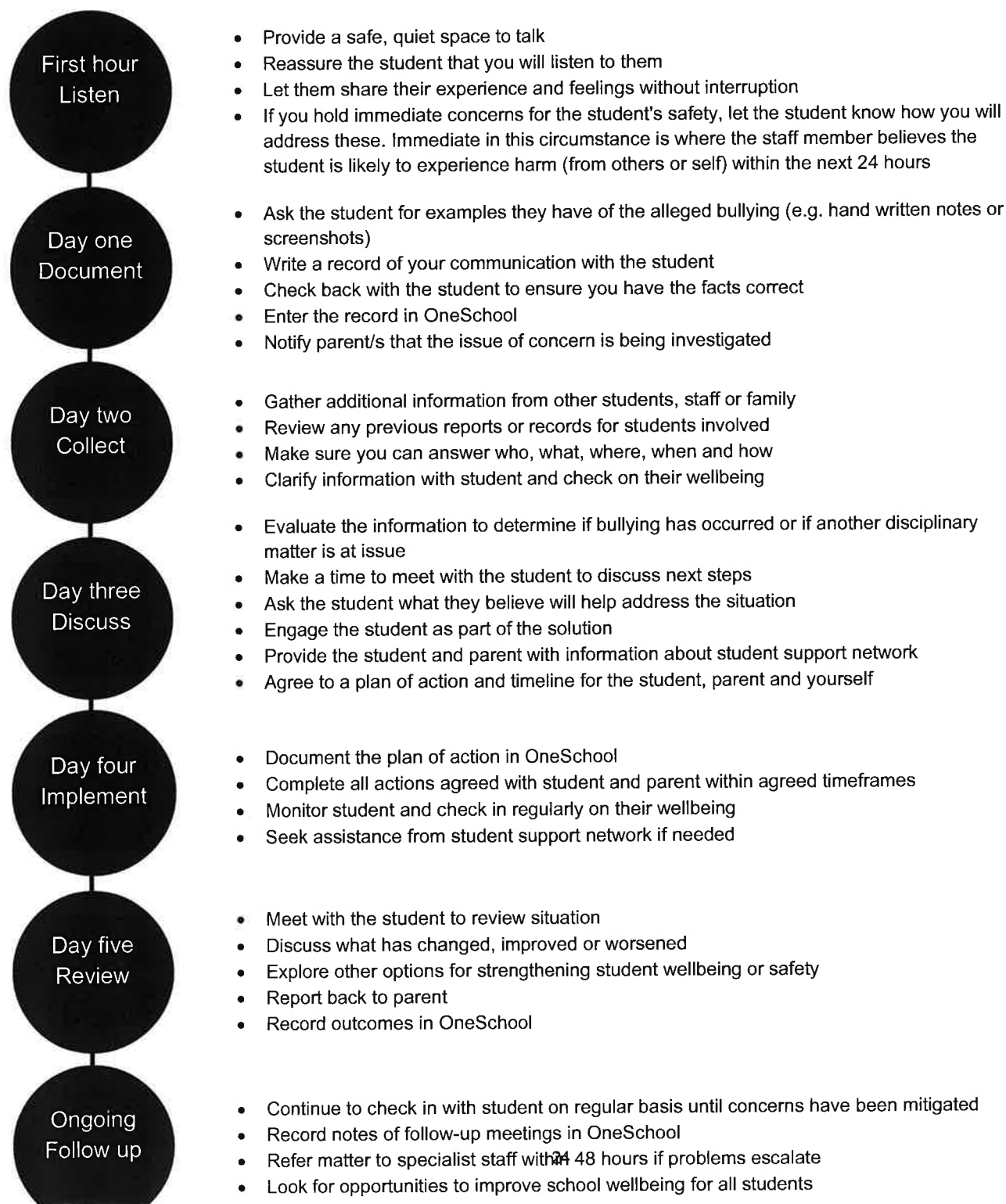
Marsden State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

HOD-SS – Don Hellwig 3489 9333



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels). There is also a dedicated senior leadership officer, Head of Behaviour, David Gurney, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal, Trish Wilmott.

Marsden State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

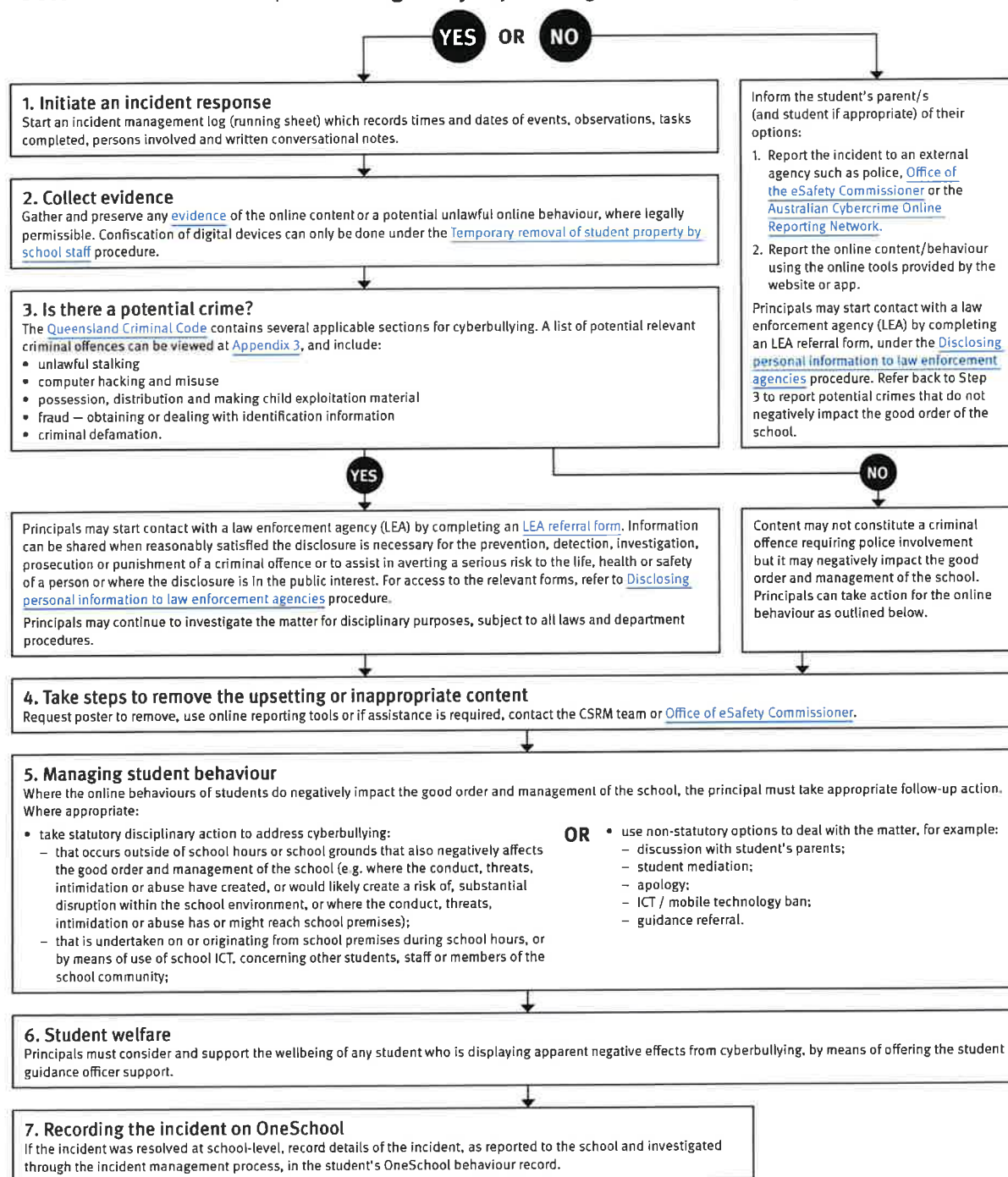
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Marsden State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

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