Queensland Children's Hospital School

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Queensland Children's Hospital School

Student Code of Conduct 2026-2028

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

2026 Draft – Student Code of Conduct currently being reviewed

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

Purpose

The Queensland Children's Hospital School (QCHS) is a unique learning environment that caters for student learning and well-being in hospital and health settings across Queensland. This state-wide, multi-campus service includes a variety of classrooms, inpatient units, outpatient units, residential settings, clinics and alternative programs. Collectively, these programs are referred to as Hospital Schooling Queensland (HSQ). A continuum of formal and informal processes and programs exist to ensure the school community's needs are supported.

The Student Code of Conduct supports students in all settings from Kindy to Year 12 and beyond. The plan outlines the school's values, expectations, rules and consequences associated with both positive and negative behaviours in the school settings. The plan supports the core business of teaching and learning and prioritises student engagement in educational settings by outlining strategies and expectations that encourage positive student engagement.

QCHS is committed to explicitly teaching school values and encouraging student participation in strategies that demonstrate these values. QCHS values, developed through consultation with staff and students, are Equity, Integrity, Collaboration, Innovation and Respect. These values are aligned to the school purpose –

We lead, inspire and connect our community to provide our students with equitable, personalised and continuous learning to achieve a brighter future.

Contact Information

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Endorsement

Principal Name:	Michelle Bond
Principal Signature:	
Date:	

Hospital Schooling Advisory Council Chair Name:	Stephen O'Kane
Hospital Schooling Advisory Council Chair Signature:	
Date:	

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Contents

Contents

Purpose 2
Contact Information 2
Endorsement 3
Principal's Foreword 5
Hospital Schooling Advisory Council Statement of Support 6
Learning and Behaviour Statement 7
Whole School Approach to Discipline 8
- Multi-tiered systems of support 10
- Consideration of Individual Circumstances 13
- Differentiated and Explicit Teaching 14
- Focused Teaching 14
- Intensive Teaching 15

Disciplinary Consequences 16
- Differentiated 16
- Focussed 17
- Intensive 17
- School Disciplinary Absences 18

School Policies 20
- Temporary removal of student property 20
- Use of mobile phones and other devices by students 22
- Preventing and responding to bullying 23
- Appropriate use of social media 28

Restrictive Practices 30
Critical Incidents 31

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Principal's Foreword

Introduction

We lead, inspire and connect our community to provide students with equitable, personalised and continuous learning to achieve a brighter future. Our unique, multi-campus school offers quality educational programs to school-aged students who are inpatients, outpatients, and family members of hospitalised families. We provide a safe, supportive and encouraging learning environment for all our students across all of our campuses.

We know that when a young person undergoes hospital treatment for illness or injury, life for the family can be upended. Starting school at a different place, while facing personal health challenges, can understandably cause our students to feel apprehensive about this new chapter of their education journey. There are so many questions that enter a student's mind. They may wonder about what their first days in their new school will be like, or how they might be able to meaningfully engage in their day-to-day work and broader education goals while they are preoccupied with treatment for their health conditions.

The staff at all the QCHS campuses would like to assure the students who are about to begin their time with QCHS: there is a place just for you in our school. We are ready for you, and we will work with you to fulfil your goals.

To the families of our students: we warmly welcome you to our community. We will work to enrich your child's learning experience as they receive treatment, and support them as they inspire their school community, flourish and believe in themselves, and work to achieve their education objectives.

Our skilled and experienced teachers are able to tailor programs for the individual needs of our students, to maximise learning outcomes, as well as support a seamless transition back to a student's base school.

The moments and milestones we share with our students, their smiles and laughter are the colourful threads that bind our school community together year after year. It is a privilege to come to work in a place where quality learning and wellbeing is such an important part of our job. We hope to create positive lasting memories for our students, and a sense of belonging.

QCHS has five core values:

These values have been used in the development of this Student Code of Conduct, with the aim of helping each child achieve their best.

I thank the students, teachers, parents and other members of the community for their work in bringing this Student Code of Conduct together over the last few months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to be the best they can be.

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Hospital Schooling Advisory Council Statement of Support

As chair of the QCHS Hospital School Advisory Council (HSAC) I am proud to support the new Student Code of Conduct.

QCHS provides students with opportunities to continue their learning while being supported by health professionals in addressing their needs. The Student Code of Conduct is a mandatory requirement of the Department of Education – Queensland.

This documented code of conduct establishes processes and procedures to ensure staff have an agreed set of practices that supports a sage and supportive learning environment.

The Queensland Hospital Schooling Advisory Council (HSAC) provides structure for community engagement with parent organisations, health services, community organisations, education and providers, government agencies to support and advise QCHS on strategies to improve students' learning and wellbeing outcomes.

Membership of the Council includes representatives from:

- Parents and Citizens' Associations Queensland (P&Cs Qld)
- Isolated Children's Parents' Association (ICPA)
- Catholic School Parents Queensland (CSPQ)
- Independent Schools Queensland Parents' Network (ISQPN)
- Children's Hospital Foundation (CHF)
- Child and Youth Mental Health Service (CYMHS) Children's Health Queensland
- Executive member, Children's Health Queensland
- Executive member, Health and Hospital Service (HHS), regional area
- First Nations Peoples
- Executive Principal, Queensland Children's Hospital School
- Leadership team rep, Queensland Children's Hospital School
- Teaching staff, Queensland Children's Hospital School (Secretary)
- Teaching staff, Regional Hospital Program (representing regional voice)
- broader community

The Chair of HSAC can be contacted via email: hsac@qchschool.eq.edu.au

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Learning and Behaviour Statement

At QCHS, we believe that strong, consistent relationships are central to student success. Our staff are committed to responding to behaviour in ways that maintain dignity, strengthen connection, and support growth. We recognise that all behaviour communicates a need, and we believe that every student has the capacity to learn, practise, and strengthen positive behaviours. At QCHS, high expectations are paired with high levels of support to ensure every student can thrive.

We understand that behaviour is shaped by a combination of skills, context, and relationships. Students are still developing their ability to regulate emotions, solve problems, and interact respectfully. As such, QCHS staff explicitly teach and reinforce behavioural expectations that are grounded in our core school values:

- Equity: We respond to differences.
- Integrity: We do the right thing.
- Collaboration: We are better together.
- Innovation: We strive for improvement.
- Respect: We treat everyone with dignity.

Our staff adopt a neuroscience-aware and trauma-informed approach to behaviour. We understand that behaviours are often instinctual and unintentional stress responses, which may occur when a student lacks the skills to meet expectations or when their capacity is impacted by stressors, triggers, or unmet biological and emotional needs.

To support students, QCHS staff prioritise creating a safe, secure, and connected environment. Through co-regulation, we help students feel calm and supported, identifying skill deficits, unmet needs, and stressors or triggers that may be influencing their behaviour. Using this understanding, we reduce triggers, provide tailored supports, set individualised expectations, and ensure that each student's unique needs are met.

Behaviour is taught like literacy and numeracy — explicitly, consistently and proactively. Staff understand that students need modelling, clear language, feedback and repeated practice to internalise expectations across different settings. Adults partner with students, coaching them when they need assistance. They maintain connection, while holding clear boundaries.

QCHS staff:

- Teach behavioural expectations and revisit them regularly.
- Model and practise expected behaviours in classrooms, playgrounds and online spaces.
- Provide specific, strengths-based feedback.
- Use restorative conversations to reteach when mistakes occur.

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Whole School Approach to Discipline

QCHS recognises that a continuum of strategies best supports the behaviour learning needs of students. QCHS applies principles of Trauma-Informed Care (TIC) through the neuro-science based approach of Reframing Behaviour. This is an approach that recognises the impact of trauma on individuals and prioritises safety, trust and emotional regulation, and supports a multi-tiered system of support for discipline in the school. In moments of dysregulation, when students may struggle to problem-solve, QCHS staff share their calm and coach students through challenges. By fostering a sense of safety, belonging, and connectedness, we empower students to grow and succeed both academically and socially. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

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The four principles of Reframing Behaviour are:

1. Reframing Perspective

We look at behaviour as communication. We ask, “What is this behaviour telling us?”

What staff endeavour to do:

- Pause before reacting and avoid jumping to conclusions.
- Assume the student is struggling rather than being deliberately difficult.
- Look for possible reasons behind the behaviour (stress, confusion, peer issues, learning gaps).
- Separate the child from the behaviour — “The behaviour isn’t okay, but you still belong here.”

2. Reframing Awareness

We are aware of our own emotions, tone, and reactions. Adults set the emotional temperature in the room.

What staff endeavour to do:

- Stay calm, even when a student is upset or angry.
- Notice their own triggers and manage them professionally.
- Use steady body language, neutral tone, and clear language.
- Reflect after incidents: “What worked? What could I try differently next time?”

3. Reframing Actions

We respond in ways that teach more effective behaviour.

What staff will endeavour to do:

- Clearly teach and model expected behaviours.
- Give reminders and redirection before behaviour escalates.
- Use consequences that are fair, consistent, and linked to learning.
- Repair and restore after conflict (conversations, reflection, problem-solving).
- Acknowledge and reinforce positive behaviour regularly.

4. Reframing Relationships

Strong relationships are the foundation for positive behaviour. Students respond when they feel safe, respected, and known.

What staff will endeavour do:

- Greet students by name and build positive daily interactions.
- Listen to students’ perspectives
- Maintain high expectations while showing care and respect.
- Work in partnership with families.

Make sure every student knows: “You matter here.”

When an inappropriate behaviour is demonstrated, staff will consider each situation based on its unique circumstances. Where a behaviour is deemed to be unsafe, for the student, other students or staff, and/or their behaviour impacts the good order and management of the school, leadership will consider each situation based on its unique circumstances prior to any disciplinary decision being made.

QCHS Staff adhere to confidentiality obligations limiting the discussion or sharing of information about individual circumstances of students, including applied disciplinary consequences, with persons other than the student's parent/s or carers.

The development of the QCHS Student Code of Conduct is an opportunity to explain this approach to parents and students and gain their support to implement a consistent approach to teaching behaviour. Working together to set students up for success is a shared goal of parent/carers and school staff members. Any students or parents/carers who have questions or would like to discuss the Student Code of Conduct or trauma-informed practices are encouraged to speak with their teacher or make an appointment to meet with the Heads of Department or Deputy Principals.

Multi-tiered systems of support

Staff and students respond to all types of behaviour by processes developed around the schools' values and expectations.

Our values

Equity: we respond to differences

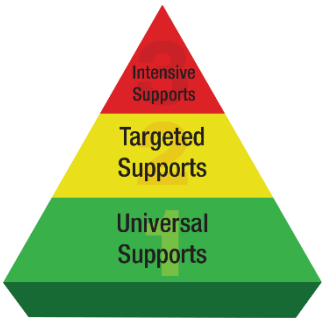
Integrity: we do the right thing

Collaboration: we are better together

Innovation: we strive for improvement

Respect: we treat everyone with dignity

Behaviour is managed at QCHS through the three-tiered approach.



The three-tiered approach is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students.

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Tier	Prevention description

Universal	**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 Trauma Informed Care. This involves:
	• teaching behaviours in the setting they will be used
	• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
	• asking students/families and Allied Health teams for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in the universal tier may be made
	• establishing clear expectations
	• giving clear, concise instructions regarding both curriculum and behaviour at the start of each activity
	• providing non-verbal directional action
	• providing an oral directional phrase
	• waiting and scanning to allow take up time
	• using cueing with parallel acknowledgement and proximity to prompt students to begin work/attend
	• giving positive feedback (verbal and non-verbal) to individuals and group/class about both curriculum and behaviour, including
	  ○ descriptive encouraging
	  ○ description of reality
	  ○ non-verbal acknowledgement and prompts
	• using peripheral vision while working

Targeted	Targeted instruction and supports for **some students** are more intense than the universal tier 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. These students may self-identify or be identified by members of staff/administration. The targeted tier builds on the strategies from the universal tier, and may prevent the need for more intensive interventions. The targeted tier supports are provided offering more time and/or detailed instruction on the Australian Curriculum or aspects of trauma-informed care. If a student needs targeted support, school staff will work with associated stakeholders to design a plan of support and develop positive behaviour strategies to improve engagement in learning. At weekly meetings, targeted students' behaviours are addressed and individual strategies and plans are discussed. Teachers on duty are provided with updated student information to ensure knowledge is shared regarding student behaviour goals and individual expectations and consequences. Positive behaviour changes are acknowledged and supported by all staff. Students with targeted behaviour challenges will have behaviours recorded on OneSchool to ensure student behaviour can be tracked. The types of interventions offered at this level will vary according to the needs of each student, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide values • interventions require little time of teachers and are easy to sustain

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	• they have been collaboratively plan/developed • variations within each intervention are limited • interventions have a good chance of working (e.g., they are evidence-based interventions that are matched to the students' needs). If the school data indicates there is a significant increase in students requiring targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction. Likewise, if an individual student's behaviour continues to escalate a review of Tier 1 support interventions is required.
Intensive	Individualised services for **few students** who require the most intensive support a school can provide. These are usually delivered on an individual basis. The intensive tier supports continue to build on the supports provided at the universal and targeted tiers, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. The intensive tier supports are based on the underlying reasons for a student's behaviour and should include strategies to: • ***prevent*** problem behaviour • ***teach*** the student an acceptable replacement behaviour • ***reinforce*** the student's use of the replacement behaviour • ***minimise*** the payoff for problem behaviour. The intensive tier supports exist along a continuum. A smaller percentage of students may require a more comprehensive Behaviour Risk Assessment that includes a more thorough process for data collection, teaching, and problem solving. QCHS staff utilise the Behaviour Risk Assessment Tool – Safety and Wellbeing (Appendix B) which will inform the PLR. From this information an Individual Student Behaviour flowchart (Appendix C) may be completed to ensure appropriate responses to behaviours are followed. Students may need an intensive wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures. The QCHS team: • works with other staff members, Health teams and other relevant partners (e.g.: CYMHS) to develop appropriate behaviour expectations and strategies • monitors the impact of support for individual students through continuous data collection • provides consistent strategies and adjustments outlined within the PLR (using the Australian Curriculum's Personal and Social Capability) • works with school administration, Health teams and other relevant partners to achieve continuity and consistency Students are supported in the class group for as long as possible, but when behaviour is confrontational or is a danger to the student or others, the student will be removed to a different setting. It may be necessary that the QCHS staff remove the rest of the class from dangerous situations. In some instances, attendance for part day sessions (in particular, the structured morning program) will be more appropriate than for the entire day. Health

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	staff/ parents/ carers may be required to stay with the student - this will occur in consultation with the Principal or delegate. If the school data indicates there is a significant increase in students requiring targeted services, then a review of Tier 2 is needed to address the basic implementation and quality of instruction. Likewise, if an individual student's behaviour continues to escalate, review of Tier 2 support interventions is required.

Consideration of Individual Circumstances

Staff at QCHS consider 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 staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

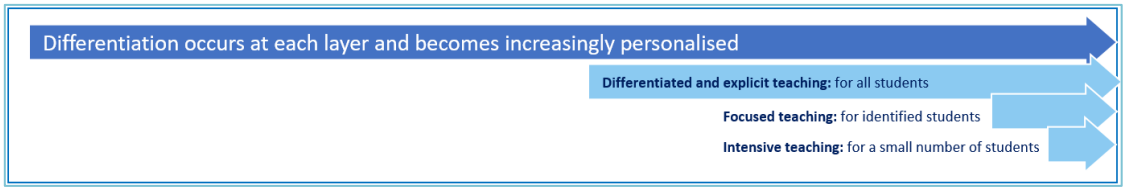
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's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

Differentiated and Explicit Teaching

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

Teachers at QCHS vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning, and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the multi-tiered systems of support section. For example, the universal tier is differentiated and explicit teaching for all students, the targeted tier is focussed teaching for identified students, and the intensive tier is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

Some students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff work collaboratively with QCHS teachers to provide focused teaching. Focused teaching is aligned to the Prevent Teach Reinforce and trauma-informed frameworks, and student progress is monitored by the teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Intensive Teaching

Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, a Behaviour Assessment and Individual Student Behaviour flowchart may be developed, and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students supported by the CYMHS team who require intensive teaching will be linked to a Liaison Teacher whose role is to oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

The disciplinary consequences model used across QCHS 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. 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. 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 teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal 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

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
- corrective feedback (e.g., "Hand up when you want to ask a question")
- rule reminders (e.g., "After break times wait for your teacher to collect you")
- explicit behavioural instructions (e.g., "Pick up your pencil")
- proximity
- tactical ignoring of inappropriate behaviour (not student)
- revised seating plan and relocation of student/s
- individual positive reinforcement for appropriate behaviour
- 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

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- 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).

Focussed

Teacher is supported by other school-based staff to address problem behaviour. This may include:

- individual student behaviour support strategies (e.g., student behaviour flowchart)
- Personalised Learning Plan
- targeted skills teaching in small group
- token economy
- behavioural contract
- counselling and guidance support
- self-monitoring plan
- Check in-Check Out strategy
- teacher coaching and debriefing
- referral to student support network for team-based problem solving
- stakeholder meeting with parents and external agencies

Intensive

School leadership teamwork in consultation with student support network to address persistent or ongoing serious problem behaviour. This may include:

- BETLS assessment-based individual support plan
- Behaviour Risk Assessment – safety and wellbeing
- Personalised Learning 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 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)

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- 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 SDAs:

- 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 QCHS, 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 and/ or
impacts the good order and management 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 QCHS 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 and or Allied Health team, 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.

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

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

- 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)
- set a date for follow-up
- 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

QCHS 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 QCHS 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.

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** 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 QCHS:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police
- require consent from the student or parent 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
- may, however, search a student's property without the student's consent or the consent of the student's parents under emergency circumstances where it is deemed necessary (e.g., to access an EpiPen for an anaphylactic emergency)
- require consent from the student or parent 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/carers of students at QCHS

- ensure your child/ren do not bring property onto school grounds or other settings used by the school (e.g., sporting venues) that:
    - is prohibited according to the QCHS 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 QCHS

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

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.

Students cannot access or use their mobile phones or wearable devices from the time they arrive at a QCHS learning program/site/classroom, until the conclusion of their school day.

Mobile phones are to be stored in an area agreed with the teaching staff. This is site dependent and may include:

- in the student's bag or locker
- in the student's hospital room
- in a lockable pouch
- in a secure location such as a locked cupboard in a classroom or school office

Parents/carers and students may apply for an exemption from this procedure on the grounds of specific medical, disability and/or wellbeing needs. The Executive Principal considers and makes decisions (or delegates decision-making to an appropriate staff member) about requests for exemptions from this procedure. Exemption decisions are documented in the student's One School Student Profile - Support tab and communicated to all staff, including temporary relief staff. If permitted to use a mobile device at school under an approved exemption, the student agrees to only use it for the intended and agreed purpose.

'Away for the day' supports schools to maintain a strong focus on student educational achievement, wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use

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 QCHS 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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

Queensland Government

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Teachers, Head of Department, Deputy Principals or Campus Principals

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

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Cyberbullying

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

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

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at QCHS may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Queensland Government

QCHS Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

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

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

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

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

YES

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

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

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

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

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

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

OR

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

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

Queensland Government

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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at QCHS 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.

Queensland Government

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* (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.

Queensland Government

Restrictive Practices

School staff at QCHS 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.

Queensland Government

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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