Mountain Creek State School

Caring - Sharing - Learning Together

Student Code of Conduct 2024-2027

Updated May 2026

Delivering Excellence in Every State School, For Every Student

Educational achievement

Knowing and responding to each student's learning needs is essential to making sure they are on track to achieve their educational goals.

Our common goal is for every student to progress in their learning each year to achieve individual excellence, and to invest in the capability and expertise of our people to support them.

Belonging and engagement

Welcoming every student and supporting their unique needs creates a positive culture that promotes a sense of belonging, wellbeing and safety to support their engagement in learning.

Our common goal is to create positive and inclusive teaching and learning environments where all staff and students feel confident, resilient and supported to thrive.

Contact Information

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Endorsement

Principal Name:	Paul Little
Principal Signature:	
Date:	5/6/2026
P/C President and-or School Council Chair Name:	Nathan Bailey
P/C President and-or School Council Chair Signature:	
Date:	05/06/2026

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Purpose

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

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

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Mountain Creek State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. This is the reason that our school motto is ***'Caring, sharing and learning together.'***

Our motto and related school rules have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people.

Mountain Creek State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. 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.

Consultation

The consultation process used to inform the development of the Mountain Creek State School Student Code of Conduct involved stakeholders across our staff and wider community.

We regularly review our behaviour expectations to ensure that it is in line with Positive Behaviour for Learning. Initially, our PBL Committee conducted a review of our Student Code of Conduct before sharing with staff. After staff were given the opportunity to provide feedback, the Principal presented it to the P & C for feedback and endorsement.

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Data Overview

The Parent, Student and Staff Satisfaction data from the School Opinion Survey are used by school to monitor stakeholder satisfaction with practices to support student. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve. This information is shared with staff at meetings or in the staff newsletter. Outcomes are also discussed at a P and C Association and School Council meetings. This information is then used to guide areas for improvement and annual review.

Learning and Behaviour Statement

All areas of Mountain Creek State School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. This is based on the following principles:

- When students are actively engaged in learning the need for behaviour management is minimised;
- Teaching, modelling and reinforcing positive social behaviour is an important element of a student's educational experience;
- Respect, responsibility, safety and being a learner should be explicitly taught, modelled and encouraged by all members of our school community;
- Student behaviour is the responsibility of all staff and community members within our professional learning community.

The Learning, Wellbeing and Community Engagement frameworks used at Mountain Creek State School draw upon strategies and practices from Positive Behaviour for Learning (PBL) and other work such as the Zones of Regulation. PBL gives priority to the establishment of systems that support the implementation of evidence-based behaviour support practices and procedures. Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Our school uses a range of pedagogical approaches to engage students in learning. This balances the necessity of research-based data with the equally vital need to understand the strengths and needs of local students. For classroom lessons to be truly effective, educators must examine every component of the teaching process with equal resolve to improve student achievement and wellbeing.

Our school community has identified the following school rules and related values to teach and promote our high standards of behaviour:

BE SAFE
BE RESPECTFUL
BE RESPONSIBLE
BE A LEARNER

Our school rules and values have been agreed upon and endorsed by all staff and our school P and C Association. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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Consideration of Individual Circumstances

To ensure alignment with the *Student Code of Conduct* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Mountain Creek State School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- Recognising the rights of all students to:
    - Express opinions in an appropriate manner and at the appropriate time
    - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
    - Receive adjustments appropriate to their learning and/or impairment needs
    - Provide written or verbal statements that will be taken into consideration in decision-making
    - Ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

Student Support Network

Mountain Creek State School provides a wide-ranging network to help the social, emotional and physical wellbeing of students. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach school staff at Mountain Creek State School to seek assistance or advice. When further assistance is needed, general staff will provide help to ensure the student is connected to the appropriate support service or staff member such as the Guidance Officer or Chaplain.

Parents who would like more information about the student support roles and responsibilities are invited to contact their child’s Deputy Principal or the office.

Students at Mountain Creek State School are supported through positive acknowledgement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Student Support Services Team
- Teachers
- Administration Staff
- Guidance Officer
- Learning Engagement Teacher
- Advisory Visiting Teachers
- Senior Guidance Officer

Support is also available through government and community agencies, such as:

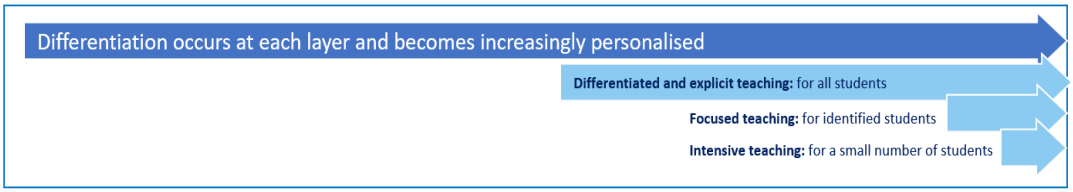
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Child Safety, Youth and Women
- Police

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- Local Council
- EVOLVE Therapeutic Services
- AIMS Team
- Laurel House
- Lifeline
- Link In Association
- Juvenile Justice
- Integrated Family and Youth Services
- Family and Child Connect
- SunnyKids

Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. Mountain Creek State School emphasises the importance of directly teaching students the behaviours expected at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students and designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour. There are three main layers to differentiation, as illustrated in the following diagram. This model is the same used for academic and pedagogical differentiation.



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The matrix below outlines our agreed rules and specific behavioural expectations.

POSITIVE BEHAVIOUR 4 LEARNING MATRIX

	ALL SETTINGS	CLASSROOM	PLAYGROUND	EATING	TOILETS
We are Safe	**R**ight Place Right Time **U**se positive language and good manners	**E**nter and exit classrooms with permission **U**se equipment safely	**W**ear a hat at break-time **P**lay in the correct areas	**E**at your own food **E**at in the Eating Area	**U**se good hygiene **K**eep water in the sink
We are Responsible	**W**ear the school uniform **K**eep my hands and feet to myself **U**se the High 5 Hand to solve Problems	**A**llow others to learn **O**rganise my belongings	**R**eturn borrowed equipment **E**nd the game when the bell goes	**P**ut rubbish in the bin **S**it during eating time **B**ring your lunch box to the eating area	**U**se the toilets for their purpose **L**eave toilets clean and tidy **R**eport problems to an adult
We are Respectful	**F**ollow adult instructions **M**ove safely around the school	**A**ctive listener **P**ut hand up to speak **L**ine up appropriately	**G**ood sportsmanship **H**elp others to learn the rules / game	**T**alk in appropriate volume **C**lean up your area **L**ine up quietly for the tuckshop	**R**espect others privacy **U**se appropriate language / volume
We are Learners	**U**se equipment Appropriately PB4L	**P**ersist with learning tasks **A**ctively participate in learning **S**eek and respond to feedback **T**ry your hardest	**F**ollow the rules of the game **A**ccept the outcome of games	**B**e ready for learning **F**ill your water bottle	**U**se the toilets during breaks **R**eturn to class promptly

These expectations are communicated to students via a number of strategies, including:

- Emergent reminders and / or behaviour teaching responding to local needs by classroom teachers;
- Reinforcement of learning from behaviour focus areas on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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Whole School Positive Behaviour Strategies

A range of proactive strategies are used at Mountain Creek State School to create a climate of positive relationships and support for students.

Orientation and Enrolment Processes

- On enrolment, the Student Code of Conduct is outlined and all parties are expected to acknowledge an enrolment agreement. New students participate in an induction process which outlines the school rules and behavioural expectations.
- Each year, classes will develop Classroom Behaviour Plans and processes. These are organised to highlight classroom rules relating to being safe, respectful, responsible and a learner for the class context. Teachers collaborate with classes to define rules and tiered consequences for non-compliance and acknowledgement for positive behaviours.

School Communication and Data

- Newsletter articles and other updates highlight achievements and positive work that students have achieved. Newsletters also contain information relating to Schoolwide Positive Behaviour.
- Parent involvement is actively encouraged through consultative networks, learning activities and celebratory events. Parent representatives meet throughout the year to share ideas and key information about school directions. The P and C Association and School Council support collaborative decision-making and teamwork.
- Records of behaviours are maintained by the school through OneSchool to help acknowledge positive behaviour and respond to trends or identified issues. School leaders and the PBL team work together to monitor this data.
- Student's participation in leadership roles such as Student Council, School Captains, House Captains and Cultural Captains. These help to build a strong collaborative culture.
- Internal forums such as weekly briefings to staff and Staff Council provide ongoing opportunities to monitor and respond to emergent needs throughout the year. Discussion and consultation ensures common expectations and agreed practice occurs in all important areas.

High Engagement

- Teaching and learning practices engage students through inclusive curriculum and effective teaching. As a professional learning community, Mountain Creek teachers utilise contemporary practices and share their learning in collaborative teams within and across year's levels and specialist areas.
- The school uses a range of research to shape it's agreed pedagogical approach. This provides consistent practice, common language and shared strategies to maximise student engagement and learning. Through maximised learning success, the risk of misbehaviour is minimised.
- Throughout the year, teachers explicitly teach and model positive behaviours by referring to the Expectations Matrix and our Creeker Code. This is further reinforced at assemblies and within newsletters.

Acknowledgement and Modelling

- To support a relationship focused culture, school assemblies are designed to revise our school motto of Caring, Sharing and Learning Together each fortnight. These are run by Year 6 students and celebrate success across the school, as well as highlighting key aspects of our Behaviour Matrix.
- During general assemblies, student awards focus on Be Safe, Be Respectful, Be Responsible and Be a Learner. These are publicly presented and acknowledged. OneSchool is used to maximise positive behaviour recording.

- Students are acknowledged for positive behaviours in the classroom and playgrounds through the use of Creeker Credits. Celebrations occur at the end of each term for those that reach the relevant milestone.
- Implementation of Classroom Behaviour Plans occurs by all teaching staff including the use of positive reward-based systems with Creeker Credits and other reward systems. These provide ongoing feedback to students.
- Student Peer Mediators are trained as part of the leadership badge program to allow Year 6 students to mentor students in lower school playground areas.

Focus Teaching and Targeted Behaviour Support:

Focused teaching and targeted behaviour support occurs around a specific setting, issue, student or group of students who are experiencing difficulties with choices and behaviour. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence of the identified behaviours.

To promote the development of acceptable standards of behaviour that are conducive to a safe, supportive and productive learning and teaching environment, Mountain Creek State School uses a range of possible strategies to match specific needs and contexts. Examples of strategies could include:

- Curriculum adjustment to modify work and / or provide individual support to promote personal responsibility, respect to others and safe behaviours.
- Organised activities and recess adjustments to minimise difficult or complex situations for the student and others.
- Supervised time out with option for participation when acknowledging expectations.
- Restricted play situations and time to promote personal responsibility, respect to others and safe behaviours.
- Referral to Buddy Class. (Used on a needs basis around the school.)
- Communication with parents/caregivers and referral to our Student Services Team for further intervention or external support.
- Implementation of daily communication card/book to monitor behaviour.
- Referral to specialists to consider Individual Behaviour Support Plans.
- Referral to Guidance Officer for assessment, preliminary counselling and behavioural support
- A range of support – Support Teacher, Teacher Aide or administrator assistance
- Modified timetable
- Adjusted seating arrangements within the classroom.

Parent involvement supports success. Parent interviews with the class teacher, students, Principal, Head of Special Education Services (HOSES) or Deputy Principals are focussed on a united approach to setting a more positive pattern of behaviour. The strategies listed for targeted behaviour support are not exhaustive or mandatory. They provide examples of support that can be considered, depending on student needs and the context.

Intensive Teaching and Behaviour support:

Mountain Creek State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Despite whole-school and targeted behaviour support practices within the school, some students may still display on-going inappropriate behaviour and need intensive behaviour support.

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Students requiring intensive behaviour support are case managed by a member of the administration team or specialist staff who initiates and oversees an *Individual Behaviour Support Plan (Intensive)* for the student. Generally, the Case Manager would be a Deputy Principal, Head of Student Services or the Guidance Officer. Effective communication amongst all stakeholders is essential at this level. Possible strategies at this level may include:

- Use of Part-time Educational Program Plans or Flexible Arrangements.
- Development of an (Intensive) Individual Behaviour Support Plan (IIBSP).
- Specific behavioural skill/s and self-management instruction to maximise success.
- Major modification of curriculum to improve behaviour choices and learning outcomes.
- Involvement of support staff from the school, district office and external agencies.
- Ongoing contact with parent / caregiver.
- Provision of staff professional learning and support to maximise support skills.
- Procedures for ongoing monitoring, data collection, assessment and evaluation.
- Implementation of the school's Critical Incident Plan where necessary.

Disciplinary Consequences

Mountain Creek State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Data is recorded on OneSchool (departmental database) at times for some minor and all major problem behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens-if considered necessary the report should be provided to the student's own class teacher
- **Major** problem behaviour is referred regularly to the school Administration team

Minor behaviours are those that:

- may be managed by the Essential Skills for Classroom Management.
- are minor breaches of the school rules.
- do not seriously harm others or cause you to suspect that the student may be harmed.
- do not violate the rights of others in any other serious way.
- are not part of a pattern of problem behaviours.
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

- a re-direction procedure. The staff member may reflect on behaviour choices by:
  1. naming the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

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Major behaviours **(including those that may happen at home but impact at school)** are those that:

- could not been resolved by the Essential Skills for Classroom Management
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members state the major problem behaviour and remind the student of expected school behaviour. The staff member notifies a school leader so they can manage the situation. The referral will be recorded in OneSchool by a staff member.

Major problem behaviours may result in the following consequences:

- Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, withdrawal to buddy class or warning regarding future consequence for repeated offence.
- Parent contact, referral to Guidance Officer, referral to Student Services Team, suspension from school.
- Students who engage in very serious problem behaviours such as significant non-compliance that impacts upon the safety of members of the school community, major violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension.
- Student Disciplinary Absences (e.g. suspension) will be used after consideration has been given to all other responses. In these cases, a re-entry must occur before students re-start at school with a member of the admin team.

Outcomes cannot be predetermined as they are dependent upon the context for the behaviour and individual circumstances. These factors are considerations when determining consequences. Equally, these factors are not a premise for not adhering to behaviour expectations.

The following table outlines examples of major and minor problem behaviours:



Mountain Creek State School PBL Major Minor Behaviour Matrix

Behaviour Category	Definition	Minor Example Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option	Major Example Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff	Non-Example
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Negative, non-malicious verbal statements not directed at others. • "Shut up."; "Idiot" • muttering under breath • Swearing at no one in particular	Intentional verbal statements directed at others. These high intensity verbal messages are directed at other groups or individuals to cause harm. • offensive language • aggressive language • verbal abuse • swearing at staff or students • threatening behaviours	• Saying 'I won't be your friend' • Saying 'I am going to tell my mum on you' • A student using a swear word after stubbing their toe • Telling a student to stop being stupid
Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Engaging in cheating that does not involve any other person to gain academic advantage. • Copying work in general classroom activities (not assessment) • Obvious Parent / Carer involvement	Deliberately engaging in behaviours to gain academic advantage in assessments. • Plagiarism • Disclosing/receiving and using assessment information • Use of Chat GPT	• Using another student's work to 'catch up' after being absent • Looking at a peer's work for assistance
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	No minor examples of bomb threat	ALL Bomb Threats and false alarms are to be dealt with by administration.	
Bullying	Student engages in deliberate repeated verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	No minor examples of bullying. Refer to harassment.	Repeated inappropriate physical, verbal and emotional intimidation towards another student/s. Behaviour may be face-to-face, non-verbal or online. • comments may be based on ability, race, religion, gender or ethnicity • sustained targeting (physical, written, verbal) of the same individual	• One off fighting with another individual • One off name calling i.e. "you are stupid'
Defiance	Student refuses to follow directions given by school staff.	Low intensity, brief failure to follow directions. Refusal to complete set tasks. • failure to respond to adult request with limited impact on others	Repeated and continuous refusal to follow directions or participate in classroom procedures after reminders and redirections. These behaviours interrupts teaching or learning. • Repeated refusal to follow instructions after take up time • failure to respond to adult request which impacts learning or safety • Repeatedly playing in out of bounds area	• Student begins to comply before reaching office referral • Comment made by student, 'I cannot do this. This is stupid.'
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	• Mimicking • Speaking rudely to an adult • Back-chatting when given instruction	• Being rude to visitors in school or public place • Repeated and continual refusal to address minor behaviours	• Comment made by student, 'I cannot do this. This is stupid.' • Not responding to a visitor for fear of stranger danger
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Behaviour that causes a lesson to be interrupted; low intensity, inappropriate disruption. • calling out • tapping • repeated noise • walking around the classroom distracting others • talking to friends during learning time	Behaviour that causes a lesson to stop continuously and is a major disruption to class; deliberate and repeated behaviour causing an interruption in a class or playground. • yelling or screaming • sustained out of seat behaviour • not responding to warning or interventions	• Excited calling out an answer • Isolated incidence of calling out or talking • Getting up in the middle of lesson to sharpen a pencil without disrupting others
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	Student wears non regulation school items or does not have a hat for outside play or activities. • wearing the wrong-coloured jumper	Student persistently wears non-regulation or offensive items.	• Out of uniform, accompanied by a note or message from parent

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		• incorrect shoes • wearing nail polish or jewellery • no hat when not undercover	• wearing non-school clothing without principal permission • shirt with an offensive logo • wearing clothing or items that are not part of the uniform policy (Clarify uniform policy)	• Makeup worn as a part of costume or prop • Having to wear unsafe clothing (singlet or thongs) which was beyond control of the student
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.		Forging Parent/Caregivers signatures	
Fighting	Student is involved in mutual participation in an incident involving physical violence.	• Intentionally tackling or jumping on another person in the course of a game	• Intentionally assaulting (punching, kicking, grabbing) another student. • Intentionally and maliciously spitting on another person (Procedure for managing playground behaviours)	• Accidently landing on or being pushed into someone during the course of a game
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Inappropriate minor behaviour towards another student. • teasing • put downs • name calling in a game • being an active bystander	All forms of repeated harassment • Sexual harassment • Racial harassment • Disability • Body shaming • Dacking	
Other - charge related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.		Principal discretion (MCSS Student Code of Conduct)	
Physical aggression	Student **intentionally** engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Student engages in non-serious but inappropriate physical contact • Careless contact while playing games • Using hands, feet, body or object to annoy another (e.g. poking, tapping)	Using hands, feet, body or object to purposefully harm another person. • Hitting, punching, kicking, throwing objects, tackling, spitting, aggressive retaliation, rough and physical play • Encouraging and inciting others in conflict and joining in	Accidently landing on or being pushed into someone during the course of a game
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	• Snapping or breaking equipment, either their own or others • Using scissors to cut their own/ other clothes and property. • drawing on another person's work • littering	Wilful damage of property • Deliberately kicking a hole in the wall • damaging toilet facilities • intentional vandalism/graffiti • Destroying theirs or others work • Writing / drawing in library books	• Throwing or kicking own school bag • Falling or being pushed into a wall causing damage
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Using an item for something other than its intended purpose • taking another person's pencil • using a water bottle as a football	Using an item for something other than its intended purpose causing damage • breaking items with intent • possession of weapons, e.g. sticks • hitting another person intentionally with an object • cutting clothing or hair • throwing sticks or stones • wandering through school grounds with an object to harm or intimidate others.	
Refusal to participate in the educational	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Low-level safety violation not involving or hurting any other individuals or groups. • Work avoidance	Frequent unsafe activities where injury may occur or continuous refusal to follow or participate in classrooms procedures after reminders and redirections.	• Begins to comply before reaching office referral

		• incorrect shoes • wearing nail polish or jewellery • no hat when not undercover	• wearing non-school clothing without principal permission • shirt with an offensive logo • wearing clothing or items that are not part of the uniform policy (Clarify uniform policy)	• Makeup worn as a part of costume or prop • Having to wear unsafe clothing (singlet or thongs) which was beyond control of the student
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.		Forging Parent/Caregivers signatures	
Fighting	Student is involved in mutual participation in an incident involving physical violence.	• Intentionally tackling or jumping on another person in the course of a game	• Intentionally assaulting (punching, kicking, grabbing) another student. • Intentionally and maliciously spitting on another person (Procedure for managing playground behaviours)	• Accidently landing on or being pushed into someone during the course of a game
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Inappropriate minor behaviour towards another student. • teasing • put downs • name calling in a game • being an active bystander	All forms of repeated harassment • Sexual harassment • Racial harassment • Disability • Body shaming • Dacking	
Other - charge related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.		Principal discretion (MCSS Student Code of Conduct)	
Physical aggression	Student **intentionally** engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Student engages in non-serious but inappropriate physical contact • Careless contact while playing games • Using hands, feet, body or object to annoy another (e.g. poking, tapping)	Using hands, feet, body or object to purposefully harm another person. • Hitting, punching, kicking, throwing objects, tackling, spitting, aggressive retaliation, rough and physical play • Encouraging and inciting others in conflict and joining in	Accidently landing on or being pushed into someone during the course of a game
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	• Snapping or breaking equipment, either their own or others • Using scissors to cut their own/ other clothes and property. • drawing on another person's work • littering	Wilful damage of property • Deliberately kicking a hole in the wall • damaging toilet facilities • intentional vandalism/graffiti • Destroying theirs or others work • Writing / drawing in library books	• Throwing or kicking own school bag • Falling or being pushed into a wall causing damage
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Using an item for something other than its intended purpose • taking another person's pencil • using a water bottle as a football	Using an item for something other than its intended purpose causing damage • breaking items with intent • possession of weapons, e.g. sticks • hitting another person intentionally with an object • cutting clothing or hair • throwing sticks or stones • wandering through school grounds with an object to harm or intimidate others.	
Refusal to participate in the educational	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Low-level safety violation not involving or hurting any other individuals or groups. • Work avoidance	Frequent unsafe activities where injury may occur or continuous refusal to follow or participate in classrooms procedures after reminders and redirections.	• Begins to comply before reaching office referral

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Relating problem behaviours to expected school behaviours

When responding to problem behaviours, staff members strive for students to understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- Refer to the Matrix to articulate the relevant expected school behaviour.
- Explain how their behaviour differs from expected school behaviour,
- Describe the likely consequences if the problem behaviour continues; and
- Identify what they will do to change their behaviour in line with expected school behaviour.

Dealing with unexpected situations or emergency situations

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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.
- 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.
- Approach the student in a non-threatening manner
- Move slowly and deliberately toward the situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
    - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
    - Assisting the individual 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.
    - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Dealing with Complex and Diverse Needs

The school leadership and support teams work in consultation with student support networks to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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 Mountain Creek State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Re-entry following suspension

Students who are suspended from Mountain Creek State 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 parent/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.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Mountain Creek State 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 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 Mountain Creek State School and will be removed if found in a student's possession:

- illegal items or weapons
- potentially dangerous items (e.g. blades, rope) including drugs and 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. racism, pornography, extremist propaganda).

Note: 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**).

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Responsibilities

State school staff at Mountain Creek State School:

- do not require the student's consent to search school property such as 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 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 Mountain Creek State School:

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

Students of Mountain Creek State School:

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

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Use of mobile phones and other devices by students

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage, theft or inappropriate use. Mobile phones are to be handed into the office and smart watches are to be disconnected during the school day. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Devices potentially containing evidence of criminal offences may 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.

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 Mountain Creek State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (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[1] 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
- Breach of this policy may be subject to discipline (including suspension or exclusion processes).

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 QPS.

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Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to 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.

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.

* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, 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.*

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Preventing and responding to bullying

Purpose

1. Mountain Creek State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - 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 in Mountain Creek 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 behaviours will not be tolerated at Mountain Creek State School including name-calling, taunting, mocking, offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, any bullying behaviour whether at home or at school that impacts on teaching and learning, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Mountain Creek State School there is broad agreement among students, staff and parents that bullying is 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 response 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 Mountain Creek State School are an addition to our already research-validated schoolwide positive behaviour support processes. This

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means that all students are being made aware of expected school behaviours and receiving high levels of social acknowledgement for doing so. Reminders about bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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
    - All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
    - All 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
    - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all 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. Support can be offered through the Guidance Officer and School Chaplain when students experience bullying behaviour either as a person being bullied, the person bullying or are being a bystander.

10. 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 Mountain Creek State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

11. It is critical that bullying reports are made appropriately. Students are taught that they must report bullying to either their class teacher or the Principal or Deputy Principal. The bullying report should be in the following format… e.g. “Mr Smith… Jason has been bullying me, can you help me please.”

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Acknowledgement of Age Requirements for Social Media

Age limits for social media networks such as FaceBook and Instagram are publicised stating that users must be at least 16 years of age. It is an expectation of the school that students adhere to this at school. Families should also acknowledge this requirement to avoid exposing students to difficult social media issues at a young age. Where age requirements are not followed, the school cannot resolve outcomes and secondary behaviours from involvement in such activities as families have chosen to disregard information provided.

Referenced at
http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/cyberbullying-reputation-management-guidelines.pdf

A Bullying Response Overview

Staff will meet with the student and begin to investigate the bullying allegation. (Any immediate concerns for student wellbeing or safety will be addressed in accordance with Student Protection Guide).



Student to provide examples of bullying to staff, while staff member makes record of communication with student. Staff member will communicate with parents.



Staff will continue investigating allegations through communication with other students and staff. Staff will monitor the wellbeing of students involved.



Staff will carefully consider all information presented and discuss the bullying situation, outcome and support networks with relevant stakeholders.



When deemed necessary, a plan of action will be written and recorded on OneSchool. Staff will continue to check in and monitor student wellbeing, and as appropriate, discuss with all relevant stakeholders.

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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.

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Restrictive Practices

School staff at Mountain Creek 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 Queensland Department of Education'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.

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Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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