Student
Code of Conduct
2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

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Contact Person:	Linda Galloway (Principal)

Endorsement

Principal Name:	Linda Galloway
Principal Signature:	
Date:	16/11/2020

P&C President Name:	Mike Wilkes
Date:	16/11/2020
Signature:	
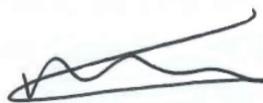
Purpose

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

The Balmoral State High 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.

Principal's Foreword

Our philosophical approach to behaviour management is enacted throughout our school as a focus on being Responsible; Excellent; Accepting and a Learner - REAL

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our staff support the notion that behaviour development is the responsibility of all members of the school community including students, teachers, administration, support staff and parents.

Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Balmoral State High School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Balmoral State High School P&C Committee, I am proud to support the new Student Code of Conduct. All members of the school community have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Balmoral State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

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

P&C President: Raelene James

Date: 09.01.2023

School Captains' Statement

On behalf of the student body at Balmoral State High School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. We will continue to work with the school administration team and the Balmoral State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

School Captain: Parker Campbell & Jack Douglas

Date: 09.01.2023

Consultation and Data Review

A comprehensive and transparent consultation process was used to inform the development of the Balmoral State High School Student Code of Conduct.

Stages of this process included:
- Consultation with the school's Leadership team in which a range of data sets were examined including student attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. Strengths and successes from the previous school behaviour plan were identified in addition to areas for further development.
- An analysis of the school's current OneSchool data led by the school's Positive Behaviour for Learning Team
- Consultation with parents through email and newsletter correspondence and discussions with the school's Parent and Citizen's Association

A communication strategy has been developed to support the implementation of the Balmoral State High School Student Code of Conduct, including parent information emails, promotion through the school website and newsletter articles.

Review Statement

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

Student Wellbeing and Support

Balmoral State High 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 guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social

management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Balmoral State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

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.

Drug education and intervention
Balmoral State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs
Balmoral State High 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
Balmoral State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the College 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.

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

Suicide prevention

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

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

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

Student Support Network

Balmoral State High School is proud to have 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 dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Balmoral State High 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 Team.

ROLE	WHAT THEY DO?
Principal/ Deputy Principal	provide leadership of each sub-school to promote an inclusive, positive school culture monitor learning , attendance, behaviour and academic data
Head of Junior/ Senior School	provides support, behaviourally and academically, within the classroom
Year Level Coordinators	responsible for student welfare at each year level provides a contact point for students and their families ensures students feel safe and comfortable and want to come to school
Guidance Officer	provides support for students on a one-on-one basis or in a group setting completes assessments and referrals case management of students
Head of Special Education Services	provide leadership to promote an inclusive school culture case management of students
School-Based Youth Health Nurse	provides individual health consultations with assessment, support, health information and referral options
Youth Support Coordinator	provides individual and group support to students to assist their engagement with education and training support students to overcome barriers to education

Indigenous Liaison Officer	provides educational counselling and support services to Aboriginal and/or Torres provides access to wellbeing programs and support agencies
Chaplain	provides wellbeing and welfare support to students and families provides access to wellbeing programs and support agencies

Whole School Approach to Discipline

Balmoral State High 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 teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Balmoral State High 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.

Consideration of Individual Circumstances

Staff at Balmoral State High 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.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

Differentiated and Explicit Teaching

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

Teachers at Balmoral State High 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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

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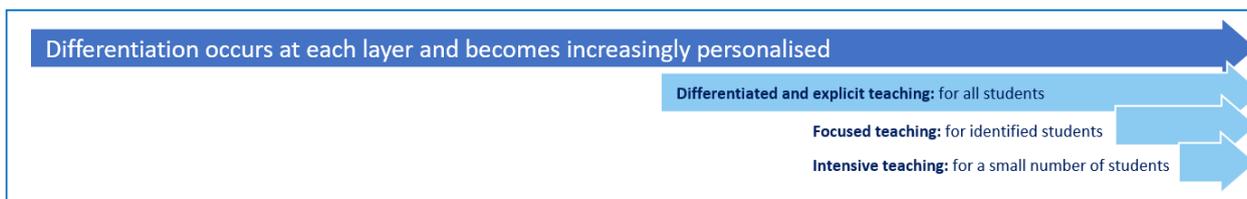
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for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

Tier 3 — Intensive Individual Intervention

Tier 2 — Targeted Small Group Instruction

Tier 1 — Core Classroom Instruction
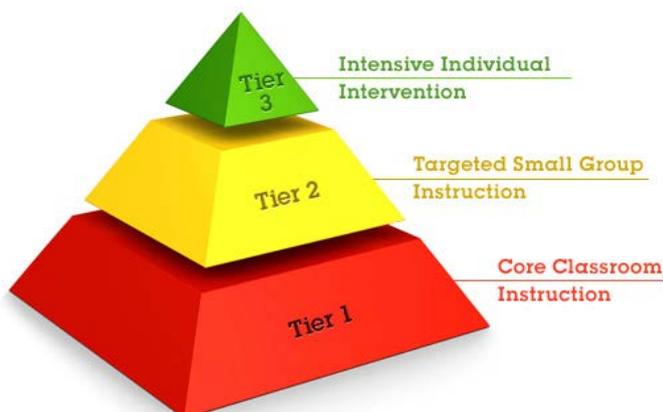
Every classroom in our school uses the PBL Expectations Matrix, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations 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 behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching

provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Balmoral State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Balmoral State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:
- Functional Based Assessment.
- RISE behaviour support program
- ConXions behaviour support program

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Balmoral State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [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 instruments of authorisation provided below:
- [Education (General Provisions) Act 2006 Director-General's delegations](#)
- [Education (General Provisions) Act 2006 Minister's delegations](#)
- [Education (General Provisions) Act 2006 Director-General's authorisations](#)
- [Education (General Provisions) Regulation 2006 Minister's delegations](#)
- [Education (General Provisions) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

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

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

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

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

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

School Disciplinary Absences

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Balmoral State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to support the student to assist in their successful re-engagement in school following suspension.

A re-entry meeting is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

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.

BEHAVIOUR MANAGEMENT REFERRAL PROCESS

MINOR 1

Managed by teacher using positive reinforcement and proactive strategies. *Behaviours **may** be recorded in OneSchool Behaviour*

	BEHAVIOUR	POSSIBLE STRATEGIES / CONSEQUENCES
R	• Littering • Verbal misconduct - Minor swearing (e.g. within peer group) • Minor unsafe behaviour • Minor Harassment	• Explicit teaching of school rules • Essential Skills in Classroom Management • Seating Plans • Litter duties • Teacher arranged lunchtime detentions • Parents contacted • Alternative activity within class • Sent to office to hand in phone/IPOD • Refer to office for uniform slip
E	• Failure to complete homework • Failure to follow Dress Code	
A	• Disrupting others' learning • Failure to follow a reasonable request	
L	• Not compliant with routine • Failure to bring appropriate equipment to class • Lateness to class without acceptable excuse and/or late slip • Phones/iPods in sight in class / minor ICT misuse	

MINOR 2

Referred to curriculum Head of Department- *These behaviours **will** be recorded in OneSchool Behaviour.*

Bolded behaviours should be referred to Year Coordinator- *These behaviours **will** be recorded in OneSchool Behaviour.*

	BEHAVIOUR	POSSIBLE STRATEGIES/ CONSEQUENCES
R	• Persistent Minor 1 behaviours • **Persistent refusal to complete detentions** • ICT misconduct • Breach of work place Health & Safety requirements	• Loss of class privileges • Loss of ICT privileges • Individual counselling • Monitoring sheet • Reflection Room • Mediation with parent/guardian • Afternoon detentions/tutoring • Referral to student support team • Suspension – short (1-10 Days) • Parent contacted • Parent meeting • Removal from subject
E	• **Persistent failure to follow Dress Code** • **Persistent failure to be punctual to school** • Bullying / Harassment	
A	• Persistent failure to follow requests • Minor physical misconduct (scuffles, etc.)	
L	• Disruptive persistent Minor behaviours (not engaging in learning process, failure to bring equipment, lateness, phones/iPods) • Truant/skip class	

MAJOR 3

Referred to HOD Junior/Senior . *These behaviours **must** be recorded in OneSchool Behaviour.*

	BEHAVIOUR	POSSIBLE CONSEQUENCE/S
R	• Major equipment damage or vandalism (e.g. graffiti) • Verbal misconduct: swearing directed towards staff • Substance misconduct including use of & possession of legal substance (e.g. cigarettes, e-cigarettes, alcohol)	• Parent meeting • Referral to outside agency or support staff • Suspensions (short or long 11-20 days) / Exclusion • Removal from class and / or class activities/excursions • Discipline Improvement Plan (DIP) • Recommendation for exclusion
E	• Defiance / Threats to adults • Bullying / Sexual Harassment (refer to *Annex A*)	
A	• Unacceptable sexual behaviour (e.g. sexual harassment) • Physical misconduct / conflict (fighting) • Possession of prohibited items (e.g. knives, weapons) • Bullying (refer to annex A)	
L	• Persistent truancy / skip class • Disruptive; continued persistent Minor 1&2 behaviours • Cheating / Plagiarism	

MAJOR 4	
Immediate referral to Administration. *These behaviours recorded in* **OneSchool Behaviour**	
BEHAVIOUR	POSSIBLE CONSEQUENCE/S

R • Persistent Major 3 behaviour/s
E • Persistent physical misconduct (fighting)
 • Student threatening with a weapon (e.g. knife)
 • Student acts violently
A • Assault of staff
 • Distribution of legal substances (e.g. cigarettes, alcohol)
L • Distribution, possession & / or use of illegal substances and/or associated equipment/instruments
	• Administration:
	  o Police
	  o Lockdowns
	• Long Suspension
	• Exclusion
	• Cancellation of enrolment

REFERRAL CONTINUUM

Classroom Teacher → Curriculum HOD → Deputy Principal → Principal

MINOR 1

MINOR 2

MAJOR 3   MAJOR 4

PERSISTENT BEHAVIOUR
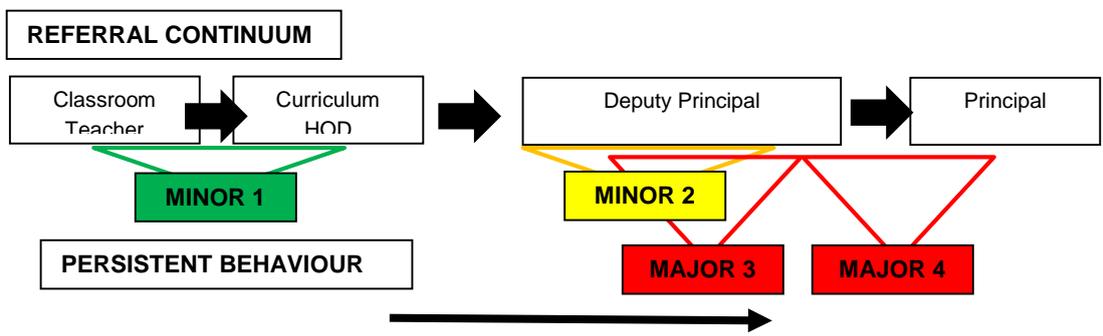
School Policies

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

- Electronic Device Policy
- Appropriate use of social media
- Temporary removal of school property
- Preventing and responding to bullying

Electronic Device Policy

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. 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, Balmoral State High School has determined that:

Junior School: All electronic devices (mobile phones, IPhones, MP3 player, IPads, and all similar devices) are to be switched off and out of sight during school contact hours from 8.45 am to 2.45 pm each day and including excursions and visits to other schools. Phones are not to be visible eg in shirt pockets.

Senior School: All electronic devices (mobile phones, IPhones, MP3 player, IPads, and all similar devices) are to be switched off and out of sight during all class times. Phones are not to be visible eg in shirt pockets.
Senior Students (Yr 10-12) are allowed to use phones at lunch times, however they

- cannot be charged at school
- cannot be used to record images or video of other people
- cannot 'Hot Spot' from their device to other devices (including other student's)
- cannot be used for listening to music or gaming

Other devices which may be used for video and image capture are not to be used on school grounds during school hours.

This policy excludes:
- computer devices that are used for learning
- use of the device for the management of a health condition
- the use of electronic devices used for approved school activities with written permission from the principal
- when electronic devices are required to be used for payment i.e. through the school cashier or in the canteen
- approved medical devices
- e-readers in the library

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. Students, parents and visitors will see posters (such as the example shown) around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectation for these spaces and behaviour.

If a parent needs to contact their child during school hours, this must be done through the school office. Should a student need to go home due to illness or any other reason during the school day, it is the school's responsibility to contact parents to coordinate and organise arrangements. In urgent circumstances students can ask permission to contact parents/carers and use the phone in the administration foyer. Every attempt will be made to contact students should parents/carers need to get an urgent message to students.

Students who breach the policy will have their phone confiscated for the remainder of the school day. For repeated breaches of the policy, students will be dealt with through level 2 & 3 behaviour consequences listed in our Student Code of Conduct.

Electronic devices such as mobile phones and iPods can be expensive. The school does not accept responsibility for loss or theft of such items.

Appropriate Use of Social Media

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What if I encounter problem content?

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Balmoral State High 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 Balmoral State High 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 Balmoral State High 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 Balmoral State High 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
* 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 Balmoral State High 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 Balmoral State High School Code of Conduct
  ➤ is illegal
  ➤ puts the safety or wellbeing of others at risk
  ➤ 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.

Preventing and responding to bullying

Balmoral State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Bullying

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

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Balmoral State High 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 Balmoral State High 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.

Balmoral State High 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:
Year 7 to Year 12 – Year Level Coordinator or Head of Junior/Senior Secondary

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

Cyberbullying

Cyberbullying is treated at Balmoral State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 their Year Coordinator or Head of Junior Secondary or Head of Senior Secondary at Balmoral State High School.

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 Balmoral State High 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.

Balmoral State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

YES branch:

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

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

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

NO branch:

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

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

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

Step 3 — YES:
Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

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

Step 3 — NO:
Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

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

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

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

OR

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

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

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

Student Dress Code

Introduction

Balmoral State High School's dress standards reflect the community expectations and standards as by the Principal in consultation with school community representatives. It is expected that students enrolling at Balmoral SHS will have carefully considered the expectations of and will abide by the dress code.

Balmoral State High believes that a clearly stated and sensibly implemented Uniform Policy is important for the following reasons:
• To provide a disciplined learning focus, setting the scene in a classroom environment.
• To provide a sense of identity for students attending the school.
• It covers basic health and safety requirements for schools as workplaces.
• To provide a united team and increase school spirit.

Implementation

Students must be in school uniform at all times unless indicated otherwise. At all times when travelling to and from school, and at school, the **school uniform**, as defined in the Uniform Policy, **is to be worn**. This includes when participating in school excursions; travelling to and from school and on special occasions. Neat presentation is essential.

Hair

Student's hair should be neat and tidy in appearance and tied back. Only natural shades of hair colour are allowed. Students' hair must be neat and tidy and of natural hair colouring only. Hair below the collar is to be tied back. Only conservative hair styles (as defined by the Principal) are acceptable.
Male students are to be clean shaven or neatly groomed at all times.

Make-up
Makeup, fake eyelashes and coloured nail polish is not to be worn.

Jewellery

Two small sleeper or studs in each ear. One flat ring. Religious, Cultural, or Medical chains can only be worn out of sight, or if this is not possible full written application must be made to the school administration. No other visible piercing is acceptable. Clear "spacers" must be worn in existing piercing or it must be removed or covered.

Tattoos and other body art is not permitted under any circumstances.

Shoes

Black leather (Traditional Oxford Style) lace up leather shoes must be worn with the dress/formal uniform for Workplace Health and Safety requirements. Lace up jogger style sports shoes only accepted with the sports uniform.

Canvas shoes are not to be worn with either the dress/ formal or sports uniform.

Under Shirts

A plain white t-shirt may be worn under day or sports uniform. Coloured or printed t-shirts are not permitted.

Senior Jersey

Only to be worn by Year 12 Students in Terms 3 and 4. The Senior Jersey must only be worn over a uniform blouse, or shirt.

Consequences of non-compliance:

Students will be asked to dress appropriately. This may require the delivery of an appropriate item to school as a replacement, the supply of a school item or the removal of the student from the excursion, activity or ground

GIRLS UNIFORM

Uniform item	Junior (Year 7-9)	Senior (Year 10-12)
Blouse	Junior collared checked blouse with gold trim and gold embroidery. To be worn with regulation tie only	White V Necked collared senior blouse. To be worn with regulation tie only.
Skirt	Green skirt to be worn on the waist and to the knee.	Green skirt to be worn on the waist and to the knee.
Pants (optional)	Long grey pants. To be worn with over-the-ankle white socks.	Long grey pants. To be worn with over-the-ankle white socks.
Hat	Balmoral Panama Hat, Bucket hat or Balmoral cap.	Balmoral Panama Hat, Bucket hat or Balmoral cap.
Blazer (optional)	Green Balmoral embroidered blazer	Green Balmoral embroidered blazer
Jumper	Plain dark/bottle green fleecy sweater (with no logo), Balmoral school jumper or blazer	Plain dark/bottle green fleecy sweater (with no logo), Balmoral school jumper or blazer
Stockings (optional)	Black or natural. Knee high stockings/socks are not permitted	Black or natural. Knee high stockings/socks are not permitted.
Socks	White, fold down ankle length. Top of sock to be at top of ankle after folding	White, fold down ankle length. Top of sock to be at top of ankle after folding.
Shoes	Black lace-up leather shoes (oxford style)	Black lace-up leather shoes (oxford style)
Hair ribbon	Green, black or white	Green, black or white
Scarf (optional)	Unisex school design	Unisex school design
Tie	Green Balmoral Tie	Green Balmoral Tie

BOYS FORMAL UNIFORM

Uniform item	Junior (Year 7-9)	Senior (Year 10-12)
Shirt	Short sleeved grey Balmoral shirt. Shirts must be worn tucked in at all times.	Short or long sleeved white Balmoral Shirt. Shirts must be worn tucked in at all times.
Shorts	College grey, tailored style worn with plain black leather Balmoral belt	College grey, tailored style worn with plain black leather Balmoral belt
Trousers (optional)	College grey, tailored style worn with plain black leather belt and grey socks.	College grey, tailored style worn with plain black leather belt and grey socks.
Socks	Long grey, fold over top with contrasting school stripes. Grey socks must be worn correctly pulled up and folded over at the top.	Long grey, fold over top with contrasting school stripes. Grey socks must be worn correctly pulled up and folded over at the top.
Belt	Black leather Balmoral belt	Black leather Balmoral belt
Hat	Balmoral Panama Hat, Bucket hat or Balmoral cap.	Balmoral Panama Hat, Bucket hat or Balmoral cap.
Blazer	Green Balmoral embroidered blazer	Green Balmoral embroidered blazer
Jumper	Plain dark/bottle green fleecy sweater (with no logo), Balmoral school jumper or blazer	Plain dark/bottle green fleecy sweater (with no logo), Balmoral school jumper or blazer
Shoes	Black lace-up leather shoes (oxford style)	Black lace-up leather shoes (oxford style)
Scarf (optional)	Unisex school design.	Unisex school design.
Tie	N/A	Balmoral striped tie

SPORTS UNIFORM

Uniform item	Description
Shirt	Balmoral unisex sports shirt
Shorts	Balmoral unisex sports shorts
Socks	White sport socks or school sports socks.
Sports hat	Balmoral bucket hat or cap
Joggers	Supportive lace-up sports shoes only
Tracksuit	Unisex school design. The sport track jacket may be worn with the sports uniform.

Sports uniform can only be worn both to and from school on Wednesdays.

On all other days students who need sports uniform for HPE need to bring it to school, change for HPE and change back after HPE.

Restrictive Practices

School staff at Balmoral State High 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 to punish or discipline the student; it is a crisis management period only.

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

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

1.   Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2.   Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3.   Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4.   Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5.   Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

- 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