Camp Hill State Infants and Primary School

Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name: Deborah Driver
Principal Signature:
Date:

School Council Chair Name: Dr Matt Young
School Council Chair Signature:
Date:

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Purpose

Camp Hill State Infants and Primary School (CHSIPS) is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Camp Hill State Infants and Primary 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 behaviour.

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 have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing and staff enjoy a safe workplace.

Principal's Foreword

The principal at Camp Hill State Infants and Primary School has the responsibility to ensure that all members of our school community; students; families; staff and visitors, learn and work in a safe environment that reflects the **Camp Hill State Infants and Primary School Values:**

1. ***Lifelong learning***

   We value lifelong learning through the promotion of creative exploration, independent learning, inquiry and innovation.

   We believe that everyone, at every age, can learn and improve. Each individual is unique with his or her own interests and character to be developed.

   We are committed to providing learning experiences that are rigorous, future-focused, enterprising and transferable to the diverse range of situations that our students will encounter.

   As a school, we believe that optimal learning occurs with structure, space, time and opportunity to foster inventiveness and resourcefulness. Given time to think, students will learn about, improve and expand their world of learning.

2. ***Respect***

   We value respect, which is underpinned by our ***School Expectations of Behaviour***:

   - **Courtesy** is being polite and having good manners. When we speak and act courteously, we give others a feeling of being valued and respected.
   - **Consideration** is being thoughtful of other people and their feelings. We think about how our actions affect others, we pay careful attention to what others like and dislike. Consideration of others is being fair, including everyone and making good choices. Consideration is caring for people, property and the environment.
   - **Cooperation** is getting along and working together with others to share the load in an organised way. When we cooperate, we join with others to do things that cannot be done alone. We are willing to follow the rules to keep everyone safe and happy. Together we can accomplish more.
   - **Commitment** is deciding carefully what we need to do and then giving it 100%, trying as hard as we can. We give our all to a friendship, a task, or something that we believe in. We show persistence and finish what we start. We keep our promises.

We expect all members of our school community to act with a high level of personal integrity, modelling the best standards of personal behaviour. We take pride in our school.

3. ***Collaboration***

An intentional collaborative approach to practice is valued as the best way for our school to achieve results and improve student learning. Collaboration is when colleagues in a school come together to share ideas, tools and strategies in order to make key curriculum, assessment, instruction, teacher development and leadership decisions (Transformative Collaboration – Gavin Grift 2016 et al).

There is consensus amongst the world's leading educational researchers that collaboration is essential to building an effective Professional Learning Community (PLC).

At Camp Hill the three drivers of the PLC are:

- A focus on learning – the fundamental purpose of a school is to ensure that all students learn at high levels
- A collaborative culture and collective responsibility – educators must work collaboratively and take collective responsibility for the success of each student
- A results' orientation – educators focus on evidence of student learning.

The Camp Hill State Infants and Primary School Student Code of Behaviour provides clear expectations of behaviour, clarifies roles and responsibilities, identifies proactive strategies to support student behavioural growth and clarifies consequences. Our school is committed to collective efficacy and responsibility to empower every Camp Hill student with the knowledge, values, attitudes and skills needed to be creative, innovative and confident members of society.

School Council Statement of Support

The Camp Hill State Infants and Primary School Council endorse the Camp Hill State Infants and Primary School Student Code of Conduct.

Learning and Behaviour Statement

All areas of Camp Hill State Infants and Primary School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

The Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Camp Hill State Infants and Primary School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Consideration of Individual Circumstances

Staff at Camp Hill State Infants and Primary 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 to know what punishment 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 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

Camp Hill State Infants and Primary School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with a member of the school leadership team if they would like individual advice about accessing particular services. The school has a Student Wellness and Wellbeing Committee (SWWC), comprising members of: school leadership team; Guidance Officer; Support Teacher/Learning Difficulties and members as required. Referrals to the school Guidance Office arise from the SWWC.

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 Camp Hill State Infants and Primary School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

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.

Specialised health needs
Camp Hill State Infants and Primary School works closely with parents 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
Camp Hill State Infants and Primary School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

Camp Hill State Infants and Primary School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in both school campuses (junior and senior) first aid kit to provide emergency first aid medication if required.

Mental health
Camp Hill State Infants and Primary 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
Camp Hill State Infants and Primary School staff who notice suicide warning signs in a student should seek help immediately from the school leadership team who will liaise with the school guidance officer, possibly the regional 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, Camp Hill State Infants and Primary 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 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, Camp Hill State Infants and Primary School will enact 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, Camp Hill State Infants and Primary School staff would 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 Network

Students at Camp Hill State Infants and Primary School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents and family members
- Teachers
- Support Staff
- School leadership team
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer

- School Chaplain
- Regional Office support teams, including Behaviour Support Services

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health – including outreach services
- Department of Communities (Child Safety Services)
- Queensland Police
- Brisbane City Council

Students can be supported through a range of **Supportive Practices**:-

- Peer and buddy systems
- Supported play options
- Teacher Aide supported play
- Targeted high interest play activities
- A range of alternative play option

Whole School Approach to Discipline

The Camp Hill State Infants and Primary School community has identified the *Four CHSIPS Expectations of Behaviour – 4Cs (Appendix 1)* to teach and promote our high standards of responsible behaviour. At Camp Hill State Infants and Primary School, we are committed to ensuring that every member of our school community acknowledges these behaviours in their words and actions:

- **Cooperation:** Cooperation is getting along and working together with others to share the load in an organised way. When we cooperate, we join with others to do things that cannot be done alone. We are willing to follow the rules to keep everyone safe and happy. Together we can accomplish more. *Together We Achieve* (our school motto).

- **Courtesy:** Courtesy is being polite and having good manners. When we speak and act courteously, we give others a feeling of being valued and respected.

- **Consideration:** Consideration is being thoughtful of other people and their feelings. We think about how our actions affect others. We pay careful attention to what others like and dislike. Consideration of others is being fair, including everyone and making good choices. Consideration is caring for people, property and the environment.

- **Commitment:** Commitment is deciding carefully what we need to do and then giving it 100%, trying as hard as we can. We give our all to a friendship, a task, or something we believe in. We show persistence and finish what we start. We keep our promises.

Camp Hill State Infants and Primary School supports all students to develop these skills through participation in the CHSIPS *You Can Do It (Appendix 2)* and *Habits of Mind (Appendix 3)* programs. These programs explicitly teach the behaviours of respect for self and others and acknowledge that every member of our school community has the right to teach and learn in a safe environment. Our Expectations are not rules, rather behaviours that can be used throughout life and empower all students to make safe and informed decisions throughout their life. These are the attributes of life-long learners.

Our school *Expectations of Behaviour (Appendix 4)* have been agreed upon and endorsed by staff, School Council and school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

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

A set of behavioural expectations in specific settings has been attached to our 4Cs. The School-wide Expectations Teaching Matrix (Appendix 5) outlines our agreed behaviour expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Participation in the ***You Can Do It*** program (Prep to Year 2)
- ***CHSIPS Habits of the Mind*** program (Years 3 to Year 6) presented at weekly school parade and reinforced in classroom
- Classroom instructional program
- Reminders on school parades, in the school newsletter and in class discussions
- School leaders monitoring play in meal breaks
- Parent information sessions
- Staff supervision on campus (before and after school, during instructions and break times)
- Skilling provided for students who require additional instruction
- Ownership of, and commitment to, the ***CHSIPS Expectations of Behaviour*** by the entire school community

Positive and Preventative Processes
Camp Hill State Infants and Primary School implements the following proactive, positive and preventative processes and strategies to support student behaviour:

- Behavioural Expectations shared with all families at enrolment meetings
- Comprehensive induction programs on the Student Code of Conduct for all new staff and relief staff
- Participation in the ***You Can Do It*** and ***Habits of the Mind*** programs for all students
- Clearly shared, and agreed upon, standards of expectations for all members of the school community
- Consistent natural consequences for behaviour – positive reinforcement and redirected strategies where appropriate
- Clearly stated class rules with the school Expectations of Behaviour in all classes
- Zero tolerance of bullying reinforced through restorative justice process. Early detection of individual student behavioural concerns identified through data collection and communicated to parents early to formulate intervention strategies
- ***Expectations of Behaviour Matrix*** *(Appendix 6A)* and ***Effort Matrix*** *(Appendix 6B)* to provide feedback to students and parents and inform teachers' behaviour and effort marks, and comments for reporting.
- Information shared with school community – in both a generic and individual manner (based on the individual situation)
- Frequent celebrations of appropriate behaviour – individually, class groups and on parades (Behaviour Passports and class awards at Junior parade and Behaviour Passports at Senior parade).
- Frequent sharing of success strategies amongst staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. Behaviour plans have a clear framework of explicit expectations and are framed in positive behavioural expectations. Strategies for success are modelled and reinforced consistently to ensure success.
- Implementation of specific policies to address:
  - *Use of mobile phones and other devices by students*
  - *Preventing and responding to incidents of bullying (including cyberbullying)*

Reinforcing expected school behaviour
At Camp Hill State Infants and Primary School, communication of our key messages about behaviour is consolidated and consistent reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are supported and encouraged to give consistent and appropriate acknowledgement and rewards. Refer *School Positive Behaviour Chart. (Appendix 7).*

Camp Hill State Infants and Primary School '4Cs' Behaviour Passports
All staff members can hand '**4Cs' stamps** out to students they observe following the four expectations of behaviour in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the school day. Students collect these on their ***Behaviour Passport*** *(Appendix 8).*

When a student has collected 20 '4Cs' stamps, they will receive a coloured wristband (red/white/blue/multi) and a Principal's Certificate presented on Parade.

When students have received all four wristbands, they will receive a Mystery award (Principal's postcard sent home to their parents). When students collect a further 20 '4Cs' stamps they are invited to attend a morning tea with a member of the Leadership team.

As well as Behaviour Passports, a range of classroom based positive behaviour reinforcement systems are used at Camp Hill State Infants and Primary School to acknowledge positive behaviour by an individual, small group or whole class. Such systems include, but are not limited to, raffle tickets, marbles in a jar, stickers and similar.

Responding to unacceptable behaviour
Students come to school to develop academic, social/emotional and behaviour skills. The teaching of explicit habits enables students to develop the behaviours required to be active and competent citizens of the 21st century. Behaviour support represents an important opportunity for learning how to get along with others. To address inappropriate and unacceptable behaviour, CHSIPS has implemented the **Four Steps Approach** *(Appendix 9)* in classrooms and the playground; and the **High Five** Approach *(Appendix 10).* These approaches foster high expectations for behaviour, encouraging students to take responsibility for their own behaviour and the consequences of their actions.

Re-directing low-level and infrequent problem behaviour
The Four Step Approach for dealing with inappropriate and unacceptable behaviours is adopted in, and adapted to suit individual classrooms. Most low-level behaviours are dealt with using Step 1 (Reminder of Expected Behaviour) and Step 2 (First Warning). When a student exhibits low-level and infrequent problem behaviour, the first response is to inform the student is what is not acceptable about their behaviour, and then remind the student of the expected behaviour.

This preferred way of re-directing low-level problem behaviour teaches students how to act in a more courteous, cooperative, committed or considerate manner. Furthermore, students reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community.

Thinking Room
Students can receive sessions in the 'Thinking Room' as a consequence for inappropriate or unacceptable behaviour in the classroom or playground.

Class Referrals
When students attend sessions due to inappropriate/unacceptable behaviour in the classroom, teachers send a referral, *Behaviour Record Form (Appendix 11),* to the Deputy Principal's Office. The teacher informs the student that they have a referral and are required to attend one or more thinking rooms (dependent on the exhibited behaviour). All staff are supplied with the referral forms as part of the Responsible Behaviour Plan

Playground Referrals
During a break, any recorded incident will automatically result in a Thinking Room. Staff members (not on duty) who witness an incident are required to complete Behaviour Record Form in the Deputy Principal's office. Depending on the incident, the Principal/Deputy Principals will immediately follow up a situation.

The Deputy Principal places the Behaviour Record Form in a folder in each Thinking Room Box so the teacher on duty is aware of who should attend. Students who do not present are summoned over the public address system.

Operation of the Thinking Room
Teachers are rostered on duties in the Thinking Room during the first break on both campuses.

Students attending the Thinking Room eat their lunch with their class/year level before moving to the Thinking Room to commence their session.

Each student completes a reflection form (Appendix 12), which clarifies the reason for attendance at the Thinking Room. Before the student can leave the Thinking Room, he/she must discuss his/her responses with the adult on duty. The teacher will relate the incident to the 4Cs and the You Can Do It/Habits of Mind programs. The student's completed sheet is taken home by the student, signed by the parent and returned. Parents with students in the SEP are in constant contact with their SEP teacher.

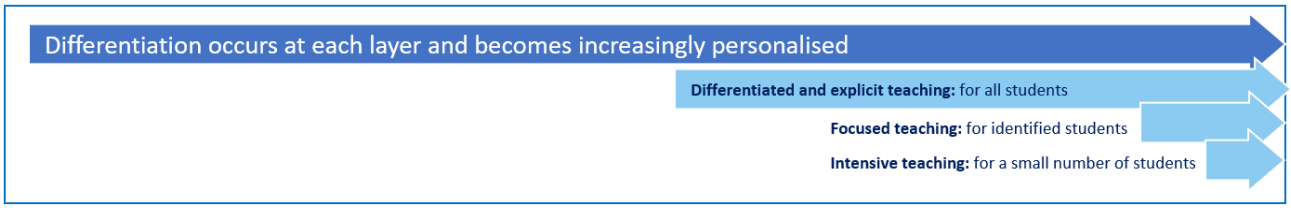
The original referral forms are filed at the end of each week. Some referral forms for minor and all major referral forms will be transferred onto One School once a week by a Teacher's Aide. Some minor and all major classroom referrals are entered onto One School by the teacher who dealt with/reported the behaviour. This allows for data collection and actions to be taken as necessary. These referral forms inform teachers' behaviour marks and comments when reporting.

Differentiated and Explicit Teaching

Camp Hill State Infants and Primary 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 Camp Hill State Infants and Primary 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.



Focused Teaching

Each year a small number of students at Camp Hill State Infants and Primary School are identified through our data as needing targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Identified students are referred to the **Student Welfare and Wellbeing Committee** (refer *SWWC Flowchart Appendix 13* and *SWWC Referral Form Appendix 14*) for analysis and identification of factors contributing to the identified behaviour. The case manager presents data on the student, task expectation and their social, emotional and physical environments to the committee. Appropriate support and intervention programs are identified and planned. Intervention and Prevention programs may include:

- Specific area program (i.e. subject area, classroom or play) developed in consultation with teacher, parent and school administration. These can be short, medium and long term programs reviewed at regular intervals
- Targeted teaching programs such as **'Zones of Regulation' Approach** *(Appendix 15)* aimed at students identifying behaviours and traits within themselves; and learning strategies to regulate behaviour.
- referral to school Guidance Officer for support to: develop an individual program/or **Individual Behaviour Support Plan** *(Appendix 16)*, targeted to identified areas of challenge; counselling programs for student/parents; developing Buddy programs with class peers and individual student and skilling programs
- referral to regional Alternative Education settings
- Chaplaincy support

Students supported by these programs, attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support and increased opportunities to receive positive reinforcement.

A school-based team with active administrator support and staff involvement coordinates these programs. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in these programs, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Teaching

Camp Hill State Infants and Primary School is committed to educating all students, including those with the high behavioural support needs, where possible, within the capacity of the site. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff.

Processes and supports for Intensive behaviour support are developed collaboratively, based on data. Programs identify goals, strategies and evaluation procedures. All ethical and accountability requirements are met through the formulation of a **Risk Management Plan** *(Appendix 17*), when behaviours may necessitate physical escorts or restraint and an **Individual Behaviour Support Plan** *(Appendix 16*) which identifies the target behaviours, proactive, preventative and reactive strategies; and possible consequences. Parental involvement and consent ensures consistency of approach maximising student outcomes while minimising risk to others.

A school based **Intensive Behaviour Support Team** may be determined from those teachers, aides, support staff and family members who work closely with a child.

The school based *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team, begin the assessment and support process. In some cases, the support team may also include individuals from other agencies already working with the student and their family.

The school based *Intensive Behaviour Support Team*:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Support Plan
- works with the School Administration to achieve continuity and consistency
- seeks support from all relevant agencies (departmental and other)

Legislative Delegations

Legislation

- Anti-Discrimination Act 1991
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991
- Right to Information Act 2009
- 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

Disciplinary Consequences

Camp Hill State Infants and Primary School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour incidents occur, it is important that consequences are predictable and consistent. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours
When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Leadership team

Minor problem behaviours are those that:

- are minor breaches of the Expectations of Behaviour
- will not result in serious harm to self or others
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in:

- a minor consequence logically connected to the inappropriate behaviour
- implementation of the Four Steps Approach for managing minor incidents.
    1. Rule reminder
    2. First warning and redirection
    3. Time away from activity for self-reflection, apology
    4. Time away with administrator for further reflection or work completion
- **Thinking Room** *(Appendix 12)* guided written reflection of behaviour, impact and required restorative actions.

Major behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration, or requests the Administration to come and collect the student. In some incidents, a trained member of staff may be required to physically escort the student from a situation where there is a considered risk of violence/harm to another member of the community. A very small number of students may have an **Individual Behaviour Plan** that identified a time out period in a prescribed room – parent permission is a component of this plan. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One**: Time out, detention, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Student Wellness and Welfare committee.

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to school-based team, referral for specialist behaviour services and may receive suspension from school.

- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of consequences	
Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.
Thinking Room	A principal or teacher may use Thinking Room as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	A principal or staff member of Camp Hill State Infants and Primary School has the power to temporarily remove property from a student, as per the policy in the Student Code of Conduct.

School Disciplinary Absences (SDA)	
Suspension **1-10days** **11-20 days**	A principal may suspend a student from school under the following circumstances: • disobedience by the student • misconduct by the student • other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: • reasonably appropriate to the challenging behaviour • conducted by an appropriately qualified person • designed to help the student not to re-engage in the challenging behaviour • no longer than three months.

Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: • disobedience • misconduct • other conduct that is prejudicial to the good order and management of the school, or • breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

Refer to *Appendix 19* for examples of minor and major behaviours.

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

- articulate the relevant expected school behaviour during the **Four Step** and **Thinking Room** processes
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues
- identify what they will do to change their behaviour in line with expected school behaviour

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour
At Camp Hill State Infants and Primary School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Where needed, students are informed about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident
- after consideration has been given to all other responses

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Camp Hill State Infants and Primary 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 Camp Hill State Infants and Primary School:

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

Parents of students at Camp Hill State Infants and Primary 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 Camp Hill State Infants and Primary School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Camp Hill State Infants and Primary 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 Camp Hill State Infants and Primary 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 state school staff it is available for collection.

Use of mobile phones and other devices by students

Personal electronic devices include, but are not limited to:

- mobile phones
- smart phones (iPhones etc.)
- tablets (iPads etc.)
- laptop computers
- music players (iPods, MP3 etc.)
- gaming devices (Nintendo etc.)
- cameras

At Camp Hill State Infants and Primary School students must adhere to the following guidelines regarding personal electronic devices:

- Students who need to carry a personal electronic device with them for emergency, security or other reasons are required to leave the device at the office during school hours.
- The device is to be turned off and handed in at the office upon arrival to school and collected upon dismissal at the end of the school day. No items can be collected by students during the day unless the student is going home early.
- No liability will be accepted by Camp Hill State Infants and Primary School in the event of loss, theft or damage of any personal electronic device if a student does not follow the aforementioned guidelines and leaves the item in their school bag during school hours.
- Consequences may be issued for students who refuse to comply with the above guidelines and are found using a personal electronic device during school time. This may include having the item confiscated, parent phone call, detention or other consequence in line with the Camp Hill State Infants and Primary School Student Code of Conduct.
- Consequences will also be issued to any student who photographs, films or records other individuals without their consent, with their consent during school hours (unless for a set learning activity) or who sends harassing or threatening messages during school hours.
- Parents who need to contact their children during school hours are advised to do so through the school office.
- Students who need to carry device for medical reasons will negotiate their usage of the device with a member of the school leadership team.

Preventing and responding to bullying

Camp Hill State Infants and Primary School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Camp Hill State Infants and Primary School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

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

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

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

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

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

A priority for the Student Leadership Forum 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 was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Camp Hill State Infants and Primary School we believe students should be at the forefront of advising staff, parents 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.

See *Appendix 20* for further information.

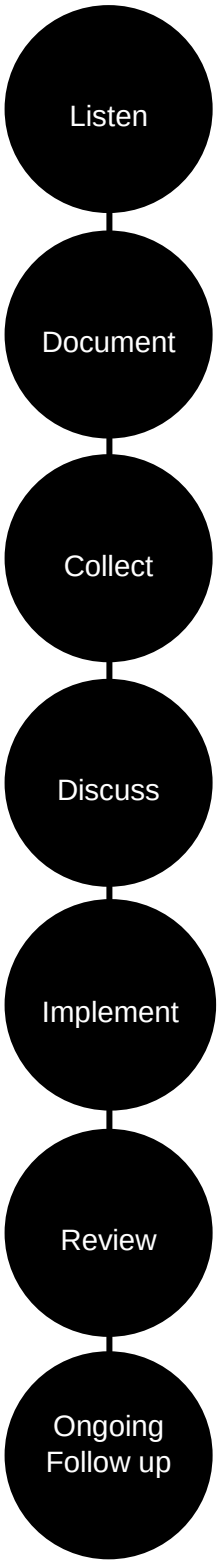
However, these conflicts are still considered serious and need to be addressed and resolved. At Camp Hill State Infants and Primary School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Camp Hill State Infants and Primary School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Camp Hill State Infants and Primary School Bullying response flowchart for teachers
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

- Prep to Year 6 – Class teacher
- Deputy Principals – Junior Campus, Senior Campus, Inclusion
- Principal



- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

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

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

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

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

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

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

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. A member of administration may be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Camp Hill State Infants and Primary School Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

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

YES

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

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

NO

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

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

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

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

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

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

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

OR

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

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

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

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

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

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

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

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

Student Intervention and Support Services
Camp Hill State Infants and Primary School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

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

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

Camp Hill State Infants and Primary School – Anti-Bullying Contract
The Anti-Bullying Compact provides a clear outline of the way our community at Camp Hill State Infants and Primary School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Camp Hill State Infants and Primary School – Anti-Bullying Contract

We agree to work together to improve the quality of relationships in our community at Camp Hill State Infants and Primary 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, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- 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, teacher, or school administrator when bullying does occur.

Student's signature:

Parent'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 can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

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

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

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

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

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

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

What about other people's privacy?
If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. Camp Hill State Infants and Primary School respects the confidentiality of all families. Parents are asked not to take photos of students other than their own children unless you have permission of the parent. Families may have a range of individual circumstances that would be negatively impacted if their personal details were shared publicly.

What if I encounter problem content?
Taking the following steps may help resolve the issue in a constructive way:

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

Restrictive Practices

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

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

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

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

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

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

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

If the school is proposing the use of planned restraint, or containment in respect of a particular student, the school will develop an Individual Student Safety Plan (Appendix 18). An Individual Student Safety Plan must be read in conjunction with any behaviour support strategies included in a student's Individual Behaviour Support Plan (Appendix 16). Parents will be asked to sign the Individual Student Safety Plan.

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

All incidents of restrictive practices will be recorded and reported in line with departmental procedures (*see Appendix 21*).

Critical Incidents

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.

6. Debrief of all parties involved in the incident will be offered after closure of the incident. This may involve school and regional staff or outside providers (for example LifeWorks).

Related Procedures and Guidelines

These are some of the related procedures or guidelines which school staff may use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. *This may include reference to*

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- Australian Professional Standards for Teachers
- Bullying. No Way!
- eheadspace
  p: 1800 650 890
  e: https://headspace.org.au/eheadspace/connect-with-a-clinician/
- Kids Helpline
  p: 1800 551 800
  e: https://kidshelpline.com.au/about/contact-us
- Office of the eSafety Commissioner
- Parentline
  p: 1300 301 300
  e: https://parentline.com.au/about/contact-us
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub
- Beyond Blue
  p: 1300 22 4636
- Lifeline
  p: 13 11 14

Conclusion

Camp Hill State Infants and Primary School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

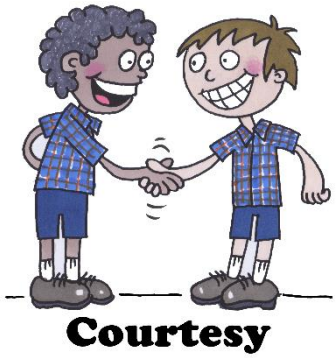
3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

Appendix 1 – The Four Cs

Consideration is being thoughtful of other people and their feelings. We think about how our actions affect others. We pay careful attention to what others like and dislike. Consideration of others is being fair, including everyone and making good choices. Consideration is caring for people, property and the environment.



Courtesy is being polite and having good manners. When we speak and act courteously we give others a feeling of being valued and respected.

Cooperation is getting along and working together with others to share the load in an organised way. When we cooperate, we join with others to do things that cannot be done alone. We are willing to follow the rules to keep everyone safe and happy. Together we can accomplish more.

"***Together We Achieve***"

Commitment is deciding carefully what we need to do and then giving it 100%, trying as hard as we can. We give our all to a friendship, a task, or something we believe in. We show persistence and finish what we start. We keep our promises.

Appendix 2 – You Can Do It

Connie Confidence

Confident young children are not afraid to make mistakes when learning something new.

They believe that they will be successful if they try hard and only ask for their teacher's or parent's help when they have tried their very best. Confident young children are not afraid to meet new classmates. They expect to be liked and make friends. When someone wants them to do something they don't want to do, confident children tell them nicely what they want to do. Confident young children stand up tall, sit with straight backs, and speak in a voice that everyone can hear but is not too loud.

Pete Persistence

Young children who are persistent keep on trying when things seem hard or are not fun to do. They try hard to complete tasks and activities and do their chores without always having to be reminded. They seem to know that they sometimes have to work hard and not give up. As well, children who are persistent believe that the harder they try, the better they get at doing things.

Oscar Organisation

Young children who are organised plan to do their best work. They listen carefully to what their teachers and parents want them to do. Children who are organised used their time carefully by getting their work and chores done before they play. Organisation also means that children take care of their things, put things away where they belong after they have finished using them, and try to be tidy and clean.

Gabby Get Along

Getting Along means that young children work and play together nicely. It means that children tell the truth, care about and are friendly to others. Getting along means being able to fix problems without fighting. When young children get along, they follow the important rules of the classroom and home. They also want to help to make their school and home cleaner and safer.

Ricky Resilience

Young children who are Emotionally Resilient can calm down soon after being extremely upset (san, worried, angry) without needing the immediate help of an adult. They can also control their behaviour (not fighting, returning to work or play within a reasonable time) when they become extremely upset.

Young children can be helped to calm down by learning three important skills. When they are upset, they can:

1. Find something fun to do,
2. Find a grown-up to talk with, and
3. Say “calm down” to themselves and take three big breaths.

Appendix 3 – Habits of Mind

Persisting
Stick to it!
Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

Managing impulsivity
Take your Time!
Thinking before acting; remaining calm, thoughtful and deliberative.

Listening with understanding and empathy
Understand Others!
Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions

Thinking flexibly
Look at it Another Way!
Being able to change perspectives, generate alternatives and consider options.

Thinking about your thinking (Metacognition)
Know your knowing!
Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

Striving for accuracy
Check it again!
Always doing your best. Setting high standards. Checking and finding ways to improve constantly.

Questioning and problem posing
How do you know?
Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.

Applying past knowledge to new situations
Use what you Learn!
Accessing prior knowledge; transferring knowledge beyond the situation in which it was learnt.

Thinking and communicating with clarity and precision
Be clear!
Striving for accurate communication in both written and oral form; avoiding overgeneralizations, distortions, deletions and exaggerations.

Gather data through all senses
Use your natural pathways!
Pay attention to the world around you Gather data through all the senses - taste, touch, smell, hearing and sight.

Creating, imagining, and innovating
Try a different way!
Generating new and novel ideas, fluency, originality

Responding with wonderment and awe
Have fun figuring it out!
Finding the world is awesome, mysterious and being intrigued with phenomena and beauty.

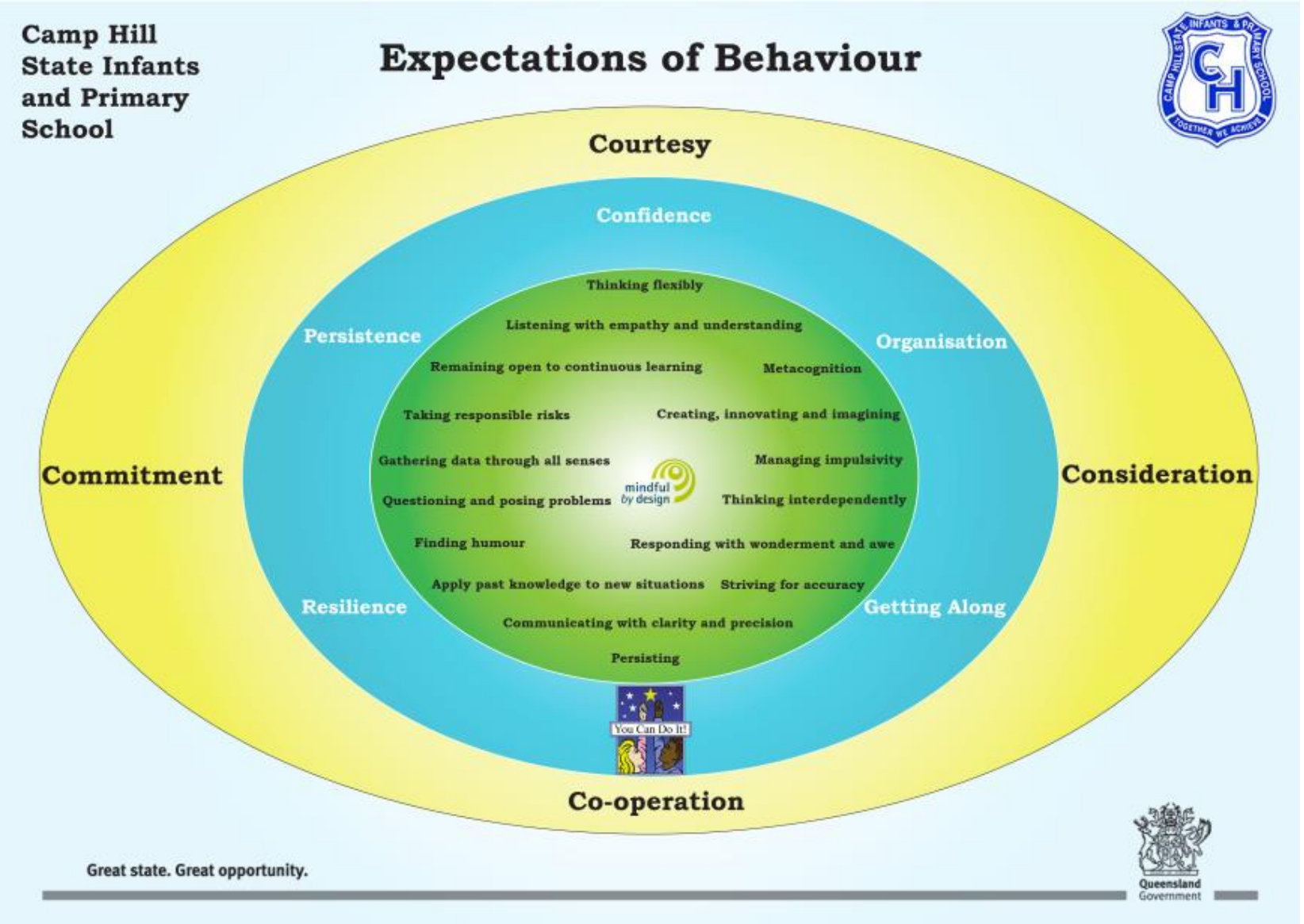
Taking responsible risks
Venture out!
Being adventuresome; living on the edge of one's competence. Try new things constantly.

Finding humour
Laugh a little!
Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.

Thinking interdependently
Work together!
Being able to work in and learn from others in reciprocal situations.
Team work.

Remaining open to continuous learning
I have so much more to learn!
Having humility and pride when admitting we don't know; resisting complacency.

Appendix 4 – Expectations of Behaviour



Appendix 5 – Expectations Teaching Matrix

SCHOOL-WIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	**CLASSROOM**	**PLAYGROUND**	**STAIRWELL**	**TOILETS**	**STOP DROP GO ZONE, BUS STOP, WAITING AREAS**
Courtesy and Commitment	▪ Be in the Right place at all times – in waiting areas before and after school, in designated play areas during meal breaks, and in your classroom during instruction time ▪ Use equipment appropriately ▪ Respect the rights of others ▪ Use manners and appropriate language ▪ Wearing the school uniform with pride ▪ Respecting other people's property ▪ Speaking and answering respectfully to all staff, parents and students.	▪ Follow class rules ▪ Be an active learner respecting the learning and teaching of others – share, turn take and wait ▪ Move around the classroom in an appropriate manner ▪ Respect and acknowledge the contributions of all members of the class ▪ Respect class furniture and equipment ▪ Enter and exit room in an orderly manner ▪ Ask permission to leave the room ▪ Participate in all tasks ▪ Be ready to learn	▪ Be sun safe – wear a broad brimmed hat for all activities out of doors ▪ Participate in a cooperative manner in all school approved games ▪ Follow the directions of all staff ▪ Be responsible for eating own lunch and putting scraps and rubbish in the bin ▪ Asking for permission to go to toilet, have a drink or leave area for any reason.	▪ Rails are for hands ▪ Walk carefully up and down the stairs – stay to the left ▪ Carry items carefully ▪ Keep passage ways clear at all times	▪ Respect privacy of others ▪ Looking after the school's property ▪ Keeping the area clean and tidy ▪ Using the facilities appropriately	▪ Follow the directions of staff at all times ▪ Remember the Safety is My Right rules ▪ Wait in the designated Wait areas upon arrival at school and, for the junior school, after school in the afternoon ▪ Move quickly to the Stop, Drop, Go area after school in the afternoon ▪ Use own bike/scooter only and walk, not ride, your machine through the school grounds ▪ Wait inside the gate until the bus stops

Cooperation	▪ Ask permission to leave the classroom ▪ Be on time ▪ Be in the right place at the right time ▪ Follow directions/instructions at all times ▪ Be a leader ▪ Stay within the school grounds at all times	▪ Be prepared ▪ Complete all tasks ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be a leader and support other learners	▪ Be a problem solver ▪ Look to the interests of others – be a friend ▪ Return equipment to appropriate place ▪ Be in the correct eating or play area ▪ Walk on concrete, bitumen and hard surfaces ▪ Use playground equipment appropriately.	▪ Move in an efficient manner ▪ Be aware of others using the same area ▪ Travel around the campus in a responsible manner and in accordance to school rules	▪ Use toilets during breaks whenever possible ▪ Travel in pairs to the toilet during lesson time.	• Ensure you know where you should be upon arrival and at the end of the school day ▪ Leave school promptly at the end of the school day ▪ Follow the directions of the duty teacher at the bus stop and the Stop, Drop, Go zone
Consideration	▪ Respect others' personal space and property ▪ Care for equipment ▪ Ensure that you make safe choices ▪ Use polite language ▪ Remember to wait, share and turn take	▪ Always follow class and school rules ▪ Travel around the campus, during instruction time, in pairs ▪ Respect others' right to learn and teach ▪ Be a good listener	▪ Play fairly – take turns, invite others to join in and follow rules ▪ Care for the environment, including all the wildlife ▪ No tackle games, play fighting or using sticks/stones as weapons	▪ Walk quietly and orderly so that others are not disturbed	▪ Remember to follow the rules of privacy for yourself and others ▪ Wash your hands after using the facility ▪ Report any faults in the facilities (i.e. spilt water)	▪ Be at the right place at the right time ▪ Ensure that you know where you should be before and after school ▪ Ensure that you move around the campus in a safe and prompt manner ▪ Ensure you have all your belongings with you ▪ Have your bus pass ready if you catch the bus

Appendix 6A – Expectations of Behaviour Matrix

	A	B	C	D	E
	Years 3-7 EXCELLENT Years 1-2 VERY HIGH	VERY GOOD HIGH	SATISFACTORY SOUND	NEEDS ATTENTION DEVELOPING	UNACCEPTABLE SUPPORT REQUIRED
	General statement: At CHSIPS the expectation is that students will demonstrate the behaviours of cooperation, courtesy, consideration and commitment.				
	Consistently:	**Regularly:**	**Usually:**	**Sometimes:**	**Rarely:**
Concise Comment	_____ consistently demonstrates the behaviours of cooperation, courtesy, consideration and commitment.	_____ regularly demonstrates the behaviours of cooperation, courtesy, consideration and commitment.	_____ usually demonstrates the behaviours of cooperation, courtesy, consideration and commitment.	_____ sometimes demonstrates the behaviours of cooperation, courtesy, consideration and commitment.	_____ rarely demonstrates the behaviours of cooperation, courtesy, consideration and commitment.
Cooperation	_____ independently cooperates with peers and adults. _____ participates willingly in all class activities. _____ always follows all directions and class rules. _____ consistently exhibits an ability to cooperate with others to accomplish tasks, ensuring the rules are followed at all times.	_____ cooperates with peers and adults the majority of the time. _____ regularly participates willingly in class activities. _____ follows all directions and class rules. _____ regularly exhibits an ability to cooperate with others to accomplish tasks, ensuring the rules are followed most of the time.	_____ can cooperate with peers and adults. _____ usually participates willingly in class activities. _____ follows most directions and class rules. _____ usually exhibits an ability to cooperate with others to accomplish tasks, following the rules to a satisfactory standard.	With support _____ can cooperate with peers and adults. _____sometimes participates willingly in class activities. _____ can follow directions and class rules with assistance. _____ sometimes exhibits an ability to cooperate with others to accomplish tasks with support, and is working towards following the rules.	With explicit prompts and BMP adult support, _____ can cooperate with peers and adults. _____needs quite a bit of prompting to participate in class activities. _____ rarely follows directions and class rules. _____ rarely exhibits an ability to cooperate with others to accomplish tasks and needs significant support to follow the rules.
Courtesy	_____ is consistently polite and well-mannered and treats others with respect. _____ consistently demonstrates courtesy by using good manners, valving and respecting others.	_____ is often polite and well-mannered and treats others with respect. _____ regularly demonstrates courtesy by using good manners, valving and respecting others.	_____ most of the time is polite and well-mannered and treats others with respect. _____ usually demonstrates courtesy by using good manners, valving and respecting others.	_____ is occasionally polite and well-mannered and treats others with respect _____ is being encouraged to use good manners and value and respect others.	_____ is rarely polite and well-mannered and requires assistance to treat others with respect. _____ rarely uses good manners within the classroom environment. He/she requires support to meet our school values.
Conside ration	_____ is consistently considerate of people, their feelings, property and the environment.	_____ is regularly considerate of people, their feelings, property and the environment.	_____ is usually considerate of people, their feelings, property and the environment.	_____ is sometimes considerate of people, their feelings, property and the environment.	_____ is rarely considerate of people, their feelings, property and the environment.
Commitment	_____ consistently shows 100% commitment to everything he/she does. _____ is persistent in finishing what he/she starts.	_____ regularly shows his/her commitment to friendships and other activities. _____ is mostly persistent in finishing what he/she starts.	_____ is usually committed to friendships and other tasks. _____ is capable of persisting and finishing what he/she starts.	_____ is sometimes able to commit to friendships and other tasks. _____ makes attempts to persevere and finish what he/she starts.	_____ is attempting to commit to simple tasks and friendships. _____ needs encouragement and support to finish what he/she starts.

Appendix 6B – Effort Matrix

EFFORT	A	B	C	D	E
	Years 3-7 EXCELLENT Years 1-2 VERY HIGH	VERY GOOD HIGH	SATISFACTORY SOUND	NEEDS ATTENTION DEVELOPING	UNACCEPTABLE SUPPORT REQUIRED
	Independently and consistently:	**Consistently:**	**Usually:**	**Sometimes:**	**Rarely:**
	• remains on task without distracting others	• remains on task without distracting others	• remains on task without distracting others	• remains on task without distracting others	• remains on task without distracting others
	• completes set tasks	• completes set tasks	• completes set tasks	• completes set tasks	• completes set tasks
	• seeks and uses teacher feedback/assistance	• seeks and uses teacher feedback/assistance	• seeks and uses teacher feedback/assistance	• seeks and uses teacher feedback/assistance	• seeks and uses teacher feedback/assistance
	• adapts to any learning context	• adapts to any learning context	• adapts to any learning context	• adapts to any learning context	• adapts to any learning context
	• participates to the best of their ability	• participates to the best of their ability	• participates to the best of their ability	• participates to the best of their ability	• participates to the best of their ability
	• contributes to class discussions	• contributes to class discussions	• contributes to class discussions	• contributes to class discussions	• contributes to class discussions
	• attempts difficult/new tasks	• attempts difficult/new tasks	• attempts difficult/new tasks	• attempts difficult/new tasks	• attempts difficult/new tasks
	The comments above may be better suited to subject specific areas. Comments below may be better suited as a general comment.				
	• has equipment ready to use	• has equipment ready to use	• has equipment ready to use	• has equipment ready to use	• has equipment ready to use
	• is punctual following transitions	• is punctual following transitions	• is punctual following transitions	• is punctual following transitions	• is punctual following transitions
	• keeps own area/equipment tidy	• keeps own area/equipment tidy	• keeps own area/equipment tidy	• keeps own area/equipment tidy	• keeps own area/equipment tidy
	• presents book work neatly	• presents book work neatly	• presents book work neatly	• presents book work neatly	• presents book work neatly
	• manages time efficiently	• manages time efficiently	• manages time efficiently	• manages time efficiently	• manages time efficiently
	• starts tasks promptly	• starts tasks promptly	• starts tasks promptly	• starts tasks promptly	• starts tasks promptly

Appendix 7 – Positive Behaviour Chart

POSITIVE BEHAVIOURS

at Camp Hill State Infants & Primary School

1 **Child demonstrates Positive Behaviour underpinning our School Expectations:** Courtesy, Commitment, Cooperation, Consideration

2 Child is given acknowledgement for positive behaviours by classroom teacher (at least 10: Dojos; ticks; stamps; marbles; pom-poms etc.)

3 **Child is then given a stamp on their Behaviour Card (collect 20)**

4 Child is given reward of a wrist band along with One School generated certificate and positive behaviour acknowledgement on One School.

5 **Child can receive four different wrist bands**

6 Then, when a child has received four different wrist bands, the child's parents will receive a postcard celebrating the child's ongoing positive behaviour

Appendix 8 – Behaviour Passport

Commitment

Consideration

Courtesy

Cooperation

BEHAVIOUR

CAMP HILL STATE INFANTS & PRIMARY SCHOOL

TOGETHER WE ACHIEVE

PASSPORT

Appendix 9 – Four Steps Approach

Expectation to Follow the Class Rules
Step 1 - Reminder
Step 2 - First Yellow Card Expected to change behaviour.
Step 3 - Second Yellow Card Sent to time away to think about behaviour and identify rule broken.
Request to return and apologise when ready to follow the rules.
<u>Step 4 - Red Card</u> Continued rule breaking after time away in the same session. Thinking Room and, <u>if necessary</u>, sent to Administration for 15 minutes.
Return…Apologise… Commence work

Appendix 10 – High 5 Approach

Do the 'High Five'

Appendix 11 – Behaviour Record Form

NAME _____CLASS _____ DATE _____ TIME _____

REPORTING TEACHER _____ SIGNATURE _____

CIRCLE APPLICABLE LOCATION

Classroom	Before school	Moving between activities
Specialist _____	After school	Stop Drop Go
Step Up	First break eating/play	Bus duty
Resource Centre	Second break eating/play	Excursion/incursion
Sport	Line up after break	Camp

CIRCLE APPLICABLE INAPPROPRIATE BEHAVIOURS

Bullying/harassment	Defiance/threats to adults	Disruptive
Non-compliant with routine	IT misconduct	Lying/cheating
Physical misconduct	Misconduct involving object	Threat/s to others
Possess prohibited items	Misuse/damage to property	Verbal misconduct
Frequently late to class	Refusal to participate in program of instruction	

Other _____

INCIDENT DETAILS

Minor ☐ Major ☐

CIRCLE APPLICABLE CONSEQUENCE

Thinking Room	Letter of apology/Verbal apology	Catch-up work
Restorative conference	Classroom time-out	Restricted zones of play
Time-out with Admin	Referral to Admin	Contact parents

Other _____

PLEASE CHOOSE A OR B

A. ENTERED ON ONE SCHOOL BY REPORTING TEACHER ☐

B. TO BE ENTERED ON ONE SCHOOL ☐

THINKING ROOM COMPLETED STAFF SIGNATURE _____ DATE _____

Appendix 12 – Thinking Room Reflection Form

NAME: CLASS: DATE: REFERRING TEACHER:

All Students at Camp Hill State Infants and Primary School will be COURTEOUS CONSIDERATE COOPERATIVE COMMITTED

What happened?	Which of the 4Cs did you break?	What positive behaviour choice could you have made?	When I make good choices I feel...

Thinking Room Teacher's Signature _____ Date _____ Parent Signature _____ Date _____

Appendix 13 – Flowchart for SWWC and Differentiation

The Class teacher retains the role of CASE MANAGER throughout this process.

Stage 1 - Part A

TEACHER RECOGNISES A NEED TO MAKE ADJUSTMENTS FOR A STUDENT

Class teacher reviews/collects data about a child from a variety of sources including:

- student profiling
- student portfolios (data collection in student folios and SER in *OneSchool*)
  - family details (*OneSchool* student information)
  - previous differentiation & reports
  - current or past identification/specialist intervention (Diagnostic Net, STLaN, ESL, GO)
  - Years 3/5 NAPLAN results
  - anecdotal records
  - behaviour management records
- Class teacher contacts parent to discuss the need for adjustments to the class program
- Advanced Learners: teacher & parent complete identification checklist

Stage 1- Part B

CLASS TEACHER INITIATES ADJUSTMENTS TO CURRICULUM & INSTRUCTION

Class teacher makes minor, moderate or extensive adjustments (Layers 1, 2 or 3) to support the student to access appropriate learning across the curriculum.

- Refer to Placemat for Differentiation
- Record adjustments in planning

Below Year Level Adjustments may include: targeted teaching, instructional-levelled texts, use of assistive technology, reduced quantity, additional time, alternate seating, rewording instructions, increased font size in handouts, alternate spelling lists, teaching of social/organisational skills, visual cues and prompts etc.

Above Year Level Adjustments may include: curriculum compacting, increasing complexity & abstraction of tasks and texts, higher order thinking, scaffolding greater independence, use of ICTs, opportunities to demonstrate learning in a range of different contexts.

Class teacher may consult with other teachers and specialists re-adjustment ideas.

Stage 2

CLASS TEACHER SEEKS FURTHER ASSISTANCE TO SUPPORT STUDENT

- Discusses current adjustments with other teachers on respective year level
- Campus aligned Deputy Principal or HOSES may:
  - offer further strategies/ideas
  - observe child in class
- If further support is needed, Deputy Principal or HOSES will advise moving to Stage 3

Stage 3

CLASS TEACHER COMPLETES STUDENT WELFARE & WELLBEING REFFERAL FORM and UPLOADS TO ONESCHOOL

- Depending on the nature of concern contact and consult with parent/carer
- **Complete digital copy** of the referral form and **attach ALL supporting documentation** (e.g. work samples), and relevant information collected from Stages 1 & 2 **to OneSchool**
- **Email SWWC team** confirming that referral and supporting documents have been uploaded to OneSchool and the case is ready to add to the SWWC agenda for discussion.
- **You will receive an email confirming receipt of the referral and a date and time to attend SWWC**

Stage 4

STUDENT WELFARE & WELLBEING COMMITTEE CONSIDERS REFERRAL

- SWWC discusses and makes recommendations
- Specialist follows up with Class teacher as required i.e. Guidance Officer, STLaN, SLP
- Action/s recorded on OneSchool – Student – Personalised Learning Tab
- Data base updated

Appendix 14 – Referral to Student Welfare and Wellbeing Committee

Name: _____ Class: _____ D.O.B: _____

Date of Referral: _____ New: ☐ Existing: ☐ Referred by: _____

Names of Parent/Guardian: _____

Address: _____

Phone/Mob: _____ Class Teacher's Name: _____

****

PARENT INTERVIEW ***(to be undertaken by Class Teacher-either in person or by telephone)***

Date of Parent Contact: _____

Complete the following in consultation with the parent/carer(s).

Information from other agencies:

☐ Hearing Checked	☐ Vision Checked	☐ Occupational Therapist
☐ Physiotherapist	☐ Psychologist	☐ Speech Therapist
☐ Medical/Health	☐ Other (e.g. EAL/D, In Care-ESP, G&T etc	

Parent Concerns:

What is the reason for referral? ☐ Academic/Cognitive ☐ Behaviour ☐ Social/ Emotional

What are the student's strengths?

Please tick the **SAMPLES/RESULTS/DATA** that you have attached e.g.: writing drafts (annotated), running records, comprehension, dictation, diagnostic tests, standardised tests, etc.

☐ Writing ☐ Reading ☐ Spelling ☐ Maths ☐ Other

What has been tried to date/or previously?

- ☐ Differentiation Strategies-Class Teacher
- ☐ Targeted Intervention - Teacher
- ☐ Peer Tutoring
- ☐ Parent Volunteer
- ☐ Behaviour Management Program
- ☐ *Step Up* Program-Literacy/Numeracy
- ☐ Targeted Intervention - Teacher Aid
- ☐ Lunch Time Program
- ☐ Chaplaincy Program
- ☐ Other
  (e.g. buddy system, motor programs

What degree of success has been achieved?

_____

_____

Additional School Information:

- ☐ Grade Repetition
- ☐ Early Start (Prep)
- ☐ Identified in Year 3 NAPLAN
- ☐ Identified in Year 5 NAPLAN
- ☐ School Assessment e.g. PAT-R etc.
- ☐ EAL/D Report
- ☐ Speech Report
- ☐ School Report/s (D/E Standard)
- ☐ G.O. Report
- ☐ Other (e.g. Attendance, ESP etc.)

Teacher's Signature: _____ Date: _____

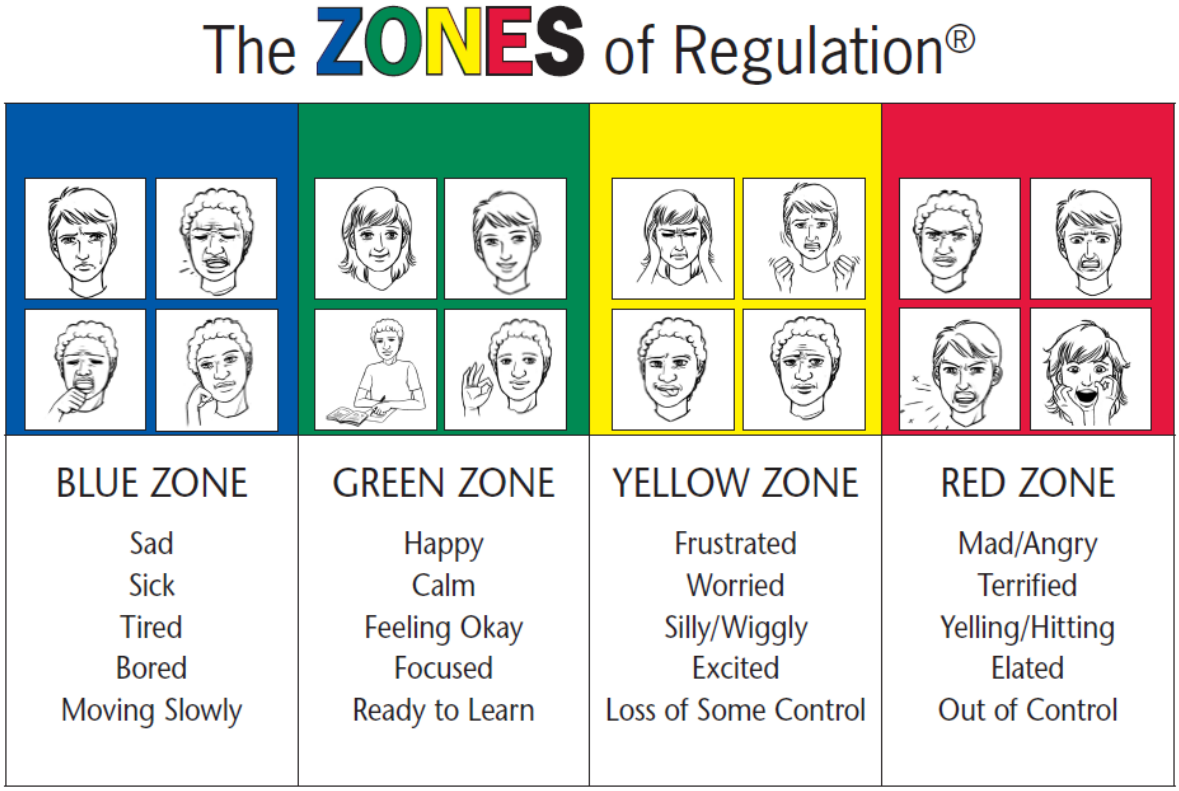
Administrator's Signature: _____ Date: _____

****

Meeting Date: _____ the following action was recommended:

- ☐ Monitoring by Class teacher
- ☐ Support for Class Teacher e.g. further resources, additional advice re-curriculum differentiation or adjustments
- ☐ School *Support Teacher Literacy and Numeracy (STLaN)* support provision, or additional diagnostic assessment
- ☐ Guidance Officer
- ☐ Speech Language Pathologist
- ☐ EAP Process/Advisory Visiting Teacher _____ (Disability Area)
- ☐ Occupational Therapist/Physiotherapist
- ☐ GP–for consideration of referral to Child and Youth Mental Health Services (CYMHS)
- ☐ GP-for consideration of referral to Paediatric/Medical Specialist
- ☐ Other

Appendix 15 – The Zones of Regulation



Zones of Regulation Approach

The Zones of Regulation is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying conflicts in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

Appendix 16 – Individual Behaviour Support Plan

Individual Behaviour Support Plan

Student Name:	**Year:**	**Class Teacher**	**School:**
Start Date:	**Review Date:**		
Team Members:			
Prioritised Problem Behaviours: **Function of Behaviour**: Access adult or peer attention, Access desirable tangible object, event, or activity, Access immediate sensory reinforcer Escape/avoidance adult or peer attention Escape/avoidance task (instruction, task difficulty, duration) Escape/avoidance sensory (internal stimulation)			

Context	**Precipitating events: triggers**	**Presenting Behaviour**	**Perpetuating consequences**	**Protective factors**
What do you know of outside the classroom that makes the problem worse? Better?	What makes the problem worse?			What makes the problem better? What have you tried that helps? What do you do that has helped? What does X (child) do to help? What happens in the family/class that helps? What do others do that helps? Get a recent example of “good” behaviour. Students strengths? Your strengths as a teacher in regard to X? General strengths? Class strengths?

Goals:

-
-

Environmental Strategies	Teaching and Learning Strategies	Positive Reinforcement Strategies	Corrective Strategies
			Crisis Plan

Appendix 17 – Risk Management Plan

Camp Hill State Infants & Primary School
676 Old Cleveland Road, Camp Hill, QLD 4152
Telephone: 3900 9333 Fax: 3900 9300

PHYSICAL HANDLING PLAN AND SCHOOL RISK MANAGEMENT PLAN

Pupil Name:	**Date of Birth:**
Class Teacher:	**Start Date:**
Year Level:	**Review Date:**
SEP Case Manager:	

General Statement of Need

IDENTIFICATION OF RISK	
Describe the foreseeable risk	
Is the risk potential or actual	
List who is affected by the risk	**Self** □ **Staff** □ **Other pupil**□ **Other** □
ASSESSMENT OF RISK	
In which situation does the risk usually occur?(possible triggers)	
How likely is it that the risk will arise?	Low □ Medium □ High □
If the risk arises who is likely to be injured or hurt?	Self □ Staff □ Other pupil □ Other □
What kinds of injuries or harm are likely to occur?	Bruises, red marks, emotional trauma, broken skin,
How serious could the adverse outcome be?	Minor requiring first aide □ Significant requiring GP/hospital Significant requiring time off work□ Major resulting in disability □

AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY		
Focus of measures	**Measures to be employed**	**Level of risk**
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes	Respond according to Safe, Supportive and Disciplined School Environment Guidelines. http://iwww.qed.qld.gov.au/strategic/eppr/students/smspr021/ • **Non-Violent Crisis Intervention strategies**	

COMMUNICATION OF PHYSICAL HANDLING PLAN & SCHOOL RISK MANAGEMENT STRATEGY			
Plans and strategies shared with	**Communication Method**		**Date Actioned**
Parent/Carers	**Copy of Plan**		
Mainstream teacher	**Copy of Plan**		
Casual/ Supply Staff	**Verbal Instructions**		
District Behaviour Support team	**Information Shared with AVT Behaviour**		
Other	**Copy of Plan**		

STAFF TRAINING NEEDS		
Identified training needs	**Training to be provided to meet needs**	**Date training completed**
Training required in the use of physical intervention.	**Class teacher and SEP teacher require training in physical restraint.**	List of Teachers trained held by HOSES.
Guidance from specialized medical practitioner and therapists for future programming.	**Case conference with Paediatrician, Occupational Therapist, Speech Language Therapist**	
Liaison with Behaviour Support Team to conduct a functional Behaviour Assessment and guide programming.		

PLAN AGREED BY	
Signature	**Date**
SEP Teacher:	
Class teacher:	
HOSES:	
Principal:	
Parents:	
Other:	

Review of Behaviour Management Plan & School Risk Management Strategy		
Measures in place	**Effectiveness in supporting the child**	**Impact on risk**
Proactive interventions to prevent risks		
Early Interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
Actions for the future		

REVIEW AGREED BY	
Signature	**Date**

Appendix 18 – Individual Student Safety Plan

INDIVIDUAL STUDENT SAFETY PLAN

An individual student safety plan, unlike a typical education support plan, addresses specific actions

Date:

Student Name:	D.O.B.	Grade:		

Contact Information		
Parent/Guardian:		
Mobile Phone:	Home Phone:	Other:
Emergency Contact:		Phone:

Places Student May Be if Missing During School Hours	
On School Grounds:	
Off School Grounds:	

School contact people in emergency	
Guidance officer:	Phone:
Deputy principal:	
Year level coordinator:	
Other:	
Description of Specific Unsafe Behaviors (why student requires a safety plan)	

SAFETY PLAN SUPPORTS
The student has a personal safety plan that they have with them at all times Yes/No

What will staff, student, and family do to lessen the likelihood of unsafe behavior (i.e., supervision, transition planning, transportation to and from school, plan for unstructured time, closed campus, searches, etc.)?	Who / Back-up person?
Before and after school hours: **During school hours:** **Break time**	
How will plan be monitored?	**Who/Back-up person?**
How will decision be made to terminate the plan?	**Who/Back-up person?**

CRISIS RESPONSE PLAN	
What to do if student exhibits above described behavior	**Who will do what/backup staff**

Warning Signs/Triggers	Strategies That Work	Strategies That Do Not Work

Current Agencies or Outside Professionals Involved		
Name	Agency	Phone
1.		
2.		
3.		
4.		

Student Safety Team Members		
Name/Signature	Title	Date
1.		
2.		
3.		
4.		
5.		
6.		

Next Review Date: (approximately XXXXX weeks from initiation of plan or last review date)

Appendix 19 – Minor and Major Behaviours

Minor and Major Behaviours

Area	Minor	Major
Movement around school	▪ Running on concrete or around buildings ▪ Running in stairwells ▪ Riding bike in school grounds	▪ Movements around the school creating unsafe environment for others (staff or students)
Play	▪ Incorrect use of equipment ▪ Not playing school approved games ▪ Play fighting ▪ Playing in toilets ▪ Not playing fairly	▪ Throwing objects ▪ Play fighting which results in conflict or the use of objects as weapons, resulting in physical harm.
Physical Acting Out	▪ Minor physical contact (e.g.: pushing and shoving) that does not result in an injury	▪ Pushing and shoving that results in an injury ▪ Serious physical aggression ▪ Fighting ▪ Assault of another (staff or student)
Correct Attire	▪ Not wearing a hat in playground ▪ Not wearing shoes outside in unauthorised parts of the playground	▪ Causing deliberate damage to uniforms
Possession of object/ weapons	▪ Bringing toys, items to school that have a non-curricular focus ▪ Taking someone else's possessions	▪ Possession or selling of drugs ▪ Weapons including knives and any other items which could be considered a weapon being taken to school real or look alike)
Class tasks	▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work ▪ Non-compliance when given an instruction ▪ Uncooperative behaviour ▪ Minor disruption to class	▪ Persistent disruption and/or non-compliant behaviour where a student repeatedly engages in the behaviour
Being in the right place	▪ Not being punctual (e.g.: lateness after breaks) ▪ Not in the right place at the right time.	▪ Leaving class without permission (out of sight) ▪ Leaving school without permission
Accept outcomes for behaviour	▪ Minor dishonesty	▪ Major dishonesty that impacts on others ▪ Continuous and ongoing minor behaviours
Mobile Phone or personal technology devices	▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Language and Interactions with peers and adults	▪ Inappropriate language or gestural messages (written/verbal) that may include swearing, name calling, teasing ▪ Calling out ▪ Disrespectful tone	▪ Offensive language ▪ Aggressive/ threatening language ▪ Verbal abuse / directed profanity ▪ Bullying behaviour – repeated and ongoing swearing, name calling and verbal bullying ▪ Major/ blatant disrespect towards adults, parents and peers
Property	▪ Petty theft ▪ Lack of care for the environment ▪ littering	▪ Stealing / major theft ▪ Wilful property damage ▪ Vandalism

Appendix 20 – Bullying

Bullying – Information for parents

What is bullying?

Bullying is the conscious and on-going desire to hurt, threaten or frighten others. It may take many forms and the National Centre Against Bullying has identified five types of bullying:

Physical bullying: The use of physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

Verbal bullying: Repeated or systematic name calling, insults and verbal abuse.

Social (covert) bullying: Indirect actions, such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

Psychological bullying: For example, threatening, manipulating or stalking someone.

Cyber bullying: This is a method of bullying using technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically.

Parents can work together with the school by speaking to your children using the school's Expectations of Behaviour – 4Cs (cooperation, courtesy, consideration, commitment) when reflecting about the activities of the school day and activities at home. it is important for children to see the connection between school and home. Children need to practice how to manage a range of situations. Parents can work together with the school assisting their child to practice what to say and do, using the Hi-5 strategy (Appendix ?).

It is important that positive, open lines of communication are maintained between school and home in order to achieve productive outcomes. Parents are encouraged to contact teachers or administration with any issues of concern.

What can I do if my child is being bullied?

It is natural for parents and siblings to feel very upset when a child is affected by school bullying. Parents may feel anger, fear, confusion, frustration, embarrassment and powerlessness, however, it is important for parents to remain positive and focussed on trying to find a solution.

The way children relate to each other is complex and the bullying situation can change regularly or unexpectedly. At Camp Hill State Infants and Primary School, we recommend parents use the following general strategies to support their child in issues of bullying:

- Talk to your child in a calm and supportive manner, focussing on finding a solution to the problem. Discuss with your child some immediate strategies to deal with the bullying.
- Up-skilling your child on how to use words or actions in a variety of situations and most importantly practicing these by setting up imaginary situations-
  - pretending not to be bothered or frightened by teasing or bullying,
  - making a quick retort or response to disarm the other child,
  - using a humorous response,
  - use the Hi-5 strategy.
- Do not advise your child to fight with the other child as this can only escalate the situation and your child may be reprimanded for their involvement in a fight.

- If your child is being bullied through electronic media, you can manage/limit the access to technology. It is important to monitor your child's use of media, especially with social networking sites, ensuring that they use these sites in a supervised capacity and within legal boundaries.
- Work with school staff by-
  - gathering information about the bullying,
  - contacting or meeting with school staff, stay calm and discuss the situation,
  - come to an agreement on a plan of action to deal with the bullying,
  - keep the lines of communication open and regular,
  - encourage your child to try the agreed strategies at school and reinforce them at home.

What are consequences for bullying?

The consequences will vary for each individual situation. Students should report any issues with other students to their classroom teacher or the teacher on playground duty. The teacher will refer the matter to Administration for investigation. This could include out of school behaviour (including online) that affects the school's good order and management.

A range of consequences may be given to students involved, consistent with the school's Student Code of Conduct.

For more information on defining bullying, visit the following links to watch Dr Michael Carr-Gregg's 'Six Quick Tips for Parents about Bullying'.

What is bullying? https://www.youtube.com/watch?v=b597hE4k_ic
What are the signs of bullying? https://www.youtube.com/watch?v=PFKK2awComI
How to support your child if bullied? https://www.youtube.com/watch?v=BDfjMHIS_9A
How can you work with the school? https://www.youtube.com/watch?v=6hbwDQmvj8A
What if your child is the bully? https://www.youtube.com/watch?v=iSZBLOBrehU
What is cyberbullying? https://www.youtube.com/watch?v=rcYK7A2JS1s

Parents can access further information about bullying and how to support their child at the following websites:

Bullying. No Way! https://bullyingnoway.gov.au/
National Centre Against Bullying https://www.ncab.org.au/
Kids Helpline https://www.kidshelpline.com.au/
CyberSmart https://www.cyber.gov.au/

Appendix 21 – Restrictive Practices

Camp Hill State
Infants & Primary School
Together We Achieve

Focused Review Facilitator Checklist and Report Record

School name	Camp Hill State Infants and Primary School
Principal name	
Facilitator name	
Date review was undertaken	
Names of all participants present	
Student name that was subject of the review	
Date and time of the incident that was subject of the review	

One School Behaviour Record:

Incident Review

Name of Student	
Class	
Date	
Time	
Staff members involved	
Location of incident	
Names of witnesses (std/staff)	
Details of the incident	
What actions were taken to de-escalate the situation?	
Why was the restrictive practice used?	
What was the nature of the restrictive practice used?	
What was the duration of the restrictive practice used?	
Were there any injuries?	
What immediate post incident actions occurred? First aid, contact emergency services	
Detail any post-incident support provided or organised	

Focussed Review

1. The primary learning points and intervention opportunities for the staff team are:

- *Is the school environment predictable? Are there identifiable environmental factors or constraints that may increase anxiety for the student?*
- *Who has the student formed relationships with in the school?*
- *What are the relationships the student would describe as valued by them?*
- *Are the rules and expectations across the school and between settings clear for everyone?*
- *Is there ambiguity in messages given by staff to students about rules and how they are enforced?*
- *Is there a check-in and check-out system for the student if they are known to experience anxiety and present with risky behaviour?*

2. The Focused Review highlighted that the team did a number of things well, these are:

- *What were the triggers or situational factors that contributed to the incident?*
- *In the previous days did the student exhibit any behaviour that may have indicated they were likely to endanger themselves or others?*
- *Was anyone aware of any external factors that might be impacting on the student that led to the behaviour of harm to self or others?*
- *If there are any plans in place to support the student, are they adequate and up to date? Do all the staff who need to know about the plans know of them and understand them?*

3. There are a few things that will benefit from review or change as a result of the reflective thinking undertaken during the Focused Review, these are:

- *Were there any barriers/factors that prevented staff from providing the most effective or planned response?*
- *How might any barriers be overcome in the future?*

4. Immediate action that will help improve safety and practice is (*including who will action and timelines*):

- *What did staff do in response to escalating risk?*
- *Why were particular strategies or approaches used?*
- *Were there any environmental barriers to managing the situation?*
- *Was there any delay in providing a response to the student or team members who requested assistance?*

5. What are the learning points? When exploring the strategies used during the incident, what were the responses of the student and what was effective?

- *When the restrictive practice was implemented was it effective?*

Facilitator name, signature and date

Principal name, signature and date