



Raceview State School

Student Code of Conduct 2021-2023

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 2020-2024

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

Purpose

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

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

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Endorsement

Principal Name: Theresa Sheehan

Principal Signature: 

Date: 27-01-2021

P/C President : Adam Price

Signature: 

Date: 01 March 2021

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Principal's Foreword

Introduction

We are passionate in our pursuit to build strong home school connections. Research shows that students are more likely to succeed when they feel connected to school. School connection is the belief by our students that the adults in the school care about their learning as well as them as individuals.

The critical factors we believe at Raceview SS for this connection to occur is:

- High academic expectations
- Positive adult/student interactions
- Physical and emotional safety
- Home/school connectedness

Strong scientific evidence demonstrates that increased student connection to school promotes

- Motivation.
- Classroom engagement.
- Improved school attendance.

Likewise, there is strong evidence that a student who feels connected to school is less likely to exhibit

- Disruptive behaviour.
- School violence.
- Emotional distress.

The most effective strategies for increasing the likelihood that students will be connected to school include

- Implementing high standards and expectations and providing academic support to all students.
- Applying fair and consistent disciplinary policies that are collectively agreed upon and equitably enforced.
- Creating trusting relationships among students, teachers, staff, and families.
- Engaging teachers highly skilled in content, teaching techniques, and classroom management to meet each learner's needs.
- Fostering high parent/family expectations for school performance and school completion.
- Parents or guardians are encouraged to be an active presence in the school.

The Student Code of Conduct is an agreement between the school, students and families. It outlines the agreed approach that the school will follow when managing student code of conduct. We invite you to contact us if you would like to discuss this policy and we welcome your input as partners of our school.

Theresa Sheehan

Principal

P&C Statement of Support

As president of the Raceview State School P&C Committee, I am proud to support the new Student Code of Conduct. It is an aspect of the development of the Raceview State School Student Code of Conduct, that the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Raceview State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Raceview State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging.

Any parents who wish to discuss the Raceview State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the Principal or myself. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Adam Price
P&C President

Student Records - OneSchool

Student Records - OneSchool

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

OneSchool supports teachers, administrators and students in:

- student management
- curriculum and assessment management
- finance and asset management
- resource management
- performance, reporting and analysis.

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

Information secured on OneSchool:

- student and attendance details
- behaviour information
- report cards and assessment planners
- timetables and upcoming events
- invoices and payment history.

If you require copies of your child's records held by the school, you will need to submit a written request to the principal.

Some documents, such as the school newsletter and Annual Report, are readily available—check your school's website before making a written request.

Information about accessing records, reports or timetables is provided here <https://www.qld.gov.au/education/schools/information/contact/pages/accessing>.

Review Statement

The Raceview State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

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

	Prevention Description
Tier 1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (SWPBS) expectations.</p> <p>This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
Tier 2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to students with similar needs, offering strategies for particular aspects of Positive Behaviour for Learning (SWPBS) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> there is a clear connection between the skills taught in the interventions and the school-wide expectations. variations within each intervention are limited interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is implemented to address the basic implementation and quality of instruction.</p>

Tier 3

Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered on an individual basis. In consultation with the school's Guidance officer, referrals to outside agencies may be offered.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the success of problem behaviour.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Raceview 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.

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 consequence 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 and Support Network

Raceview State School offers a range of programs and services to support the social emotional and physical wellbeing of all students in our school.

Raceview State School has engaged several specialist staff to ensure that our school is a safe and supportive environment. We promote student and staff wellbeing as an important facet of our school. These specialists include:

Role	Responsibilities
Deputy Principals Student Engagement Teachers (SET) (Two full-time)	<ul style="list-style-type: none"> ○ Lead role for implementation of Positive Behaviour and Berry Street Practices ○ Promote positive and inclusive school culture ○ Analyse data to identify areas of need regarding behaviour ○ Assist students in Tiers 2/3 to use strategies that assist with engagement in social/emotional regulation and engaging in the learning ○ Monitor social/emotional wellbeing of students ○ Provide necessary items for wellbeing via outside agencies, e.g. breakfast, food hampers
Head of Inclusion Inclusion Support Teachers (Three full-time)	<ul style="list-style-type: none"> ○ Lead inclusive practices across Prep-Year 6 ○ Provide teaching and learning opportunities for students with diverse learning needs ○ Provide high-quality education and full engagement of students with disabilities in the curriculum alongside their similar-aged peers in a safe and supportive environment
Guidance Officer (Full time)	<ul style="list-style-type: none"> ○ Liaises with parents and carers, teachers and outside health care providers ○ Manages complex cases ○ Lead role in Educational Support Program reports
Part- time Chaplain (Two days per week)	<ul style="list-style-type: none"> ○ Provides support around social and emotional wellbeing of students
Defence Liaison Officer (Part-time Mon-Fri)	<ul style="list-style-type: none"> ○ Provides support for Defence Force students and families ○ Welcomes Defence families and monitors student engagement and social/emotional wellbeing ○ Provides activities during break times to promote friendships and a sense of belonging
Indigenous Liaison Teacher Aide (Part-time Mon-Fri)	<ul style="list-style-type: none"> ○ Provides support for Indigenous students and families ○ Monitors student engagement and social/emotional wellbeing ○ Provides cultural awareness through activities during break times

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.

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

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.

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

Raceview State 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

Raceview State 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.

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

Mental health

Raceview State 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

Raceview State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Raceview State 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, Raceview State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

Whole School Approach to Discipline

All staff at Raceview State School have been trained in the implementation of research-based strategies as a multi-tiered system of support for discipline in the school. These include Positive School Wide Behaviour Support and The Berry Street Education Model.

School Wide Positive Behaviour Support (SWPBS) is a whole-school framework which helps schools to create positive learning environments. This is achieved by developing proactive systems to define, teach, and support appropriate student behaviours.

The Berry Street Education Model (BSEM) is a practical approach to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices.

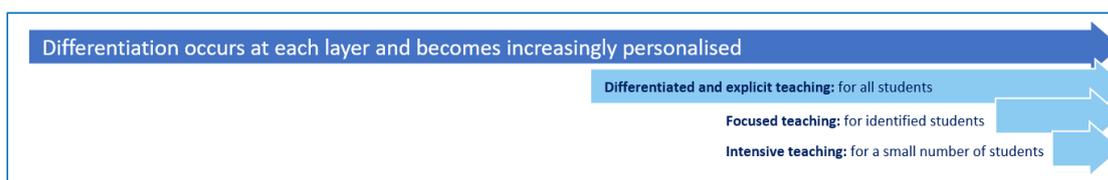
At Raceview State School, we believe that these strategies are creating a positive whole school learning approach for all students. Our staff support and encourage students to improve social and emotional skills and behaviour through shared expectations with a focus on the positive. Students and teachers engage in lessons every week with a specific focus on expectations and positive solutions to problems that may occur. These lessons are driven by data and taught in every classroom.

Differentiated and Explicit Teaching

Raceview 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 Raceview 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 academic and pedagogical differentiation.



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

RSS Behaviour Matrix

Eating/Line-up areas	Playground	Before school	Assembly	Toilets	Moving around the school (Transition)	Entering/exiting the school	Bus	Tuckshop	Out of school activities
<ol style="list-style-type: none"> 1. Be in the right place at the right time (seated in your line-up area by the 2nd bell) 2. Rubbish in the bin 3. Silent, hand up at bell and track the speaker 4. Follow instructions of staff the first time 5. Be ready to learn (organised-toilet and drink) 	<ol style="list-style-type: none"> 1. Follow the instructions of staff the first time 2. Be in the right place at the right time (designated play areas/pathways etc) 3. Use hands, feet and objects safely. 4. Be fair. Be kind. 5. Use the High Five to solve problems 6. Walk on concrete 7. Wear a hat if playing outside 	<ol style="list-style-type: none"> 1. Wait quietly under A-Block until 8:30am bell to be dismissed 2. Hands, feet and objects to self 3. Walk on concrete 4. Be in the right place at the right time (bags dropped at classrooms and move to hall, oval, library only) 5. Follow the instructions of staff the first time 6. Use the High Five to solve problems 7. Be ready to learn (organised-toilet and drink) 	<ol style="list-style-type: none"> 1. Enter the hall and sit down quietly 2. Keep hands and feet to self 3. Track the speaker with whole body listening 4. Stand and sit quietly at appropriate times 5. Participate and celebrate others' achievements 	<ol style="list-style-type: none"> 1. Use the toilets appropriately-be clean and flush after use 2. Wash hands with soap before leaving 3. Respect others' privacy at all times 4. Keep hands, feet and objects to self 5. Use the High Five to solve problems 6. Be ready to learn by using toilets at break times 7. Report problems to a staff member 	<ol style="list-style-type: none"> 1. Respect others' learning by walking quietly around the school 2. Walk with your class in 2 lines and with purpose 3. Keep hands, feet and objects to self 4. Follow the directions of staff 5. Greet others kindly 	<ol style="list-style-type: none"> 1. Follow the instructions of staff the first time 2. Be in the right place at the right time (designated waiting areas / pathways etc) 3. Keep hands, feet and objects to self. 4. Use the High Five to solve problems 5. Walk on concrete and across the road 6. Sit quietly in the Stop, Drop, Go and Bus waiting areas 7. Greet others kindly 	<ol style="list-style-type: none"> 1. Follow the instructions of staff/bus drivers the first time 2. Be in the right place at the right time (designated bus waiting areas) 3. Keep hands, feet and objects to self. 4. Use the High Five to solve problems 5. Be organised and ready to leave 6. Greet others kindly and use your manners (thank you, please) 7. Sit on the bus quietly 	<ol style="list-style-type: none"> 1. Wait in line patiently and quietly 2. Follow the instructions of staff the first time 3. Greet others kindly and use your manners (thank you, please) 	<ol style="list-style-type: none"> 1. Follow the instructions of staff the first time 2. Be in the right place at the right time 3. Use hands, feet and objects safely. 4. Use the High Five to solve problems 5. Walk on concrete 6. Greet others kindly and use your manners (thank you, please) 7. Participate and celebrate others' achievements 8. Wear a hat if playing outside 9. Be fair. Be kind.

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 Raceview State School to provide focused teaching. Focused teaching is aligned to the SWPBS Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Raceview State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. (See Student Support Network)

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 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 [under the care of specifically designated specialists](#) at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

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.

Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

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

Delegations

This section should be used to explain the delegations of principals and school staff in relation to student discipline. This is important to ensure that all in the school community are aware of the legislative requirements.

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

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

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

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

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

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

Differentiated

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
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- 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 inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Whole class incentives
- Whole school incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

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

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

Intensive

School leadership teamwork in consultation with Student Support Network 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 justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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 Raceview 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 Raceview 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 via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their 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 will follow a set agenda, shared in advance with the student and their family (see agenda below). If additional items are raised for discussion, a separate arrangement will 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.

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

Temporary removal of student property (Mandated)

Raceview 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

In determining what constitutes a reasonable time to retain student property, the principal or delegate 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 Raceview 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

Raceview State School staff

- 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;
- require consent from the student or parent 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;
- may, however, in 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);
- require consent from the student or parent 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 Raceview State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Raceview 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 Raceview 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 Raceview 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.
- Students may be required to show information contained on their mobile device
- Mobile phones, watches with communication, recording, photographic or filming functions may be removed from the student's possession and kept in the school office if it is considered necessary for the good order and management of the school and/or the safety of staff/students. Students will be permitted to collect their device when given permission by the principal or delegate.

Use of mobile phones and other devices by students

Students use ICT as an integral part of their learning and to equip them to live and work successfully in the digital world. In the Prep to Year 10 Australian Curriculum in all learning areas, students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

The department reserves the right to restrict access of personally owned mobile devices to ensure the integrity of the network and a safe working and learning environment for all network users. These mobile devices include but are not limited to mobile phones, laptops, tablet devices, voice recording devices (whether or not integrated with a mobile phone or MP4 player), handheld gaming devices (e.g. Nintendo Switch, Sega Genesis), smart watches, SD cards or USBs.

Student mobile phone procedure for Raceview State School:

- students are required to hand their mobile phones into the office each morning when they arrive at school.
- students are responsible for collecting their phone end of the school day.

Acceptable/appropriate use/behaviour by a student

It is acceptable for students while at school to:

- be courteous, considerate and respectful of others when using a mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student

It is unacceptable for students while at school to:

- use a mobile device in an unlawful manner
- use a mobile phone or other device to record, photograph or film students, staff, or other members of the school community
- 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 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 regarding the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- share their own or others' personal information and/or images which could result in risk to themselves or another person's safety

- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras inappropriately, 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 the 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.
- students cannot use another student's or staff member's username or password to access the school network. This includes not browsing or accessing another person's files, home or local drive, email or accessing unauthorised network drives or systems.
- students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.
- Students need to understand that copying software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from enforcement agencies.

Students and Parents:

- understand that the school provides students with access to the school's information and communication technology (ICT) services, facilities and devices (including the internet) for valuable learning experiences.
- understand that this will give students access to information from around the world; that the school, while exercising caution and safe practices, cannot control what is available online; and that a small part of that information can be illegal, dangerous or offensive.
- accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by students.
- ensure that students understand and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT services, facilities and devices.
- advise the school if any inappropriate material is received by students that may have come from the school or from other students.
- understand that the school is not responsible for safeguarding information stored by students on a departmentally owned student computer or mobile device.
- understand that the school may remotely access the departmentally owned student computer or mobile device for management purposes.
- understand that the school does not accept liability for any loss or damage suffered to personal mobile devices as a result of using the department's services, facilities and devices.
- Understand that no liability will be accepted by the school in the event of loss, theft or damage to any mobile device unless it can be established that the loss, theft or damage resulted from the school's/department's negligence.
- understands this responsibility, gives permission for your child/ren to access and use the school's ICT services, facilities and devices (including the internet) under the school rules.
- understand where inappropriate online behaviours negatively affect the good order and management of the school, the school may commence disciplinary actions in line with the Student Code of Conduct. This may include loss of access and usage of the school's ICT services, facilities and devices for some time.

Preventing and responding to bullying

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Raceview 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 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.

Raceview State School actively and explicitly promotes social and emotional competencies among students through the following practices:

- whole school program, including weekly lessons to prevent and address bullying, based on current school data and the Pause Program, High Five, Bullying No Way, Life Education and student talks on Cyberbullying by a recognised organisation engaged by the school.
- clear reporting procedures for students who observe or experience bullying, including cyberbullying (including flowcharts for students, teachers and parents).
- reporting to police and or child protection services for bullying, including cyberbullying matters.
- possible disciplinary consequences for students who engage in bullying behaviour.
- support available for students who have been subjected to or exposed to bullying behaviour by other students including Class Teachers, Student Support Network and school Guidance Officer who may assist with links to outside agencies.
- Classroom Teachers in the first instance and then Student Engagement Teachers and Deputy Principal Student Engagement are the points of contact for parents with concerns regarding bullying, including cyberbullying.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Student Engagement Teachers - 3294 4111

Step One

- 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

Step Two

- 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

Step Three

- 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

Step Four

- 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
- 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

Step Five

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

Step 6

- 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

Ongoing Follow up

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

Appropriate use of social media

Raceview State School 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. This section of the Student Code of Conduct provides details of the behaviour that is expected of students, how this will be reinforced and possible consequences for failing to meet these standards.

Cyberbullying

Cyberbullying is treated at Raceview 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 or one of the Student Engagements Teachers, Mr Cameron and Ms Purcell.

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

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

How to manage online incidents that impact your school

Student protection

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

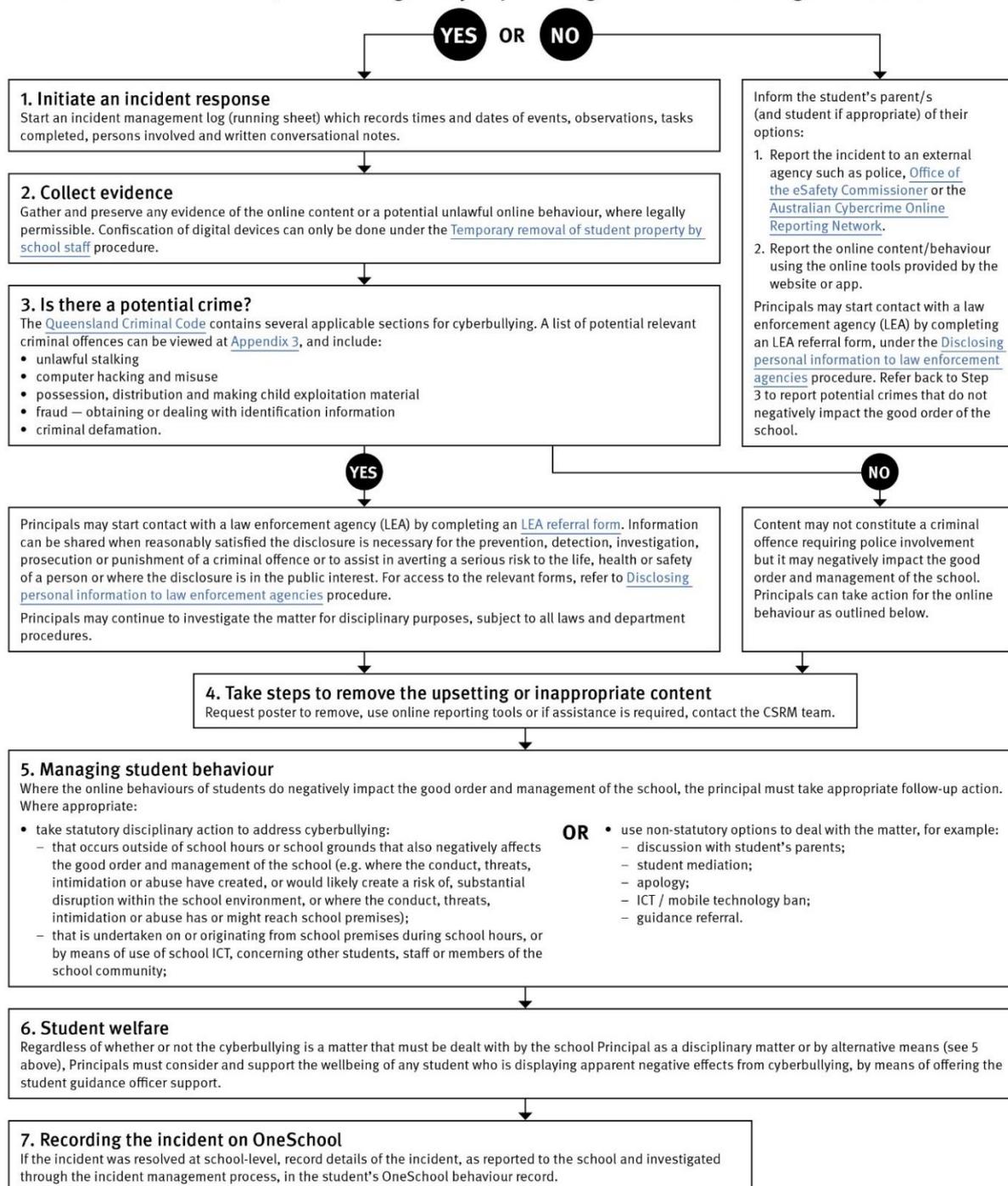
Explicit images

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

Help

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



Restrictive Practices

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Evacuation Response

Priority	Safety of students, staff, parents, members of the community and/or visitors.
Reporting the emergency	<ul style="list-style-type: none"> • Contact Emergency Services immediately on Triple Zero (000) • Notify the Regional Director
Evacuation	Signal Continuous intermittent alarm ringing
	Procedure All persons on site to evacuate to the Yr 5 / 6 Main Oval using identified or alternative pathway
	Special considerations
	Special responsibilities
Evacuation assembly	Assembly area/s Main Yr 5 / 6 Oval
	Assembly procedure <ol style="list-style-type: none"> 1. Students are seated on oval 2. Class lists/rolls are checked. 3. Class representative or teacher reports all accounted and missing to Reporting Officers 4. Reporting Officers report information to Principal or delegate who collates reporting lists
Evacuation clearance	<ol style="list-style-type: none"> 1. No person is to return to any area of the school until advised by the Principal or delegate. 2. Principal or delegate informs all personnel on site that the evacuation has been cancelled (via loud hailer) or of ongoing evacuation.
General principles	<p>Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms.</p> <ol style="list-style-type: none"> 1. FIRST PRIORITY is to the safety of pupils and persons in the school. 2. ALL staff, parents and visitors are automatically involved. 3. CONTRACTORS should sign the Visitors book at the office. 4. ALL Visitors and Volunteers in school should sign in at the front office and must follow Evacuation Procedures 5. EVACUATION drill will be conducted at least twice a year. Annual revision of the use of Fire Extinguishers will be conducted. 6. PRINCIPAL OR DELEGATE is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given every assistance.
Communications	<ul style="list-style-type: none"> • If the evacuation goes for an extended time then the Response Controller activates the Communications Plan to inform the parents and stakeholders via the established formats via the school's app and Facebook page
Pre-arrangements	<ul style="list-style-type: none"> • Site Emergency Evacuation Maps must be clearly displayed in all rooms. • Visitor sign-in registers maintained in the office. • Emergency class lists kept by exit door. • Relief staff provided with Evacuation summary. • All staff, students and relevant visitors participate in regular drills

Lockdown Response

Priority	This procedure minimises access to the school environment and secures all persons in rooms.
Reporting the emergency	<ul style="list-style-type: none"> • Contact Emergency Services immediately on Triple Zero (000) • Notify the Regional Director
Lockdown	Signal A loudspeaker announcement stating the following: "Attention staff, please notify students that ballet lessons have been cancelled today."
	Procedure <ol style="list-style-type: none"> 1. All doors and windows to all buildings are closed and locked and access to any and all persons denied. 2. All outside activities and lessons stop immediately and students are taken to the nearest classroom/building. 3. If a class or group are not on the school site the teacher should keep the students off-site until an all clear signal is given to return. 4. Staff and visitors that are not in their own classroom will remain in the building and/or room they are currently in until told it is safe to move. 5. Class lists/rolls are checked. 6. Students/persons are reported as unaccounted for to the Reporting Officers, and lists are collated by the BM. 7. Students are to remain calm and silent inside classrooms out of line of sight i.e. under desks or against walls. 8. <i>Toilet block checked by executive staff or principal (if safe to do so) to ensure all students are safely in their rooms.</i> 9. Staff and students remain in their rooms until told that the school is safe.
	Special considerations
	Special responsibilities

Lockdown cancellation	<ol style="list-style-type: none"> 1. Staff and students remain in their rooms until advised by the BM that the Lockdown procedure is cancelled.
General principles	<ul style="list-style-type: none"> • These help to prevent persons from entering the school site. • Normal school routine should re-commence as soon as possible after the event. • Staff to be vigilant in reporting the entry of unauthorised person or persons onto the school grounds.
Communications	<ul style="list-style-type: none"> • If the lockdown goes for an extended time then the SRC informs the parents and stakeholders via Communications Strategy utilising established formats.
Pre-arrangements	<ul style="list-style-type: none"> • Facilities can be locked internally. • Visitor sign-in registers maintained in the office and Prep area. • Emergency class lists kept by exit door. • Relief staff provided with Lockdown summary. • Staff and students will be made aware of this signal and its meaning and importance at regular times throughout the year.

Additional Considerations

- Are children en-route or returning to school through Bus Operators?
 - Ensure Bus/Transport Operators contact details are on file
 - Contact Bus/Transport Operators to advise and re-route students and staff
 - Have reciprocal arrangements with neighbouring schools for placements whilst in Lockdown or utilise Town Halls etc
 - Identify alternative localised sites considered suitable as 'Shelter in Place' until Lockdown lifted
 - Consider medical/medication requirements for identified students and staff

