



St George State High School

Student Code of Conduct

2023-2026

Every student succeeding

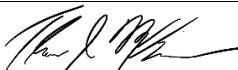
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.


Queensland Department of Education
State Schools Strategy 2019-2023

Contact Information

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Contact Person:	Thomas J. McKenna (Principal)

Endorsement

Principal Name:	Thomas J. McKenna
Principal Signature:	
Date:	13 November 2023

P&C President Name:	Nicole Proud
P&C President Signature:	
Date:	13 November 2023

Purpose

St George State High School is committed to providing a safe, respectful and engaging learning environment for students and staff, parents and visitors, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The St George State High School 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 can be effective, where all students are able to experience success and staff enjoy a safe workplace.

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Our Vision

Empowering Today's Students to Embrace the True Meaning of Our School Motto: 'Together We Achieve'.

Our Motto

'Together We Achieve'

Our Values

Accountability, Courtesy, and Engagement (ACE).

Our values are Accountability, Courtesy, and Engagement. These values collectively contribute to creating a positive and respectful school environment where students are expected to be responsible for their actions, treat others with kindness and respect, and actively engage in their learning.

- **Accountability:** This value implies a commitment to taking responsibility for one's actions, decisions, and academic or behavioural performance. It reflects a sense of personal responsibility and ownership.
- **Courtesy:** The value of courtesy emphasizes the importance of being polite, respectful, and considerate in interactions with others. It promotes a culture of kindness and respect within the school community.
- **Engagement:** The value of engagement suggests a focus on active participation, involvement, and a commitment to learning. It encourages students to be attentive, enthusiastic, and invested in their education.

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 St George State High School Student Code of Conduct together. 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.

Learning and Behaviour Statement

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

Our school community has identified the following school expectations to teach and promote our high standards of quality learning and responsible behaviour:

We are ACEs: ✓ Accountable ✓ Courteous ✓ Engaged Students

Our Student Code of Conduct outlines our school processes for facilitating positive behaviours and mitigating unacceptable behaviours. We aim to create a positive and engaging learning environment where all school community members clearly understand their role in the educational process and enact this consistently. At St George State High School,

we aim to develop a pride amongst students so they understand "Together We Achieve".

Differentiated Support

St George State High School is small enough to incorporate an individualised case management system of support for all students. The type of support offered will be dependent on student need. A whole school approach to differentiated teaching and learning for curriculum as well as behaviour/wellbeing is a comprehensive strategy to ensure that all students have access to a program that meets their diverse learning needs. The goal is to engage, challenge, and support students in their learning journey to help them holistically reach their potential. The whole school approach ensures that students of all backgrounds and abilities receive the necessary support and tailored education to thrive.

- ✓ Tailored Support – St George SHS identifies and provides tailored supports for groups or individuals who need them, including students with disabilities, English as an additional language learner, and more.
- ✓ Three Levels of Planning - Differentiation is considered at all planning levels - curriculum provision planning, year and/or band planning, and unit planning.
- ✓ Focused and Intensive Teaching - Focused teaching is for students struggling with the curriculum and intensive teaching for students with specific barriers to learning.
- ✓ Further Adjustments - If students' needs are not met through differentiation, more individualised plans, such as an ICP or Complex case strategy may be considered.

Student Wellbeing

St George 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.

St George 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. The Student Support Team is the central pillar of this support and all students are supported and monitored by their gundi group teacher, house leader, curriculum HODs, deputy principals and principal. In addition to the teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment:

- ✓ Guidance Officer
- ✓ GPs in Schools
- ✓ WISE Program
- ✓ Youth Support Coordinator
- ✓ School Based Youth Health Nurse
- ✓ Chaplain
- ✓ Community Education Counsellor (CEC)
- ✓ Industry Liaison Officer

Students can approach any teacher or support staff member at St George State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the student support network.

Parents who would like more information to contact the office on 46 208 222 or visit our website at <https://stgeorgeshs.eq.edu.au/support-and-resources/student-services-and-support-programs>

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include principal advisor student protection, guidance officer (mental health, guidance officer (student engagement and welfare) and senior guidance officers. The school also accesses and provides referrals to a number of outside support agencies. For more information about these services please call the school and speak with the guidance officer.

Whole School Approach to Discipline

At St George State High School, we believe in a difference between discipline and punishment. Our goal is to proactively support and reinforce positive behaviour through evidence-based methods. It is a learning process 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 endeavour to use behavioural incidents as opportunities to re-teach.

Approaches to Facilitating Standards of Positive Behaviour

Effective Instructional Design for Learning

The consistent use of the following strategies is proven to establish a positive, safe and supportive teaching and learning environment. Effective implementation of these strategies results in more effective learning behaviours.

- Establish and communicate learning goals, track student progress, and celebrate success.
- Help students effectively interact with new knowledge, practice and deepen their understanding of new knowledge, and generate and test hypotheses about new knowledge.
- Engage students actively in their learning.
- Maintain consistent and fair classroom rules and procedures.
- Recognise and acknowledge adherence and lack of adherence to classroom rules and procedures.
- Establish and maintain effective relationships with students.
- Communicate high expectations for all students.
- Develop effective lessons organised into a cohesive unit inclusive of differentiated learning.

Care Programs

Students attend gundi group (care class) every morning for roll marking and notices. STRIVE (St George Resilience Integrity Virtue Education) classes are also conducted throughout years 7-12:

- These programs are a vehicle for expectations and consistency to be actively promoted.
- The focus is a common language of learning.
- High expectations and school rules are reinforced.

Student Rewards Program

St George State High School's Positive Behaviour for Learning (PBL) initiative. Students are rewarded through gaining 'zingers' that can be banked and used to purchase prizes twice per term. PBL directly relates back to the school-wide expectations of being Respectful, Responsible, Prepared and Safe.

Term by term draws for attendance, positive behaviour referrals and zinger collection.

Postcards- teachers may send a "Be postcard" at any time for a student who has done well in any type of school related activity.

Whole School Sporting events e.g., Swimming, Athletics, and Cross-Country Carnivals will also be included in the house points system.

Achievement Certificates- at each reporting period students with very good/ excellent academic, effort and/or behaviour reports will receive an award. Students with outstanding attendance also receive a certificate in recognition.

House Trophy- the winning house will be awarded at the end of the year.

Legislation

There is a range of legislation that informs and influences school processes and policies. Some examples are listed below:

- **Anti-Discrimination Act 1991 (Qld)**
- **Education (General Provisions) Act 2006**
- **Education (General Provisions) Regulation 2017**
- **Workplace Health and Safety Act 2011 (Qld)**

Consequences

The disciplinary consequences model used at St George State High School follows the procedure set by the Queensland Department of Education. More information can be found: <https://ppr.qed.qld.gov.au/pp/student-discipline-procedure> The model 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. These students 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 student's house leader or deputy principal for determination of a disciplinary consequence.

For a small number of students, 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 and deputy principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour.

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

To review, some disciplinary actions that may be taken include, but are not limited to:

- Restorative Justice
- Restorative Practice
- Loss of privileges
- Lunch time detentions
- After school detentions
- Internal detentions
- Suspension (Short and Long)
- Exclusion

Definition of consequences

Detention	<p>The principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention can be applied during school hours, out-of-school hours or on non-school days. Teaching staff can use detention during the school day and this does not require prior notice. Students will be provided with food and toilet breaks.</p> <p>The Student Team may use out-of-school hours detention of up to 1 hour duration, with 24 hours' notice to parents and with consent.</p>
Temporary Removal of Property	<p>The principal or staff member of has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff</u>.</p>
Suspension	<p>The principal may suspend a student from school under the following circumstances: disobedience</p> <ul style="list-style-type: none"> ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students conduct ▪ that adversely affects, or is likely to adversely affect, the good order and management of the school <p>The student's attendance at the school poses an unacceptable risk to the wellbeing of other students or of staff</p> <ul style="list-style-type: none"> ▪ the student is charged with a serious offence, refer to <u>Suspension (charge-related)</u> the ▪ student is charged with an offence other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> ▪ persistent disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students conduct ▪ that adversely affects, or is likely to adversely affect, the good order and management of the school <p>The student's attendance at the school poses an unacceptable risk to the safety or</p> <ul style="list-style-type: none"> ▪ wellbeing of other students or of staff ▪ if suspension of the student is inadequate to deal with the disobedience, misbehaviour, conduct or risk.
Cancellation of enrolment	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

School Disciplinary Absences

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

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

At St George State High School, the use of any SDA is considered a very serious decision. It is used by the principal when other options have been exhausted or the student's behaviour is so serious that continued attendance at the school is considered a risk to the safety or wellbeing of the school community. Human Rights to Education are considered when utilising SDAs used for short, long, and charge-related suspensions as work will be provided to continue the student's education while away from school.

Parents may not appeal a short suspension. Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the principal.

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

Re-entry following suspension

Students who are suspended from St George 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 welcome the student, with their guardian/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Possible Consequences

The following table outlines examples of inappropriate behaviour*

Area	Examples of Inappropriate behaviours	Possible Consequence
Classroom	Late to class.	Make up lost time
	Not completing classwork or homework.	Complete work under supervision
	Disrupting other students in class.	Detention
	Not completing course requirements.	Cancellation of Enrolment
	Academic Misconduct	Work not considered for marks
Use of Electronic Devices	Inappropriate use of electronic devices during class.	Device removed
	Accessing inappropriate content on an electronic device.	Withdrawal of network access
	Inappropriate use of/damage to the school network.	Withdrawal of network access Suspension/Exclusion
Environment & Property	Littering	Clean up a designated area
	Stealing	Return stolen item and recompense for harm caused
	Graffiti/damaging property.	Repair property/pay damages

Compliance	Missing detention.	Additional detention Suspension
	Wilful disobedience.	Suspension
Safety	Unsafe behaviour.	Make the situation safe
	Water or food fights	Clean up mess & Detention Suspension
	Possessing or using weapons.	Suspension/Exclusion
Attend	Truancy	Make up lost time
	Leaving the school grounds without permission/pass.	Monitoring of attendance Supervised breaks
Others	Threats/Bullying in any form.	Suspension/Exclusion
	Violence/Fighting	Suspension/Exclusion
School Community	Inappropriately using images or publishing images using the school's name or identifying features without permission.	Suspension/Exclusion
	Publishing inappropriate or abusive material about staff in any public or school domain.	Suspension/Exclusion
	Contacting media outlets without the authorisation of the principal.	Suspension/Exclusion
Personal Conduct	Inappropriate language.	Detention/Suspension
	Failure to wear appropriate uniform.	Change in to correct uniform
	Possessing and/or using drugs, possessing drug implements, providing drugs or implements or being under the influence of drugs at school.	Exclusion
	Any sexually explicit act.	Suspension/Exclusion

*Please note that this is not an exhaustive list, as it simply identifies examples.

The following behaviours are considered inappropriate or unacceptable at St George State High School. Every case will have the particular circumstances considered before consequences are applied. Staff will then apply appropriate consequences from the range of consequences listed (not necessarily in the order they are written). Where there is a choice of consequences and/or extenuating circumstances, the principal reserves the right to make the final determination.

Area	Behaviours	Consequences
Classroom	Inappropriate classroom behaviours	<ul style="list-style-type: none"> The teacher will employ a range of strategies to re-engage the student in learning. Where the student does not respond to these strategies, the teacher will take steps to ensure that the learning of others is not disrupted and the student is supported to choose to re-engage. <p>This support may include: counselling, learning support, detention, making up time, daily monitoring, contacting parents, individual planning, referral to support staff.</p>
	Late to Class	<ul style="list-style-type: none"> Teachers will discuss the absence with the student and make up the lost time. <p>Students may be issued with detention.</p>
	Not completing classwork or homework	<ul style="list-style-type: none"> Teachers will set new timelines for work completion. Supervise the completion of work and contact parent as appropriate.
	Not completing course requirements	<ul style="list-style-type: none"> Teachers will supervise the completion of work. Heads of Department supervise completion of work. Credit for the subject may be withdrawn. Invitations to school events may be withdrawn. Invitations to formal/graduation may be withdrawn Enrolment may be cancelled.
	Academic Misconduct —	<ul style="list-style-type: none"> Academic integrity modules completed Suspension Duplicated work not marked
Use of Electronic Devices	Inappropriate use of Mobile phones or electronic devices in the classroom <ul style="list-style-type: none"> All mobile phones and other electronic devices must be turned off and out of sight in the classroom and outside of the class as the student is waiting to enter, unless they have been explicitly approved to be part of the lesson. Permission must be sought before any recording or photographing takes place. iPads are only to be used for learning when in classrooms. 	<ul style="list-style-type: none"> Students may be asked to put the device away. Students who misuse mobile phones or any electronic devices in the classroom may be sent, at an appropriate time to the student counter on that campus. They will exchange the device for a ticket and on return to the class show this ticket to the teacher. Students may exchange the ticket for the phone from the office at the end of the day. Where a student repeatedly misuses a mobile phone in or outside of the classroom the matter will be treated as wilful disobedience or harassment.

	<p>Inappropriate email use</p> <p>e.g., offensive language</p> <p>Visits to inappropriate Internet sites or downloading of inappropriate material.</p> <p>e.g., pornography</p>	<ul style="list-style-type: none"> Students may be removed from internet access, have limitations placed on network access, have take-home privileges revoked, be required to provide restitution or pay for repairs, removed from the subject, placed on detention and/or be suspended. Parents will be notified.
	<p>Attempts to gain unauthorised access to any part of the Network systems e.g. teacher or network manager logins OR copying and/or misuse of school data OR damaging the network</p>	<ul style="list-style-type: none"> Minimum of suspension, removal of network rights and possible withdrawal from the subject. Students who cause serious damage to the network or to student learning as a result of interfering with the network/computers can expect to be excluded from St George State High School.

Environment and Property	<p>Litter</p> <p><i>Whether dropped by an individual or surrounding a group of students</i></p>	<ul style="list-style-type: none"> Student/s will be requested to pick up litter. Staff will attempt to solve the problem with student/s. If this fails the student will be placed on detention or given a lunchtime environmental-related duty. Refusal to comply with request may be regarded as disobedience.
	<p>Stealing (or intent to steal)</p> <p><i>or</i></p> <p>Interfering with the property of others</p>	<ul style="list-style-type: none"> The student will be referred to a member of the Student Team. The parent / caregiver will be notified, as appropriate. The student will be required to restore property or make restitution to the owner. The student will undertake detention or withdrawal for a period of time. The student may face suspension or exclusion. Police will be contacted, if necessary.
	<p>Graffiti/damaging/destroying property (or intent to damage or destroy)</p>	<ul style="list-style-type: none"> Parent / guardian notified. Student will repair / rectify damage in own time and at own or parent's / guardian's expense. Student may be required to undertake school community service or detention / withdrawal for a period of time. The student may be suspended or excluded. Major damage will result in referral to police.
Compliance	<p>Missing Detention</p>	<ul style="list-style-type: none"> Where this was an oversight and the student attempted to communicate with the staff member concerned, the student may complete the original detention. An additional detention is usually added to the original. Repeated or blatant refusal to attend will result in suspension.
	<p>Wilful disobedience</p>	<ul style="list-style-type: none"> Continued failure to comply with a reasonable request or instruction will result in detention, suspension or exclusion.

Safety	Unsafe behaviour	<ul style="list-style-type: none"> Students will be required to make the situation safe. Ongoing or major incidents of unsafe behaviour may result in detention, suspension or exclusion.
	Water or food throwing/fights	<ul style="list-style-type: none"> Students will clean up the mess made including any to their clothing. The space must be left safe. Detention Suspension
	Possessing or using weapons	<ul style="list-style-type: none"> Items that are considered unsafe may be confiscated. Students may be suspended or recommended for exclusion for possession of a weapon or if acting in a way that endangers themselves or others; or has the potential to do so. Police will be contacted, if necessary.
Attendance	Late to school	<ul style="list-style-type: none"> The student's name will be recorded on file at the student counter and a late slip will then be issued. Students who arrive at 9:45am or later will be marked absent for half a day. Heads of Year will follow up with students with repeated absences. Parent/guardian of persistent offenders will be contacted. A meeting will take place to develop a support strategy to address persistent lateness. Students may face detentions, withdrawal of certain privileges and daily monitoring. Documentation of persistent lateness will appear on reports.
	Truancy	<ul style="list-style-type: none"> Parents / guardians will be notified by the Head of Year or Attendance Officer of extended periods of unexplained absence from school by the student. Parents / guardians will be notified as soon as practical if a student is suspected of truanting. The student will be required to make up lost time. Students may face detention or supervised breaks. Student may be placed on a monitoring card. Cancellation of enrolment may occur for post compulsory age students. Intervention will be sought for compulsory school aged students who are chronic truants.
	Leaving school grounds without permission/pass	<ul style="list-style-type: none"> The Head of Year will be informed. Parent/caregiver will be notified. The student may spend their breaks under the supervision of the Head of Year. Detention. Persistent offences will be treated as disobedience.

Treatment of Others	Bullying/Threats – Verbal, physical, sexual/gender, social, racial, and bullying (including cyber-bullying)	<ul style="list-style-type: none"> Students will be made aware of school policy. Students will be stepped through a process to change this behaviour. Mediation, detention, reparations can be expected. Restorative processes Students may be required to undertake an anti-bullying education program. Students may be withdrawn from classes or breaks for a specified number of days. Parent/guardian will be notified. Suspension/exclusion from school may occur. Parents will ensure that inappropriate materials are removed from public view or from the internet or any electronic device. <p>Possible referral to Police.</p>
	Violence/Fighting	<p>Students suspended/excluded from school.</p> <p>Possible referral to Police.</p>
	Publishing inappropriate or abusive material about staff or school in any public or school domain including the internet.	<ul style="list-style-type: none"> Students will be instructed to remove the material from public view or the internet. Parent/guardian will be notified. <p>Students can expect to be suspended or excluded.</p>
	Contacting media outlets without the authorisation of the principal	<p>Students who contact or supply information to media outlets (or facilitate this) and this results in harm to students/staff or negative publicity for the school can expect to be excluded.</p>
Personal Conduct	Inappropriate Language Incidental Deliberate or persistent	<ul style="list-style-type: none"> Attention will be drawn to the language and the student asked to recognise its inappropriateness. The student will apologise to the offended party. The student may be asked to move away, do community service or detention. <p>Students may be suspended.</p>

	Inappropriate behaviour / dress on trips / camps / excursions / work experience	<ul style="list-style-type: none"> The normal consequences for the inappropriate behaviour / dress will be implemented where possible. If dress is deemed inappropriate, the student will be asked to change. Depending on the nature of the inappropriate behaviour/dress the student may be sent home at the guardianThe parent / guardian will be notified of the action as will a member of Executive. <p>Depending on the nature of the inappropriate behaviour the student may be excluded from attending further trips/camps/excursion for a period determined by a member of Executive after consultation with all parties concerned.</p>
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<p>Failure to wear school uniform</p>	<ul style="list-style-type: none"> • Students will be asked to change into the correct uniform. • Students may receive a detention. • Where the correct uniform is unavailable, we will negotiate a means of rectifying the uniform and a suitably safe program for the day. • Parents will be notified and arrangements made to address the concern. • Persistent failure to wear the correct uniform will lead to an interview between families and a member of Executive to develop a suitable plan for adhering to school policy. <p>Failure to comply with uniform requirements may be treated as disobedience.</p>
<p>Smoking cigarettes and/or vaping in / around the school grounds</p> <p><i>Similar consequences will occur if students are smoking at a school activity, in school uniform, or easily identified as a student of St George State High School.</i></p>	<ul style="list-style-type: none"> • A student is caught smoking, the suspension is usually 3 days. • If a student is caught for a second time, the suspension is usually 5 days. • If a student continues to smoke, he/she faces a 6 20-day suspension. • Undertake relevant health education program. <p>Students who are in the company of smokers can expect similar consequences. Choose to move away!</p>
<p>Possession of smoking materials (including vapes) in / around school grounds; while away on a school organised activity; whilst in school uniform or while easily identifiable as a St George State High School student.</p>	<ul style="list-style-type: none"> • If a student is suspected of being in possession of smoking materials, the student will be escorted to a staff member to Student Services where he / she will be requested to empty his / her bag. • If smoking materials possession, he / she will be suspended for a period of 3 days. Students will be asked to surrender the cigarettes and parents/ caregivers notified. <p>Persistent offenders will face the same consequences as a student caught smoking cigarettes for a 2nd or 3rd time.</p>
<p>Supply of drugs* on / around school grounds; while on a school organised activity; whilst in school uniform or while easily identifiable as a St George State High School student.</p>	<ul style="list-style-type: none"> • Parents / guardians will be informed as soon as practical. • Students supplying drugs or any substance they purport to be a drug are typically excluded. • Police will be appropriately involved. • Students who are in the company of those involved in a drug related incident can expect similar consequences. <p>St George State High School does not tolerate drug supply.</p>

	<p>Possession of drugs* or drug implements in / around school grounds</p> <p><i>Similar consequences will result if students are in possession while away on a school activity, in school uniform, or whilst easily identified as a St George State High School student.</i></p>	<ul style="list-style-type: none"> • If a student is suspected of being in possession of drugs or drug implements, the student will be escorted to the office. Parents / guardians will then be called. Parents will be invited to the school as soon as practical. • Students in possession of drugs or drug implements or any substance they purport to be a drug are typically excluded. • Police will be appropriately involved. • Students who are in the company of those involved in a drug related incident can expect similar consequences. • Students who are attempting to acquire drugs or drug implements can expect similar consequences. <p>St George State High School does not tolerate drug possession.</p>
	<p>Use of drugs* on / around school grounds</p> <p><i>Similar consequences will result if students use while away on a school activity, in school uniform, or easily identifiable as a St George State High School student.</i></p> <p>*Drugs may include prescription drugs, alcohol, inhalants, illicit or prohibited substances and substances purported to be a drug.</p>	<ul style="list-style-type: none"> • If a student is suspected of using a drug or being under the influence of a drug while at school the following will occur: • The student will be brought to Student Services. Parents / guardians will be notified as soon as practicable. • The student will be kept at separate from other students at school until parents arrive. They will be taken home by parents/guardians. • Where necessary, medical attention will be sought. The Executive will conduct an investigation. • Police will be appropriately involved. • Students who are under the influence of drugs at school or have used drugs at school are typically excluded. <p>Students who are in the company of those involved in a drug related incident can expect similar consequences.</p> <p>St George State High School does not tolerate drug use.</p>
	<p>Any sexually explicit act</p>	<p>Students will be counselled about socially acceptable behaviour.</p> <p>Parents will be informed.</p> <p>Students may be suspended or excluded. A report will be made to the Police.</p>

Ensuring consistent responses to inappropriate or unacceptable behaviour

Staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

School Policies

St George 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:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary Removal of Student Property

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

In determining what constitutes a reasonable time to retain student property, the principal or 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 principal's delegate determines when the temporarily removed student property can be returned, this may be the end of the day to the student or the end of the day when collection by a parent can be arranged. The timing for the return of student property will be different if it has been handed to the Queensland Police Service.

The following items are explicitly prohibited at St George 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, vape equipment, e-cigarettes)
- 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

Staff at St George 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 St George State High School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
 - is prohibited according to the St George 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
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of St George 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 St George 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
 - 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.

Use of Mobile Phones and Other Devices by Students

Responsibilities

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

Students are permitted to have their mobile phone at school if:

- the phone is off and away. All mobile phones are not to be seen and if they are seen, students will be asked to take the phone to the office for collection at the end of the school day. On the student's third indiscretion, a parent will be notified to come and pick up the mobile phone on behalf of the student

It is unacceptable for students at St George State High 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
- record images, video or audio while at school unless explicit teacher permission has been given
- post anything recorded on their mobile phone, while at school or a school event, to any social media site (e.g., Facebook).
- 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 St George State High 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.

Procedure

1. All electronic devices are **never** to be used for social media purposes while at school.
2. Mobile phones and earphones or pods may be permitted in classroom lessons or other educational activities when explicitly allowed by the teacher for educational purposes.
3. Unless the teacher has given permission, all mobiles should be off and away. Off means that mobiles are powered off, not just on silent, and away means in the student's bag or pocket.
4. A student found using their phone without permission from the classroom teacher or not in accordance with this policy will be instructed to take the phone to the office where it will be confiscated and stored safely. The student will then return with a mobile slip from the office. The device can be collected from the office at the end of the day.
5. If a student refuses to follow teacher directions, then usual school processes will be applied regarding refusal to follow directions.
6. The teacher will then record this behaviour on OneSchool as an IT infringement and refer it to the student's relevant house leader.

	Offence	Possible Consequences
First Offence	Device is visible or audible in classroom or not being used as per policy in playground	Device confiscated at office – collection to be at the end of the day
Second Offence	Device is visible or audible in classroom or not being used as per policy in playground	Device confiscated at office – collection to be at the end of the day. A lunch detention will be issued by HOD and the mobile is required to be handed into the office at the start of the day for 5 days.
Any further offences	Device is visible or audible in classroom or not being used as per policy in playground	Device confiscated at office – Parent required to collect device from the office The students are issued with an after-school detention by their HOD and the mobile is required to be handed in to the office at the start of the day for 5 days or longer.

Special circumstances

Students who require the use of a mobile device in circumstances that would contravene this policy (for example to assist with a medical condition) should negotiate arrangement with the student's Deputy Principal or principal. Students will be issued with a card to carry in this circumstance.

PLEASE NOTE:

Students are responsible for the safety of their own property.

The school does not provide insurance cover for loss, damage or theft of personal property.

Preventing and Responding to Bullying

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 St George State High School our staff will work to respond as soon as practical to any matters raised of this nature in collaboration with students and parents where required.

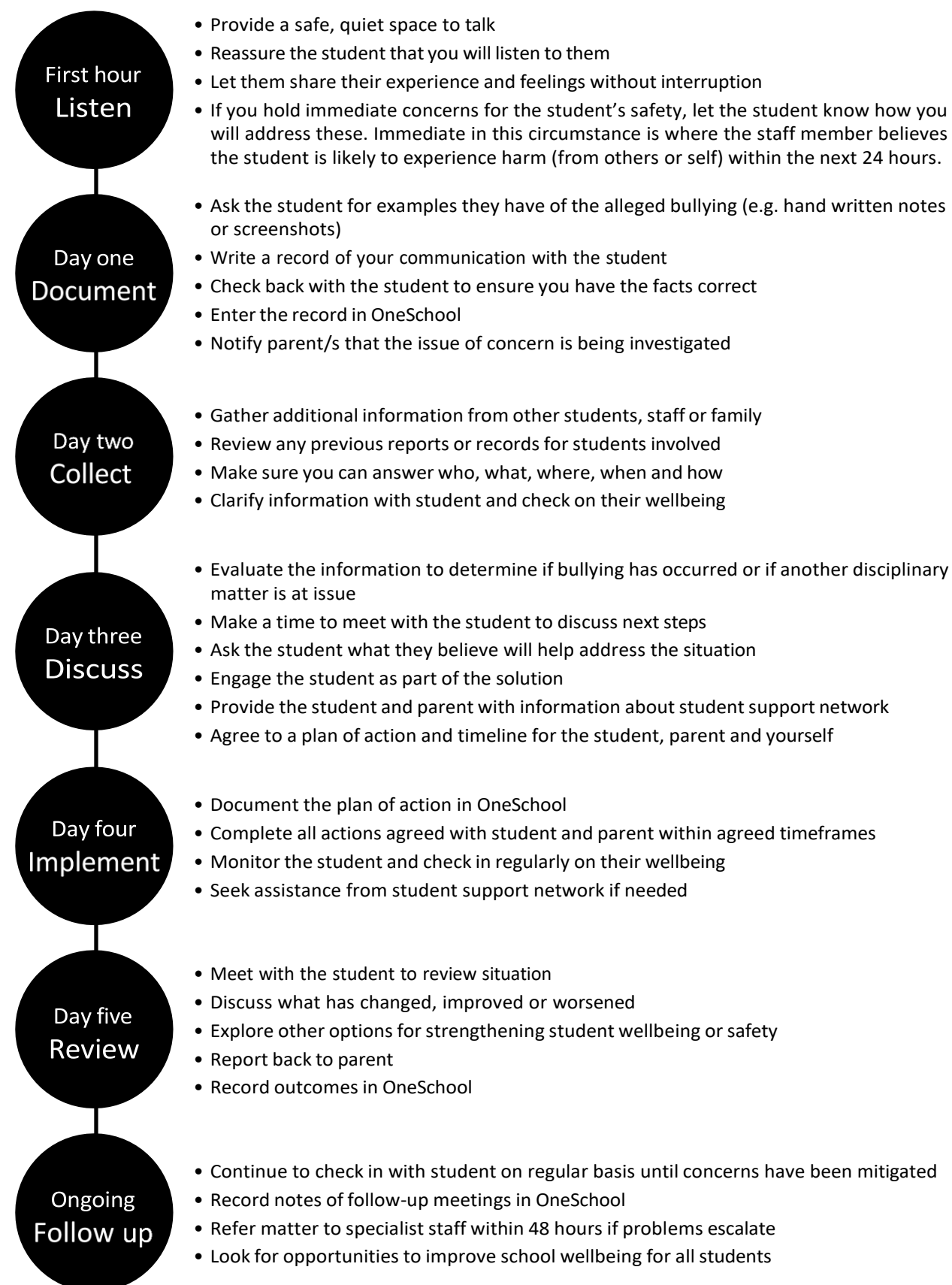
The following flowchart explains the actions St George State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

St George State High School - Bullying response chart

Please note that as explained above, not all conflicts between students constitutes bullying, if the issue is considered bullying then the following flow chart will be used. The indicated timelines may be adjusted depending on the unique circumstances and risk associated with each situation. These decisions are at the professional judgment of the staff involved.

Bullying response flowchart

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.



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the care class teacher or house leader. The students Deputy Principal can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 St George 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the student's house leader or Deputy Principal.

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 (DOE employees only) resource to assist principals in incident management.

Student Intervention and Support Services

St George State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying. Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at St George State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes 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.

St George State High School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at St George State High 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.

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? Is it positive? Is it 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.

Restrictive Practices

School staff at St George 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 rare 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 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. Table 1 summarises some of the conditions under which restrictive practises may be used at St George State High School.

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. More information can be found: <https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/restrictive-practices>

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. A Critical Incident Response form should be completed as part of this process.