



Murgon

STATE PRIMARY SCHOOL

Be a Learner, Be Safe, Be Respectful, Be Cooperative

Murgon State Primary School

Student Code of Conduct 2025

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

The Student Code of Conduct sets out clear expectations for student behaviour to ensure a safe, respectful, and inclusive learning environment. It outlines the rights and responsibilities of students, staff, and families, and provides a consistent framework for positive behaviour and fair decision-making. The Code applies across all school settings, activities, and interactions, supporting consistency within our school and alignment with expectations across all Queensland state schools. By following the Code, we work together to foster a culture of respect, responsibility, and learning success for every student.

Contact Information

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Endorsement

Principal Name:	Samantha Skerriitt – Principal
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	Rachel Jolley
P/C President and-or School Council Chair Signature:	
Date:	

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Principal's Foreword

Introduction

Murgon State Primary School has a clear and shared focus which is to offer all students the best education possible. We have high standards and expectations for all students, teachers and staff who collaboratively share in the belief that all students can learn and meet these high standards.

Murgon State Primary School prides itself on having a safe, civil, healthy and intellectually stimulating learning environment. Murgon State Primary School students feel respected and connected with the staff.

Instruction is personalized and designated learning environments increase student contact with teachers. Effective strong teamwork among all staff, across all grades and subject areas provides high levels of collaboration and communication. Everybody is involved and connected to each other, including parents and members of the community.

At Murgon State Primary School, we share in the sense that all have a responsibility to educate students, not just teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges & universities, all play a vital role in this effort.

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

Consultation

The Student Code of Conduct was developed through consultation with students, staff, parents, and the wider school community to reflect our shared values and expectations. Once finalised, the Code is communicated through school assemblies, newsletters, enrolment packs, the school website, and classroom discussions. This approach ensures every member of our community understands the expectations, supports, and consequences, and promotes a consistent and transparent approach to student behaviour.

The following groups were consulted for feedback on the policy:

- Elders Advisory Group
- Student Engagement and Wellbeing AIP Action Group
- LCC
- P&C
- Whole Staff, including Teachers' Aides

Learning and Behaviour Statement

At Murgon State Primary School, we provide a high-quality evidence-based curriculum, through engaging and inclusive practices that support every student's wellbeing and potential.

Our Core Values:

- Be A Learner
- Be Safe
- Be Respectful
- Be Cooperative

Together, we create a learning community where every student feels supported, engaged, and inspired to achieve their best.

Student Wellbeing and Support Network

Murgon State Primary School offers a range of programs and services to support the wellbeing of students in our school. These include, but are not limited to:

- Clontarf Academy
- School Chaplain
- Guidance Officer
- HOSES
- Access to the Youth Hub
- Daily Fresh fruit and sandwich platters

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.

We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Whole School Approach to Discipline



Murgon State Primary School Behaviour Management

Observed Behaviour

Teacher / Teacher Aide Managed
Low Level Behaviour

Teacher Managed
Persistent Low Level Behaviour

Major
Immediate
Administration
Referral – phone the
office (Ext 320)

First Step Proactive Strategies

- Proactive – pre-empting triggers – quick action and redirection
- Prompt – Low Key responses (proximity, signal, non-verbal cue, ignore, attend, praise)
- Redirect – restate the expected behaviour check for understanding
 - First this then that
 - You can do A or B you choose
- Reteach – tell, show, practice, acknowledge
- Provide a choice:
 - Alteration of activity
 - Adjustments to work expectation
 - Participation requirements
 - Re-regulate time
 - Deliver a message

Behaviour
Continues

Behaviour
Stops

Behaviour
Continues

Staff Managed Consequences

- Student re-regulation space
- Notification to parents
- Walk and talk
- Detention with teacher – (stay with teacher on playground duty)
- Make up work time
- Natural consequences

Positive Acknowledgement

- Adult attention
- Effective, specific positive feedback
- Use of a tangible reinforcement system
- Reaffirm with Murgon Millions
- Certificates / Awards

Student Conference

5 Questions

- Why are we having this conversation?
- Are you;
 - Being safe?
 - Being respectful?
 - Being a learner?
- What should you be doing?
- How will you do this?
- Can I help you to do this?

- If parent/caregiver contact is required, teacher aides are not to call
- Classroom Teacher/Specialist Teacher should call regarding classroom behaviour
- If behaviour occurred on playground, teacher who recorded the incident should call, otherwise, the classroom teacher calls if it was a teacher aide recording the incident

- If behaviour occurs in the classroom, teacher or teacher aide to record into OneSchool. If specialist teacher, they should refer the classroom teacher.
- If behaviour occurs in the playground, teacher/teacher aide on duty to record into OneSchool and refer the classroom teacher.

Ask student;

- Are you refusing to follow an instruction (x 2)
- If I ask you again the Principal will be called. It's your choice.

If behaviour continues, request
administration support - Phone the
office extn.320

When determining consequences, individual circumstances will always be considered.
Murgon State Primary School has a zero-tolerance policy on bullying.
All bullying is a Major behaviour.

Revised – 28 August, 2024





Murgon State Primary School Behaviour Elaborations

Observed Problem Behaviour

Teacher / Teacher Aide
Managed

Does the behaviour
require an instant office
referral?

Administration
Managed

- Swearing; not directed at a person
- Littering
- Failure to follow instructions
- Non-aggressive physical contact
- Being in an out-of-bounds area
- Throwing/kicking objects; not directed at a person
- Minor verbal arguments
- Teasing; single unsustained incident
- Failure to show respect; to others and/ or property
- Lateness/loitering between classes
- Refusal to complete work
- Calling out/undue noise; tapping, talking etc
- Inappropriate use of ICT's; playing games/accessing emails, etc on computers without permission
- Running on the concrete or around buildings—not being safe
- Failure to adhere to school Sun-Safe Policy; must wear a hat while outside

- Swearing/using derogatory language in a threatening way; directed at a person
- Sustained use of negative language directed towards a single student; bullying
- Possession or use of a prohibited item, weapons, unsafe or dangerous objects or substances
- Aggressive physical contact
- Throwing/kicking objects in a dangerous manner
- Malicious vandalism/destruction of property
- Stealing/possession of stolen goods
- Major incidents of dishonesty/cheating
- Truancy; student is present at school but takes lengths to avoid a specific class
- Use of ICTs with the intent to harass or victimise others
- Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
- Bystanders as enablers; inciting others

When determining consequences, individual circumstances will always be considered.

Murgon State Primary School has a zero-tolerance policy on bullying.

All bullying is a Major behaviour.

- If the behaviour is witnessed by a classroom teacher or specialist teacher, it is recorded in OneSchool by that teacher and the classroom teacher should be referred as well. The teacher witnessing the incident is responsible for contacting the parent/caregiver.
- If the behaviour/incident is witnessed by a teacher aide, it is recorded in OneSchool by the teacher aide and the classroom teacher is to be referred. The classroom teacher is then responsible for contacting the parent/caregiver.

The principal should be referred on all OneSchool records

Three of the same minor behaviours equals a major.

Revised 28th August 2024

Consideration of Individual Circumstances

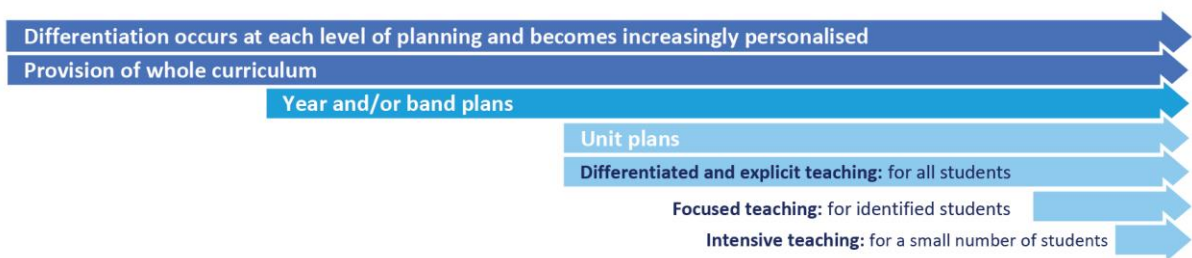
When addressing disciplinary matters, staff at Murgon State Primary School carefully consider the individual circumstances of each student. This includes their age, developmental level, cultural background, previous behaviour history, disability or additional learning needs, and any other relevant personal or family context. These factors guide the selection of appropriate supports and consequences, ensuring responses are fair, consistent, and proportionate to the behaviour.

Differentiated and Explicit Teaching

Murgon State Primary School's discipline model is underpinned by the belief that every student can engage positively with learning and behaviour expectations when provided with the right supports.

Differentiation, as outlined in the Assessment and Moderation Hub's Differentiated teaching and learning, is central to this approach. By tailoring teaching, curriculum, and assessment, we address the diverse needs, strengths, and circumstances of students, while promoting consistency, fairness, and inclusion.

Differentiation is reflected in three levels of support that align with our behaviour expectations and discipline practices:



Explicit Teaching

All students receive high-quality, contextualised learning experiences designed to make expectations clear and achievable. Teachers use data to identify student needs, adjust teaching strategies, and make effective use of teacher aides to support engagement in both academic and behavioural learning.

Focused Teaching

Some students require additional, targeted support. Teachers and support staff use small-group or individualised strategies, behaviour prompts, and adjustments to teaching and curriculum to reinforce positive choices. This may include scaffolded tasks, structured routines, or additional monitoring informed by student data.

Intensive Teaching

A small number of students may need highly individualised, intensive interventions to support their behaviour. This involves personalised learning plans, close collaboration with parents and specialist staff, and careful adjustments to curriculum, assessment

and teaching strategies. Interventions are data-informed, regularly reviewed, and supported by teacher aides where appropriate.

Through these three levels, staff at Murgon State Primary School provide proactive and reasonable adjustments that recognise individual circumstances while maintaining high expectations for all. This ensures that our discipline model not only addresses behaviour when issues arise but actively promotes positive, respectful, and safe participation for every student.

Disciplinary Consequences

Murgon State Primary School's disciplinary behaviour consequences are designed to be fair, consistent, and educational, with the primary goal of supporting students to learn appropriate ways to meet their needs and uphold the rights of others to learn in a safe and respectful environment.

Disciplinary Consequences are:

- Logically connected to the behaviour so that students can understand the link between their actions and outcomes.
- Focused on teaching and learning, guiding students towards more positive strategies for managing their behaviour in the future.
- Informed by behavioural data, ensuring that the effectiveness of consequences is regularly monitored and adjusted to improve outcomes.
- Consistently applied by staff, in line with agreed school-wide processes, while still considering the unique circumstances of each incident.

Murgon State Primary School acknowledges that each student is an individual, and therefore a "one-size-fits-all" approach is not appropriate. The application of disciplinary consequences reflects consideration of each student's age, developmental stage, prior behaviour, cultural background, and any relevant personal or family context.

Agreed procedures are in place consistent with the Department of Education's *Student discipline procedure*. Where suspension occurs, our school provides a clear and supportive re-entry process that focuses on restoring relationships, clarifying expectations, and re-engaging the student in learning.

This flexible but consistent approach ensures that consequences are not only fair and transparent but also build student capacity to make better choices and succeed at school.

School Policies

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, students and visitors.

The following items are explicitly prohibited at Murgon State Primary School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Murgon State Primary School

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

Parents of students at Murgon State Primary School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Murgon State Primary School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Murgon State Primary School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Murgon State Primary school ICode 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.

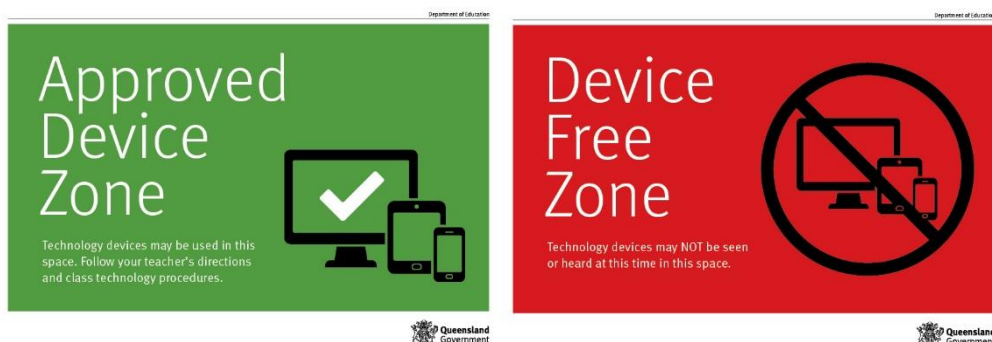
Please see [Temporary removal of student property by school staff procedure](#) for more information.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Murgon State Primary School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Murgon State Primary School to:

- use mobile phones or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.

- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Murgon State Primary School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Murgon State Primary School Student Code of Conduct. In addition students and their parents should:

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

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

Preventing and responding to bullying

Murgon State Primary School promotes positive relationships and the wellbeing of all students, staff and visitors at the school.

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

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.

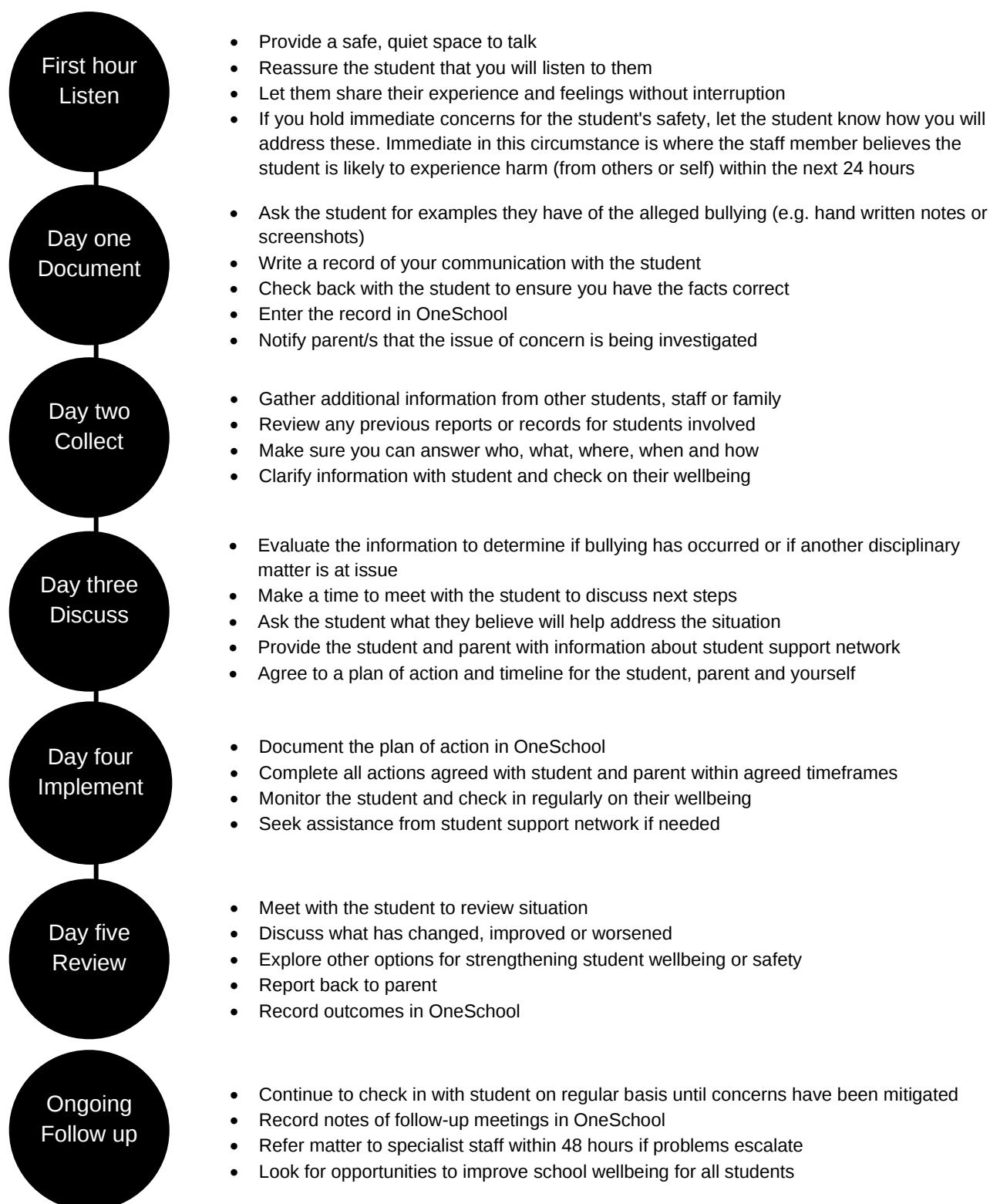
However, these conflicts are still considered serious and need to be addressed and resolved. At Murgon State Primary School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Appropriate use of social media (Mandated)

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels).

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

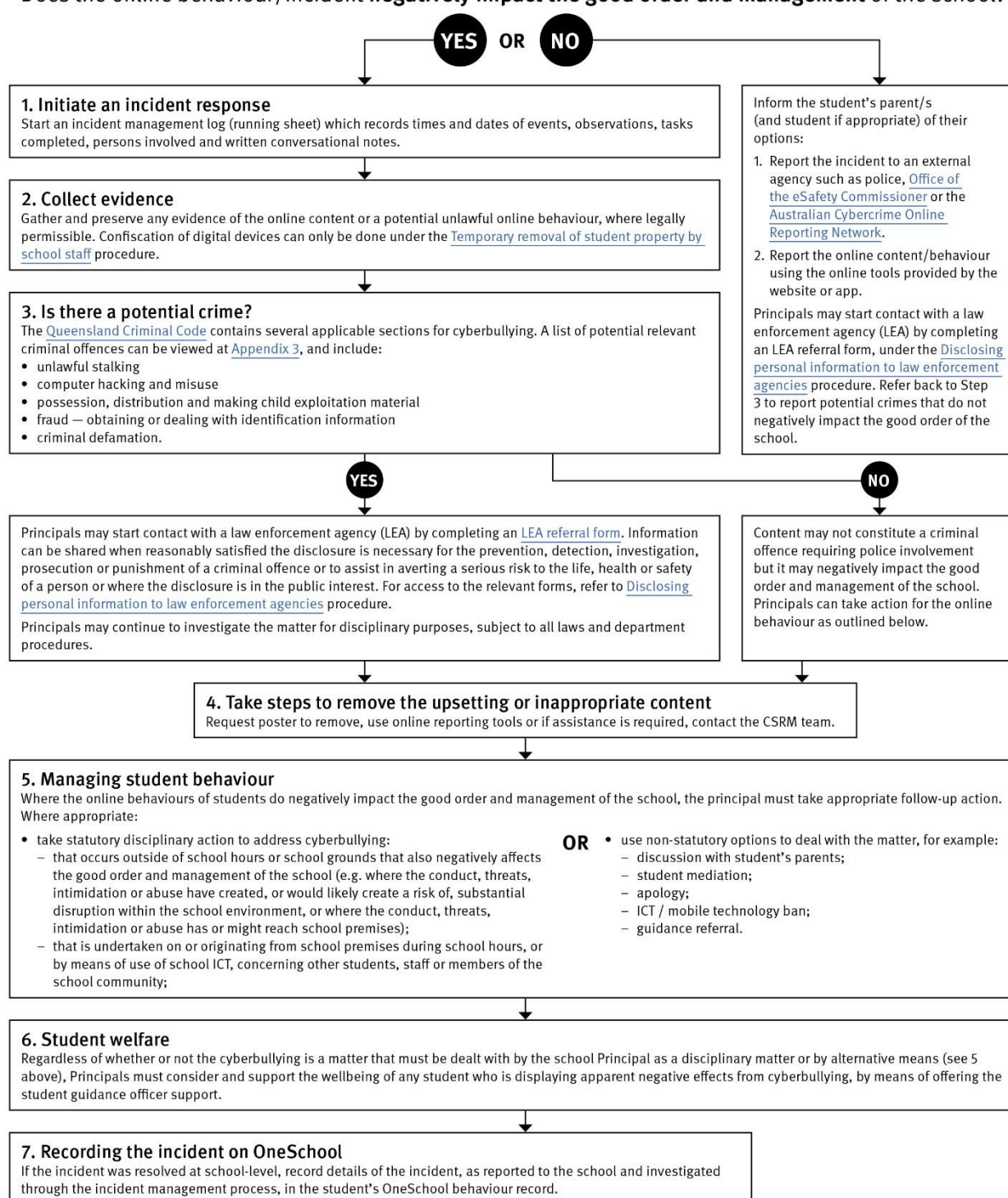
Explicit images

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

Help

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

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 the following 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.

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

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

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