



Gargett State School

# 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

## Purpose

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

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



The purpose of this Code of Conduct 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.

Staff support students to understand and meet the discipline expectations of the school. It is recognised that the principal must take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying disciplinary consequences. .

## Contact Information

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Phone:	(07) 49585137
Email:	principal@gargettss.eq.edu.au
School website address:	<a href="https://gargettss.eq.edu.au/">https://gargettss.eq.edu.au/</a>
Contact Person:	Mrs Fiona Tass (Principal)

## Endorsement

Principal Name:	Fiona Tass
Principal Signature:	
Date:	08/07/2020
P/C President:	Summer Parry
P/C President signature:	
Date:	08/07/2020

# Contents

Purpose	4
P&C Statement of Support	6
School Captains' Statement	7
Consultation	8
Data Overview	9
Review Statement	9
School Opinion Survey	10
School Disciplinary Absences (SDA)	11
Learning and Behaviour Statement	12
Multi-Tiered Systems of Support	12
Consideration of Individual Circumstances	13
Student Wellbeing	14
Student Support Network	16
Whole School Approach to Discipline	18
PBL Expectations	19
Differentiated and Explicit Teaching	21
Focussed Teaching	22
Intensive Teaching	23
Legislative Delegations	24
Legislation	24
Delegations	24
Disciplinary Consequences	25
School Policies	29
Temporary removal of student property	29
Use of mobile phones and other devices by students	31
Preventing and responding to bullying	33
Appropriate use of social media	41
Restrictive Practices	43
Critical Incidents	44
Related Procedures and Guidelines	45
Resources	46
Conclusion	47
Table of contents with headings and page numbers.	

## Consultation

The Gargett State School Student Code of Conduct was developed in consultation with staff, students and the wider school community. Key stakeholders were given the opportunity to participate in discussion to identify strengths from the previous behaviour policy and provide ideas and suggestions of improvement. A signed copy of the Student Code of Conduct is publicly available on the school website, and is reviewed and updated annually to maintain currency and comprehensively reviewed every four years in line with cycles of the School Planning, Reviewing and Reporting Framework.

## Learning and Behaviour Statement

Gargett State School is strongly committed to providing quality education that enables all students to achieve their full potential and promotes high expectations, equity and inclusiveness. Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe

All members of the school community are expected to uphold and recognise the significance of appropriate and meaningful relationships. The Gargett School Student Code of Conduct outlines a consistent standard of behaviour and has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

Staff at Gargett State School provide support and response strategies for students and implement expectations consistent with the Student Code of Conduct. Expected behaviours are explicitly taught by staff and students are provided with opportunities to practice these expected behaviours.

## Student Wellbeing and Support Network

Gargett State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services and the availability of external support agencies.

## Whole School Approach to Discipline

At Gargett State School, there is a whole-school approach to school discipline. Teachers play a vital role in creating and maintaining supportive and safe learning environments. Staff at Gargett State School value collaborative relationships with parents/carers and community representatives.

Knowledge of the physical, social and intellectual development and characteristics of students is used to develop teaching strategies to improve student learning. Teaching programs are evaluated and revised to meet the needs of students with a diverse range of backgrounds. School policies are reviewed regularly to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

The curriculum is taught using effective, research-based learning and teaching programs. Comprehensive curriculum knowledge and teaching strategies are utilised to sequence learning. Learning and teaching programs are developed using comprehensive knowledge of curriculum, assessment and reporting requirements. Students are provided with opportunities to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. Information and Communication Technology (ICT) is used with effective teaching strategies to expand learning opportunities and content knowledge for all students. Students are expected to use ICTs in a safe, responsible and ethical manner.

A productive and inclusive learning environment is provided at Gargett School to engage and support all students using inclusive strategies. Effective classroom management strategies promote student responsibility for learning. Proactive approaches are used to promote focused and productive learning environments for all students.

Gargett School maintains student safety through a range of wellbeing policies and safe work practices which are evaluated regularly. Staff implement a range of behaviour management initiatives and staff provided opportunities through professional development to broaden their range of strategies.

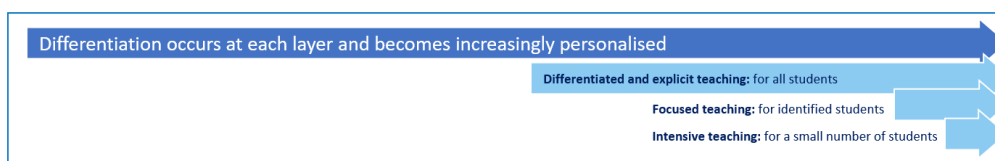
One School records are used to document how students are supported at school. Depending on the needs of the individual student, and the intent of the plan, a Student Plan is comprised of various components. A student plan may consist of one or more of the following: Personalised Learning, Individual Curriculum Plan, Health Management, and/or Support Provisions. Behaviour incidents are recorded on OneSchool.

## Consideration of Individual Circumstances

Teachers take into account a student's individual circumstances when responding to inappropriate student behaviour. Differentiated teaching is used to respond to the particular learning needs of all students as a practice feature of the teaching approach across the school. Staff are obligated to maintain confidentiality, limiting discussion or sharing information about individual circumstances of students, including applied disciplinary consequences, with persons other than the student's parent/s.

## Differentiated and Explicit Teaching

Gargett State School follows a whole school approach to support student learning based on the principals of Positive Behaviour for Learning (PBL). Effective classroom management helps provide a safe and supportive learning environment and build positive relationships. Research-informed strategies are used for classroom management and practices implemented which have been shown to have the greatest positive impact on learning and behaviour. Proactive strategies assist staff to increase time available for instruction and decrease time spent responding to problem behaviour which interferes with teaching and learning in the classroom. Effective pedagogy, including differentiation is used to provide an effective learning environment. Reasonable adjustments are made to teaching, curriculum and assessment. Focused teaching or intensive teaching opportunities are provided when required.



## Focused Teaching

Focused teaching is provided, including additional support to revisit key behavioural concepts and/or skills and explicit and structured teaching strategies. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

## Intensive Teaching

Intensive teaching support and explicit instruction may be required for individuals or in small groups to enable students to develop mastery of basic behavioural concepts, skills and knowledge.

Students who continue to display behaviours that are deemed complex and challenging may be supported by individualised, function-based behaviour assessment and support plans and multi-agency collaboration.

## Legislative Delegations

### Legislation

The following documents provide links to relevant legislation that inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)

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

## Delegations

Principals are afforded a number of legislative powers under the Education (General Provisions) Act 2006 and by the Director-General to support them to control and regulate student discipline. These provisions cannot be delegated to other staff who report to the principal, such as principal senior school, campus principal, head of campus, head of department, head of junior school, deputy principal etc.

Principals are the only staff who have the authority to make decisions about:

- suspension for up to 20 school days
- charge-related suspension
- exclusion for fixed period or permanently
- cancellation of enrolment
- referring to the Director-General a decision regarding refusal to enrol
- requests to the Director-General for information about student charges or convictions
- periodic review of decision to exclude permanently.

## Disciplinary Consequences

Discipline at Gargett State School is about helping students build empathy and responsibility. Consequences are used to guide and help the students to develop the tools of self regulation. Gargett State School is committed to Restorative Discipline where teachers gain respect by modelling it for their students. Clases are engaging so students **want** to work and conversations are allowed. Students reflect on their behaviour and consider changes they can make. Staff speak privately to students who need reminders in order to behave. Gargett State School recognises good behaviour is based on internal desire to do well.

Principals are required to adhere by the principles of natural justice in the decision making process. Each situation needs to be dealt with and given due consideration. At Gargett School, consequences are logically tied to the problem behaviour. Consequences are used to teach students appropriate ways to meet their needs. Behaviour data is used to evaluate the effectiveness of behavioural consequences. Staff at Gargett State School agree with the behavioural system and procedures which involve the placement of students away from the classroom for time out or detention. It is strongly encouraged that students who have been suspended have a meeting involving their parents or guardian and the principal prior to re-entry into the classroom.

## School Policies

Gargett State School ensures staff work consistently to create and maintain a supportive and safe learning environment.

### 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 **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 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 Gargett State School and will be removed if found in a student's possession:

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

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

\*\* 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**).

## Use of mobile phones and other devices by students

It is preferable for students to not bring mobile phones to school but if essential, students are required to hand and sign the phone in at the office on arrival to school and collect and sign out at the end of the school day.

### 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 Gargett State School to:

- use mobile devices (***School Devices Only***) 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
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Gargett State 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 Gargett State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their child's class teacher or principal of Gargett State 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 Gargett State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

# 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](#).

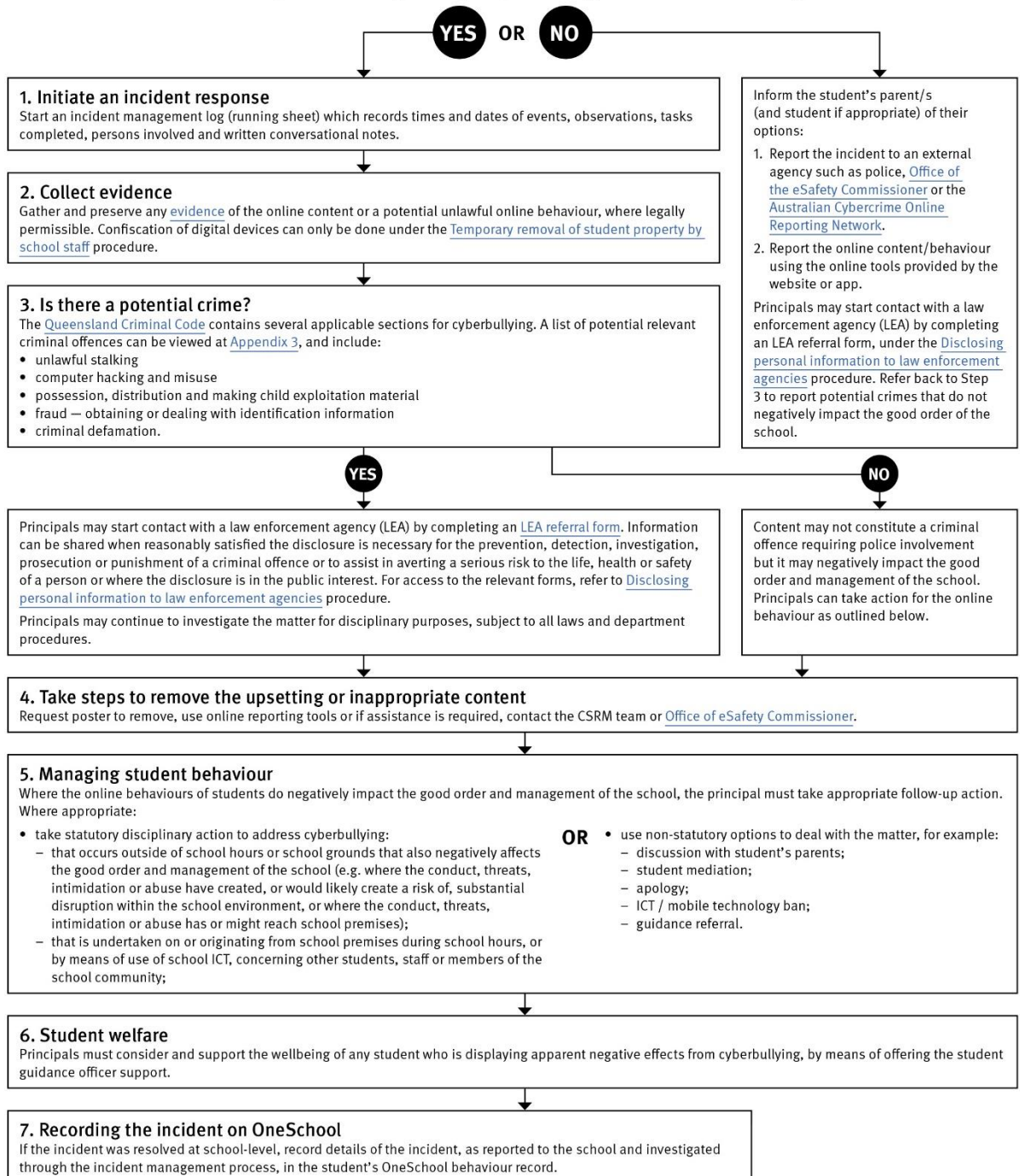
## Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Cybersafety and Reputation Management (CRM)

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



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

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

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

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

### **Student Intervention and Support Services**

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

### **Gargett State School – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Gargett State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

#### **Gargett State School – Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Gargett State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

## Bullying response flowchart for teachers

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



### Key contacts for students and parents to report bullying:

#### Prep to Year 6 – Class teacher

- 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
- 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
- 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
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
  - Make a time to meet with the student to discuss next steps
  - Ask the student what they believe will help address the situation
  - Provide the student and parent with information about student support network
  - Agree to a plan of action and timeline for the student, parent and yourself
- Document the plan of action in OneSchool
  - Complete all actions agreed with student and parent within agreed timeframes
  - Monitor the student and check in regularly on their wellbeing
  - Seek assistance from student support network if needed
- 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
- 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

## 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. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the 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 about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

### 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.

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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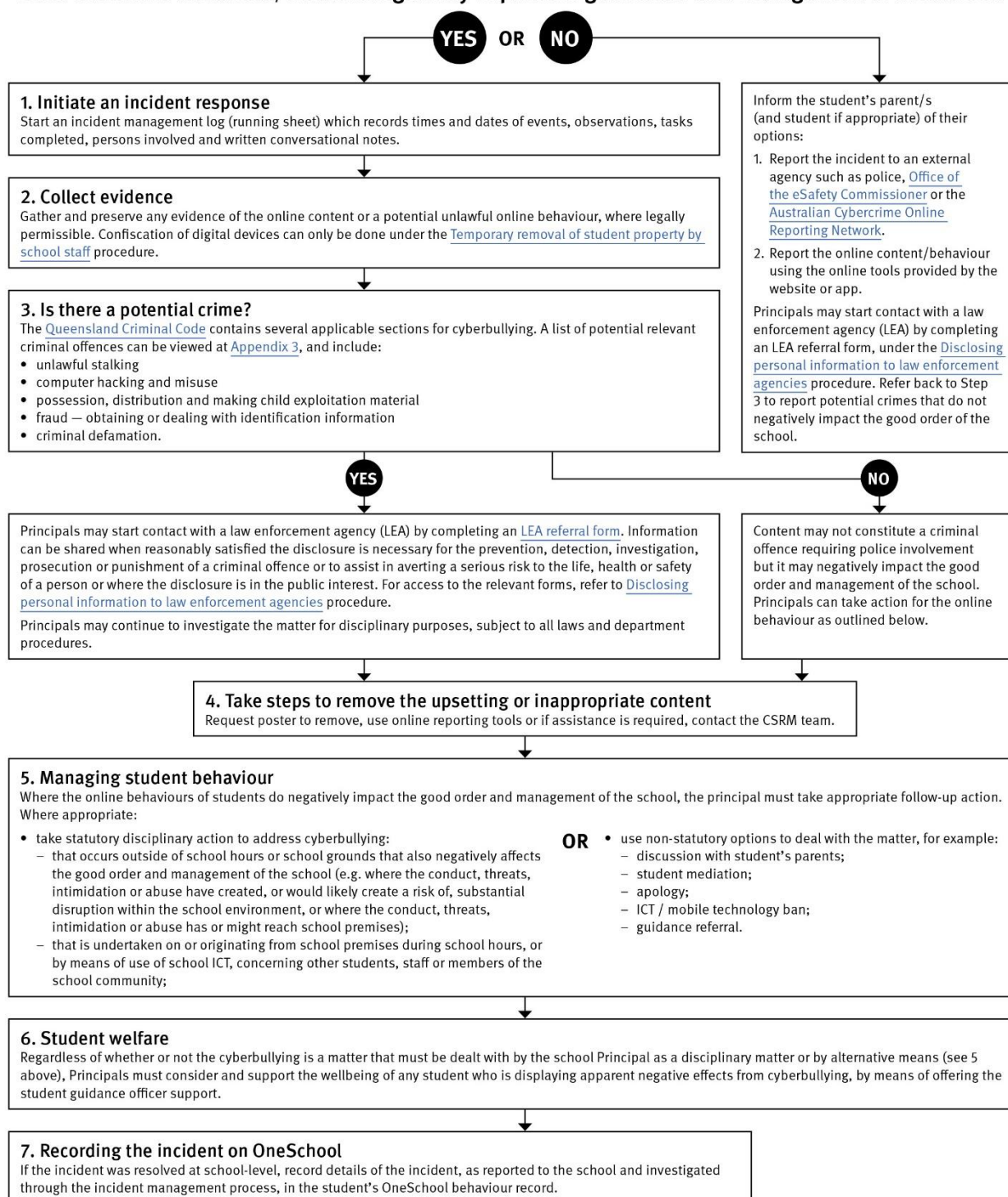
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### Help

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

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



## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

There 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

This section provides a list of resources that may assist staff, students and parents in the area of student behaviour or wellbeing.

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)



- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Gargett State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).  
  
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

## Appendix 1

### The Use of Personal Technology Devices\* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they use personal technology devices.

#### Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. If it is essential students have such devices at school (ie for use after school), devices must be taken to the school office immediately the student arrives at school in the morning and be collected just prior to leaving the school in the afternoon. If students are found in possession of such devices, they will be confiscated by school staff and may be collected by the student's parents/carers from the school office. Breaches of this prohibition may result in disciplinary consequences.

#### Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office by parents/carers, unless required to be kept for purposes of Police and/or disciplinary investigation, when devices will only be returned to parents.

Devices potentially containing evidence of criminal offences will be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for any reason, for the rest of that term, or longer if deemed necessary by the Principal.

#### Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and taken to the school office so they are out of sight. Personal technology devices may only be used without staff permission once a student has left the school grounds.

#### Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Gargett State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for any purpose including the dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) are unacceptably contributing to a culture of distrust and disharmony.

Students must not record images anywhere that recording would reasonably be considered inappropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording ...

are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to Qld Police Service (QPS).

#### Text communication

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

The sending of text messages that contain obscene language, name calling and/or threats may amount to bullying, harassment and/or stalking, and will subject the sender to discipline and possible referral to Queensland Police Service (QPS). Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

#### **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

#### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

#### **Special Circumstances Arrangement**

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

#### *Responsibility Outside School Hours:*

*Students who use Personal Technology Devices outside of school hours such that there is a negative impact on others in the school community, are considered to have negatively affected the good order and management of the school. Such behaviour will result in consequences as outlined on pages 6 & 7.*

*\* Personal Technology Devices includes, but is not limited to, games devices such as Portable gaming devices, Tamagotchis®, laptop computers, Ipads, Tablets, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

## Appendix 2

### Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

#### Purpose

1. Gargett State School strives to create positive, predictable environments for all students at all times. The disciplined teaching and learning environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures and academic growth
  - raising achievement and attendance
  - promoting equality and diversity, and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying at Gargett State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying is generally considered to be deliberate behaviours aimed at having a negative impact upon victims. Behaviours that will not be tolerated at Gargett State School include ...
  - name-calling
  - taunting, teasing or threatening
  - mocking, embarrassing
  - making offensive comments
  - kicking, hitting, pushing, etc
  - taking belongings
  - inappropriate text messaging
  - sending offensive or degrading images by note, phone or internet
  - producing offensive graffiti
  - gossiping
  - excluding people from groups
  - spreading hurtful and/or untruthful rumours
4. Bullying may be related to:
  - academic ability
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.
5. At Gargett State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

#### Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Gargett State School are an addition to our school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Lessons on bullying and how to prevent and respond to it, is a subset of procedures that our students are accustomed to.

#### Prevention (see also 'Preventative Approaches to Bullying' below)

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - Students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - Students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms, etc

- Students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Anti-bullying and Cybersmart lessons are taught by teachers or other professionals (eg. Police) in classrooms with both a preventative and responsive intention. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
  10. Lessons teach the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander (ie Ignore-Warn-Report but NO PAY BACK)
  11. Lessons may focus on particular bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
  12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Gargett State School attempts to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
  13. Gargett State School uses behavioural data for decision-making. This data is entered into our One School database and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

### **Preventive Approaches to Bullying**

Preventive approaches include ongoing strategies designed to foster the active involvement of all students.

For all students all of the time, these include:

- Recognising the complexity of the problems of bullying and harassment
- Establishing a school culture that actively promotes non-violence
- Ensuring student voices are heard and they actively participate in meaningful decision making
- Recognising and celebrating diversity and promoting justice and equality
- Fostering the involvement of parents and the school community
- Instigating environmental scans and surveys to examine student perceptions of safety and the use of resources and spaces within the school
- Focusing on socialisation e.g. role models, leadership programs, peer support programs, group dynamics and cooperative learning
- Examining and challenging power structures within the classroom, school and wider society
- Investigating the school's role in social construction of race, gender and class, as a means of developing programs which celebrate diversity and promote equity, examining and challenging power structures within the classroom, school and wider society
- Developing effective behaviour management policies and programs

### **Staff are ...**

- role models in word and action at all times.
- observant of signs of distress or suspected incidents of bullying.
- minimizing occasions for bullying by active patrolling during playground supervision.
- at class on time.
- helping victims by treating all reports of bullying seriously and removing sources of distress without placing the victim at further risk.
- reporting suspected incidents to the appropriate staff member/s

### **This requires children to**

- IGNORE ... refuse to be involved in any bullying situation.
- WARN ... take some form of preventative or positive response action.
- REPORT the incident or suspected incident and help break down the code of secrecy.
- NEVER PAY BACK ... this only complicates the situation.

### **Gargett State School recommends that parents**

- Watch for signs of distress in their children, e.g. Unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra pocket money, damaged clothes or bruising.
- Take an active interest in your child's social life and their acquaintances
- Advise your child/ren to tell a staff member (class teacher, teacher on duty) about incidents. If possible allow him/her to report and deal with the problem him/herself. They can gain much respect through taking the initiative and dealing with the problem without parental involvement. It is important to offer support to children at this point.
- Inform the school if bullying is suspected, whether your child is the bully or victim.
- Keep a written record of reports (who, what, when, where, why, how)
- Do not encourage your child to retaliate.
- Communicate to your child that parental involvement, if necessary, will be appropriate for the situation.
- Be willing to attend interviews at the school if your child is involved in any bullying incident.
- Be willing to inform the school of any cases of suspected bullying even if your own child is not directly affected.

When staff, students, parents and carers work together we create a safer and more enjoyable learning environment at Gargett State School.

**The following procedural steps could be followed when dealing with a report of bullying.**

This is a general plan for dealing with bullying. In specific cases administrators may be required to exercise discretion with regard to taking disciplinary action. The progression of steps through this plan can be terminated at any time the bullying ceases.

Significant bullying report received ...

1. Teacher investigates and discusses situation with students concerned and applies appropriate consequences as per Responsible Behaviour Plan for Students.
2. School administration involved in counselling and/or applying appropriate consequences as per Responsible Behaviour Plan for Students. Problem may be brought to the attention of relevant staff.
3. Parents of students involved are contacted for support.
4. Guidance Officer may be involved with students.
5. Other measures such as intervention by the school's *Adopt-a-Cop* (in the case of serious assaults) and confrontation of the bully by the parents of the victim may be effective and appropriate if conducted with the agreement of the parents concerned and under the supervision of the Principal.
6. Disciplinary action (suspension and/or exclusion) may be taken against those deemed responsible for bullying.

### Debriefing Report ... Restrictive Practices

Debriefing may be led by a staff member who has not been involved in the event. The goals of debriefing are to:

- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide accurate & factual information on:

- Who was involved
- What happened - before/during/after
- Where it happened
- What people involved indicated were reasons for the behaviour
- What we learned

The specific questions we want to address through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### Questions for staff

- What were the first signs?
- What de-escalation techniques were attempted?
- What worked and what did not?
- What might be done differently next time?
- How might physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

#### Questions for student

- What was it that you wanted?
- What upset you most?
- What was helpful?
- What got in the way?
- What can be done better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could be done to avoid physical intervention ?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

# Behaviour Reflection Sheet

Name of Student ..... Date .....

What did you do?

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What rule did you break? What was wrong with that?

Be Respectful      Be Responsible      Be Safe      Be a Learner

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How did your behaviour affect others involved?

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Next time what will you do?

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Signature of Student .....Signature of Teacher .....

