



Jandowae Prep – 10 State School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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Purpose

Jandowae Prep – 10 State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Jandowae Prep – 10 State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Contact Information

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Contact Person: JB Mohr

Endorsement

Principal Name: JB Mohr

Principal Signature: *JB Mohr*

Date:

P/C President

P/C President:

Date:

Learning and Behaviour Statement

All areas of Jandowae Prep-10 State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our school-wide framework for managing behaviour is Positive Behaviour for Learning Framework. This system is a compilation of practices, interventions and change strategies that is effective and efficient in achieving important social and learning outcomes, whilst supporting overall student wellbeing.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone. This allows Jandowae P-10 State School to create and maintain a positive and productive learning and teaching environment where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the school values of Learning through Respect, Responsibility and Safety as being crucial to student welfare and development. These core values drive our school expectations and assist our staff to teach and promote our high standards of responsible behaviour as per the Jandowae Prep-10 State School Expectations Matrix.

Our school values and expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principals and expected standard outlined in Education Queensland's *Code of School Behaviour*.

Student Wellbeing and Support Network

Students at Jandowae Prep-10 State School are supported through positive reinforcement and a system of universal, targeted, and intense behaviour supports by:

- Parents / Carers
- Teachers
- Head of Curriculum
- Administration Staff
- Guidance Officer / Senior Guidance Officer
- Advisory Visiting Teachers
- School Captain
- Adopt-A-Cop

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- ACT for Kids
- Police
- Local Council
- Bush Children's
- Goondir Health Services

Whole School Approach to Discipline

Jandowae P-10 State School uses the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms through the school, including sporting activities and excursions.

Our Positive Behaviour System is an evidence-based framework used to:

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

At Jandowae P-10 State School we believe discipline is about more than rewards and consequences. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Jandowae Prep-10 State School Student Code of Conduct is an opportunity to explain the Behaviour framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our system can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Jandowae Prep-10 State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- The behaviour team provides information to staff and support by sharing practices.



- All staff members are provided with professional development in Essential Skills for Classroom Management.
- Regular provision of information to staff and parents.
- Comprehensive induction on the Jandowae Prep-10 State School Student Code of Conduct for new students as well as new and relieving staff.
- Regular review of the Jandowae Prep-10 Student Code of Conduct for Students with staff and students.
- Individual support plans for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- A focus on Functional Behaviour and/or Trauma Informed Practices (when required), ensures staff awareness of factors which contribute to inappropriate behaviour.
- Student Support Team address the behavioural and relational needs of Tier 2 and Tier 3 students (based on various data sets available).

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

- Behaviour lessons conducted on Parade
- Teachable moments by all staff
- Signage
- Newsletter
- Classroom Awards
- Dojo Points
- Whole School Reward

Every classroom in our school uses consistent language and approach as a basis for developing their behaviour standards. The class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in and out of their classroom. The classroom expectations for behaviour are explicitly taught and revisited throughout the year.

Jandowae Prep – 10 State School Wide Expectations



Jandowae Prep -10 State School
Once and Together

BE A LEARNER			
AREA	Be SAFE	Be RESPECTFUL	Be RESPONSIBLE
SCHOOL-WIDE	- Enter rooms only when a staff member is present or when you have permission. - Use school property, equipment and technology for intended purpose. - Report problems or concerns to a member of staff immediately. - Respond to bells and alarms. - Walk safely in learning areas.	- Actively listen and follow all staff instructions. - Use respectful tone and language. - Assist others if needed. - Keep your hands, feet, objects and mouth to yourself. - Wear the correct uniform with pride and follow the school dress code. - Respect teacher's right to teach and student's right to learn. - Allow others privacy.	- Personal items are brought to school at own risk. - All rubbish in the bin. - Use STOP, WALK, TALK. - Maintain a tidy and organised work space. - Ask for help when needed. - Always try your best. - Own your actions. - Be resilient. - Be brave.
BREAK TIMES	- Eat your own food. - Play in allocated playground area.	- Remain seated until supervisor's permission is given to leave. - Play fairly – take turns and be inclusive.	- Return equipment at the bell. - Participate in school-approved games.
TRANSITION TIMES	- Walk on all hard surfaces and keep to the left. - Remain seated in eating area until 8:30am bell.	Walk quietly when moving through the school.	- Line up quietly at your designated area. - Be prepared with all resources needed for the school day.
TOILETS	Follow the toilet routine – straight there, go, flush, wash, straight back.		Use toilets during break times where possible.

Positive Behaviour Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same expectations in place for students, being Safe, Respectful, Responsible Learners.

Students

Below are examples of what these behaviour expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Jandowae Prep-10 State School.

Universal Behaviour Support

Behaviour support at Jandowae Prep-10 State School is designed to cater for the whole school population with a focus on strategies for all. This is accomplished through a whole school approach. Teachers are skilled and responsible in dealing with the majority of behaviour issues at the class level. Jandowae Prep-10 State School is a disciplined school environment where teachers explicitly teach expected behaviours and provide opportunities for students to practice the expected behaviours. Teachers continuously reinforce expected behaviours and provide feedback and correction when needed. It is a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

At Jandowae Prep-10 State School, we emphasise the importance of directly teaching students the behaviours we want demonstrated at school. Communicating behavioural expectations is a form of universal behaviour support, a strategy directed towards all students, designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

The development of Jandowae Prep-10 State School Code of Conduct is an opportunity to explain the behaviour expectations with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of the Jandowae Prep-10 State School approach can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every school staff member.

Consideration of Individual Circumstances

Staff at Jandowae Prep-10 State 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.

Jandowae Prep-10 State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

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 disciplinary action 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.

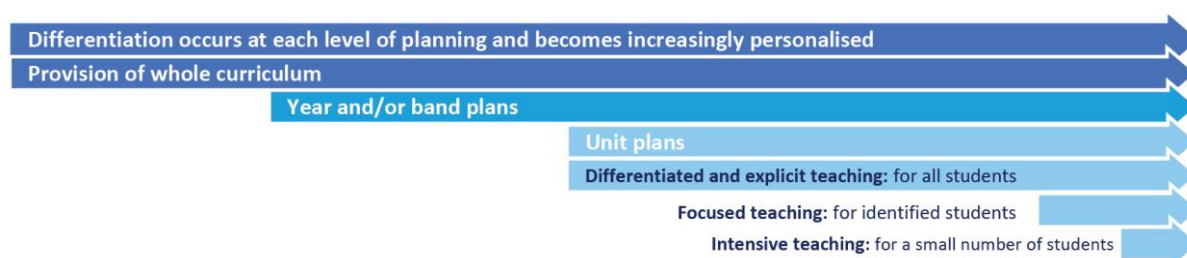
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Jandowae P-10 State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Jandowae P-10 State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that

the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Precorrection e.g., "Show me how to walk quietly back to your seat"; Use of 'We are safe, We are Respectful, We are Responsible' whiteboard magnets
- Non-verbal cues
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Friendly or formal reminders
- Providing errand or responsibility for a task
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of low-level inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Whole class goals and class wide incentives and reminders
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks (including assessment tasks)
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Forced choices (you can choose now or choose to)
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal to Buddy Class)
- Detention or loss of privilege (e.g. Fun Friday)

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Jandowae Prep-10 State School to provide focused teaching. Focused teaching is aligned to the school-Wide Expectations, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract (classroom and or playground)
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Jandowae Prep-10 State School Student Support team for team based problem solving
- Regular contact/meeting with parents, JSS Student Support team and external agencies

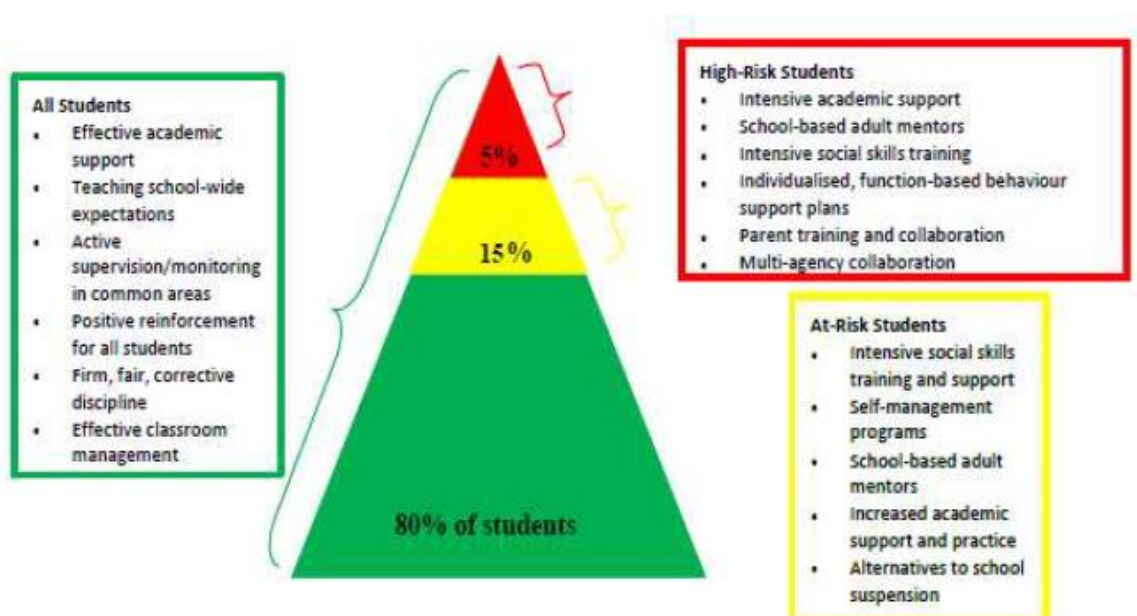
Intensive Teaching

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

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

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

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



The Pyramid of School Wide Positive Behaviour-Continuum of Schoolwide Instructional and positive Behaviour Support (above)

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently).

Disciplinary Consequences

Jandowae Prep-10 State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, it is important that our students receive predictable and consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

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

- **Minor** incidents are handled by staff members at the time it happens
- **Major** incidents are referred directly to the Head of Curriculum or Principal.

Minor incidents are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor incidents may result in the following consequences:

- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- Re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgment for expected school behaviour.

Major incidents are those that:

- significantly violate the rights of others;
- involve the use of prohibited items, including mobile phones during school hours;
- put others/self at risk of harm; and
- conduct that adversely affects or is likely to adversely affect other students or the good order and management of the school or poses a risk to the safety or wellbeing of other students or staff.

Major behaviours result in an immediate referral to the Principal because of their seriousness. When a major problem behaviour occurs, the staff member calmly states the major problem behaviour to the student and reminds them of the expected school behaviour. A report of the student's behaviour is to be recorded on OneSchool.

The disciplinary consequences model used at Jandowae Prep-10 State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

Major behaviours may result in the following consequences:

- Behaviour monitoring processes e.g. Monitoring Cards
- Detention including outside normal school hours
- Removal from class and/or activity
- Restitution
- Warning regarding future consequences for repeated and persistent inappropriate behaviour
- Suspension (1-10 and 11-20 days)

Please see Appendix 1 for Sample Behaviours and Related Consequences.

As stated in the Sample Behaviours and Related Consequences each situation, the following some or all of the actions will be taken, as appropriate:

- Parent/Carer Contact
- Behaviour Monitoring Processes
- Referral to Student Support Team
- Referral to Guidance Officer
- Referral to specialist external agencies

Definition of Consequences

Detention	Detention may be used as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during a school break and/or up to 60 minutes after school, (parents/caregivers will be contacted before an out of school hours detention is imposed). Detention may also be issued on non-school days (parents will be informed of location and duration of the detention and their obligation to provide transport)
Behaviour Monitoring Cards	Student will be placed on behaviour monitoring cards. May be daily, weekly or playground specific monitoring card.
Community Service	Requires students to perform tasks outside of normal school hours/days that are beneficial to the community. Parents/caregivers will be notified of location and duration of this community service intervention and their obligation to provide transport. Suitable Jandowae Prep-10 SS staff may also attend to support the student where needed.
Alternative to Suspension	The consequences applied in these circumstances take into account the nature of the behaviour, but also other factors that may be affecting the student and family so that consequences applied support the student to improve behaviour.

Restitution	A student who damages, steals or in any other way removes an item of value from another student, staff member, or the school, will be required to repair, replace or reimburse the value of the item or funds to the equivalent value.
Temporary Removal of Property	The Principal or appropriate staff members has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.
Buddy Class	Dependent on age, Students are sent to another classroom designated as the year level's 'Buddy Class' for up to 20 minutes. Students who are capable of filling out a reflection sheet do so and return to class. At the end of the lesson or when practical, student debriefs with the class teacher. If the student does not settle in this time, an office referral is undertaken.
Suspension	The Principal or Principal's delegate may suspend a student from school under the following circumstance: • Disobedience by the student • Misbehaviour • Persistent low-level misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other student enrolled at the school, before during and after school hours. • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school • The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • The student is charged with a serious offence as defined by the Education (general Provisions) Act 2006 • The student is charged with an offence and the Principal is satisfied it would not be in the best interests of the other students or of staff for the student to attend the school while the charge is pending
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 excluded for the following reasons: • Persistent disobedience • Misbehaviour • Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school • Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school • The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school

	The student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interest of the other students or staff for the student to be enrolled at the school.
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Please see Appendix 1 for a full list of potential behaviours and possible consequences for minor and major behaviours. This list is not exhaustive and at all times consequences will be at the discretion of the Principal or Head of Curriculum unless otherwise determined by State Schooling policy or direction.

School Disciplinary Absences

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

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

At Jandowae Prep-10 State School the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

Students who are suspended from Jandowae P-10 State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated in writing as part of the suspension letter. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

Jandowae P-10 State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students.

The Temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

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

The following items are explicitly prohibited at Jandowae P-10 State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)

- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Jandowae P-10 State School:

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

Parents of Students at Jandowae P-10 State School

- ensure your children 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 Jandowae P-10 State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;

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

Students of Jandowae P-10 State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Jandowae P-10 State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of Mobile Phones and Other Devices by Students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

At Jandowae P-10 State School, the use of personal electronic devices in class and at school is considered disruptive to the learning environment of all learners. This Policy reflects the importance the school places on learners displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Devices include, but are not limited to **mobile telephones, tablets (including iPads), fitness trackers, cameras, voice recording devices (whether or not integrated with a mobile phone or MP3 player) and smart watches.**

The school does not encourage the use of mobile phones or other electronic devices at school. Mobile phones and other devices are to be kept at home unless it is necessary for communication with the family out of school hours. Mobile telephones and other electronic equipment used without prior negotiation is at the owner's risk and consequence. No liability will be accepted by the school in the event of loss, theft or damage, unless it can be established that the loss, theft or damage resulted from the department's negligence.

Primary Students: Electronic devices should be clearly marked and left at the office upon arrival at school and collected at the end of the school day after classes are dismissed at 2.40pm.

Secondary Students: Mobile phones and other electronic devices are permitted but must be on silent and out of sight in their locker or at the office from arrival of school to the end of the school day. Mobile phones should not be used until students have been dismissed from class at 2.40pm. Having a phone in a pocket may be out of sight but does not meet the minimum requirements as stated above.

Refusal to comply with teacher direction to put the phone in a locker or leave it at the office will be considered wilful disobedience. Mobile phones, if sighted, will be confiscated and parents will be required to collect from the office.

Jandowae Prep-10 State School provides student access to iPads, laptops desk tops and the internet for educational purposes.

Responsibilities

The school ICT systems are primarily intended for the educational use and that students will not use the systems for personal or recreational use unless special permission is granted by the classroom teacher. The responsibilities for students using computers at school or during school activities, are outlined below.

It is **acceptable** for students at Jandowae P-10 State School to

- use computers for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using computers.
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Jandowae P-10 State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of Jandowae P-10 State School Student Code of Conduct.

In addition, students and their parents should:

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

Students and parents should be aware that:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Special Circumstances Arrangements

Students who require the use of personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the principal.

Preventing and Responding to Bullying

Jandowae Prep-10 State School does not tolerate bullying or harassment. All members of the school community are committed to ensuring a safe and supportive environment based on the school's core values of be responsible, be respectful, be committed and be safe. There is no place for bullying at Jandowae Prep-10 State School. Research indicates that those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Jandowae Prep-10 State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, such as class teachers, Chaplain, Guidance Officer and School Nurse. Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Jandowae Prep-10 State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

What is Bullying?

Bullying is where someone or a group of people with more power repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

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.

What Bullying.../sn't?

- Single episodes of social rejection or dislike
- Single episodes of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights

Types of Bullying:

- **Physical Bullying** includes hitting, kicking, tripping, pinching and pushing or damaging property
- **Verbal Bullying** includes name calling, insults, teasing, intimidation, homophobic or racist's remarks, or verbal abuse
- **Covert Bullying** is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.

Covert bullying includes:

- Lying and spreading rumours
 - Negative facial or physical gestures, menacing or contemptuous looks
 - Playing nasty jokes to embarrass and humiliate
 - Mimicking unkindly
 - Encouraging others to socially exclude someone
 - Damaging someone's social reputation or social acceptance
- **Cyberbullying** is overt or covert bullying behaviours using digital technologies. Examples include harassment via a mobile phone, setting up defamatory personal website or deliberately excluding someone from social networking spaces.

What Students Should do if they are Harassed or Bullied:

If a student feels they are the target of negative social behaviour or has witnessed the same, they should:

- Ask the person to stop the behaviour;
- **Advise a staff member as soon as possible;**
- Support the person who is being targeted and request help from a teacher/staff member at the time of the incident;
- Report behaviour to the Classroom Teacher or Administration members
- Refrain from such behaviours towards others in retaliation, either immediately or over time;
- Refrain from widespread unnecessary discussion of the incident.

Prevention Programs

Giving students the tools to reduce bullying behaviour through the blending of school-wide positive behaviour support, explicit instruction, and a redefinition of the bullying construct, effective

social skills and positive relationships act to prevent bullying. At Jandowae Prep-10 State School we promote effective social skills and positive relationships. For example: Regular reinforcement of preventative/management strategies – **STOP-WALK-TALK**

Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include support for targets of bullying and perpetrators and/or disciplinary measures.

At Jandowae Prep-10 State School, we support targets and perpetrators by:

- Responding to all reported or observed incidents of bullying
- Interviewing victim and alleged perpetrators
- Implementing a range of monitoring/reinforcement approaches as a response

At Jandowae Pre-10 State School, the consequences for bullying might include the following:

- Loss or play privileges/access to extra-curricular activities
- Counselling, development of individual management plan
- Parent contact
- Restorative conversations
- Outside agency support
- Internal withdrawal or suspension if the bullying is particularly serious, or ongoing after processes about have been trialled

Reporting and monitoring bullying

At Jandowae Prep-10 State School, reports of bullying are taken seriously. Students and parents/carers may report bullying in the following ways;

- Written/verbal report directly to the class teacher, Head of Curriculum or Principal
- Parent/Carer report to class teacher, Head of Curriculum or Principal in person via an appointment.

We promote effective social skills and positive relationships. For example: Regular reinforcement of preventative/management strategies – **STOP-WALK-TALK**

Key Stakeholder Responsibilities

Classroom Teacher, Head of Curriculum, Principal:

- Continue to support target students
- Refer to Student Services Team/Guidance Officer if appropriate
- Use a mediation process
- Arrange and/or conduct mediation
- If necessary, contact parent/s of the target and the student who has been bullying/harassing another/others
- Refer to Head of Curriculum or Principal if serious or repeat incident
- Encourage target student to report similar behaviour if repeated
- Record and monitor incidents of negative social behaviour on OneSchool
- Apply consequence – may be a restorative conversation/circle, detention, internal withdrawal, external suspension

School

- Disseminate the Policy and Procedures through enrolment packs, school newsletter and school website
- Encourage supportive school environment practices through Positive Behaviour for Learning (PBL)

Parents and Caregivers

- Encourage their students to discuss the effects and consequences of bullying/harassment
- Encourage students to report any incidents of bullying/harassment to school staff
- Contact the School if a student is being bullied/harassed or parents/caregivers suspect that it is happening
- Look for tell-tale signs (i.e. bruises, cuts, not wanting to come to school, temper outbursts, etc.)
- Listen to your child and enlist the support of the school (i.e. empower the student)
- Support your child

Jandowae Prep-10 State School's Anti-Bullying Prevention Program – STOP-WALK-TALK



Jandowae Prep-10 State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year 7 to Year 10 – Year Level Coordinator

Head of Curriculum or Principal



Cyberbullying

Cyberbullying is treated at Jandowae Prep-10 State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher. The Principal or Head of Curriculum can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Jandowae Prep-10 State School may face in-school disciplinary action, such as detention or removal 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.

Jandowae Prep-10 State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

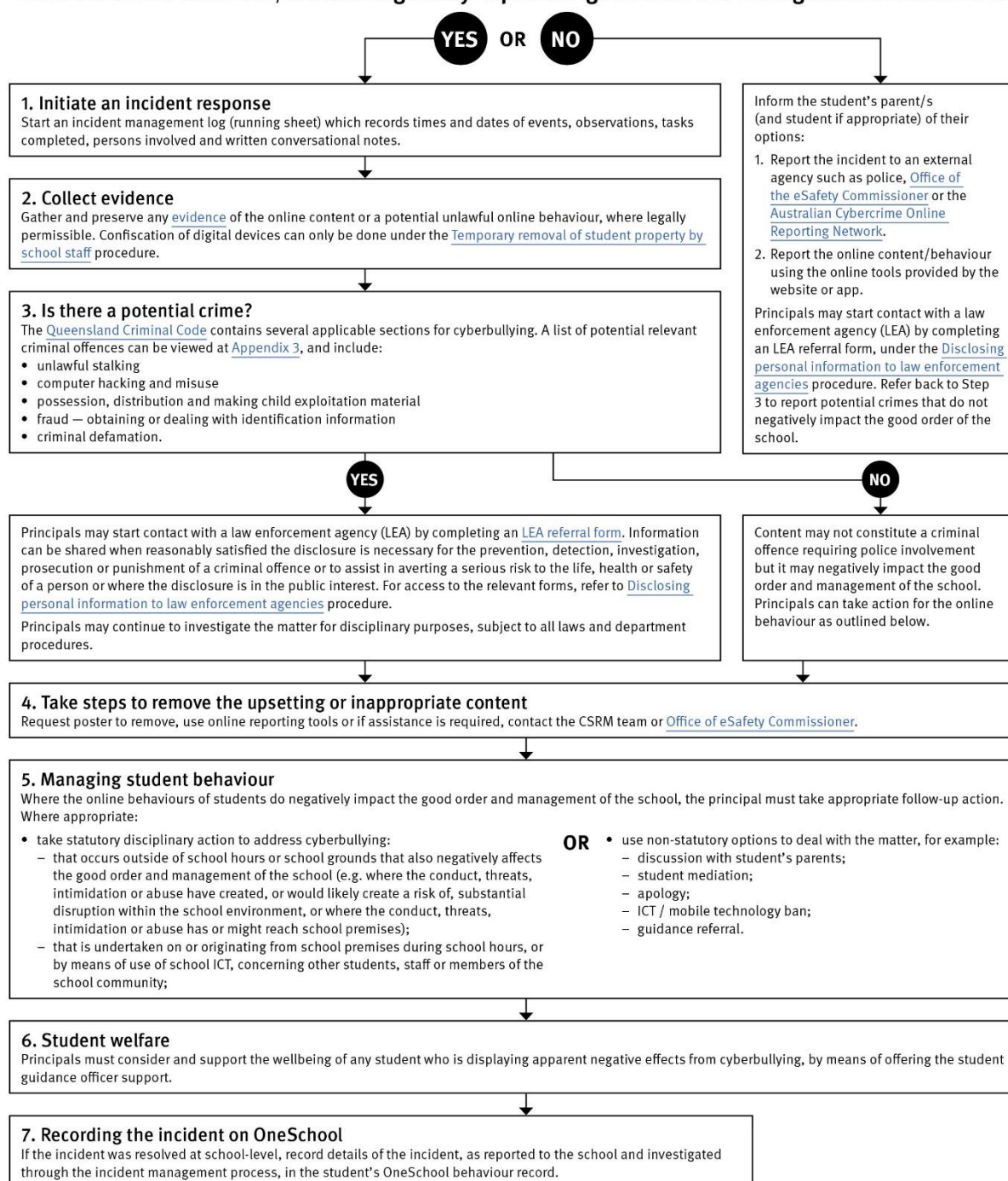
Explicit images

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

Report

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

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



Appropriate Use of Social Media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using 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.

Negative comments posted about the school community can 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.

Simple strategies to keep the use of social media positive and constructive:

- Before posting something online, consider if the community or individual really need to know. Is it relevant, positive and helpful?
- What is posted online is a direct reflection of the author of the post. People will potentially form lasting opinions based on what posted online.
- Hasty, emotive responses could inflame situations unnecessarily. Consider logging out and taking a few moments to relax and think before answering a post.
- Keep comments general and avoid posting anything that could identify individuals. Online discussions between close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Think about the content to be posted. Considered use of social media could save upset, embarrassment, and possible legal action.
- Parents have a role in supervising and regulating children's online activities at home and its impact on the reputation and privacy of others.

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.

Jandowae Prep-10 State School uses Facebook to update parents of school notices. Parents should contact the school directly with a compliment, complaint or enquiry due to privacy considerations. 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. If negative or derogatory content online involves the school, hinders a child's learning and/or affects the school community at large is encountered, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

Privacy

Be mindful of who might be in the background of photos before uploading. If tagging or naming students, consider that other parents may not want their child's name attached to images online.

Problem Content

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if the problem content is 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.

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).

Please refer to Jandowae Prep-10 State School Student Use of Electronic Devices Policy.

Restrictive Practices

School staff at Jandowae Prep-10 State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe inappropriate behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

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.

Basic defusing techniques:

1. Avoid escalating the problem behaviour/allow the student space and time to calm and self-regulate: 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

Physical Intervention and Restraints – Immediate or Emergency Response

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member

- Posing an immediate danger to him/herself or to others

Appropriate physical intervention may be used to ensure that Jandowae Prep-10 State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using restraint that is more forceful.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment
- Physical intervention must not be used when a less severe response can effectively resolve the situation
- Physical intervention is not to be used as a response to:
 - property destruction
 - school disruption
 - refusal to comply
 - verbal threats
 - leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

It is important that all staff understand the underlying function of the behaviour and that students may well be extremely stressed at these times.

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report – recorded on OneSchool
- MyHR Incident report – via OnePortal
- debriefing report (for student and staff)

Related Procedures and Guidelines

These are related procedures or guidelines which school staff 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