



Wynnum State High School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

Wynnum State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents, carers and visitors. Wynnum High is a PROUD School and our learning environment reflects the school values of being Positive, Respectful, On Task, Unified and Determined.

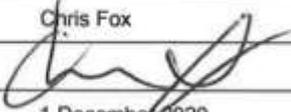
The Wynnum State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Contact Information

Postal address:	PO Box 797 WYNNUM QLD 4178
Phone:	07 3906 7333
Email:	info@wynnumshs.eq.edu.au
School website address:	www.wynnumshs.eq.edu.au
Contact Person:	Cath Pfingst (Principal)

Endorsement

Principal Name:	Cath Pfingst
Principal Signature:	
Date:	1 December 2020
P/C President Name:	Chris Fox
P/C President Signature:	
Date:	1 December 2020

Contents

Purpose	2
Learning and Behaviour Statement	4
Multi-Tiered Systems of Support	4
Consideration of Individual Circumstances	5
Student Wellbeing	6
Student Support Team	8
Whole School Approach to Discipline	10
PBL Expectations	10
Differentiated and Explicit Teaching	12
Focussed Teaching	12
Intensive Teaching	13
Legislative Delegations	14
Legislation	14
Delegations	15
Disciplinary Consequences	17
School Policies	26
Temporary Removal of Student Property	27
Use of Mobile Phones and Other Devices by Students	28
Switch Off to Switch On Policy	29
Preventing and Responding to Bullying	31
Appropriate Use of Social Media	39
School Dress Code – Application of Policy	41
Restrictive Practices	42
Critical Incidents	43

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

Wynnum State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">• teaching behaviours in the setting they will be used• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none">• there is a clear connection between the skills taught in the interventions and the school-wide expectations.• interventions require little time of classroom teachers and are easy to sustain• variations within each intervention are limited

	<ul style="list-style-type: none"> • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>3</p>	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student’s use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents/carers to know what

consequences another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents/carers and students will respect the privacy of other students and families.

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

Student Wellbeing

Wynnum State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents/carers and students to speak with their class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Wynnum State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Policy and expectations

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

Drug education and intervention

Wynnum State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities, whilst in school uniform or whilst being easily identifiable as a student of Wynnum State High School. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

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

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

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

Mental health

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

Suicide prevention

Wynnum State High School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff.

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

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents/carers are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Wynnum State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Wynnum State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Team

Wynnum State High School is proud to have a comprehensive Student Support Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Wynnum State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help to ensure the student is connected to the appropriate representative of the Student Support Team.

Teachers may communicate with families and refer to the Student Support Team if they notice a student requiring extra support. The Student Support Team is made up from a core group of members. The Student Support Team works closely with a range of internal and external support agencies to provide specialised support as required. Core members include: Principal, Deputy Principals, Guidance Officer, Head of Department (HOD) Junior Secondary, HOD Senior Secondary, HOD Physical Education and Wellbeing, Head of Inclusive Education, Phase Coordinators, School Chaplain and School-based Health Nurse.

Below are examples of some of the support offered by various members of the Student Support Team:

Role	What they do
Deputy Principal	<ul style="list-style-type: none"> • lead role for implementation of Positive Behaviour for Learning (PBL) • lead Student Support Team to promote an inclusive, positive school culture • ensure students feel safe and comfortable and want to come to school • monitor attendance, behaviour and academic data to identify areas of additional need • arrange intervention for students
Guidance Officer	<ul style="list-style-type: none"> • provide a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assist students with specific difficulties, acting as a mediator or providing information on other life skills • liaise with parents/carers, teachers, or other external health providers as needed as part of the counselling process
HOD Junior Secondary	<ul style="list-style-type: none"> • coordinate transition for students moving from Year 6 to Year 7 • support student welfare for students in Years 7 – 9 • provide continuity of contact for students and their families • nurture a sense of belonging within each year level and the school • monitor student attendance data, arranges intervention for students in Years 7 to 9
HOD Senior Schooling	<ul style="list-style-type: none"> • support student welfare for students in Years 10 – 12 • provide continuity of contact for students and their families • nurture a sense of belonging within each year level and the school • monitor student attendance data, arranges intervention for students in Years 10 to 12

HOD Physical Education and Wellbeing	<ul style="list-style-type: none"> • coordinate the wellbeing and pastoral care programs across the school • identify opportunities for additional support programs offered by external agencies
Head of Inclusive Education	<ul style="list-style-type: none"> • promote an inclusive positive school culture • monitor attendance, behaviour and academic data to identify areas of additional need • work collaboratively with stakeholders to promote inclusive practices
Phase Co-ordinators	<ul style="list-style-type: none"> • monitor student attendance data, including truancy data
School Chaplain	<ul style="list-style-type: none"> • promote student wellbeing • work as part of the Student Support Team to facilitate connection in the school network and wider community of students who are suffering from bereavement, family breakdown or other crises and loss situations • provide spiritual support where appropriate
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provide individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs

It is important for students and parents/carers to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal or Deputy Principals.

Whole School Approach to Discipline

Wynnum State High 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.

At Wynnum State High 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 their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

Classroom teachers address inappropriate behaviour in class and apply appropriate consequence to improve student behaviour. This is reinforced through our House system that establishes opportunities for all students to contribute to school and community life. Our vision and values are: Excellence | Tradition | Community – A PROUD school. PROUD stands for Positive, Respectful, On Task, Unified and Determined. These values are reflected through our PBL framework.

The development of the Wynnum State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents/carers 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 do to set students up for success is a shared goal of every parent/carer and school staff member.

Any students or parents/carers who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to 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 five Positive Behaviour for Learning (PBL) expectations in place for students, being Positive, Respectful, On Task, Unified and Determined (PROUD).

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

PROUD Behaviours Matrix

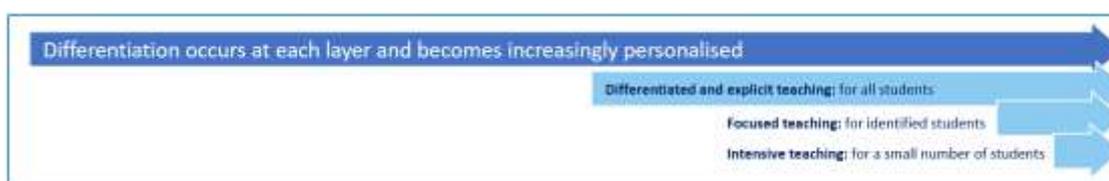
	All settings	In the learning environment	Walkways, stairwells, corridors and verandahs	Playground and eating areas	Tuckshop	Assemblies	At the train station and all public places
Positive	<ul style="list-style-type: none"> Make all members of the school community welcome and be helpful at all times 	<ul style="list-style-type: none"> Bring a smile and a willing attitude to class Have a go and be ready to learn Encourage success for all Solve problems in a constructive manner 	<ul style="list-style-type: none"> Keep to the left Greet, acknowledge and be courteous to others using the walkways, stairwells, corridors and verandahs 	<ul style="list-style-type: none"> Be proud of the area, appreciate your environment Treat all others fairly Use playground facilities in a positive manner Be friendly and encouraging 	<ul style="list-style-type: none"> Follow all appropriate processes Support the tuckshop Model appropriate behaviour 	<ul style="list-style-type: none"> Move in a calm and orderly manner to and from all assemblies 	<ul style="list-style-type: none"> Represent the school in a positive manner Model appropriate behaviour
Respectful	<ul style="list-style-type: none"> Be honest, courteous and polite at all times Respect the rights of others to learn and teach Respect the classroom property and the property of others Respect the privacy of others Be respectful of yourself Maintain respectful use of social media and technology 	<ul style="list-style-type: none"> Respect and care for each other Value the right to learn for all Listen to each other Be honest and truthful to others and yourself Be accountable for your own actions Respect the work of others 	<ul style="list-style-type: none"> Allow others to move along the walkways, stairwells, corridors and verandahs Respect the grounds and use designated walkways, stairwells, corridors and verandahs Use appropriate language and keep noise to a minimum 	<ul style="list-style-type: none"> Use appropriate language Put all litter in the bin Respect other people's personal space and belongings Respect school environment and property Play appropriate games in designated areas Consume food and drink away from the oval and Basketball Courts 	<ul style="list-style-type: none"> Wait patiently in line to be served Pay for all purchases Use manners to the canteen staff and others Dispose of rubbish appropriately Bring and use own money Be considerate to staff and visitors 	<ul style="list-style-type: none"> Look at and listen to all speakers Applaud appropriately Remove hats when inside and for the national anthem 	<ul style="list-style-type: none"> Show respect and be sensitive to the needs and feelings of students, staff and members of the community Use appropriate language and maintain acceptable noise levels Wait patiently in line (where appropriate)
On Task	<ul style="list-style-type: none"> Promptly comply with the instructions of all staff Be punctual and prepared by bringing all materials required for class Participate positively and listen attentively Complete set tasks to the best of your ability 	<ul style="list-style-type: none"> Follow the school entry and exit policy for all classrooms Make good use of your time in all classes Complete all classwork and assessment required on time Complete all homework 	<ul style="list-style-type: none"> Move promptly and with purpose to the correct room or venue 	<ul style="list-style-type: none"> Remain within school grounds Be organised – eat, drink and toilet before class bell sounds Demonstrate fair play Play according to the rules of the game Use the oval, Basketball Courts and Sports Hall for sport games only 	<ul style="list-style-type: none"> Follow entry and exit procedures Keep exits clear Purchase food and drinks quickly and depart the area Purchase for yourself only Ensure you are organised with your payment method Report all issues to staff 	<ul style="list-style-type: none"> Sit quietly and wait for the assembly to begin Keep hands and feet to yourself Place bags in laps or in front of you 	<ul style="list-style-type: none"> Be safe Where necessary, follow instructions of members of the community Be alert and ready to move when directed
Unified	<ul style="list-style-type: none"> When wearing your uniform bring credit to the school and yourself Follow school rules Report mistreatment of any facilities Report unsafe equipment and behaviours Be alert to unauthorised visitors and inform staff 	<ul style="list-style-type: none"> Accept and value differences in the classroom Treat everyone fairly Be an active participant in group work Be supportive and caring of each other 	<ul style="list-style-type: none"> Be aware of the rights of others using the walkways, stairwells, corridors and verandahs Pick up any litter present 	<ul style="list-style-type: none"> Be tolerant of each other's differences Include others (be inclusive – not exclusive) 	<ul style="list-style-type: none"> Offer assistance if required Treat tuckshop volunteers and staff as valued members of our community 	<ul style="list-style-type: none"> Sit in alphabetical order in your House Group for full school assembly Sit in your class group for year level assembly 	<ul style="list-style-type: none"> Represent Wynnum State High School proudly at all times Wear the correct school uniform
Determined	<ul style="list-style-type: none"> Be responsible for your behaviour and accept consequences Report conflict, bullying and harassment Always observe hygienic practices 	<ul style="list-style-type: none"> Do and be the best student that you can be Value yourself, you are unique and important 	<ul style="list-style-type: none"> Move directly to the next class Ensure you are on time 	<ul style="list-style-type: none"> Cease play and move to class at the correct time Be sun safe 	<ul style="list-style-type: none"> Make the correct food and nutrition choices for your health and wellbeing 	<ul style="list-style-type: none"> Give the speaker your full attention 	<ul style="list-style-type: none"> Take responsibility for your own safety and that of others Line up and walk in an orderly fashion Obey traffic signals and rules Cross only in designated areas

Differentiated and Explicit Teaching

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

Teachers at Wynnum State High 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. 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 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.

Focussed Teaching

Approximately 15% 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 focussed teaching is provided to help them achieve success.

Focussed teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focussed 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 Wynnum State High School to provide focussed teaching. Focussed teaching is aligned to the PBL Behaviours 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.

Wynnum State High School has a range of support programs directed through the Student Support Team in place to help arrange and deliver focussed teaching to students who need more support to meet expectations.

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.

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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



Department of Education

Wynnum State High School

Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the Education (General Provisions) Act 2006 ('EGPA')

I, Catherine Pfingst, Principal of Wynnum SHS, authorise the persons who are from time to time the holders of the position of Deputy Principal or Head of Inclusive Education Services at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- A suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- When a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school the student has been told in satisfaction of section 295(2)(a) of the EGPA.

Catherine Pfingst
Wynnum SHS

QUEENSLAND DEPARTMENT OF EDUCATION

30/11/2020
Date



Department of Education

Wynnum State High School

Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12, Part 3,
Division 2 of the Education (General Provisions) Act 2006 ('EGPA')**

I, Catherine Pflingst, Principal of Wynnum State High School, authorise the persons who are from time to time the holders of the position of Deputy Principal or Head of Inclusive Education Services at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal or Head of Inclusive Education Services who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal or Head of Inclusive Education Services tells the student about my decision, as per section 283(2) of the EGPA

Catherine Pflingst
Wynnum SHS

QUEENSLAND DEPARTMENT OF EDUCATION

30/11/2020

Date

Disciplinary Consequences

The disciplinary consequences model used at Wynnum State High 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 Buddy Referral Process or Head of Department 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:

- Explicit instructions (e.g. "Remember, work individually on this task")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Enforcing expectations (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Put down your pen")
- Proximity control
- Selective attending of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour

- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

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

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

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents/carers and external agencies including regional specialists
- Temporary removal of student property
- 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 to participate in the educational program provided at the school.

TABLE OF MINOR BEHAVIOURS AND POSSIBLE CONSEQUENCES

MINOR BEHAVIOURS

TEACHER MANAGED

These include low level behaviours which do not seriously impact on student learning or well-being. The behaviours do not violate the rights of others in a serious way and are not part of a pattern of problem behaviours. The behaviours do not require the involvement of specialist or support staff or the administration.

HOD MANAGED

These include persistent low level and escalating classroom behaviours and persistent breaches of school rules. These behaviours may require the involvement or referral to specialist support staff or administration.

Teacher Managed	HOD Managed	Possible Consequences
<ul style="list-style-type: none"> • Disobedience of teacher direction • Disobedience of PROUD rules across all settings • Refusal to participate in classroom learning • Lateness to class • Non-compliance with Switch Off to Switch On Policy • Not bringing materials to class • Failing to attend detention • Incomplete classwork or homework or not completing assessment • Not completing course requirements • Non-compliance with School Dress Code Policy • Swearing and obscene language - not directed at staff • Minor physical contact with students without intent to cause harm • Truancy from class • Misuse of equipment - low-risk • Interfering with the property of other students or staff • Low level destruction of classroom resources or property • Littering in classroom or school grounds • Graffiti, inclusive of drawing on self and/or graffiti on body • Bringing banned items to school - low-risk • Infrequent low level teasing or name calling or other behaviours not deemed bullying or harassment 	<ul style="list-style-type: none"> • Persistent classroom disruption and disobedience • Student refusal to follow the Buddy Teacher Referral process • Persistent incomplete classwork or homework or assessment • Not completing curriculum course requirements • Breach of Academic Integrity Policy • Failing to attend curriculum related detentions as directed by teaching staff • Non-compliance with Anti-Bullying Policy • Failure to comply with consequences of truancy set by teacher 	<ul style="list-style-type: none"> • Buddy Teacher Referral process • Making up time for lateness to and truancy from class • Isolation within classroom via a seating plan • Classroom behaviour contracts • Detention - during lunch or before or after school • Teachers or HODs set timelines for work completion if classwork and/or assessment not completed • Uniform referral given as per School Dress Code Policy • Mobile phone referral as per the Switch Off to Switch On Policy • Teachers supervise the completion of work • HOD supervise completion of work • Parent/carer contact and/or meeting • Verbal and/or written apology • Restitution as appropriate • Referral to and involvement of support personnel • Withdrawal from class or activity • Interview with HOD • Mediation • Banned items confiscated • Involvement of support personnel • HOD case management • Bullying and Harassment intervention as per school policy • OneSchool entries with referral to HOD and/or Administration

TABLE OF MAJOR BEHAVIOURS AND POSSIBLE CONSEQUENCES

	Administration Managed	Possible Consequences
Classroom	Buddy Teacher Referral Process - 4 referrals in a term	<ul style="list-style-type: none"> • When a student reaches four (4) Buddy Teacher Referrals in a term, as per our school policy, the student may be suspended for three days • More than two (2) suspensions for BTRP in a term may result in lengthier suspensions
	Not completing course requirements in more than one curriculum area	<ul style="list-style-type: none"> • Parent/carer will be contacted • Invitations to school events may be withdrawn • Enrolment may be cancelled
	Breach of Academic Integrity Policy	<ul style="list-style-type: none"> • Section of student's work that is proven to be a result of academic dishonesty will not be marked • Student may be suspended • Refer to school's Assessment Policy for further consequences
Use of Electronic Devices	Non-compliance with the school's 'Switch Off to Switch On' Policy All mobile phones brought to school are to be secured in Yondr pouches	<ul style="list-style-type: none"> • Students who misuse electronic devices may expect to have the device confiscated • The device will be held at the school office until the end of the school day when the student may collect it in their Yondr pouch. Please refer to the school's 'Switch Off to Switch On' Policy for further consequences
	Major breach of technology policy Inappropriate email use, e.g. offensive language Visits to inappropriate internet sites or downloading of inappropriate material, e.g. pornography Attempts to gain unauthorised access to any part of the network systems, e.g. via hacking, 'spyware' or other 'backdoor' methods OR the use of the teacher or network manager logins OR copying and/or misuse of school data OR damaging the network	<ul style="list-style-type: none"> • Student may be removed from internet access, have limitations placed on network access, have take-home privileges revoked, be required to provide restitution or pay for repairs, removed from the subject, placed on detention and/or be suspended. Parent/Carer will be notified • Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be excluded from Wynnum State High School
Environment and Property	Graffiti and/or vandalism	<ul style="list-style-type: none"> • Parent/Carer will be notified and student may be asked to repair or rectify damage in own time and at own or parent's/carer's expense • Student may undertake school community service or detention or withdrawal from the grounds on lunch breaks for a period of time • Student may be suspended or excluded from the school • Major damage may result in referral to the police

Environment and Property	Theft or Interfering with the property of others	<ul style="list-style-type: none"> • If the matter is deemed to be high level, the parent/carer will be notified • Student may be required to restore the property or make restitution to the owner • Student may undertake a detention or withdrawal for a period determined by a member of the Administration • Student may face suspension or exclusion • Police may be contacted if necessary
	Wilful and/or significant destruction of property	<ul style="list-style-type: none"> • Parent/Carer will be notified • Student may repair/rectify damage in own time and at own or parent's/carer's expense • Student may undertake school community service or detention/withdrawal for a period of time • Student may be suspended or excluded from the school • Major damage may result in referral to the police
Compliance	Refusing to cooperate and/or showing disrespect Wilful disobedience Refusal to participate in program of study	<ul style="list-style-type: none"> • Continued failure to comply with reasonable requests or instructions from staff may result in a detention, suspension, cancellation of enrolment or exclusion
Safety	Unsafe behaviour	<ul style="list-style-type: none"> • Student may be required to make the situation safe • Ongoing or major incidents of unsafe behaviour may result in detention, suspension or exclusion
	Possessing or using weapons	<ul style="list-style-type: none"> • Items that are considered unsafe will be confiscated • Student may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others or has the potential to do so
	Actions significantly endangering the safety, and/or wellbeing of members of the school community or creating a significant health risk	<ul style="list-style-type: none"> • Student may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others or has the potential to do so
Attendance	Absenteeism	<ul style="list-style-type: none"> • Parents/carers of all students will be notified daily by SMS of unexplained absences • 'Every Day Counts' guidelines will be actioned for compulsory aged students who are not attending • Cancellation of enrolment may occur for post compulsory age students
	Persistent truancy	<ul style="list-style-type: none"> • Continued truancy will be treated as 'a failure to participate in the program of instruction' and a student may be suspended
	Leaving the school grounds without permission or a pass	<ul style="list-style-type: none"> • Student may spend breaks under the supervision of Administration • Persistent offences may be treated as wilful disobedience and student may be suspended

Treatment of Others	Direct verbal abuse of staff	<ul style="list-style-type: none"> • Student may expect to be suspended
	Bullying/harassment of others	<ul style="list-style-type: none"> • Student will be made aware of school's Anti-Bullying Policy • Mediation, detention, reparations may be expected by perpetrators
	Aggressive or intimidating behaviour	<ul style="list-style-type: none"> • Student may be withdrawn from classes or breaks for a specified number of days • Parent/carer may be notified • Suspension or exclusion from school may occur • Possible referral to police
	Fighting/physical assault	<ul style="list-style-type: none"> • Student may expect to be suspended or excluded from school • Possible referral to police
School Community	Inappropriately using images or publishing images using the school name or identifying features without permission	<ul style="list-style-type: none"> • Student will be directed to remove the material from public view or the internet • Parent/carer will be notified • Student may expect to be suspended or excluded
	Publishing inappropriate or abusive material about staff in any public or school domain	
	Contacting media outlets without the authorisation of the Principal	<ul style="list-style-type: none"> • Students who contact or supply information to media outlet (or facilitate this) and this results in harm to students/staff or negative publicity for the school may expect to be excluded
Personal Conduct	Persistent swearing and use of offensive language	<ul style="list-style-type: none"> • Attention will be drawn to the language used and the student asked to recognise the inappropriateness of it • Student may be directed to move away, do community service or detention • Student may be suspended
	Non-compliance with School Dress Code Policy – 4 referrals in a term	<ul style="list-style-type: none"> • Students who receive four uniform referrals in a term may expect to be suspended from school
	Smoking cigarettes in/around the school grounds Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of Wynnum State High School	<ul style="list-style-type: none"> • A student caught smoking may expect to be suspended for 3 days • Repeat offenders may expect to be suspended for 5 days

Personal Conduct	<p>Supply of illegal drugs* and/or possession of illegal drugs*, in and around school grounds, whilst on a school activity, whilst in a school uniform or whilst being easily identifiable as a Wynnum State High School student</p> <p>*Drugs may include prescription drugs, alcohol, inhalants, illicit, or prohibited substances and substances purported to be a drug</p>	<ul style="list-style-type: none"> • Parent/carer will be informed as soon as practicable • Students supplying or possessing drugs or any substance they purport to be a drug may expect to be excluded • Police and/or School Based Police Officer may be involved as appropriate • Students who are in the company of those involved in a drug-related incident may expect similar consequences • The school will implement drug intervention measures for students involved in drug related incidences for students at school, during school activities or while in school uniform <p>Wynnum State High School does not tolerate drug supply or drug possession</p>
	<p>Use of illegal drugs* in/around school grounds, whilst on a school activity, whilst in a school uniform or whilst easily identifiable as a Wynnum State High School student</p> <p>*Drugs may include prescription drugs, alcohol, inhalants, illicit, or prohibited substances and substances purported to be a drug</p>	<p>For a student suspected of using a drug or being under the influence of a drug while at school, the following will occur:</p> <ul style="list-style-type: none"> • Student will be escorted to the office • Parent/carer will be notified as soon as practicable • The student will be taken home by parent/carer or will be kept at school (separated from the rest of the student body) until parent/carer arrives • Where necessary, medical attention will be sought • An investigation will be conducted • Police and/or School Based Police Officer may be involved as appropriate <p>Students who are under the influence of drugs at school or have used drugs at school may expect to be excluded</p> <p>Students who are in the company of those involved in a drug-related incident may expect similar consequences</p> <p>The school will implement drug intervention measures for students involved in drug related incidences for students at school, during school activities or while in school uniform</p> <p>Wynnum State High School does not tolerate drug supply or drug possession</p>
	<p>Any sexually explicit act</p>	<ul style="list-style-type: none"> • Student will be offered counselling about socially acceptable behaviour and intervention sought as appropriate • Parent/carer will be informed • Student may be suspended or excluded
	<p>Possession of banned items including but not limited to aerosol cans, laser lights, water bombs, fire crackers</p>	<ul style="list-style-type: none"> • Item will be confiscated • Student may be given detention or suspension depending upon severity of incident

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 Wynnum State High 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/Carers 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 Wynnum State High School 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 parents/carers, 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/carers 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 the Principal or their delegate attending with the student and their parents/carers.

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 parents/carers at a later date and time. This meeting should be narrowly focussed 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 parents/carers for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

Wynnum State High 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 including Switch Off to Switch On Policy
- Preventing and Responding to Bullying
- Appropriate Use of Social Media
- School Dress Code – Application of Policy

Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. 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 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 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 Wynnum State High 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 Wynnum State High 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/carer or calling the police;
- consent from the student or parent/carer 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/carers (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent/carer 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/carers should be called to make such a determination.

Parents/Carers of students at Wynnum State High 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 Wynnum State High 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 school staff that the property is available for collection.

Students of Wynnum State High 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 Wynnum State High 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 their property as soon as possible when advised by the Principal or 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 that harms others or disrupts learning.

In consultation with the broader school community, Wynnum State High School has determined that personal digital devices and associated equipment (e.g. headphones, ear buds, speakers) are brought to school at the owners' risk. The school will not accept liability in the event of loss/theft/damage or any device. If a student chooses to bring a personal digital device and/or associated equipment to school, they must abide by the school's Personal Digital Device Switch Off to Switch On Policy. This policy can be found on the following page.



Switch Off to Switch On



Wynnum State High School Personal Digital Device Policy



The **Personal Digital Device Policy**, commonly referred to as the “Switch Off to Switch On” policy, has been introduced to increase learning outcomes and to combat the problems associated with inappropriate behaviour on digital platforms – stalking, bullying, sexual harassment, the sending of inappropriate text messages, emails, calls and photo distribution.

The policy has been enacted because:

- learning outcomes are increased when students are actively engaged in the learning and not distracted by personal digital devices.
- the school's duty of care to all students is compromised by unregulated use of personal digital devices.
- the use of personal digital device cameras/videos invade students' and staff members' right to privacy.
- inappropriate internet sites cannot be blocked by the school on personal digital devices using cellular networks.
- students and staff have a right not to have their image recorded or viewed by other people.

Personal digital devices are to be turned off and out of sight from the time a student arrives at school until they exit the school grounds at the end of the school day. Specifically with regard to mobile phones, the school has provided each student with a Yondr pouch in which they must store their mobile phone throughout the school day. The mobile phone is to be turned off and locked in the pouch on entry to the school. Students are only able to unlock their Yondr pouch to access their mobile phone on exit from the school at the end of the school day. **It is compulsory for all students to use the Yondr pouch they have been given.**

If a parent/carer needs to contact their child during school hours, they should do so through the school office. Should a student need to go home because of illness or any other reason during school hours, it is the school's responsibility to contact parents/carers to coordinate arrangements. **In an emergency**, parents/carers needing to speak to their child can contact the office. The office does not have the resources to contact students in non-emergency situations but will endeavour to help parents/carers with other enquiries.

For digital devices and technology use at school:

Everyday everywhere	<ul style="list-style-type: none"> • no use of social media or messaging • no use of hotspots or VPNs • no headphones or air pods
In the playground	<ul style="list-style-type: none"> • no personal digital devices visible or audible from the time a student arrives at school and until they exit the school grounds. Other permissions may be granted.
In classrooms	<ul style="list-style-type: none"> • no personal digital devices visible or audible • all laptop usage will be monitored
In the Library – during break time and at Homework Club	<ul style="list-style-type: none"> • no personal digital devices visible or audible • laptops used for educational purposes and supervised by staff

For the purpose of this policy, personal digital devices include but are not limited to:

- mobile phones
- headphones or air pods
- tablets/iPads
- gaming devices
- cameras and/or voice recording devices
- iPods/media players (including UE Boom speakers)
- laptops (refer to Computer Use and Internet Agreement Policy)

If a student is wearing a Smart watch or fitness tracker, the device must be disconnected from the student's mobile phone when the student enters the school grounds and can only be reconnected at the end of the school day when the Period 4 class has been dismissed at 2.50 pm.

	Offence	Suggested Consequence
First three offences in a term	Device is visible or audible on school premises. Device not in Yondr pouch.	Device confiscated – collection to be at end of day at school office using the Yondr pouch. Parent/Carer notified.
Fourth offence in a term	Device is visible or audible on school premises. Device not in Yondr pouch.	Device confiscated – collection to be arranged with a caregiver. Suspension for 2 days.
Repeated infringements will result in the process beginning again and possible extended suspensions.		

Refusal to relinquish a personal digital device will result in **additional** disciplinary action.

Special Circumstances Arrangements

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability) must negotiate a special circumstances arrangement with the Principal. Where a technology device is required for a special learning project, the classroom teacher must seek approval from the relevant HOD.

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 Wynnum State High School Student Code of Conduct. In addition, students and their parents/carers 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.

Preventing and Responding to Bullying

Wynnum State High 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/Carers 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.

Wynnum State High School has a team of student leaders, with diverse representatives from different year levels meeting regularly with members of the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for these meetings 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.

A priority for the student leaders' meetings is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents/carers was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Wynnum State High School we believe students should be at the forefront of advising staff, parents/carers and the broader community about emerging issues and practical solutions suitable to different contexts.

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

Preventative strategies:

Many bullying behaviours are maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school does not encourage students to place themselves at risk, our anti-bullying procedures involve teaching staff and students a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced. Our school wide strategies include:

- Universal behaviour support processes through PBL will always remain the primary strategy for preventing problem behaviour, including preventing the onset of bullying harassment.
- All students are taught our five school values of being Positive, Respectful, On Task, Unified and Determined. They are also explicitly taught the behaviours that lie under each of these across a variety of areas in the school and wider community.
- All students are explicitly taught to recognise all forms of bullying and harassment and how to respond appropriately using the HIGH 5.
- All students are taught how to have respectful relationships through the school's Pastoral Care program.
- All students are taught pro-active strategies to support their friends in times of conflict through the Pastoral Care program and the Health and Physical Education curriculum.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours.
- Active supervision is a permanent staff routine in the non-classroom areas. This means that staff on lunch duty are easily identifiable and are constantly moving, scanning and positively interacting as they supervise and move through the grounds.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of the actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Wynnum State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

HIGH 5

Students are explicitly taught and follow the High 5 strategies:

1. Talk friendly
2. Ignore
3. Talk firmly, tell the person to stop
4. Walk away
5. Report

If the bullying continues -

- Tell either the HOD Junior Secondary or HOD Senior Schooling

To ensure natural justice has occurred they will speak to the person involved and seek his or her side of the story. They will record the incident and the offender will be given a verbal warning. They will be told to stop the behaviour. Sometimes at this stage mediation will occur between the parties involved.

As a result of continuing bullying -

- Tell the Deputy Principal or Principal

They will record the incident. If the behaviour is verified, the offender will be given either a written or a verbal warning to stop the behaviour. Mediation between the people involved and a support person such as the Guidance Officer, School Chaplain, Head of Department or Deputy Principal will occur.

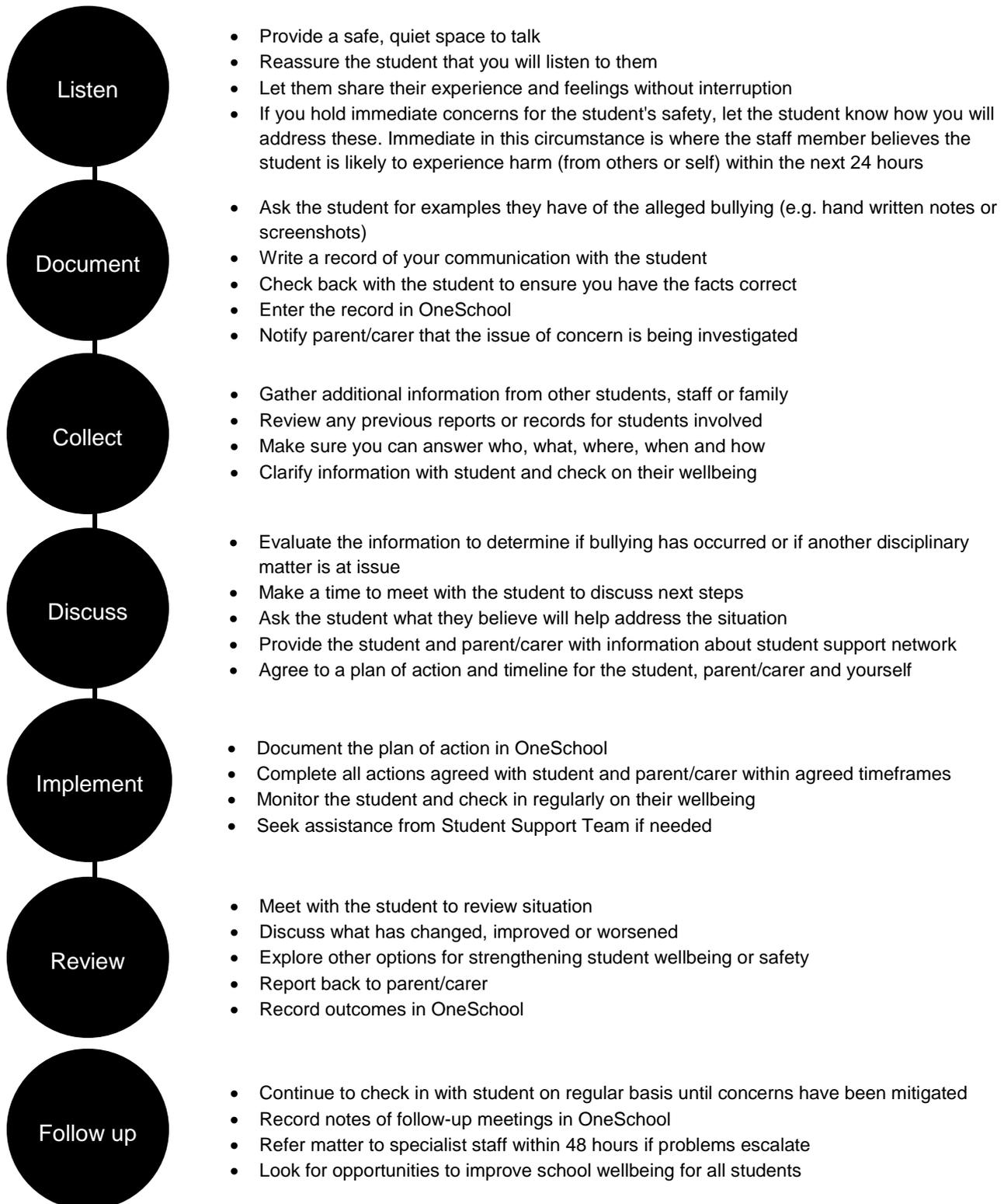
The flowchart on the following page explains the actions Wynnum State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Wynnum State High School - Bullying response flowchart for teachers

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

Key contacts for students and parents/carers to report bullying:

Year 7 to Year 9 – HOD Junior Secondary
Year 10 to Year 12 - HOD Senior Schooling
Deputy Principal for relevant year level



Cyberbullying

Cyberbullying is treated at Wynnum State High 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/carers who wish to make a report about cyberbullying should approach the HOD Junior Secondary (Yrs 7 – 9) or HOD Senior Schooling (Yrs 10 – 12). The Deputy Principal responsible for the relevant year level may also be contacted.

It is important for students, parents/carers 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/Carers 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 Wynnum State High 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/Carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers 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.

Steps to take if cyberbullying occurs:

- Do not respond
- Record dates and times and keep printouts and save messages
- Block messages or calls from cyber bullies
- Tell a school support person that you trust
- Change account details – emails, accounts, phone numbers
- Contact police

STYMIE

Students can anonymously report bullying that they have witnessed happening to either themselves or others at www.stymie.com.au

Wynnum State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

Explicit images

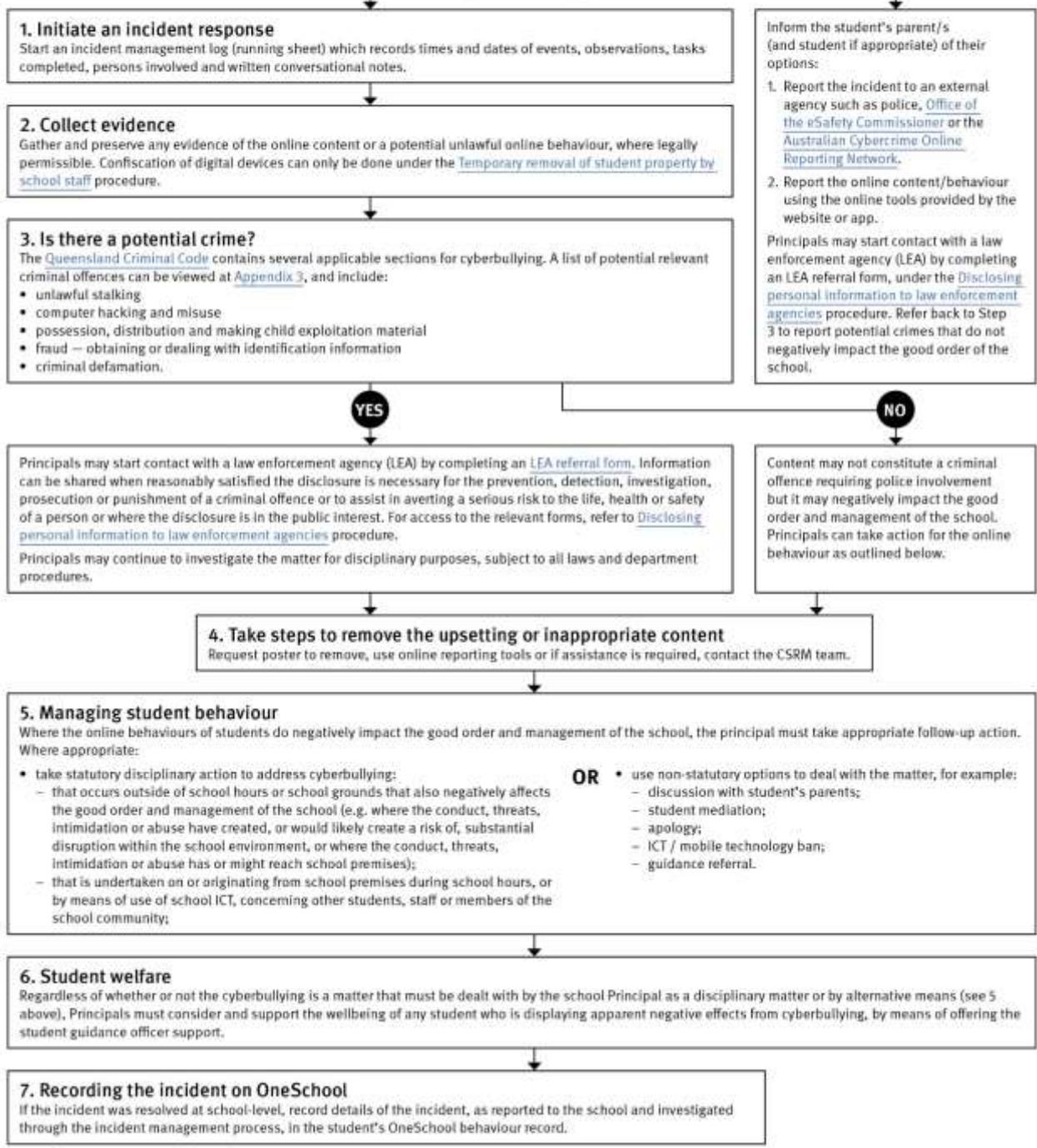
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined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

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSR) 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



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/carers](#) 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.

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Team 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 Wynnum State High 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 consequences such as suspension or exclusion from school.

Wynnum State High School – Anti-Bullying Agreement

The Anti-Bullying Agreement provides a clear outline of the way our community at Wynnum State High School works together to establish a safe, supportive and disciplined school environment. This Agreement is provided to all students and their parents/carers upon enrolment, and may be revisited with individual students if particular problems around bullying arise.



Wynnum State High School – Anti-Bullying Agreement

We agree to work together to improve the quality of relationships in our community at Wynnum State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, physical capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

As a student of Wynnum State High School, I agree to follow the PROUD mantra and:

- treat everyone with kindness and respect.
- abide by the school's anti-bullying policies and procedures.
- support individuals who have been bullied.
- speak out against verbal, relational, physical bullying and cyber bullying.
- notify a parent/carer, teacher, or school administrator when bullying does occur.

Student's signature:

Parent's/Carer's signature:

School representative signature:

Date:

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 is 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/carers 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/carers 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/carer 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/Carers 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/carers of school notices, the department prefers that parents/carers contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using

a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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



School Dress Code

Application of Policy

Wynnum State High School

Wynnum State High School has a school dress code which has been developed by the school in consultation with our school community and ratified by our P & C. This dress code is communicated to parents and students via the school's website, the Student Handbook and it also forms part of the school's enrolment information.

The school is committed to enforcing the school's dress code as:

- The school uniform promotes unity amongst students, upholding our PROUD mantra
- The school is committed to having high expectations of students wearing the school uniform
- The school uniform promotes a positive image to the local community, increasing opportunities for students

Students must wear their formal school uniform (in its entirety) each school day with the following exceptions:

- Students in Years 7 and 8 may wear their sports uniform on Tuesdays
- Students in Years 11 and 12 may wear their sports uniform on Wednesdays
- Students in Years 9 and 10 may wear their sports uniform on Thursdays
- Other than the allocated sports days, students may only wear their sports uniform during their allocated Physical Education lesson – students must still arrive at school and leave school in their formal uniform

Uniform Passes

Where a student is not able to wear their correct uniform on a given day, they must bring a note from a parent/carer which contains a valid explanation for the non-compliance. The note must be presented to Student Services, before 8.50 am and the student will receive a Uniform Pass for the day.

Non-compliances without a Uniform Pass

Where a student does not wear their correct school uniform and has not obtained a Uniform Pass before 8.50 am, the student will be issued with a Non-compliance slip.

	Offence	Suggested Consequence
First, second and third offence in a term	Student does not obtain a Uniform Pass	Student will be issued with a Non-compliance slip. Parent notified of non-compliance.
Fourth offence in a term	Student does not obtain a Uniform Pass for the fourth time – treated as wilful disobedience	Referral to Deputy Principal for wilful disobedience

Special Circumstances Arrangements

Where a student is not able to wear the correct school uniform for a longer period of time, the parent or carer should contact the relevant Deputy Principal and arrangements will be made and/or a pass will be provided on a case by case basis.



Restrictive Practices

School staff at Wynnum State High 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/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 focussed 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 situations.