



Seville Road State School

Student Code of Conduct

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Contact Information

Postal address: 54-84 Oates Avenue
Holland Park QLD 4121

Phone: 07 3347 6111

Email: admin@sevilleroadss.eq.edu.au

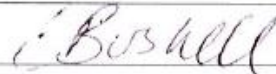
School website address: <https://sevilleroadss.eq.edu.au/>

Contact Person: Corinne Bushell (Principal)

Endorsement

Principal Name: Corinne Bushell

Principal Signature:



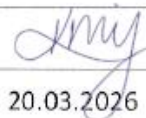
Date:

13.03.2026

P/C President and-or School Council Chair Name:

Kassie Vickery

P/C President and-or School Council Chair Signature:



Date:

20.03.2026

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Purpose

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

The *Seville Road State School Student Code of Conduct* outlines the responsibilities and processes used within our school to promote a positive, productive, and consistent whole-school approach to behaviour and learning.

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

Whole School Approach to Discipline

Seville Road State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

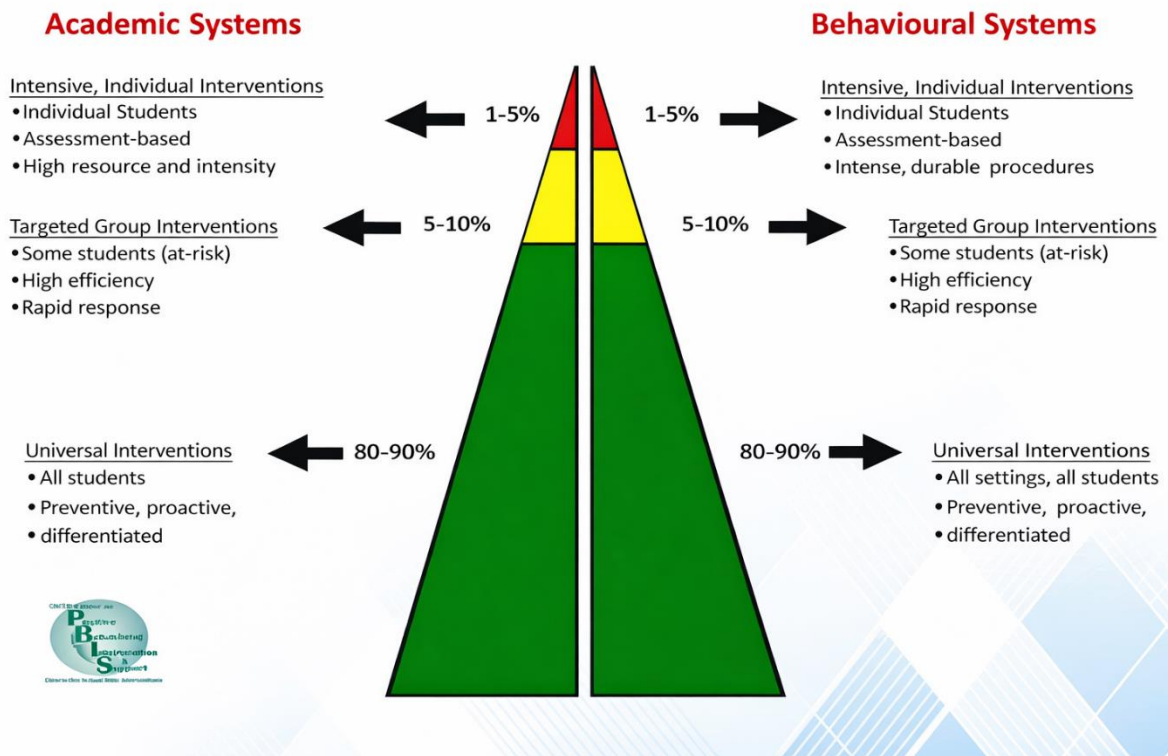
At Seville Road State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the *Seville Road State School Student Code of Conduct* is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

Multi Tiered Systems of Support

Seville Road State School uses a Multi-Tiered System of Support (MTSS) to ensure all students receive the right level of academic and behavioural support. This approach provides universal strategies for all students, targeted interventions for some, and intensive, individualised support for a few.



Tier	Prevention Description
<p style="text-align: center;">1</p> <p style="text-align: center;">Universal</p>	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • Explicitly teaching skills (data based planning) • Regular and consistent communication of expectations • Buzzies – rewards system • Collaborative classroom rule development • Collaborative classroom possible rewards and consequences • Engagement norms • Classroom routines

Tier	Prevention Description
<p style="text-align: center;">2 Targetted</p>	<p>Targetted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each student/groups of students, they may include:</p> <ul style="list-style-type: none"> • Targetted in class intervention; re-teaching • Small group SAS program sessions • Check-In and Check-Out • SST Referral process <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p style="text-align: center;">3 Intensive</p>	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour, their Function of Behaviour. The types of interventions offered at this level will vary according to the results of these FBA and individual needs, they may include:</p> <ul style="list-style-type: none"> • Escalations Cycles • Individual Behaviour Plans • Managed Attendance Plans • Complex Case Management • Stakeholder Teams • One on One support for intensive support <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

PBL Expectations

Students

Expectations

Seville Road State School has three clearly defined behavioural expectations.

- We are Respectful
- We are Responsible
- We are Safe

A matrix is developed and clearly describes the rules that support students to display these expectations. This Behaviour Expectations Matrix is displayed throughout the school and classrooms. It is continuously updated. (Matrix 2026)



We...

SEVILLE ROAD STATE SCHOOL

BEHAVIOUR EXPECTATION MATRIX

	All times	Learning times	Break times	Wellbeing
Be Respectful 	<input type="checkbox"/> Follow instructions from all adults first time <input type="checkbox"/> Use appropriate communication <input type="checkbox"/> Look after the school environment <input type="checkbox"/> Wear the school uniform correctly	<input type="checkbox"/> Listen to others and their opinions <input type="checkbox"/> Respect other's right to learn <input type="checkbox"/> Look after our own and school resources	<input type="checkbox"/> Stay seated in our eating area <input type="checkbox"/> Wait for permission before leaving the eating areas	<input type="checkbox"/> Use manners <input type="checkbox"/> Give everyone their personal space <input type="checkbox"/> Treat everyone with respect
Be Responsible 	<input type="checkbox"/> Accept the consequences of our choices <input type="checkbox"/> Leave personal items at home <input type="checkbox"/> Problem solve	<input type="checkbox"/> Have our resources ready for learning <input type="checkbox"/> Actively engage in learning	<input type="checkbox"/> Use toilets appropriately <input type="checkbox"/> Follow the agreed rules of games/activities <input type="checkbox"/> Look after belongings and move responsibly when the bell goes	<input type="checkbox"/> Apologise when we hurt other's feelings <input type="checkbox"/> Recognise our feelings and use strategies before reacting
Be Safe 	<input type="checkbox"/> Stay in the right place at the right time <input type="checkbox"/> Keep our hands, feet and objects to ourselves <input type="checkbox"/> Walk safely and calmly around the school	<input type="checkbox"/> Use technology safely, respectfully and appropriately <input type="checkbox"/> Only enter and exit a classroom with permission	<input type="checkbox"/> Be sun safe <input type="checkbox"/> Play in visible, supervised areas <input type="checkbox"/> Use playground and play equipment correctly <input type="checkbox"/> Play appropriate games	<input type="checkbox"/> Communicate respectfully when we are angry or upset

Values

Seville Road State School has three agreed values.

- We are Honest
- We are Kind
- We are Creative

Agreed practices

Classroom Expectations

- Display Expectations Matrix, Preventative Hive, Minor + Major Chart, PBL Reward Menu
- Classroom collaborative rules and possible rewards + consequences

Explicit Teaching

- Whole school lessons taught at an agreed time
- Lessons are planned using incident data

Reinforcements, Rewards and Celebrations

- Descriptive feedback “Wonderful to see you being safe by walking in the eating area.”
- Provide tokens or Class Dojo points with descriptive feedback
- Students use their points to purchase rewards at the weekly Buzzie Shop
- At the end of each term the whole school celebrates the positive behaviours displayed throughout the term

Preventative Hive

- All staff use the proactive strategies within The Hive to support students in displaying positive behaviours.

Major and Minor Behaviour Chart

- Aligned to the incidents in OneSchool, a list of minor and major with possible consequences has been collaboratively developed to provide clarity of high expectations and potential consequences.



Expected Communication and Behaviours of Parents, Carers and Staff

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same expectations and values in place for students: Be Respectful, Be Responsible and Be Safe.

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

CONTACT	BEHAVIOUR
<p>Telephone Calls</p> <ul style="list-style-type: none"> Used for urgent communications and to discuss specific concerns or issues regarding a student 	<p>Respectful Communication</p> <ul style="list-style-type: none"> Speak calmly and politely with staff, students and other parents Communicate with teachers at an agreed time outside of teaching hours
<p>Email</p> <ul style="list-style-type: none"> For non-urgent queries, updates and information sharing School staff will always use their school email address and adhere to our data protection policy 	<p>Positive Role Modelling</p> <ul style="list-style-type: none"> Demonstrate kindness, patience and understanding – students learn from adult behaviour
<p>Text Messages</p> <ul style="list-style-type: none"> Sent only from the central school admin system for important reminders and announcements 	<p>Confidentiality</p> <ul style="list-style-type: none"> Respect the privacy of other families and staff Do not share personal information without consent The school must follow our data protection policy and therefore cannot share personal information about other people with you
<p>Meetings</p> <p>Will be scheduled to:</p> <ul style="list-style-type: none"> Discuss student progress Address concerns Foster collaborative relationships <p>In person meetings must be pre-arranged by appointment only</p>	<p>Constructive Feedback</p> <ul style="list-style-type: none"> Raise concerns through the proper channels Request a discussion with staff at a mutually convenient time rather than attempting to discuss issues in a public place, or without prior preparation (on the part of staff) Be calm and respectful at all times
<p>General Updates</p> <ul style="list-style-type: none"> School-based systems: text messages, eflash Newsletter Direct communication between teachers and parents/carers e.g. email, phone calls Social media School website 	<p>Unacceptable Behaviours</p> <ul style="list-style-type: none"> The school takes a zero-tolerance approach towards: <ul style="list-style-type: none"> Aggressive or abusive behaviour – this includes threats of physical violence, verbal abuse, derogatory remarks Unreasonable demands – insisting on speaking with staff, continuous phone calls or emails Unreasonable persistence – persistent refusal to accept explanations given, disagreeing with decisions

Consideration of Individual Circumstances

Staff at Seville Road State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

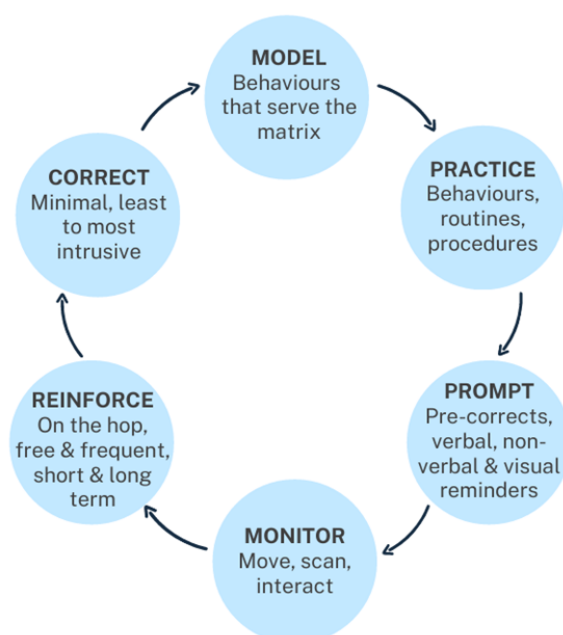
Differentiation and Explicit Teaching

Tier 1 forms the foundation of the Positive Behaviour for Learning (PBL) framework and is implemented for all students. At Seville Road State School, behavioural expectations are explicitly taught, modelled, and practised as part of everyday classroom and school routines. This teaching is integrated across settings and revisited throughout the year to ensure behaviours are understood and maintained.

Differentiated instruction at this level means teachers vary how behaviour expectations are taught and reinforced based on student needs. Using ongoing behaviour data, staff identify patterns, provide timely reteaching, and plan for inclusive, responsive instruction. Visual cues, clear routines, and regular whole-class practice support consistency. Teachers also provide frequent feedback and actively recognise students who demonstrate the school's expectations through praise, certificates, and the 'Buzzies' reward system.

According to Sugai and Horner (2006), when Tier 1 is implemented with fidelity, it leads to improved school climate, reduced disruptive behaviour, and better academic outcomes. At Seville Road State School, Tier 1 creates a consistent, positive learning environment where all students are set up for success.

Behaviour is taught through an explicit teaching cycle. This cycle includes modelling the expected behaviour, providing guided practice, prompting as needed, monitoring student performance, reinforcing correct behaviour, and correcting when necessary. Weekly focus rules are selected using school incident data and aligned with the PBL Expectations Matrix. All classes explicitly teach the same behaviour lesson, ensuring consistency across the school. The focus is presented on parade, reinforced in classrooms and playgrounds throughout the week, displayed prominently in every learning space, and shared with families via Facebook to strengthen home-school connections.



Focussed Teaching

Focussed Teaching supports approximately 10–15% of students who need more help than Tier 1 provides. These students may have difficulty meeting behavioural expectations during certain times of the day or within specific learning contexts. Focused Teaching offers them more opportunities to practise key skills and receive timely, targeted feedback to build success.

At Seville Road State School, Tier 2 supports are delivered in small groups and are designed to be efficient, low-burden for teachers, and easy to implement alongside classroom routines. Interventions address specific skill deficits such as emotional regulation, social interaction, or attention to task. Strategies may include “Check-In and Check-Out,” social skills groups, or structured mentoring. These supports are aligned with the school’s PBL Expectations Matrix and build directly on Tier 1 instruction.

Research (Crone, Hawken & Horner, 2010) shows that when targeted interventions are linked to school-wide expectations and closely monitored, they significantly improve student behaviour and engagement. Focused Teaching also acts as an early intervention tool and helps identify students who may benefit from Tier 3 intensive supports.

Support staff, including specialists in learning, language and behaviour, work collaboratively with classroom teachers to plan, deliver, and monitor these interventions. Student progress is tracked regularly to determine whether they no longer require additional support, need ongoing focused teaching, or should be referred for intensive support.

The Student Support Network at Seville Road State School plays a key role in coordinating and delivering these targeted services to ensure students receive the help they need when they need it.

Intensive Teaching

Intensive Teaching supports approximately 2–5% of students who have ongoing and complex behavioural needs that are not met through universal or targeted supports. These students may require frequent and individualised instruction, either in very small groups or one-on-one, to develop and master essential behaviour skills.

At Seville Road State School, Tier 3 interventions are informed by data and grounded in a Functional Behaviour Assessment (FBA). This process helps staff understand the purpose and triggers behind a student’s behaviour. Based on the FBA, an Individual Behaviour Support Plan (IBSP) is developed in collaboration with the student, their family, classroom teachers, and specialist staff. These plans focus on preventing triggers, explicitly teaching alternative behaviours, and reinforcing positive behaviour choices.

Intensive interventions may be short-term or ongoing, depending on the student’s needs. Supports can include managed attendance plans, escalation cycle strategies, mentoring, or multi-agency involvement. Students at this level are typically assigned a dedicated case manager to coordinate their support and ensure clear communication between all stakeholders.

Research (Lewis et al., 2017) confirms that high-quality, function-based interventions significantly improve behavioural outcomes, engagement, and wellbeing. Tier 3 support is not only highly individualised, but also regularly reviewed and adjusted to ensure it remains effective and sustainable. It reflects the school’s commitment to inclusive education and to removing barriers to learning for every student.

Disciplinary Consequences

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

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

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

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

The differentiated responses to problem behaviour can be organised into 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.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat.”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question.”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you.”)
- Explicit behavioural instructions (e.g. “Pick up your pencil.”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Restorative Discussion within play period
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check-In Check-Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network 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 and is suspended from school until the charge has been dealt with by the relevant justice authorities)
- 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 Seville Road State School, the use of any SDA is considered a very serious decision. Reasons for SDA include:

- Disobedience
- Misbehaviour
- Conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school
- Conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school

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 Seville Road State School will be required 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 parents/carers, 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 consequence 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, and provide support for the student to assist in their successful re-engagement in school following suspension

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone or via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only key staff attending with the student and their parents/carers.

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

Structure

The structure of the re-entry meeting will follow a set agenda. If additional items are raised for discussion, a separate arrangement will need to be made to meet with the parent/s at a later date and time. This meeting will be narrowly focussed on making the student and their family feel welcome back into the school community.

The agenda for the re-entry meeting:

- Welcome back to school
- Check-in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. Guidance Officer)
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

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

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

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

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

Responsibilities

State school staff at Seville Road State 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 (e.g. 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 Seville Road State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Seville Road 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 Seville Road 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 Seville Road 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 that it is available for collection.

Use of mobile phones and other devices by students

At Seville Road State School, bringing mobile phones and/or devices is not encouraged due to the potential for theft, damage, loss or general disruption. ***From Term 1 2024, all Queensland State School students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.***

It is understood that students may need to bring a personal mobile phone into the school, particularly if they are travelling independently to and from school, however, the school does not acknowledge the requirement of students to wear smart technology and as such, we advise all wearable technology is to remain at home.

Students must hand all mobile phones, personal technology devices or other digital devices to administration upon arrival to school and must have them switched off. They are signed in directly upon arrival each day where they will be securely stored during school hours. At the end of the school day or when departing school, a sign out process will indicate the device has been collected. Once students enter the school gates, mobile phones and devices are not to be used. No mobile phones or other digital devices are to be left in bags or taken into classrooms through the day.



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

It is **acceptable** for students at Seville Road State School to:

- use mobile phones or other devices for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Seville Road State School to:

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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Seville Road State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Seville Road State School has a **Student Leadership Forum** (Student Council), with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Seville Road State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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 (e.g. 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 Seville Road State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Seville Road State School – Bullying Response Flowchart for Teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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

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

Seville Road State School Cyberbullying Flowchart for School Staff

How to manage online incidents that impact your school

Student protection

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

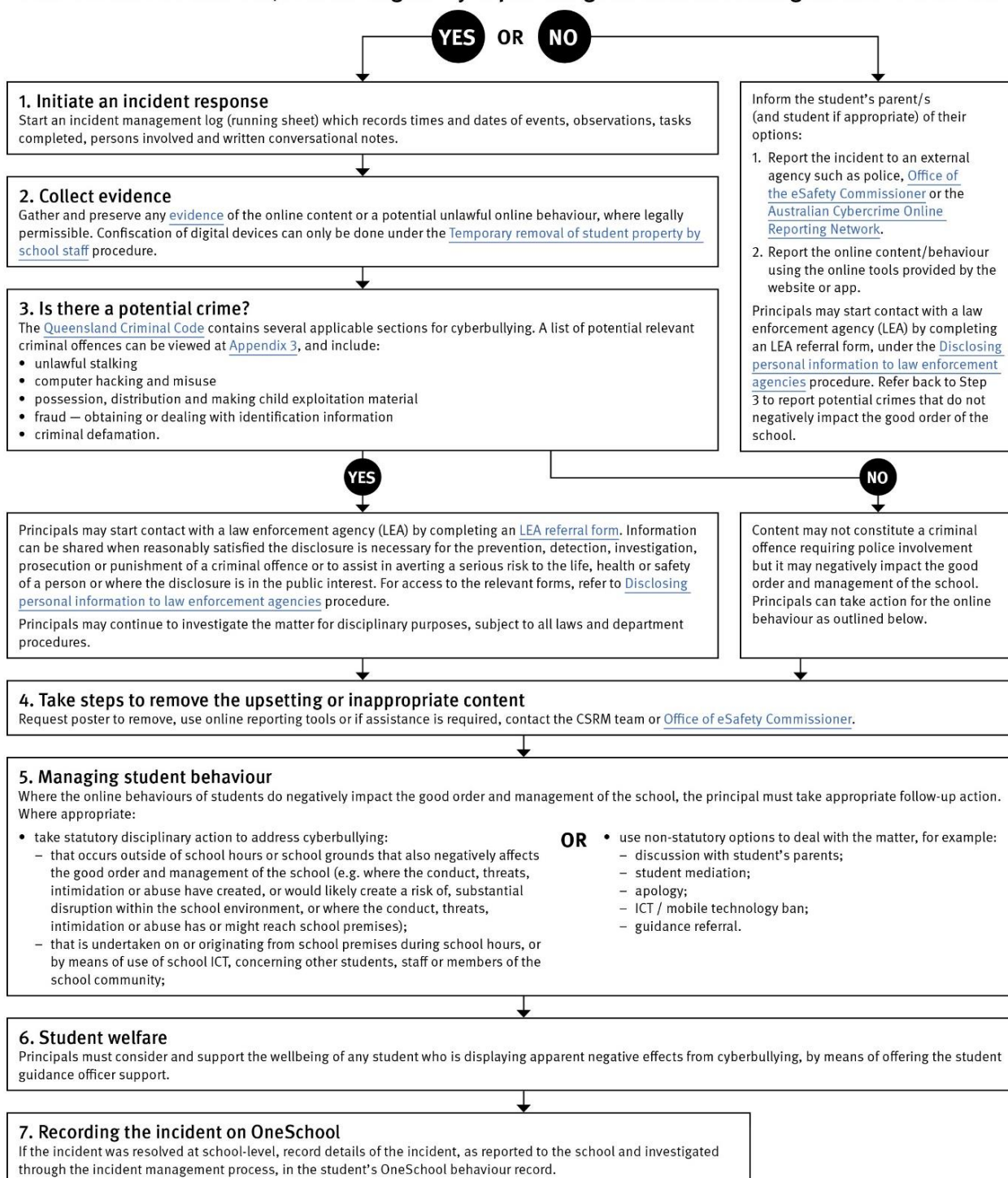
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Team 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 Seville Road State 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Seville Road State School – Anti Bullying Compact

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

Seville Road State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

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

Student's signature:

Parent's signature:

School representative's signature:

Date:

Appropriate Use of Social Media

The internet, mobile phones and social media provide wonderful opportunities for students to be creative and socialise online. When used safely, social media sites and apps can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes and have the potential to cause pain and suffering to individuals, groups or even whole communities.

From 10 December 2025, Australian children under 16 can no longer create or keep social media accounts under new federal laws established by the eSafety commissioner. This isn't a ban – it's a delay to help young people develop safer, healthier digital habits. Social media platforms, such as Facebook and YouTube, will remain blocked for all students while using the school's network during school hours.

Seville Road State School expects all mobile devices to be signed into administration daily. Social media sites and apps are not to be accessed or available during school time.

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 stay 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 (Cwth) 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.

School Uniform Policy

Seville Road State School's dress code aims to contribute to a safe and supportive teaching and learning environment through:

- ready identification of students and non-students at school
- fostering a sense of belonging
- developing mutual respect among students by minimising visible evidence of economic or social differences.

The school community, represented by the Parents and Citizens Association and the school staff, supports our school dress code.

Children without a sun safe hat will be restricted to shaded areas during recesses and will not be permitted to participate in outdoor activities.

Shirt	<ul style="list-style-type: none"> • Blue emblem polo shirt
Bottoms	<ul style="list-style-type: none"> • Royal blue shorts, skort or skirt • Leggings are permitted to be worn under any of the bottoms (royal blue or navy)
Winter option	<ul style="list-style-type: none"> • Blue emblem polo shirt with royal blue tracksuit bottoms • Royal blue jumper
Hats	<ul style="list-style-type: none"> • Blue sun safe hat
Shoes	<ul style="list-style-type: none"> • Enclosed black leather shoes or joggers that are lace up or velcro
Socks	<ul style="list-style-type: none"> • Plain white crew or quarter crew socks
Hair	<ul style="list-style-type: none"> • Hair should be clean, tidy, and styled in a way that keeps it out of the eyes to support learning and play. To keep things fair and distraction-free, we ask that students avoid extreme hairstyles, unnatural colours and accessories. • Appropriate ribbons, clips and hair ties are permitted in our school colours. Long hair, past the shoulders, should be tied back for safety and hygiene.
Jewellery	<ul style="list-style-type: none"> • Jewellery is restricted under Workplace Health and Safety legislation to: <ul style="list-style-type: none"> – a watch – a signet ring – a medical bracelet or chain – one set of small ear studs or sleepers – religious medallion worn inside clothing
Makeup	<ul style="list-style-type: none"> • Students should not wear any makeup to school – exemptions include cultural or medical needs. • Coloured nail polish is not appropriate for school – students are permitted to wear clear nail polish.

School Hours

We request that students do not arrive at school prior to 8:20am. Students are to assemble underneath the multipurpose area.

Prep students are to be dropped off and picked up at their classroom by a trusted adult each morning and afternoon. Please arrange with their classroom teacher if they have a responsible older sibling who will be dropping them off or picking them up.

Accessing Before/After School Care?

Seville Road State School parenters with After The Bell Outside School Hours Care Program to provide care for students before and after school care.

What if my child is late for school?

Students who arrive at school late should report to the office for a late slip before going to class.

What if I need to pick up my child early?

Students who are required to leave school early must be first signed out at the office by their parent/carer.

Below are a list of main bell times and their purpose

8:00am	School office opens
8:30am	Supervision is provided Breakfast club opens – available every morning until 8:45am
8:50am bell	Students assemble in safety lines
8:50am	Morning Session
11:00am	First break
11:45am	Middle Session
1:15pm	Second break
2:00pm	Last Session
3:00pm	School finishes
3:15pm	Students must leave school grounds
3:30pm	School office closes

Travel

E-Scooter and E-Bike Policy

Students travelling to and from school should do so safely, with proper regard for other road and footpath users, the traffic laws, and school expectations.

There has been a noticeable increase in serious crashes involving the use of e-scooters and e-bikes across Queensland, many occurring in and around school areas. It is crucial that both students and families are aware of the rules, responsibilities, and safety requirements that come with using them.

Seville Road State School has made the decision to ban all e-bikes and e-scooters from our school site. We believe the long-term benefits to student safety and community wellbeing far outweigh the short-term challenges of travel options to school.

Legal Compliance

Illegal e-bikes must not be ridden to or from school, and students under 16 cannot ride e-scooters without parental supervision. Seville Road State School cannot condone improper use by allowing these devices to be parked on campus.

No Riding on School Grounds

E-scooters and e-bikes must not be ridden within school premises, including pathways and car parks.

For the latest information, refer to the following Queensland Government resources:

Electric Bicycle Rules:

<https://www.qld.gov.au/transport/safety/rules/wheeled-devices/electric-bicycle-rules>

Personal Mobility Devices (including e-scooters):

<https://www.qld.gov.au/transport/safety/rules/wheeled-devices/personal-mobility-devices>

StreetSmart Advice:

<https://streetsmarts.initiatives.qld.gov.au/electric-bikes/>

<https://streetsmarts.initiatives.qld.gov.au/pmd/>

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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