



Queensland Children's Hospital School

Student Code of Conduct 2020–2022

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Michelle Bond (Executive Principal)
Principal Signature:	
Date:	02-12-2020
Hospital Schooling Advisory Council Chair Name:	Stephan O’Kane
Hospital Schooling Advisory Council Chair Signature:	
Date:	02-12-2020

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Purpose

Queensland Children's Hospital School (QCHS) is a unique learning environment that caters for student learning and wellbeing in a vast array of settings. The variety of classrooms, inpatient units, outpatient units, clinics and alternative programs supported by the school requires that a continuum of formal and informal processes and programs exists to ensure the school community's needs are supported.

The Student Code of Conduct supports students in all settings from Kindy to Year 12. The plan outlines the school's values, expectations, rules and consequences associated with both positive and negative behaviours in the school settings. It 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 our school values and encouraging student participation that demonstrates these values. The QCHS values, developed through consultation with staff and students, are *respect, trust, integrity, relationships* and *care*. These values are aligned with the school motto: *inspire, believe, achieve*.

Principal's Foreword

QCHS is a wonderful place. Our vision is to lead excellence in hospital teaching and learning through innovative and inclusive practices. 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 of 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 of the QCHS campuses would like to assure the students who are about to begin their time at 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** in 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. As medicine continues to advance and improve the health outcomes for our young people, we believe that continued improvement in education standards is essential to ensuring that **every student succeeds**.

The moments and milestones we share with our students, their smiles and laughter, and their beautiful works of art that line the halls of our school campuses, 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:

Respect: to value others and their property

Trust: to be able to rely on self and others

Integrity: to build a sound character

Relationships: to connect and create a sense of belonging

Care: to look after ourselves and others

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, staff, 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.

A handwritten signature in black ink that reads "Michelle Bond". The script is cursive and fluid.

Michelle Bond
Principal
Queensland Children's Hospital School


Hospital Schooling Advisory Council Statement of Support

As Chairperson of the Queensland Hospital Schools Advisory Council, I am very happy to support this Student Code of Conduct for the Queensland Hospital School. The Queensland Hospital School is a unique school operating across fourteen sites throughout Queensland. The School provides appropriate educational support to students with chronic health or complex mental health conditions at all stages of their illness. The School provides support to students from State, Catholic and Independent sectors of education.

The unique backgrounds and needs of our students and the wide range of settings of our sites demand the school provides educational programs tailored to the specific needs of the students at stages of their illnesses. This Code of Conduct, developed by the staff of the Queensland Hospital School in consultations with students, parents and appropriate health care workers, maintains the focus on the individualised care of our students at the same time as providing consistency of expectations and practice.

It is well documented that positive student behaviour is more evident when parents and schools share the same values and expectations. I urge all parents of students in the care of the Queensland Hospital School to be aware of this Code of Conduct and to discuss it with their child. Together we can support the effectiveness of the quality educational programs developed by the school to continuity and consistency in learning for our students.

Any parent or members of staff from a student's base school can talk to the staff of Queensland Hospital School regarding this document. You can also contact the Hospital Schools Advisory Council via email hsac@qchschool.eq.edu.au



Stephen O'Kane
Chairperson
Queensland Hospital School Advisory Council

Student Representative Statement

On behalf of the student body at QCHS, we endorse the Student Code of Conduct for 2020. We have represented students through the consultation process, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school.

Junior School Student Representative:



Aela Marendy

Date: 02-12-2020

Consultation

The consultation process used to inform the development of the QCHS Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff both teaching and non-teaching between Term 4, 2019 and Term 3, 2020. We identified strengths and successes from our previous school behaviour plan and areas for further development.

In the second phase, we collected data from students, parents and staff on school culture and climate. This collection was a part of the development of the Student Learning and Wellbeing Framework. This included a request for staff to respond to key themes from the earlier staff discussions about strengths and areas for further development. Staff were asked to formulate priorities and offer positive ideas and suggestions for ongoing whole school improvement for the learning and wellbeing of students.

In parallel, a consultation committee was formed. The committee comprised both junior and senior teaching staff, non-teaching staff and students. The committee's role was to provide critical feedback to the ongoing development of the Student Code of Conduct.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in Term 4, 2020, and the finished version, incorporating suggested changes and feedback, was sent to HSAC for endorsement. HSAC unanimously endorsed the Queensland Children's Hospital School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Queensland Children's Hospital School Student Code of Conduct, including, promotion through the school website, weekly staff eNews, school assembly and regular staff briefings. Any families who require assistance to access a copy of the Queensland Children's Hospital School Student Code of Conduct are encouraged to contact the principal.

Review Statement

The Queensland Children's Hospital School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey

Parent opinion survey

Performance Measure				
Percentage of parents/caregivers who agree # that:	2016	2017	2018	2019
My child likes being at this school.(S2001)	100%	100%	100%	100%
My child feels safe at this school.(S2002)	100%	93%	100%	100%
My child's learning needs are being met at this school. (S2003)	100%	100%	100%	100%
My child is making good progress at this school. (S2004)	100%	100%	100%	100%
Teachers at this school expect my child to do his or her best.(S2005)	100%	100%	100%	100%
Teachers at this school provide my child with useful feedback about his or her school work.(S2006)	100%	100%	100%	100%
Teachers at this school motivate my child to learn.(S2007)	100%	100%	100%	100%
Teachers at this school treat students fairly.(S2008)	100%	100%	100%	100%
I can talk to my child's teachers about my concerns.(S2009)	100%	100%	100%	100%
This school works with me to support my child's learning. (S2010)	100%	100%	100%	100%
This school takes parents' opinions seriously. (S2011)	100%	100%	100%	100%
Student behaviour is well managed at this school. (S2012)	100%	100%	100%	100%
This school looks for ways to improve. (S2013)	100%	100%	100%	100%
This school is well maintained. (S2014)	100%	100%	100%	100%
My child is getting a good education at this school. (S2016)	100%	100%	100%	100%
This is a good school. (S2035)	100%	100%	100%	100%

Student opinion survey

Performance Measure				
Percentage of students who agree # that:	2016	2017	2018	2019
I like being at my school. (S2036)	84%	100%	100%	87%
I feel safe at my school. (S2037)	100%	100%	100%	91%
My teachers motivate me to learn. (S2038)	100%	100%	100%	87%
My teachers expect me to do my best. (S2039)		100%	100%	96%
My teachers provide me with useful feedback about my school work. (S2040)	92%	100%	94%	86%
Teachers at my school treat students fairly. (S2041)	100%	100%	100%	95%
I can talk to my teachers about my concerns. (S2042)	100%	100%	89%	87%
My school takes students' opinions seriously. (S2043)	100%	100%	95%	95%
Student behaviour is well managed at my school. (S2044)	91%	100%	84%	81%
My school looks for ways to improve. (S2045)	100%	100%	94%	95%
My school is well maintained. (S2046)	100%	100%	94%	91%
My school gives me opportunities to do interesting things. (S2047)	100%	100%	100%	87%
I am getting a good education at my school. (S2048)	92%	100%	100%	95%

Staff opinion survey

Performance Measure				
Percentage of staff who agree # that:	2016	2017	2018	2019
I enjoy working at this school. (S2069)	100%	97%	98%	96%
I feel this school is a safe place in which to work. (S2070)	97%	95%	92%	100%
I receive useful feedback about my work at this school. (S2071)	92%	91%	81%	87%
Students are encouraged to do their best at this school. (S2072)	100%	100%	100%	100%
Students are treated fairly at this school. (S2073)	100%	100%	100%	100%
Student behaviour is well managed at this school. (S2074)	97%	97%	94%	88%
Staff are well supported at this school. (S2075)	94%	89%	79%	81%
This school takes staff opinions seriously. (S2076)	89%	85%	73%	81%
This school looks for ways to improve. (S2077)	97%	93%	90%	88%
This school is well maintained. (S2078)	100%	95%	96%	94%
This school gives me opportunities to do interesting things. (S2070)	94%	91%	92%	90%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	97%	94%	94%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

QUEENSLAND CHILDREN'S HOSPITAL SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	1	2	1
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

QCHS, as an integral part of the Queensland Children's Hospital community, provides quality education programs to hospitalised students and their families. The student cohort includes students from all educational sectors. Students may have short to long term registration that have resulted from accident or illness, treatment for specific medical conditions or relocation due to hospitalisation of a family member. Children and adolescents admitted through Child and Youth Mental Health Services (CYMHS) also attend the school.

Learning statement

The staff of QCHS believe that students attending the hospital school have an equal right to the provision of quality education programs. We strive to:

- ensure that all students have access to quality education programs
- define quality education through the school's pedagogical framework
- meet the current and changing needs of the student
- support learning and achievement in a caring and safe environment
- develop Personal Learning Plans based on data tracking methods for identified students
- ensure that students have access to flexible approaches to learning that motivate and engage them.

Behaviour statement

QCHS is committed to providing a harmonious and supportive learning and work environment where social and academic outcomes are achieved through quality practices in curriculum, interpersonal relationships and school organisation.

QCHS believes that all students, staff and visitors have the right to be safe and that students are responsible for their own behaviour and that behaviour is influenced by many factors.

Whole School Approach to Discipline

QCHS recognises that a continuum of strategies best supports the behaviour learning needs of students. Student behaviour is supported through the principles of trauma-informed practices. School staff are trained annually in MAPA, a practical program that supports these principles. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

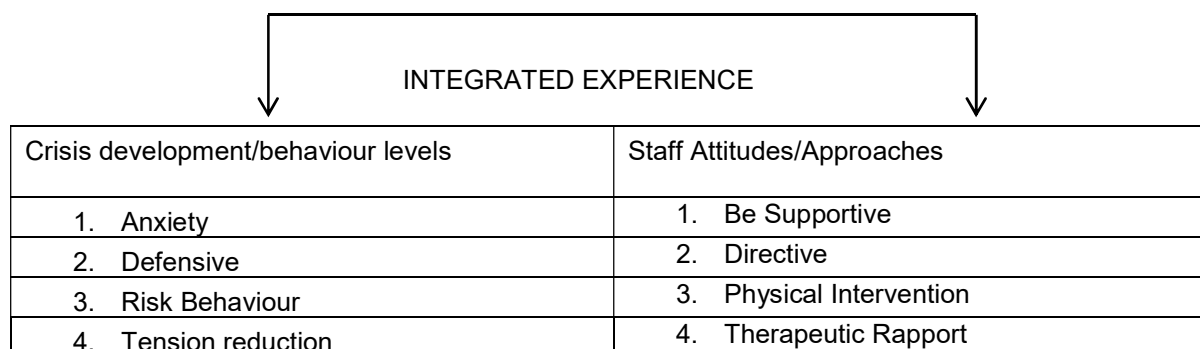
Trauma-informed practice is a strengths-based framework in which education systems, schools and school staff understand, recognise and respond effectively to the impact of trauma on students. Some important elements of a trauma-informed practice approach are to:

- understand what trauma is
- realise the impact of trauma on students' relationships, behaviour and learning
- recognise the signs and symptoms of trauma
- respond by adapting policies, procedures and practices
- identify potential paths to success for students
- resist re-traumatising students.

Trauma-informed practice focuses on how teachers, school-based staff and leaders can better relate to and support the wellbeing and learning of children and young people who have experienced trauma. It is important to note that trauma-informed practice is not about asking teachers, school-based staff or leaders to be therapists, but rather to support them to teach with an understanding of the impacts of trauma and in ways that can help students feel safe. Trauma-informed practice is most effective when practised as a whole school approach with a focus on consistent, relationally based and predictable strategies.

All staff at QCHS are trained annually in the **Management of Actual or Potential Aggression Intervention (MAPA)** program, which is a safe, non-harmful behaviour management system designed to provide best possible care, welfare, safety and security for all in the school community. The MAPA program sets out expectations, parameters and responses to encourage appropriate and positive behaviours.

The Crisis Prevention Intervention Model shown below is a tool that helps staff to determine how to respond to the different levels of behavioural escalation.



In proactively managing behaviour, QCHS staff:

- identify the behaviour levels that potentially contribute to the development of a crisis and choose an appropriate intervention for each level
- practise non-verbal techniques that help prevent any escalation in risk behaviour
- use verbal techniques to de-escalate behaviour
- adopt principles of personal safety, as well as that of others, if behaviour escalates to physical level.

Supportive staff response

During the Anxiety Level, it is generally most effective to use the supportive staff response. This requires staff to be empathic and to actively listen to what is concerning the student. Staff are then able to respond in the most appropriate manner to assist in reducing student anxiety. Staff, as much as possible, will also be aware of any potential triggers that may escalate the behaviour.

Directive approach – setting limits

The Defensive Level may signify the beginning stages of an individual's loss of rationality. The best approach during the Defensive Level is to set behavioural limits for the student. Staff ensure that the limits are clear and easily understood by the student and enforceable. Limit setting is delivered in a non-threatening, calm and positive manner.

Time away

The principal or school staff may use time away as a strategy for students to manage their own behaviour and to assist the student to calm down. During time away, the student is to be supervised and given an opportunity to re-join the learning area in intervals of no more than 10 minutes or in accordance with the agreed procedures in the student's Personal Learning Plan or Support Plans.

Plan of action

If a student's behaviour continues to infringe upon the rights of others in the learning area or playground, a plan of action is developed by the teacher and learning area team and is clearly articulated to the student. When applicable, the student's parents/carers or medical team are contacted and notified of the plan.

Recording the student's appropriate/inappropriate behaviour

When necessary, the student's behaviour is recorded on OneSchool. Consideration must be made for the clinical presentation of the student, for example, change in medication and level of wellness.

External assistance

In the event of a crisis, additional intervention and support may be sought from the relevant treating medical team. In some cases medical staff or security may be involved.

For students with complex and challenging behaviours, effective risk management to ensure the safety and wellbeing of all students and staff is dependent upon maintaining ongoing dialogue with medical staff and others who support the student.

Responding to behaviour

The following table is an expansion of appropriate MAPA strategies when responding to both positive and negative behaviours.

Phase	Strategies
Immediate/During the behaviour	<ul style="list-style-type: none"> • Avoid escalating the challenging behaviour • Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language • Maintain calmness, respect and detachment • Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally • Approach the student in a non-threatening manner using the supportive stance • Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, be aware of body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
Reinforcement/Correction of the behaviour	<ul style="list-style-type: none"> • 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 challenging behaviour then remind them of the expected school behaviour, provide them with choices and give them 'take-up time' to make the right choice.
Follow up	<ul style="list-style-type: none"> • Restore normal school operations as soon as possible • Provide post incident/debrief opportunities that include: <ul style="list-style-type: none"> ○ assist any distressed student/s to access appropriate support, e.g. Guidance Officer ○ assist the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations (COPING model) ○ restore practices that re-establish communication, strengthens team approaches and gives closure ○ review post incident/debrief to inform and to assist the student to develop a personal framework of expectations and appropriate actions that may reflect changes to the Personal Learning Plan or Support Plan.

MAPA process

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student and/or staff member
- posing an immediate danger to themselves or to others.

Appropriate physical intervention may be used to ensure that QCHS staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Staff are trained to follow these protocols:

- A staff member requiring immediate assistance will verbally call out the word “TEAM”. This alerts all staff members to the need for a crisis response team (2–5 MAPA trained staff members)
- Crisis response team will identify a lead team responder who will direct the team in assessing the situation and planning an intervention. The team leader will direct other team members and will communicate directly with the student
- The plan may involve:
 - removing the risk behaviour student from the other students using physical intervention by the crisis response team. The remaining students are moved to another area of the school to ensure their safety and wellbeing
 - contacting relevant hospital teams for assistance while monitoring physical intervention techniques and student health and wellbeing
 - rotating staff as required by team protocols
 - the treating team, therapy staff and/or hospital security may be called to remove a student for treatment.

Physical intervention may involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and using MAPA Disengagements and Holding Skills in accordance with the principles of MAPA.

It is important that all staff understand:

- the underlying function of the behaviour
- physical intervention is only ever used as a last resort and cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a learning area or the school, unless student safety is clearly threatened.

Any physical intervention undertaken must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum level of intervention needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, medical/clinical status (e.g. ports, pic lines) and gender of the student.

Tension reduction – therapeutic rapport

Tension reduction is a decrease in physical and emotional energy that occurs after a student has acted out. It is usually characterised by the regaining of rationality. QCHS uses therapeutic rapport as an approach to re-establish communication with the student who is experiencing tension reduction. Therapeutic rapport assists staff and students to develop and build relationships by giving them respect and treating them with dignity.

Postvention staff support

Postvention staff support is essential after each crisis intervention. Staff will debrief with a trained staff member to discuss the intervention and their own behaviour. A wellbeing check-in of staff will be initiated on the same day of the incident. The timing of the debrief session/s is agreed upon with a trained staff member and the relevant staff member. In this debrief, staff will be led through multiple reflective questions about the incident to assist in supporting them (Appendix D). Where needed, staff are to be referred to the school Guidance Officer or the Employee Assistance Service for counselling.

Following this process there is a team review of the crisis situation, which aims to look for ways to strengthen individual and team responses and to explore ways to prevent similar situations in the future.

Record keeping

Each instance involving the use of physical intervention must be formally documented on OneSchool.

School values and expectations

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

Values

Respect: to value others and their property

Trust: to be able to rely on self and others

Integrity: to build a sound character

Relationships: to connect and create a sense of belonging

Care: to look after ourselves and others

School expectations

- **Be safe** – We look after ourselves and others
- **Be responsible** – We are role models and do the best we can
- **Be respectful** – We use our manners and include others

Student Behaviour

EXPECTED BEHAVIOUR

Be safe

- We look after ourselves and others

Be responsible

- We are role models and do our best

Be respectful

- We use our manners and include others

MINOR DEPARTURES FROM EXPECTED BEHAVIOUR

Harassment and bullying

- repeated name calling, exclusion, victimisation

Property misuse

- stealing, graffiti, running with scissors

Disruption

- calling out, pushing in, interrupting others' learning

Inappropriate language

- low intensity swearing

Physical contact

- poking, touching, hitting

Defiance/disrespect

- brief failure to follow directions

PERSISTENT INAPPROPRIATE BEHAVIOUR

Harassment and bullying

- repeated teasing, physical and verbal intimidation

Disruption

- repeated behaviour causing an interruption

Inappropriate/abusive language

- repeated language that involves swearing, use of inappropriate words directed at others

Physical aggression

- physical contact where minor injury may occur

Defiance /disrespect

- continued refusal to follow directions, talking back, socially rude interactions

Vandalism

- activity that results in damage of property

Safety

- unsafe behaviours with medium risk to self or others

SEVERE PROBLEM BEHAVIOUR

Physical aggression

- actions involving serious physical contact where injury has occurred

Safety

- unsafe behaviours with high risk to self or others

Staff Response

PREVENT, TEACH, PROMOTE, REINFORCE

Acknowledge Behaviour

- positive acknowledgement/feedback
- parallel acknowledgement
- clear concise instructions

Reinforce and reward

- free time
- negotiated preferred activities
- stickers and rewards
- public acknowledgement

SUPPORTIVE APPROACH

Use essential skills for classroom management

Set limits

- clear and simple, reasonable, enforceable, relevant

Allow personal space

- proximity, supportive stance, non-verbal redirection

Ask questions

- What are you doing? What happens when? What are you supposed to be doing? How do you feel when?
- allow take-up time

Actively listen/talk little

- pay attention, read body language, identify precipitating factors, restate direction

Verbal re-direction

- restore classroom norms, build therapeutic rapport, follow up with relevant consequences, use humour

DIRECTIVE APPROACH

Set limits

- repetitive, clear and simple, reasonable, enforceable, relevant

Verbal directive to quiet area

- bean bag, removal to safe place, playground, remove other students

Isolate student

- only if behaviour is ongoing, refer if necessary

Follow up

- OneSchool report if required, explain consequences and strategies, establish therapeutic rapport, make the situation right (apologise, natural consequence)

Individual Support Plan/Decision Making Matrix

- measurable goals
- apply agreed consequences
- positive acknowledgement of reengagement

PHYSICAL INTERVENTION APPROACH

Call 'team'

- team members to respond, safe environment, remove spectators

Holding skills

- follow outlined procedure, call security if necessary

Follow up

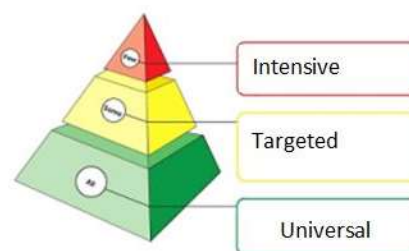
- parent involvement, OneSchool report, update Individual Support Plan, therapeutic rapport

Individual Support Plan

- modified attendance
- curriculum adjustment
- check-in-checkout with admin staff

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.



Tier	Prevention Description
Universal	<p><u>All students</u> (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 practices.</p> <p>This involves:</p> <ul style="list-style-type: none"> • teaching positive behaviours in context • being consistent when addressing challenging behaviour, while taking developmental norms, behavioural function and health considerations into account • asking students/families, medical teams and base schools for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in the supportive phase may be made. • establishing clear expectations • giving clear, concise instructions regarding both curriculum and behaviour at the start of each activity • non-verbal directional action • 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 <ul style="list-style-type: none"> ○ descriptive encouraging ○ description of reality ○ non-verbal acknowledgement and prompts ○ using peripheral vision while working.
Targeted	<p>Target instruction and supports for <u>some students</u> are more intensive than the Supportive strategies, 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.</p> <p>These strategies could include:</p> <ul style="list-style-type: none"> • conducting weekly student updates where targeted students' behaviour is addressed and individual strategies and plans are discussed

	<ul style="list-style-type: none"> • BETLS (Behaviour, Emotions, Thoughts, Learning and Social relationship) tool used if required (Appendix A) • weekly mental health liaison meetings identify at-risk students and collaborate with appropriate stake holders to develop and formalise Personalised Learning Plans (PLP) as required • Staff on playground duty are provided with student update information to ensure knowledge is shared regarding student behaviour goals and individual expectations and responsibilities • Positive behaviour changes are acknowledged and supported by all staff • Students with targeted behaviour issues must have behaviours recorded on One School to ensure student behaviour can be tracked. <p>The types of interventions offered in this tier will vary according to the needs of each student, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations • interventions require little time of classroom teachers and are easy to sustain • 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 student's need). <p>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 students behaviour continues to escalate review of Tier 1 support interventions is required.</p>
Intensive	<p>Individualised services for <u>few students</u> who require the most intensive support a school can provide. These are usually delivered on an individual basis.</p> <p>The Intensive Tier supports continue to build on the supports provided at Universal and Targeted Tiers, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful.</p> <p>The Intensive Tier supports exist along a continuum:</p> <ul style="list-style-type: none"> • a BETLS that identifies unique strategies to help the student achieve success • a Behaviour Risk Assessment includes a more thorough process for data collection, teaming, and problem solving • utilise the Behaviour Risk Assessment Tool – Safety and Wellbeing (Appendix B), which will inform the Personalised Learning Plan

- an Individual Student Behaviour flowchart (Appendix C) will 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 and medical team members to develop appropriate behaviour expectations, strategies and data collection tools
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Personalised Learning Plan (Personal and Social capability)
- works with the school leadership team, Student Support Team and if applicable CYMHS liaison teachers to achieve continuity and consistency.

Students are supported in lessons for as long as possible, but when behaviour is confrontational or is a danger to the student or others:

- the student may be removed to a different setting
- it may be necessary for QCHS staff to 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
- medical staff/carers may be required to stay with the student – this will occur in consultation with the Principal or delegate.

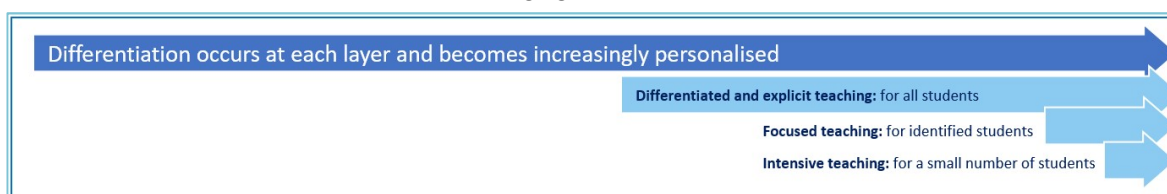
If the school data indicates there is a significant increase in students requiring targeted services, then a review of Tier 2 is needed to address the basic implementation and quality of instruction. Likewise, if an individual student's behaviour continues to escalate review of Tier 2 support interventions is required.

Differentiated and Explicit Teaching

QCHS is a supportive 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. Staff reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Staff at QCHS differentiate instruction according to student needs. Staff vary what students are taught (content), how they are taught (process) and how students can demonstrate what they know (product) 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 three tiered approach. For example, the Universal Tier is differentiated and explicit teaching for all students, the Targeted Tier is focused 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 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 teachers at QCHS to provide focused teaching. Focused teaching is aligned to the trauma-informed and MAPA frameworks, and student progress is monitored by teachers to identify those who:

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

QCHS has a range of student support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

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/s, and following consultation with the student's family, base school and medical teams.

For a small number of students who continue to display behaviours that are deemed complex and challenging, a BETLS assessment, Behaviour Assessment, and Individual Student Behaviour flowchart will 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, complete risk assessments in collaboration with school staff, communicate with stakeholders and directly consult with the student and family.

Consideration of Individual Circumstances

Staff at QCHS 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 staff are required 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. 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 there are concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, an appointment with the principal can be made to discuss the matter.

Student Wellbeing

QCHS offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The QCHS Student and Staff Wellbeing Framework supports the school in creating a positive school culture and embedding student wellbeing in all aspects of school life. We achieve this through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life. At QCHS:

- We **strive** to provide each student with a safe and engaging learning environment where unique, diverse needs are met
- We **connect** with community in order to facilitate, engage and enrich each family
- We **advocate** for the learning, inclusion and wellbeing of students, valuing the dignity of all.

Curriculum and pedagogy

QCHS builds the foundations for wellbeing and lifelong learning through curriculum delivery, embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

QCHS acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, for specific students, or in certain circumstances.

Drug education and intervention

QCHS implements drug intervention measures for students involved in drug-related incidents at school or during school activities. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

QCHS works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs while attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, staff are aware of the student's medical condition, and an appropriate number of staff have been trained to support the student's health condition, including bathroom assistance.

Medications

QCHS requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, QCHS can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

QCHS maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer and spacer, stored in the each of the campuses first aid kits to provide emergency first aid medication if required.

Mental health

QCHS works collaboratively with the treating medical teams when working closely with students who have a mental health diagnosis. For students not supported by a medical team, QCHS implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes referral to the Student Support Team (guidance officers) and facilitating the development, implementation and periodic review of a [Student Plan](#), if required.

Suicide prevention

QCHS staff who notice suicide warning signs in a student should seek help immediately from the supporting medical teams, school leadership team, school guidance officer, senior guidance officer and/or other appropriate staff.

When dealing with a mental health crisis, QCHS will dial 555 (Senior Campus) or dial 5555 (Junior Campus) when there is an imminent threat to the safety of the student in the first instance, and where necessary provide first aid. QCHS staff (Senior Campus) will also activate duress alarm if required. QCHS staff at Jacaranda Place will activate a duress alarm to access medical staff support.

In all other situations, QCHS staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff are maintained
- students receive appropriate support immediately
- parents/carers are advised
- all actions are documented and reported
- movements to the bathroom are monitored
- minimal student access to sharp objects and ligatures
- environmental scans are regularly conducted.

Initial contact of parents of a young person who is supported by CYMHS and is at immediate risk will be made by the CYMHS team.

Suicide postvention

Where a suicide has occurred on school grounds or at a school event, QCHS staff immediately enact the School Emergency Management Plan, communicate with and support

the family of the student, and ensure immediate support is provided to students and staff who may be affected.

In the case of a suicide of a student that has not occurred on school grounds, QCHS enacts a postvention response by communicating with and supporting the family of the student, if deemed appropriate based on individual circumstances, and ensuring immediate support is provided to students and staff who may be affected.

All communication to parents who have a child supported by CYMHS is to be directed through the CYMHS team, unless otherwise directed.

Absconding from QCHS

If a student absconds from QCHS, the following process applies:

1. Middle/Senior Campus: activate duress alarm (mounted in office, interview room and Campus Principal's office, also portable alarm in classrooms). Junior Campus: office to phone Mater Security on 5 555. Jacaranda Place: activate duress alarm
2. follow the student and keep a close watch (if time permits, take a school mobile phone)
3. attempt to alert another staff member to advise the Campus Principal (or nominee).

The Campus Principal (or nominee) will then:

- advise the inpatient unit (if student is an inpatient)
- give student details and description to relevant Hospital Security
- request other staff to help search the precinct
- contact parents/carers (when appropriate).

If the student leaves the precinct (or is thought to have left the precinct), the Campus Principal will call Police 000.

Regional office will then be notified along with parents/carers.

Every effort will be made by QCHS staff to assist in locating the student. Inpatient staff, parents/carers and Regional office will be continually updated if a student has left the precinct.

In all circumstances, once the student has been located, a behaviour report needs to be recorded on OneSchool.

Escorting students within the hospital and between campuses

In the interest of student safety, it is generally recommended that students are escorted to and from school each day. Factors, such as the size of the hospital complex, the high level of activity in corridors and the large number of public visiting the hospital each day, determine that caution must be exercised with regards to child safety.

Siblings and children of hospitalised parents are escorted to and from the school by a parent/carer at all times. Parents/carers may request for their senior students to walk unaccompanied after school sessions. Permission for this to occur must be provided by the Campus Principal.

Hospitalised students are escorted to and from school, as well as during agreed upon break times, by designated school or hospital staff.

During school hours when inpatient units require students for treatment etc., hospital staff are able to collect students from school and then return them. If hospital staffing problems preclude this arrangement, school staff are requested to assist.

Environmental scan

Due to the complex needs of the QCHS student population, QCHS enacts strict procedures with regards to initiating regular environmental scans to ensure student safety and wellbeing is achieved. These measures include:

- securing all sharps/knives in a locked location. When in use, sharps/knives are to be supervised and returned immediately to the secured location upon completion of the activity
- all classrooms and inpatient units must count out and count in any scissors, knives or sharp implements being used for class activities
- inpatient trolleys must be supervised and not left unattended if they are carrying sharp equipment
- all cord and cables (recharging, laptop etc.) must be secured to ensure they cannot be removed from the classroom, alternatively they are accounted for after use
- monitoring student movements to and from the bathroom with respectful supervision when necessary
- monitoring of student dress code to ensure students are following sun safe and school environmental safety guidelines.

Student Support Team

QCHS is proud to have a comprehensive Student Support Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by staff, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, safe and supportive environment.

Students can approach any trusted school staff member at QCHS to seek assistance or advice. If they are unable to assist they will provide guidance and ensure the student is connected to the appropriate representative of the Student Support Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact a QCHS guidance officer on the school phone number.

Role	What they do
Principal/Deputy Principals	<ul style="list-style-type: none">• leadership of Student Support Team to promote an inclusive, positive school culture• monitors attendance, behaviour and academic data to identify areas of additional need.• supports the transition of students into and out of the school• responsible for student welfare at each year level• provides continuity of contact for students and their families• ensures students feel safe and comfortable and want to come to school• nurtures a sense of belonging to each learning area and year level.

Senior Guidance Officers (Metro Mental Health)	<ul style="list-style-type: none"> • Intentional counselling as required • Initial liaison with base school Guidance Officer / other officer to discuss education history and engagement, and to determine how student can best be supported in the education context of their hospital program. • Recommend and lead the support and intervention planning for students with highly complex mental health issues within the hospital school setting • Recommend and lead the intensive education intervention, re-engagement, response and support of students with highly complex mental health conditions. • Promotion, prevention, awareness and capacity building regarding mental health within the Guidance community and school leadership teams. • facilitate appropriate staff professional development to support education programming for young people with complex mental health needs. • Working as part of a multidisciplinary team and foster effective relationships and partnerships with students, families, schools, hospital education programs, CYMHS and external support agencies. • Develop and support the implementation of student support plans including SET Plans and AARA's. • Support schools with the individual complex case management of students with mental health conditions. • Support schools to provide inclusive practices and make recommendations for educational adjustments for students with mental health conditions. • Providing appropriate support and education advice based on relevant policies, procedures and legislation. • Transition planning for students between the QCHS and their base schools, including state and non state schools. • Support of regional teams with capability building among staff to support students with complex mental health presentations • Liaise with Qld Health and other external agency staff to support the wellbeing of students with complex mental health presentations
Liaison Teacher (CYMHS) Jacaranda Place Key Teacher	<ul style="list-style-type: none"> • initial liaison with the base school to gather pertinent information/collateral • meets students and assesses students' educational needs • handovers relevant information to staff daily • liaison teacher meets to familiarise the student with learning routines • students who are required to remain in the unit will be provided with work by the liaison teacher when available (i.e. if not involved in base school visits, CYMHS Case Conferences, prioritised base school contact, or scheduled teaching in a classroom).
Guidance Officers	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process • supports students and families to engage with external support agencies • supports students and families to identify and transition to appropriate educational pathways.

School-Based Health Nurse	<ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
School-Based Chaplain	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education • supports students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the Student Support Team. These include Principal Advisor – Student Protection, Principal Advisor – Mental Health, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Campus Principal.

It is the expectation of our school that all staff will have engaged in trauma-informed practice professional development regularly throughout the school year. All staff are expected to complete annual MAPA training, ensuring that all language and approaches to behaviour management is consistent across all learning environments.

Legislative Delegations

In this section of the QCHS Student Code of Conduct are links to legislation that influences form and content of Queensland state school discipline procedures.

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

The disciplinary consequences model used at 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 staff to respond to low-level or minor challenging 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 made by the teaching staff 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 challenging behaviour.

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

Differentiated

QCHS staff provide 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. "After break times wait for your teacher to collect 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
- incentives
- reminders of incentives or 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 challenging behaviour)
- private discussion with student about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences (e.g. removal from learning space)

Focused

QCHS staff are supported by other school-based staff to address challenging behaviour. This may include:

- BETLS Assessment
- 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 Team
- stakeholder meeting with parents/carers and external agencies.

Intensive

School leadership team work in consultation with Student Support Team to address persistent or ongoing serious challenging 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/carers 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)
- 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 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.

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/carers and/or medical 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

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/carer at a later date and time. This meeting should be narrowly 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/carer for attending
- Walk with student to learning area.

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. These policies include:

- 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 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 school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at 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.

**** 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

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 (e.g. a knife) in their school bag, prior to seeking consent to search from a parent or calling the police
- will seek 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 search a student's property without the student/parent's consent where it is necessary in emergency circumstances (e.g. to access an EpiPen for an anaphylactic emergency)
- will seek 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 their children 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
- will collect temporarily removed student property as soon as possible after they have been notified by the Principal or 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 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
- will collect their property as soon as possible when advised by the Principal or school staff that it is available for collection.

Use of mobile phones and other devices by students

At QCHS mobile phones should not be brought to school by students. If it is considered necessary for the student to have a mobile phone for after-school use then the phone needs to be turned off and handed to office staff. The phone will be locked securely in the school office throughout the day. Under special consideration, some students are permitted to keep their phone on their person while attending the school. This permission can only be granted by the school Principal.

Responsibilities

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

QCHS does not encourage students to bring mobile phones to school. The use of mobiles during class time interrupts the learning environment for the whole class. Students are encouraged to bring their personal laptop or school-based device (e.g. iPad) if this is determined to be the key learning tool for the student.

If it is deemed necessary for students to carry such equipment, the following procedures will apply.

1. Student mobile phones to be handed to the front of office on arrival. Register will be signed and phone will be stored in a locked drawer.
2. Students may access mobile phones during scheduled school break times if there is a parent/carer need. Messages may be checked at the school office. Phones and devices remain in the office.
3. In some circumstances, students are allowed mobile phones in the classroom as per their medical and educational plan.

If a student needs to be contacted during school hours, this will be through the school office. Office staff will deliver the student's message to the teaching staff, who will then determine the appropriate time to pass the message on to the student.

All other communication with students during school hours will be through the Principal. Special considerations to the guidelines need to be approved by the school leadership team (Principal/Deputy Principal).

If considered appropriate, based on individual circumstances, for students at QCHS to have access to their mobile device they **must**:

- 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 otherwise directed by staff

- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at QCHS to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone at school unless provided with special consideration
- 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
- 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 of Education's network security
- use in-device cameras anywhere on the school grounds
- 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 during exams or class assessment unless expressly permitted by school staff.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the Department of Education's ICT network facilities. Upon registration, parents/carers and students will be required to sign the QCHS ICT agreement form
- 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

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



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 participate 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.

Our staff know that student learning is optimised when students 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.

Staff 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.

QCHS has a **Student Representative** program, with diverse representatives from a variety of year levels representing the student body. Student representatives provide valuable insight to promote strategies to improve student wellbeing, safety and learning outcomes. The Student Representatives are role models for their peers and provide an avenue for students to contribute to emerging issues.

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.

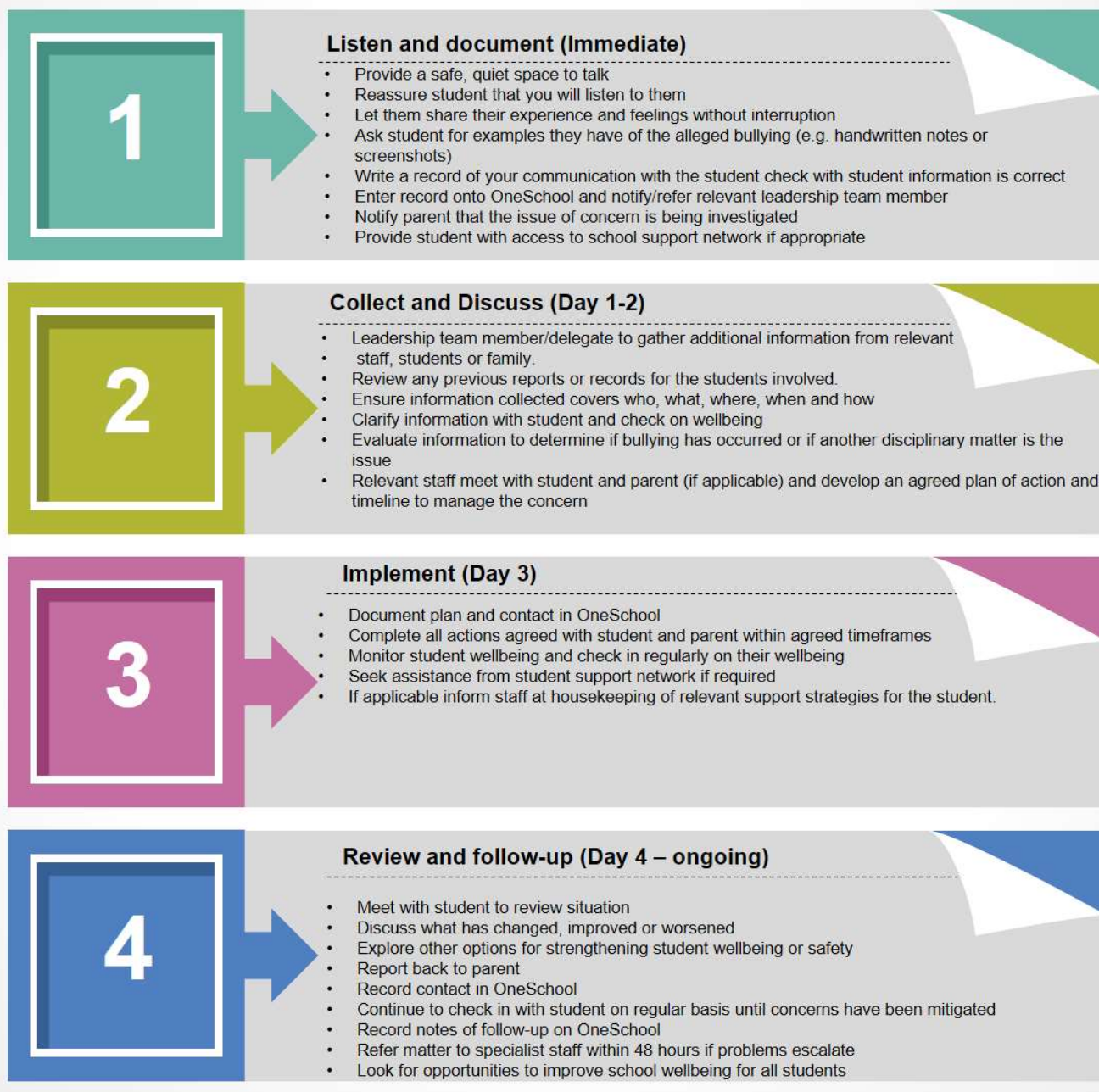
However, these conflicts are still considered serious and need to be addressed and resolved. QCHS staff will work to respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions QCHS staff will take when they receive a report about student bullying, including bullying that may have occurred online or outside of the school setting.

QCHS - Bullying response flowchart

The 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 the student and family. Key contacts for students and parents/carers to report bullying is the relevant year level Deputy Principal.

QCHS Bullying response flowchart for staff



Cyberbullying

At QCHS, cyberbullying is treated 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 Campus Principal.

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/carers 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 registered 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 that occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of registered students that is directed towards other community members or students from other school sites.

Parents/carers 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 Campus Principal.

QLD Children's Hospital School - 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](#).

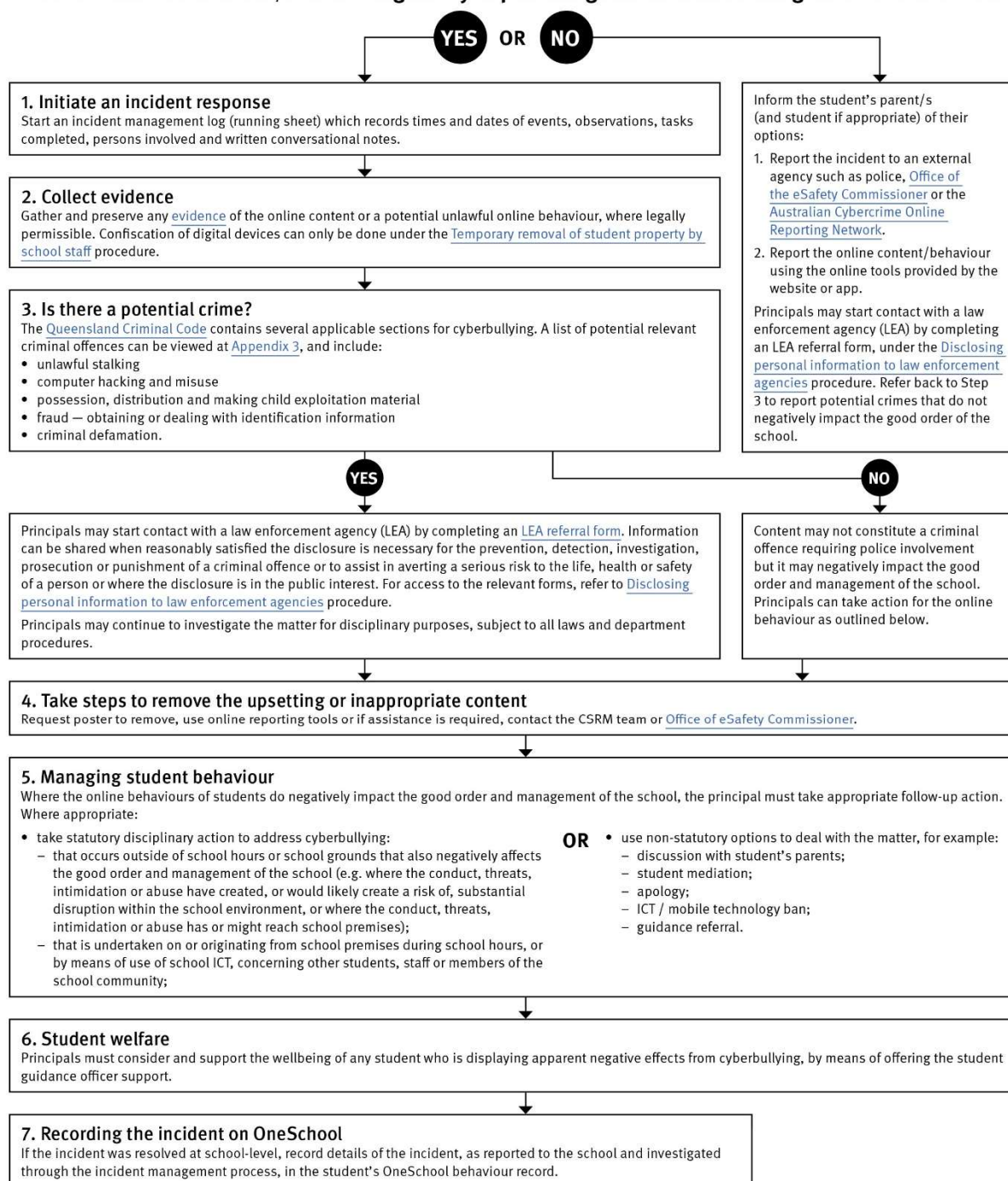
Explicit images

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](#).

Report

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

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

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 Team section earlier in this document. Students are 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 respond to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

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 is 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 of Education. 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.

If an issue has been raised with a school or it is known that another person has raised it, 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 negative or derogatory content online is encountered that involves the school, hinders a child's learning or affects the school community at large, contact the school Principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995 (Cth)* s.474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

When uploading photos of their own children, parents/carers must be mindful of who might be in the background. While some parents/carers are happy to share with friends and family via social media, some parents are not. When 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 it is considered that problem content is thought to be explicit, pornographic or exploitative of minors, a record of the URL of the page containing that content needs to be kept but DO NOT print or share it. The URL can be provided to the school Principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at 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
6. aims to reduce or eliminate the use of restrictive practices.

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

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

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

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

Critical Incidents

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

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

1. Avoid escalating the challenging 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 challenging 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. (Appendix E)

Related Procedures and Guidelines

These are related procedures or guidelines that school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices.

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

QCHS staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents/carers need to raise a concern or make a complaint that they feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent,

external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Appendices

Appendix A: BETLS Observation Tool

BETLS observation tool

BETLS is an acronym for behaviour, emotions, thoughts, learning and social relationships.

This tool is a template for gathering and documenting information and observations about a child or young person, and your particular concerns.

Observations should:

- focus only on what you actually see and hear, rather than what you think about a child or young person's behaviours, emotions and thoughts
- take note of when, where and how often a child or young person is showing a particular behaviour or emotion
- notice what makes the child or young person's experience worse and what makes it better
- record how long the behaviour or emotion occurs (for example, if you're concerned about a child or young person's outbursts, take note of how long they last)
- notice what happens before and after the behaviour that is a concern
- be recorded by different people and in different situations during the day.

This template also provides a space to reflect on a child or young person's experiences.

It allows you to note their thoughts about a situation, and any other additional information that could be playing a role in their behaviour or mood.

Details

Child or young person's name

Child or young person's age

Date of observations

Child or young person's strengths

Concerns

Behaviours	Emotions	Thoughts	Learning	Social relationships
What is the child or young person doing?	What is/might the child or young person be feeling?	What is/might the child or young person be thinking?	What learning areas are being affected?	What social areas are being affected?
(for example, unsettled at sleep time, not following instructions or getting into conflict with others)	(for example, sad)	(for example, I'm missing my family, or nobody understands me)	(for example, difficulty concentrating)	(for example, avoids group situations)

Pervasiveness

Who is present at this time? Staff? Family members? Other children or young people?

Where do these concerns/events occur (one setting, multiple settings)?

When do they occur? What times of the day? What happens before and after these occurrences?

Frequency

How often does this happen (times per day/week)?

Persistence and severity

How long has this been happening for? Always? Just started? Built up over time?

How much does the behaviour impact on the child or young person and others?

Your feelings

How does this situation make you feel? What additional support may you need?

What have others noticed about this child or young person?

Strategies

What things have been tried with the child or young person? Who implemented these strategies?
What was the outcome?

Other factors to consider

What cultural factors might be playing a role in this situation? Have there been any changes in the child or young person's life or in the service or school?

Other notes/observations

What might you do next?

Talk with the child or young person's family? Talk with a colleague? Can individual and family strengths be used to help me think of strategies? What more information do I need about this child or young person – where could I get it?



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Appendix B: Behaviour risk assessment tool

Behaviour risk assessment tool – safety or wellbeing

This tool will assist principals to determine the:

- level of risk to the safety or wellbeing of members of the school community; and
- likelihood the behaviour will adversely affect the good order and management of the school.

This process involves determining the level of risk associated with the behaviour and the potential impact or adverse outcome. In order to assess the level of risk, it is important to consider the available information including, but not limited to:

- information held by the school about the student and their previous disciplinary record;
- the known behaviour(s) of the student;
- the student's Individual Behaviour Support Plan (if they have one);
- the school's knowledge of the student's individual circumstances, including their family context;
- any information provided from the Queensland Police Commissioner to the Director-General; and
- the ability of the school to implement adequate controls and actions to reduce or manage the behaviour risk.

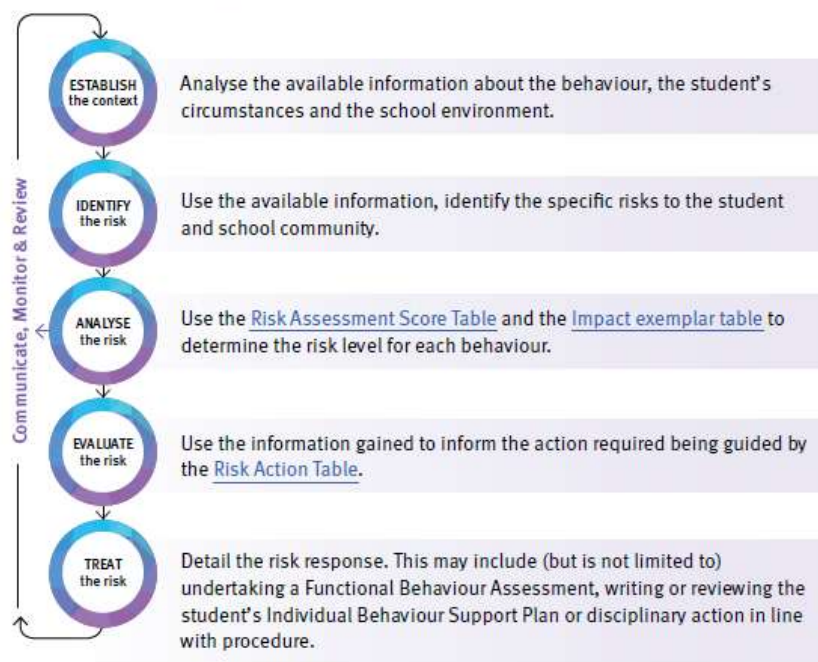
A risk assessment process is required prior to identifying an appropriate disciplinary response or intervention for students charged with or convicted of an offence; or are being considered for exclusion from certain or all state schools.

A risk assessment should also be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others:

- that the planned use of restrictive practices is being considered; or
- the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

Risk assessment process

The [Enterprise Risk Management Framework](#) outlines a risk assessment process which has been incorporated into this tool and is contextualised below:



Principals should complete the [Risk evaluation form](#) on page 7 and [Responses for unmanaged identified risk](#) on page 8 and ensure a signed copy is uploaded into the individual student's OneSchool Support record. Pages 2–6 provide guidance and instruction to complete the document.

Risk Assessment Score Table

		LIKELIHOOD OF THE BEHAVIOUR				
		How likely is it that the behaviour may occur again? Refer to the individual student's OneSchool data to determine the likelihood of the behaviour.				
		Rare May occur in exceptional circumstances.	Unlikely Unlikely to occur in some circumstances. For example, less than once per month*	Possible Possible to occur in some circumstances. For example, one to three times per month*	Likely Likely to occur. For example, one or more per week*	Almost certain Almost certain to occur. For example, daily*
IMPACT OF THE BEHAVIOUR	If the behaviour occurred, what would the impact be on the school community?	A behaviour that causes insignificant impact on the safety or wellbeing of others, self and/or the school community that causes minor disruption and does not lead to injury or physical harm.	Low risk	Low risk	Low risk	Low risk
	A behaviour that causes minor impact on the safety or wellbeing of others, self and/or school community that requires a response to de-escalate the situation or ensure the safety of the student or other people and/or reduce environmental risk.	Low risk	Low risk	Medium risk	Medium risk	Medium risk
	A behaviour that causes moderate impact on the safety or wellbeing of others, self and/or school community that has the potential to require an immediate response to avert an adverse outcome and reduce risk to the student or others.	Medium risk	Medium risk	Medium risk	High risk	High risk
	A behaviour that causes major impact on the safety or wellbeing of others, self and/or school community that has the potential to cause significant injury; or an outcome that requires an emergency first aid response/ medical treatment.	Medium risk	Medium risk	High risk	Extreme risk	Extreme risk
	A behaviour that causes serious and critical impact on the safety or wellbeing of others, self and/or school community that has the potential to cause serious injury that requires an emergency response, medical treatment, or a behaviour that is illegal.	Medium risk	High risk	High risk	Extreme risk	Extreme risk

*Principals will use their professional judgment in interpreting the impact of a particular behaviour in the context of the school environment, the impact on the community and the known risk variables.



Risk Assessment Score Table continued

Managing risk

Where possible, controls and actions to mitigate the risk should be prioritised. An experienced specialist teacher may conduct a Functional Behaviour Assessment to identify appropriate control measures. Examples of controls are:

- 1:1 supervision
- restricting school-based activities
- an individually adjusted timetable
- increased supervision of risk areas
- reduced access to specified school environment.

The risk level assessment should be determined **after** controls and actions to mitigate the risks have been identified and put into place. For example, a control for a student who has charges pending regarding an offence involving sharing indecent images with others, might include restricted access to IT applications and 1:1 supervision out of class. The risk level without controls and actions might be assessed as 'High', however, once controls and actions are in place, the risk level may be assessed as 'Medium'.

RISK LEVEL	DEFINITION
Low risk	Behaviours that typically require a differentiated response Can be managed by routine procedures — mitigate and monitor, plan permanent controls in the long term
Medium risk	Behaviours that typically require a differentiated response Action by administration to mitigate risk — interim controls to be identified to reduce risk until permanent solutions are in place
High risk	Behaviours that typically require a focussed response Immediate action required by principal — prioritise behaviour management plan and risk assessment issues; monitor closely and review regularly
Extreme risk	Behaviours that typically require an intensive response Immediate action required by principal — emergency procedures in place e.g. call 000, school lockdown

Impact exemplar

Principals can use the table below as a guide to assist with decision making about the impact of a particular behaviour. It is a guide and as such principals will use their professional judgment in interpreting the impact of a particular behaviour in the context of the school environment, the impact on the community and the known risk variables. The table is a list of examples, it does not take account of the dynamic nature of risk, and therefore the frequency and likelihood of an adverse outcome must also be considered.

IMPACT OF THE BEHAVIOUR		EXAMPLES OF BEHAVIOURS
If the behaviour occurred, what would the impact be on the school community?	A behaviour that causes insignificant impact on the safety or wellbeing of others, self and/or the school community that causes minor disruption and does not lead to injury or physical harm. These are behaviours that typically require a differentiated response.	<ul style="list-style-type: none"> • Calling out in class and causing minor disruption to lessons. • Arriving late to class, calling out and making faces at other students. • Not following simple instructions or putting hand up when appropriate.
	A behaviour that causes minor impacts on the safety or wellbeing of others, self and/or school community that requires a response to de-escalate the situation or ensure the safety of the student or other people and/or reduce environmental risk These are behaviours that typically require a differentiated response.	<ul style="list-style-type: none"> • Hiding the property of other students. • Becoming upset and their behaviour escalates, causing minor disruption. • Constantly distracting others who are in close proximity to them. • Swearing at staff and others and making low level threats.
	A behaviour that causes moderate impact on the safety or wellbeing of others, self and/or school community that has the potential to require an immediate response to avert an adverse outcome and reduce risk to the student or others. These are behaviours that typically require a focussed response.	<ul style="list-style-type: none"> • Makes threats of physical violence to other students, with no previous history of following through. • Locking themselves and/or others in an area and refusing to leave. • Throwing objects around a classroom with or without intention of hitting other students or teachers.
	A behaviour that causes major impact on the safety or wellbeing of others/self that has the potential to cause significant injury; or an outcome that requires an emergency first aid response/ medical treatment / may be illegal. These are behaviours that typically require an intensive response.	<ul style="list-style-type: none"> • Selling or supplying drugs or drug paraphernalia that may or may not be illegal substances. • Bringing a concealed weapon to school. • Using sexualised threatening language towards others. • Self harm.
	A behaviour that causes serious and critical impact on the safety or wellbeing of others or self that has the potential to cause serious injury that requires an emergency response, medical treatment; causing/ leading to death; or a behaviour that is illegal. These are behaviours that typically require an intensive response.	<ul style="list-style-type: none"> • Running onto a busy road. • Brandishing a weapon at other people. • Physically attacking other students or staff causing physical injury necessitating an emergency response. • Touching another person inappropriately, without their consent (sexualised touching or behaviours). • Requiring the attention of Queensland Ambulance Services as the result of physical injury or serious emotional upset (including suicide ideation).

Risk Action Table

Once a risk has been identified it is important to ensure that action is taken to reduce or mitigate against the known risk. The **Risk Action Table** is provided only as a guide to assist principals and staff in their decision making. Staff will use their professional judgment in balancing all the information known to them:

- about the specific situation;
- about the student;
- contextual to the known behavioural risk;
- to evaluate the risk; and
- to ensure that they take action aimed at reducing or treating the risk.

It is important to ensure that any action taken in regard to mitigating risk is consistent with the school **Student Code of Conduct**.

Principals may also need to consider any identified risk within a workplace health and safety context, including identifying any risk that remains unmanaged or untreatable and escalating those issues to their regional supervisor.

LEVEL OF RISK	EXAMPLES OF RISK ACTIONS AND CONTROLS
Low risk These behaviours are those that typically require a differentiated response.	<ul style="list-style-type: none"> • Identify behaviours and plan to monitor the behaviour. • Review each semester to ensure the level of risk remains low. • Communicate any concerns with the student parents.
Medium risk These behaviours are those that typically require a differentiated response.	<ul style="list-style-type: none"> • Implement risk mitigation controls and actions, plan to undertake a Functional Behaviour Assessment. • Develop and implement a Behaviour Support Plan. • Review the Behaviour Support Plan as required. • Communicate any concerns with the students' parents.
High risk These behaviours are those that typically require a focussed response.	<ul style="list-style-type: none"> • Immediately respond to reducing the risk and reporting any potential illegal behaviour or risks through the appropriate channels and to the police if necessary. • Notify the students' parents that their behaviour is cause for serious concern. • Implement immediate risk mitigation controls and actions. • Undertake a Functional Behaviour Assessment. • Develop and implement a Behaviour Support Plan. • Review the plan on a regular basis (at least once a month). • Review the associated risk on a regular basis (at least each term). • Convene a stakeholder meeting if appropriate.
Extreme risk These behaviours are those that typically require an intensive response.	<ul style="list-style-type: none"> • Immediately respond to reducing the risk and reporting any potential illegal behaviour or risks through the appropriate channels and to the police if necessary. • Ensure that the student and/or others are safe and no longer at ongoing risk. • Notify the students' parents that their behaviour is cause for serious concern. • Implement immediate risk mitigation controls and actions. • Undertake a Functional Behaviour Assessment. • Develop and implement a Behaviour Support Plan. • Review the plan on a regular basis (at least weekly). • Review the associated risk on a monthly basis. • Convene a stakeholder meeting if appropriate.

Risk evaluation

Principals are responsible for the workplace health and safety of their school. From a workplace health, safety and wellbeing perspective it is important to balance the risk to staff and students and ensure that, so far as **possible and practicable**, the safety of everyone in the school community is protected.

A record must be maintained of the [Risk evaluation form](#) and [Responses for unmanaged identified risk](#), which will help to identify the risk actions and controls. In behavioural terms the risk actions and controls are usually positive and proactive evidence based behaviour support strategies that are documented in the student's Individual Behaviour Support Plan (IBSP). **Upload a signed copy of the Risk evaluation form and Responses for unmanaged identified risk into the individual student's OneSchool record.**

For reference, use the [Risk Assessment Score Table](#) in describing the impact and likelihood of the behaviour (which will generate the risk rating). See example below.

Example risk evaluation

Identify and describe risk behaviour/s	Impact of the behaviour (refer to page 4)	Likelihood of the behaviour	Risk rating (refer to page 3 — impact/likelihood)	Planned risk actions and controls (refer to page 5 for example risk actions)	Staff member with responsibility (name and position title)
<p><i>Student A makes verbal threats that they will physically injure student B while in school and will target student B during school lunch breaks.</i></p> <p><i>Student A will make threats of physical harm to student B at least once each week.</i></p>	<input type="checkbox"/> Insignificant impact <input checked="" type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input checked="" type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input checked="" type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk	<ul style="list-style-type: none"> • <i>Student A will be disciplined in line with the school's Code of Conduct in regard to threats of physical violence against Student B.</i> • <i>Student A will be counselled to avoid contact with Student B.</i> • <i>Student A has a Behaviour Support Plan, this can be found on OneSchool and documents evidence-based behaviour support strategies aimed at reducing their risk behaviours.</i> 	Principal, Paige Turner
EXAMPLE ONLY					

Risk evaluation form

Please ensure this completed form is uploaded to the student's individual OneSchool Support record. A Word version of the Risk evaluation form and Responses for unmanaged identified risk can be found in the [Student discipline procedure](#).

Student name:					
School name:					

Identify and describe risk behaviour/s	Impact of the behaviour (refer to page 4)	Likelihood of the behaviour	Risk rating (refer to page 3 — impact/likelihood)	Planned risk actions and controls (refer to page 5 for example risk actions)	Staff member with responsibility (name and position title)
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		
	<input type="checkbox"/> Insignificant impact <input type="checkbox"/> Minor impact <input type="checkbox"/> Moderate impact <input type="checkbox"/> Major impact <input type="checkbox"/> Critical impact	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Medium risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk		



Responses for unmanaged identified risk

Please ensure this completed form is uploaded to the student's individual OneSchool Support record.

The planned use of a restrictive practice is not a risk action or control strategy; restrictive practices are a risk treatment strategy that must only be used where:

- the restrictive practice is reasonable in all the circumstances; and
- where there is no less restrictive measure available to respond to the behaviour in the circumstances.

If a student has an Individual Student Safety Plan (ISSP) or as a result of an identified behaviour one is being developed, this should be referenced by answering the three questions below in the affirmative. The ISSP details the risk management strategy for identified/ known, unmanaged behavioural risk.

The student has an ISSP	<input type="checkbox"/> Yes <input type="checkbox"/> No
The ISSP details the planned use of a restrictive practice for use to manage identified/ known and unmanaged behavioural risk	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a workplace health and safety notification been made? (If yes, indicate incident reference below)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional notes and relevant advice (include key staff members/positions)	
Name of staff member(s) who prepared plan	
Signature of staff member(s) and date	
Name of principal	
Signature of principal and date	
Date the plan will be reviewed (at least once per semester)	

Upload a signed copy of the *Risk evaluation form* and *Responses for unmanaged identified risk* into the individual student's OneSchool Support record.

NB Include any source document/s e.g. behaviour plans, stakeholder meeting notes, psychology reports, which have not been previously uploaded.



Appendix C: Student behaviour flowchart

Student Behaviour Flowchart

Student Name:

	Calm	Anxiety	Defensive	Risk Behaviour	Tension Reduction
What is happening? (What does the student look like?)					
What can I do? (What can I do to help?)	Proactive Strategies:	Supportive:	Directive:	Intervention:	Rapport:
What to avoid (I know this will escalate the situation)	Triggers	AVOID	AVOID	AVOID	AVOID

Appendix D: Staff debrief template



STAFF *COPING Incident Debrief*

Date: _____ Location: _____

Time: _____ Staff Involved: _____

Control – Are all staff back in control?

Orient – Establish basic facts about incident. Exchange information and perspectives. Document facts.

Who will write the incident report?

Patterns – Identify precipitating factors. Review the intervention. Are there patterns in the way staff respond to crisis situations?

Investigate – Look for ways to strengthen future interventions (explore ways to prevent similar situations from occurring).

Negotiate – Agree to changes that will improve future efforts to prevent and respond to crises.

Give – Offer support and encouragement to each other. Express trust and respect.

Appendix E: Student debrief template



STUDENT *COPING Incident Debrief*

Date: _____ Location: _____

Time: _____ Staff Involved: _____

Control – Are you back in control of your own behaviour? How do you know?

Orient – What happened? Facts only. Dot points.

Patterns – What happened before the incident? How were you feeling before the incident?
What else happened today?

Investigate –What would I do differently if it happened again?

Negotiate – What are some ways we can prevent this from happening again?

Give – How can I make it better? What do I do now?

Younger students should be assisted in the discussion of these questions. Adults may choose to take notes, scribe or differentiate the reflection sheet based on student needs.

