



Freshwater

STATE SCHOOL

Student Code of Conduct 2025

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



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Date:

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Date:



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Purpose

Freshwater State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of lifelong wellbeing.

The Freshwater 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.



Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">○ teaching behaviours in the setting they will be used○ being consistent when addressing challenging behaviour, while taking developmental norms and behaviour function into account○ providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them○ asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to</p>

	<p>small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • 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 indicated that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p style="text-align: center;">3</p>	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple or brief Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan for includes personnel from outside agencies and rigorous problem solving procedures.</p>



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

Staff at Freshwater 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. While we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that Freshwater State 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 Cohort Deputy Principal (then Principal) to discuss the matter.

Student Wellbeing

Freshwater State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Deputy Principal if they would like individual advice about their child's needs.

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](#) support state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

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

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

Freshwater 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

Freshwater 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, our school office staff 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.

Freshwater 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

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

Suicide prevention

Freshwater State School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer or Principal.

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

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

Student Support Network

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the class teacher.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process
Support Teacher	<ul style="list-style-type: none"> works with school staff to co-plan, co-teach and support classroom teachers with academic learning and classroom PBL
Principal	<ul style="list-style-type: none"> leadership of schoolwide systems to optimise student and staff wellbeing and academic success support and supervision of staff to enact PBL
Deputy Principal (P-3) Deputy Principal (4-6) HOD Head of Department Curriculum	<ul style="list-style-type: none"> leadership of Student Support to promote an inclusive, positive school culture monitors attendance, behaviour and academic data to identify areas of additional need

There are also regional and state-wide support services available to supplement the school support network. These include Principal Advisors, Mental Health Coach, Autism Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact the class teacher.

Whole School Approach to Discipline

Freshwater State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At Freshwater State School, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making 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 Freshwater State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal for every parent and school staff member.

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



PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, Be Safe, Be Respectful and Be a Learner.

Students

Below are the PBL expectations 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 Freshwater State School.

Be Safe

- Follow expectations
- Gentle hands, gentle feet
- Clean hands, safe distance

Be Respectful

- Care for
 - Self
 - Others
 - Environment
- Caring language

Be a Learner

- Actively engage
- Right place, right time



Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standard we commit to as staff.

Be Safe

What we expect to see from you	What you can expect from us
You support your child to meet the learning and behavioural expectations of our school.	We will provide clear and consistent learning and behavioural expectations for all students.
You leave and collect your child promptly from the designated area at school.	We will give clear guidance about designated areas for parents and carers to leave and collect students.
You will keep your sick child home until they are better.	We will practise good hygiene to ensure the safety and wellbeing of all students and staff.
You will support your child to comply with Department WHS policies and procedures.	We will adhere to Department WHS policy and procedures to ensure the safety of our school community.

Be Respectful

What we expect to see from you	What you can expect from us
You engage in meaningful and respectful conversations at home, school and within the community about school staff and understand the obligation of staff to maintain student and family privacy.	We will role model positive behaviours towards all students, parents and carers and maintain confidentiality about information relating to your child and family.
You recognise people are different and will be non-judgemental, fair and equitable to others in our school community.	We will welcome and support diversity in our school community.



You make an appointment to speak with the class teacher to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You take a positive, solution-focused approach to resolving complaints or concerns.	We will work with every family to address any complaints or concerns, in a timely manner.

Be a Learner

What we expect to see from you	What you can expect from us
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive school environment for every student.
You stay informed about school news and events by reading the school newsletter, emails and other correspondence sent home by school staff.	We will use the electronic school newsletter, Facebook, emails and phone calls to notify parents about school news, events or excursions.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will regularly share information with you about your child's learning, social and behavioural progress at school.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.



FSS MATRIX OF EXPECTATIONS 2024 - 2025

LOCATION / CONTEXT	BE SAFE	BE RESPECTFUL	BE A LEARNER
All Settings	<ul style="list-style-type: none"> • Follow expectations • Gentle hands, gentle feet • Clean hands 	<ul style="list-style-type: none"> • Care for <ul style="list-style-type: none"> ○ Self ○ Others ○ Environment • Caring language 	<ul style="list-style-type: none"> • Actively engage • Right place, right time, right activity
LOCATION / CONTEXT	BE SAFE	BE RESPECTFUL	BE A LEARNER
Eating areas	<ul style="list-style-type: none"> • Sit down and eat in year level eating area 	<ul style="list-style-type: none"> • Rubbish in right bins • Teacher whistle, hand up, eyes on speaker, students listening 	<ul style="list-style-type: none"> • Healthy choices • Eat then play
Stop, Drop and Go	<ul style="list-style-type: none"> • Always walk • Stay in area 	<ul style="list-style-type: none"> • Listen, look, wait and walk 	<ul style="list-style-type: none"> • Be alert look for cars
Assembly	<ul style="list-style-type: none"> • Enter orderly • Exit orderly 	<ul style="list-style-type: none"> • Whole body listening 	
Classrooms	<ul style="list-style-type: none"> • Teachers to unpack All Settings with relevance to their context and their acknowledgment system. 	<ul style="list-style-type: none"> • Teachers to unpack All Settings with relevance to their context and their acknowledgment system. 	<ul style="list-style-type: none"> • Teachers to unpack All Settings with relevance to their context and their acknowledgment system.
Bike and Scooter racks	<ul style="list-style-type: none"> • Walk in, walk out 	<ul style="list-style-type: none"> • Bike/scooter in rack • Your bike only 	
Bus	<ul style="list-style-type: none"> • Walk promptly to bus and line up • Sit quietly, remain in seat 		
Ovals, Playground, UCA and Nature Playground	<ul style="list-style-type: none"> • Wear hat and shoes • Right play area • Walking on paths (not garden) 	<ul style="list-style-type: none"> • Play by rules • Mulch is lava 	<ul style="list-style-type: none"> • First bell stop play • Return to class by second bell
Tuckshop	<ul style="list-style-type: none"> • Your money, your purchase • Right undercover eating area 	<ul style="list-style-type: none"> • Walk, line up, wait 	
Toilets	<ul style="list-style-type: none"> • Food and drink outside • Use toilets, flush, wash and go 	<ul style="list-style-type: none"> • One person, one cubicle • Respect privacy 	<ul style="list-style-type: none"> • Straight there, straight back • Use at break times where possible
Walkways	<ul style="list-style-type: none"> • Walk on concrete paths 	<ul style="list-style-type: none"> • Walk to the left • Greet/acknowledge passers by 	<ul style="list-style-type: none"> • Walk quietly around the school
Computer Lab/ Laptop Trolleys/ Devices / iPad Trolley	<ul style="list-style-type: none"> • Cyber Safety • Desktop games only • Walk and push trolley on walkways • Park safely undercover 	<ul style="list-style-type: none"> • Report damage to staff • Return key and plug in to power • Handle devices with care 	<ul style="list-style-type: none"> • Right activity program, right time • Use equipment as per teachers' instructions • Shut down, black screen
Library	<ul style="list-style-type: none"> • Walking feet 	<ul style="list-style-type: none"> • I borrow, I return • Whisper voices 	
Specialist Transitions	<ul style="list-style-type: none"> • Two lines • Enter calmly, exit calmly 	<ul style="list-style-type: none"> • Looking, listening, walking swiftly • Consideration for others learning- moving quietly 	
Sports Equipment	<ul style="list-style-type: none"> • Right use, right play 	<ul style="list-style-type: none"> • I borrow, I return 	<ul style="list-style-type: none"> • I am a team member • I negotiate and agree on rules
Phones / Devices	<ul style="list-style-type: none"> • Check into office upon arrival to school 		

FSS MATRIX OF EXPECTATIONS Respectful Relationships Alignment			
LOCATION / CONTEXT	BE SAFE	BE RESPECTFUL	BE A LEARNER
All Settings	<ul style="list-style-type: none"> Follow expectations Gentle hands, gentle feet Clean hands 	<ul style="list-style-type: none"> Care for <ul style="list-style-type: none"> Self Others Environment Caring language 	<ul style="list-style-type: none"> Actively engage Right place, right time, right activity
Respectful Relationships	Topic 3 Protective Behaviours	Topic 2: Respectful Interactions	Topic 1: Personal and Social Awareness
Prep	<u>Theme A: Body Privacy</u> <u>Theme B: Seeking help from trusted persons</u>	<u>Theme A: Interacting positively with others</u> <u>Theme B: Including others</u>	<u>Theme A: Emotional awareness</u> <u>Theme B: Personal strengths</u>
Years 1-2	<u>Theme A: Speaking up about body safety</u> <u>Theme B: Help seeking and reporting</u>	<u>Theme A: Friendship, inclusion and belonging</u> <u>Theme B: Gender respect</u>	<u>Theme A: Emotional responses and empathy</u> <u>Theme B: Changing responsibilities</u>
Years 3-4	<u>Theme A: Positive coping strategies in gendered situations</u> <u>Theme B: Help seeking in gendered situations</u>	<u>Theme A: Upholding human rights</u> <u>Theme B: Challenging gender stereotypes</u>	<u>Theme A: Gender stereotypes</u> <u>Theme B: Impact of gender expectations: Social expectations</u>
Years 5-6	<u>Theme A: Recognise, respond, report Safety in OFFLINE contexts</u> <u>Theme B: Recognise, respond, report Safety in ONLINE contexts</u>	<u>Theme A: Power in peer, family and community relations</u> <u>Theme B: Conflict management</u>	<u>Theme A: Influences on personal identity</u> <u>Theme B: Valuing diversity</u>

[Respectful Relationships Education for Queensland Schools:](#)

[Teaching Tips](#)

[Scope and Sequence](#)

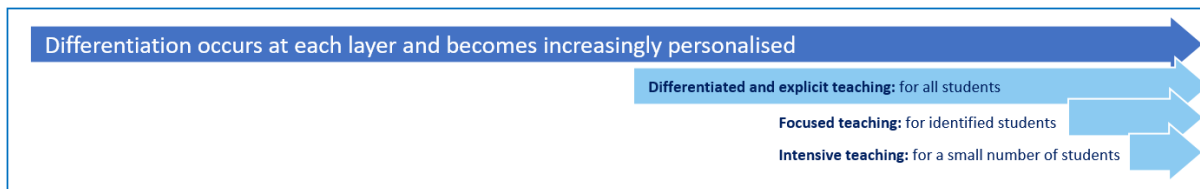


Differentiated and Explicit Teaching

Freshwater 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 practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction and opportunities for practise.

Teachers at Freshwater 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.



Every teacher uses the Freshwater State Expectations, as a basis for developing their behaviour standards. Using this matrix, the teacher works with all students to explain exactly what each of the expectations looks, sounds and feels like in all settings of the school, including their classroom. The matrix is in every classroom, used to teach expected behaviour throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behavioural 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 Freshwater State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix and student progress is monitored by classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching

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 teachers or teachers, and following consultations 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 a case coordinator at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Freshwater State School Student Code of Conduct are 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

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 instructions of authorisation provided below:

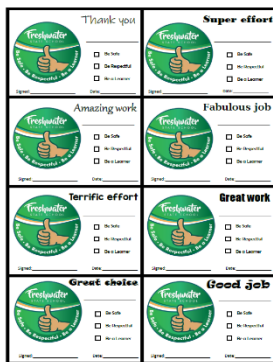
- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)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

Encouraging Expected Behaviours

The purpose of schoolwide positive acknowledgement is to recognise and provide feedback for the demonstration of our schoolwide expectations. At Freshwater State School, we believe everyone benefits from positive feedback in order to learn and maintain a behaviour or skill. Behaviour is reinforced when we are provided with something we value following a desired behaviour.

Acknowledging positive student behaviour at Freshwater SS may include:

- Praise
- Non-verbal (smile, thumbs up, applause, high five)
- Access to a preferred activity
- Stickers, stamps or points
- FSS Thumbs Up Mini Certificate
- Student of the Week
- Positive message to parents/carers – phone call, face to face or email
- Lunch Break Thumbs Up
- P-3 & 4-6 Behaviour Reward sessions



Thumbs Up Mini Certificate



Student of the Week



Thumbs Up Tokens

Disciplinary Consequences

The disciplinary consequences model used at Freshwater 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 require additional support, time and opportunities to practise expected behaviours. These students 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 leadership team for determination of a disciplinary consequence.

For a small number of students, a high level of differentiated support or intensive teaching will be required to enable them to meet our school 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, 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. Freshwater State School believes parent/carer consultation and involvement is crucial to the success of these supports.

Differentiated

Class teachers provide 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
- 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
- Class 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 processes (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
- Parent/carer contact

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check In Check Out strategy

- Teacher coaching and debriefing
- Referral to Student Support for team based problem solving
- Stakeholder meeting with parents/carers and external agencies

Intensive

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

- Functional Behaviour Assessment based individual behaviour support plan
- Complex Case Management and review
- Stakeholder meeting with parents/carers and external agencies including regional specialists
- Discipline Improvement Plan
- 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)

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

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

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

Re-entry following suspension

Students who are suspended from Freshwater State School may be invited to attend a re-entry meeting on the day their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s or carer/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 consequence 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.

Arrangements

If required, the invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short and kept small with only the Principal or their delegate attending with the student and their parent/s or carer/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-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s or carer/s at a later date and time. This meeting should be narrowly focused 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

Freshwater State School has 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 school staff will consider:

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

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

The following items are explicitly prohibited at Freshwater 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
- tobacco and other smoking products such as e-cigarettes, pod vapes, vape pens, box modes and vaporizers
- 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 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 Freshwater 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/carer or calling the police;
- consent from the student or parent/carer is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (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 parent or carer should be called to make such a determination.

Parents of students at Freshwater 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 Freshwater 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 school staff that the property is available for collection.

Students of Freshwater 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 Freshwater 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 their property as soon as possible when advised by the Principal or school staff it is available for collection.

Use of mobile phones and other devices by students

At Freshwater State School, the responsibilities for students using mobile phones or other devices (e.g. tablets, laptop computers, wearable technology) at school or during school activities are outlined below:

It is **acceptable** for students at Freshwater State School to:

- switch off and provide office staff the mobile phone or device for safe keeping as soon as they arrive at school
- collect mobile phone or device from the office after school
- only be contacted by parent/s or carer/s during the school day via the school office
- seek school staff approval where they wish to use a mobile device or device under special circumstances
- always be courteous, considerate and respectful of others when using a mobile phone and/or other devices.

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

- be in possession of or use a mobile phone or device during school hours
- use a mobile phone or other devices in an unlawful manner
- 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.

At all times, students, while using ICT facilities and devices supplied by Freshwater State School, will be required to act in line with the requirements of our Student Code of Conduct. In addition, students and their parent/s or carer/s should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching 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 context on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

At Freshwater State School, our staff know student learning is optimised when students feel connected to others and experience safe and trusting relationships. Students who feel safe and supported are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to our school and wider community.

Bullying

Bullying is:

- 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.

These conflicts, however, are still considered serious and need to be addressed and resolved. At Freshwater 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 Freshwater 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.

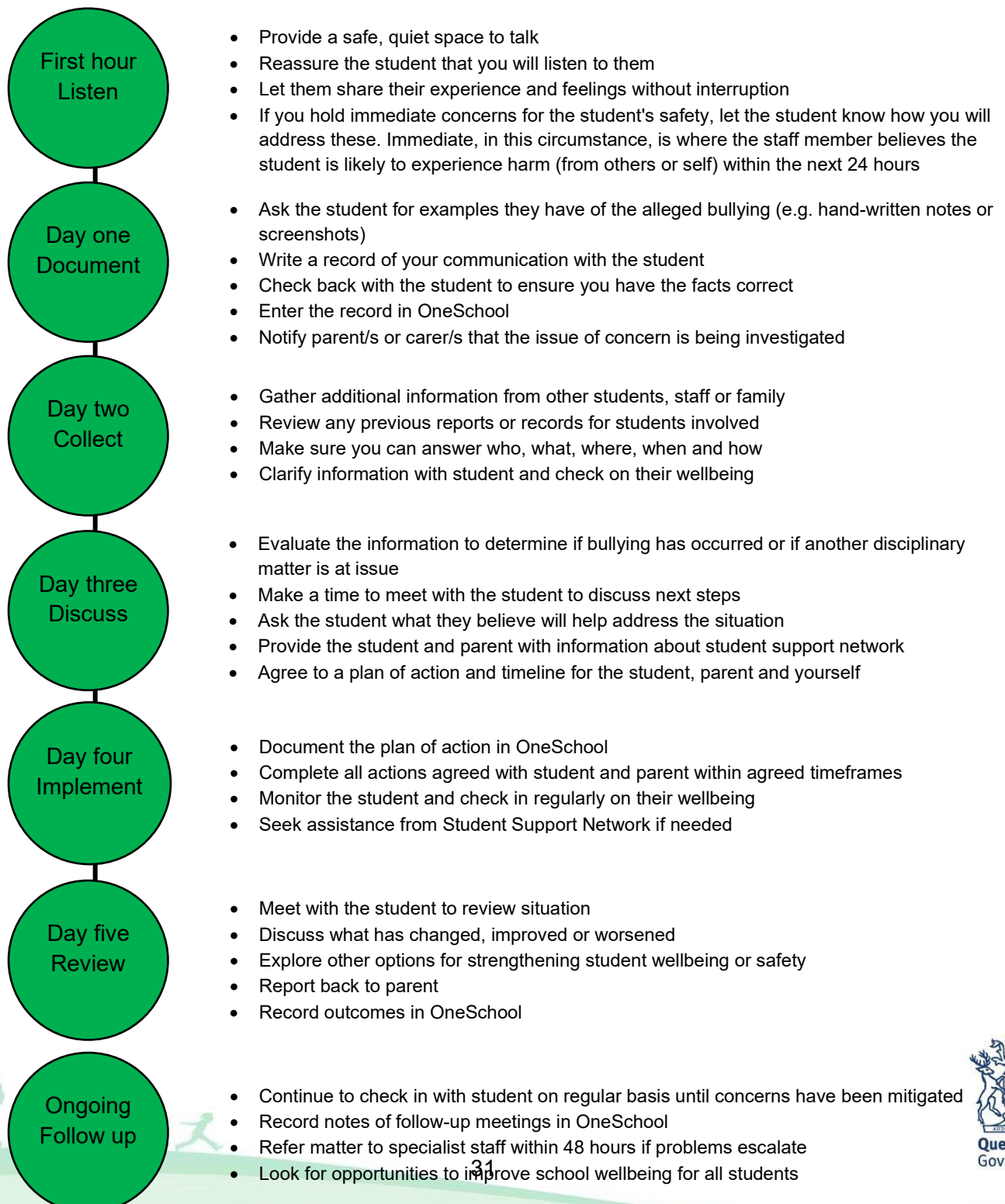


Freshwater State School - Bullying response flowchart for teachers

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



Cyberbullying

Cyberbullying is treated at Freshwater 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. It is important for students, parents and staff to know that the Principal has 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 Freshwater 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 schools.

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. Freshwater 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.



Cyberbullying response flowchart for Freshwater State School staff

How to manage online incidents that impact your school

Student protection

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

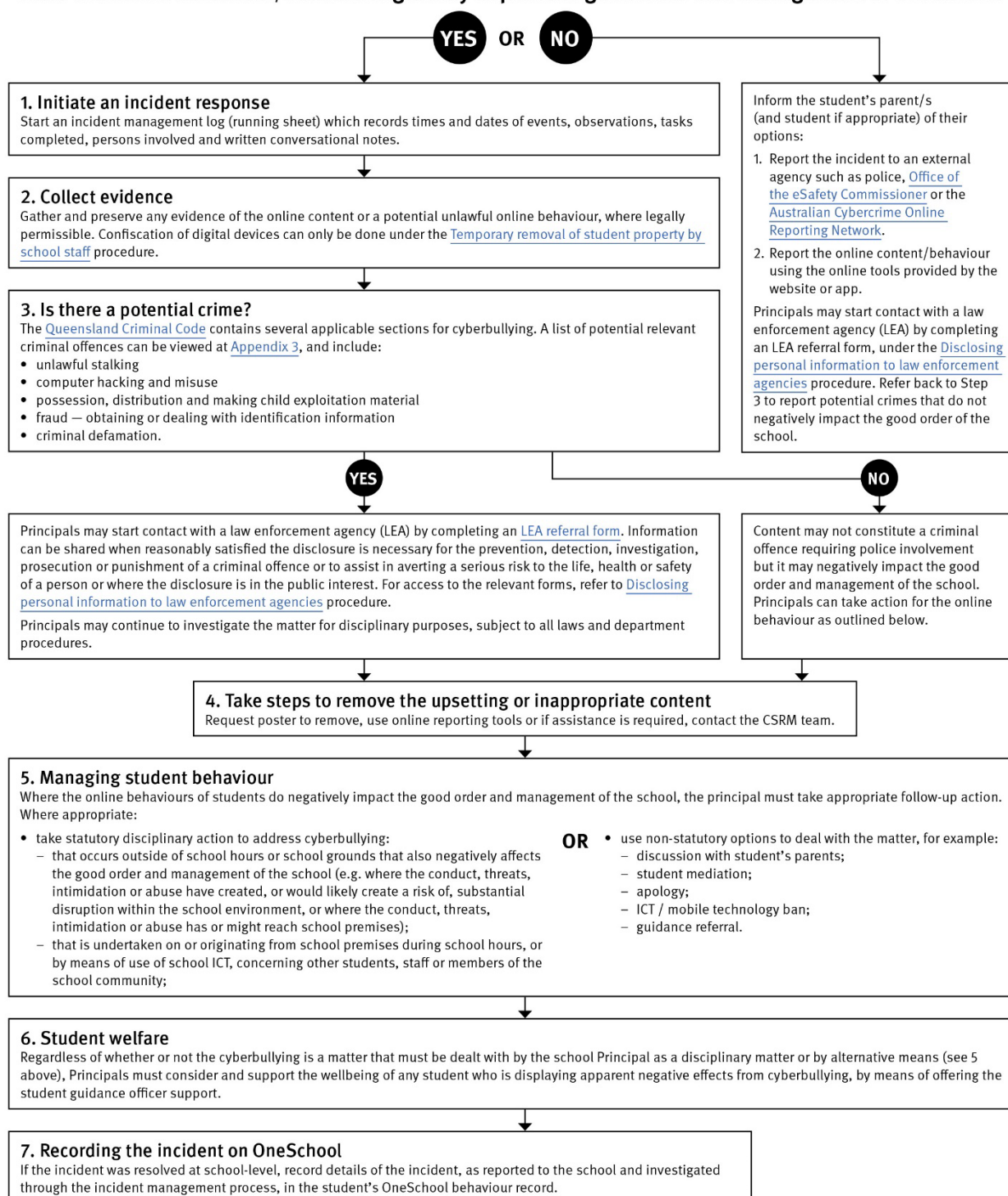
Explicit images

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

Help

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Freshwater 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 by Student Support. 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 Freshwater 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 may include counselling and social development programs. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include an alternative school-based consequence in a non-classroom setting.



Appropriate use of social media

The internet, mobile phones and social media provides wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It is important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged – and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

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

Is it appropriate to comment or post about schools, staff or students?

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

While many schools, such as Freshwater State School, use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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



Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the 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 context may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). Freshwater State School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

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



Restrictive Practices

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

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

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

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

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

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

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

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

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



Critical Incidents

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

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

Related Procedures and Guidelines

These are related procedures and guidelines which Freshwater State School staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

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



Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) - (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Respectful Relationships Education Hub](#)

