



St Bernard State School

Student Code of Conduct

2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

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

The Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The St Bernard State School community has the goal of establishing a school environment in which there is a positive and supportive atmosphere and where all members will feel safe, secure and happy. In addition, the students will have the maximum opportunity to learn, work and participate with minimal disruption while accepting individual differences.

The responsible behaviour in our school depends upon both school personnel and Parents/caregivers/caregivers/carers working towards the same goals and maintaining acceptable standards of behaviour to ensure the outcomes of our students and school are achieved.

St Bernard State School Acknowledgement of Country

St Bernard State School acknowledges the traditional custodians of the land on which our school is built, and those who have walked the land before us, the Wanggerriburra people. We pay our respects to their Elders, past present and emerging, and acknowledge their connection to the mountains, waterways and rainforests that surround our school. Our school also acknowledges Aboriginal and Torres Strait Islander peoples, their cultures and their continued spiritual connection to the land.

Contact Information

Postal address:	1-19 School Road, Mount Tamborine 4272
Phone:	07 55457666
Email:	admin@stbernardss.eq.edu.au
School website address:	https://stbernardss.eq.edu.au
Contact Person:	Mrs Sam Birch (Principal)

Endorsement

Principal Name:	Mrs Sam Birch
Principal Signature:	
Date:	5/12/25
P/C President	Mrs Sara Allen
P/C President Signature:	
Date:	5/12/25

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Principal's Foreword

St Bernard State School is a vibrant primary school situated on Tamborine Mountain in the hinterland of the Gold Coast. The school was officially opened as a co-educational establishment by the Queensland Government in 1914, proudly celebrating over 100 years of quality education.

At St Bernard State School, we believe that strong, respectful relationships sit at the heart of every successful learning journey. Our staff, students and families work together to create a warm, supportive community where behaviour is guided through genuine connection, clear expectations and positive reinforcement.

We are committed to delivering a productive, challenging and inclusive educational program in our small-school environment—where every child is known, valued and supported. We set high expectations for learning and behaviour, while ensuring our classrooms remain positive, fun and engaging places to grow. Through this balance of challenge and joy, we nurture the knowledge, skills and values that students will carry confidently into all aspects of their lives.

As the Principal of the school my responsibilities are:

- Support and manage student discipline in the school.
- Consult the school community (P&C) in regard to our Student Code of Conduct.
- Ensure a signed copy of the Student Code of Conduct is publicly available on the school website.
- Ensure the Student Code of Conduct is reviewed annually to maintain currency, with a comprehensive review every four years in line with cycles of the School Planning, Reviewing and Reporting Framework.

P&C Statement of Support

St Bernard State School parents/caregivers and Citizens' Association (P&C) is a dedicated and active group committed to supporting our school and making a meaningful difference to the educational experience of every student.

Our P&C works to strengthen the connection between our school and the wider community, including Parents/caregivers/caregivers, carers, community members, students and staff.

Together, we aim to:

- Encourage and support the improvement, innovation and effective management of school facilities, equipment and learning environments through fundraising and grant opportunities.
- Provide valuable input and feedback on school policies, planning and activities.
- Offer additional services and initiatives that enhance the wellbeing, recreation and engagement of students, and in turn, benefit our community.

Learning and Behaviour Statement

All areas of St Bernard State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic educational programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviour and preventing and responding to unacceptable behaviours. Shared expectations for student behaviour are clearly communicated to everyone, assisting St Bernard State School to create and maintain a positive and productive learning and teaching environment. This will ensure that all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following Vision, Motto and School Behaviour Expectations to teach and promote our high standards of responsible behaviour.

Vision: Every child can LEARN and Every child can ACHIEVE

Motto: We Care and Understand

School Behaviour Expectations: We are Safe, We are Respectful, We are Learners and We are Responsible



St Bernard State School's approach to student learning and wellbeing reflects the three pillars of the students learning and wellbeing framework:

1. Creating safe, supportive and inclusive learning environments
2. Building the capability of staff, students and the school community
3. Developing strong systems for early intervention.

Rights and Responsibilities

Our staff are committed to delivering high quality education for every student, and believe all adults within our school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students (We are Safe, We are Respectful, We are Learners and We are Responsible). Our behavioural expectations have been expanded to outline the rights and responsibilities for all students, staff and community members.

	Behaviour Expectations	Rights	Responsibilities
Students	We are Safe	To learn in a safe environment free from physical and/or verbal abuse. To expect their property to be safe.	To conduct themselves in a manner which guarantees the safety of others.
	We are Respectful	To be free from discrimination. To communicate with others and express opinions in a socially acceptable manner. To be treated with respect and courtesy by other students, staff and adults.	To respect the rights and needs of others to learn and participate in school activities. To demonstrate a courteous, supportive and caring attitude. To treat others with respect, courtesy and consideration.
	We are Learners	To a quality education.	To be prepared and on time for class.
	We are Responsible	To feel proud of their school. To be given information and skills to develop responsibility and independence.	To participate in learning to the best of their ability. To care for the school environment. To accept responsibility for their actions. To follow the school behaviour expectations in all settings. To accept logical consequences of all behaviours, both positive and negative.

	Behaviour Expectations	Rights	Responsibilities
Staff	We are Safe	To carry out duties in a safe and supportive environment free from physical and/or verbal abuse. To expect their property to be safe. To work in a healthy and safe environment.	To follow best WH&S practices. To use MyHR to record any risks or incidents. To report to administration any reportable offences (as per Child Protection Act).
	We are Respectful	To be recognised as professionals in the education of students. To be free from discrimination. To communicate with others and express our opinions in a socially acceptable manner. To be treated with respect, courtesy and consideration.	To act in a professional and collegial manner. To treat others with respect, courtesy and consideration.
	We are Learners	To be kept up to date with best practice by being provided professional development (PD) opportunities.	To provide support for our school plan by teaching and modelling appropriate behaviours. To actively participate in staff meetings and PD. To prepare curriculum and teaching programs and cater for student needs, interests and abilities in accordance with departmental guidelines.
	We are Responsible	To work in an environment that has clear processes that support the implementation of behaviour management and teaching and learning.	To consistently implement the school plan for managing behaviour in a fair and just manner. To create a caring, safe and orderly environment where students are taught responsibility for their own behaviours.

	Behaviour Expectations	Rights	Responsibilities
Parents/Carers/Visitors	We are Safe	To expect their child/ren will be educated in a safe and supportive environment.	To supervise own child/ren while on school grounds outside of school hours. To follow school rules whilst on school grounds.
	We are Respectful	To communicate with others and express our opinions in a socially acceptable manner. To be treated with courtesy by staff, students and other members of the school community.	To communicate concerns openly, honestly and respectfully with staff within our school.
	We are Learners	To have support from the school. To be kept informed on aspects of their child/ren's education.	To become familiar with and be supportive of school policies.
	We are Responsible	To have access to school personnel at a mutually agreed time.	To access support programs provided by the school to encourage and support their child/ren. To support the goals and aspirations of the school. To demonstrate a duty of care for all children when they are on the school grounds. To follow up concerns from the staff regarding their child/ren's behaviour.

Whole School Approach to Discipline:

Positive Behaviour for Learning (PBL)

St Bernard State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline. PBL is a structured, long term whole school approach, which defines and teaches appropriate behaviour expectations and is used in all classrooms and programs offered through the school, including extra-curricular activities.

PBL is an evidence-based framework used to:

- Analyse and improve student behaviour and learning outcomes.
- Ensure that only evidence-based practices are used by staff to support students.
- Continually support staff members to maintain consistent school and classroom improvement practices.

The development of the St Bernard State School Student Code of Conduct is an opportunity to develop our community's understanding of PBL to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

PBL is a Multi-Tiered System of Support which is used to improve academic, wellbeing and behavioural outcomes. PBL uses a problem-solving model to examine relevant data, determine desired outcomes, and establish systems and practices to achieve identified goals. St Bernard State School's four school expectations of: I am Safe, I am Respectful, I am a Learner and I am Responsible are explicitly taught and reinforced through our SBSS PBL Matrix, *Thumbs Up* and *Bernie Points* reward system.

It is an expectation that all staff use PBL to build positive relationships with students and as a proactive and preventative approach to student behaviour. PBL is supported by a PBL Team who engage regularly with regional PBL advisors to ensure rigour and fidelity in our practices.



Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair.

For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Behaviour Expectations Matrix

	ALL SETTINGS	ADMINISTRATION	ASSEMBLY	EATING TIMES	TRANSITIONS
WE ARE SAFE	- We follow school safety instructions. - We keep our bodies to ourselves. - We use equipment appropriately. - We report injury or illness to a staff member. - We move safely around the school and follow the rules for that area.	We go to the office when we are late for school.	- We sit safely with our class. - We walk directly to and from the assembly area.	- We are seated in the correct eating area at all times. - We sit to eat. - We eat our own food. - We drink plenty of water.	- We remain with our class and teacher when moving around the school during class times. - We use the pathways.
WE ARE RESPECTFUL	- We use manners and polite language at all times. - We treat others how we expect to be treated. - We treat all property with respect. - We recognise and praise the achievements of others. - We use words, statements and actions that are respectful and kind. - We follow adult instructions at all times. - We understand, accept and appreciate the differences of others. - We care for and protect school property. - We wear the correct school uniform at all times.	- We wait quietly to speak to office staff. - We use our manners and speak calmly.	- We participate in assembly. - We recite the school pledge. - We sit silently and listen when others are speaking. - If we are able and it aligns with our cultural practices, we stand still with our hands by our sides during the National Anthem. - We take our hats off.	- We place all rubbish in the bin or take it home. - We sit in the correct area. - We line up on teacher's instruction at the bell.	- We walk quietly around the school. - We understand that others are learning around us. - We walk on pathways. - We follow the teacher's directions.
WE ARE LEARNERS	- We approach tasks confidently and positively. - We try our best. - We take pride in our learning. - We learn from our mistakes.	We learn and use the names of office staff.	We listen and act on messages.		- We respect the learning of others when moving around the school. - We listen and follow instructions when transitioning.
WE ARE RESPONSIBLE	- We take ownership of our own choices and actions. - We are role models to others. - We look after our belongings and keep our area tidy.	We are responsible for taking home and returning notes.	We are responsible and accountable for our actions.	- We look after our own lunch box. - We stay in the correct area until dismissed.	We are on time for all lessons.

	BEFORE AND AFTER SCHOOL	TUCKSHOP	PLAYTIME	IN CLASS	TOILETS
WE ARE SAFE	- We use the crossing to cross the road. - We wait in supervised areas before and after school - We wait quietly in the bus line and state our name clearly when boarding the bus.	- We wait in line. - We follow instructions at all times. - We do not enter the tuckshop.	- We wear our hat when we play. - We walk on pathways. - We play running games on the oval - We use equipment appropriately. - We wait for staff before playing. - We keep our hands and feet to ourselves.	- We enter classrooms with a teacher. - We walk inside. - We follow instructions. - We keep our hands and feet to ourselves.	- We use the toilets for their purpose. - We flush the toilet. - We wash our hands.
WE ARE RESPECTFUL	- We enter and exit classrooms when invited by a teacher. - We follow the instructions of staff. - We use our manners.	- We wait patiently. - We use our manners. - We wait outside the tuck shop.	- We follow the rules of the game. - We include others. - We encourage others. - We use pause and think - We play in the correct places.	- We allow teachers to teach and students to learn. - We listen to others. - We understand everyone has a voice. - We follow instructions. - We ask permission to leave the classroom. - We value differences. - We respect resources.	- We are water and paper wise. - We leave the area clean. - We respect the privacy of others.
WE ARE LEARNERS	- We are prepared and ready to learn. - We complete any sets tasks for homework.	We follow the class tuck shop roster to get the tuck shop box for our class.	- We follow the agreed rules of the game. - We resolve disagreements with our words.	- We are an active participant in the classroom. - We seek feedback from others. - We allow others to learn. - We ask for help when needed. - We complete all tasks to the best of our ability.	- We use toilets at breaks if possible. - We return to class in a timely manner.
WE ARE RESPONSIBLE	- We take accountability for our own actions before and after school. - We are responsible for our own belongings before and after school. - We make sure we line up on time.	- We are on time. - We sit when we are eating. - We help staff when needed to hand out items. - We spend our own money.	- We stop and think before doing. - We take ownership over our actions and words in games. - We make sure teams are fair.	- We organise our belongings. - We keep our work neat and tidy. - We take ownership of our own learning. - We allow others to learn.	- We use toilet paper and soap correctly. - We report any damage or inappropriate behaviour to an adult.

Differentiated and Explicit Teaching

Within the Positive Behaviour for Learning Framework at St Bernard State School, there are three levels of school-wide instructional and positive behaviour support. These are:

Universal Strategies / Whole School Behaviour Support - Tier I (green):

Communicating behavioural expectations is a form of universal behaviour support. This is a strategy directed towards all students designed to teach and reinforce responsible and positive behaviour expectations.

Targeted Behaviour Support - Tier II (yellow):

Informed by data and provides targeted intervention to identified students to address specific behaviour, engagement, academic and/or wellbeing needs. Students requiring tailored supports are identified through referral processes and are case managed to monitor progress.

Intensive Behaviour Support - Tier III (red):

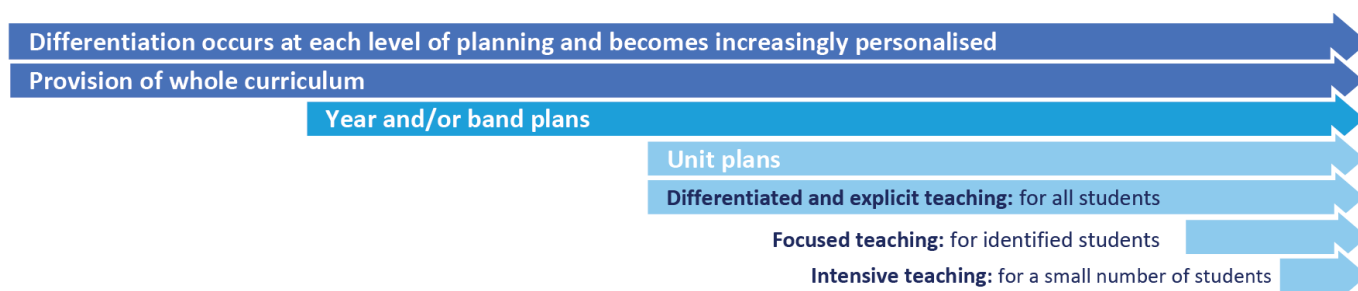
Informed by data and provides intensive intervention to identified students to address specific behaviour, engagement, academic and/or wellbeing needs. Students requiring intensive supports are identified through referral processes, are case managed to monitor progress and includes a multi-disciplinary stakeholder team.

Discipline and Behaviour through Differentiated teaching and Learning

St Bernard State School provides an environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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



Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Classroom teachers and inclusion teachers at St Bernard State School, work cooperatively to provide additional supports to a small number of students requiring additional support to meet our school expectations.

Additional supports may include:

- Restorative conversations
- Mediation processes
- Discipline Improvement Plan
- Playground Plan
- Behaviour Plan
- Communication Book
- Supported play at breaks
- Social skills groups
- Individualised supports

Intensive Teaching

St Bernard State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviour need comprehensive systems of support. Intensive teaching involves frequent and explicit instruction and frequent and ongoing modelling, 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.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans 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 needs and issues.

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

Minor and Major Behaviour Matrix

Behaviour Category (One School)	MINOR (record in QuesSchool)		Major (refer to RTR and record in QuesSchool)		MAJOR (refer to admin team and record in QuesSchool)	
	Minor Examples Minor behaviours managed by Teacher and does not warrant a discipline referral to the office or other withdrawal option.	Differentiated responses to these behaviours may include:	Major Example Use teacher strategies before referring to Reflective Thinking Room.	Focused responses may include:	Admin	Focused and Intensive responses may include:
Abusive language	Swearing or offensive language not directed at another person.	Teacher responses: Return & demonstrate correct behaviour.	Persistent generalised comments, swearing or gestures that are offensive to community standards but not directed at another person.	Classroom behaviours to be entered in One School by teacher.	Unacceptable and abusive/offensive/threatening language behaviour directed (including swearing) at an adult or student.	Classroom behaviours to be entered in One School by teacher.
Bomb threat /False alarm					Delivering or writing messages of possible explosive material being on campus.	Playground behaviours to be entered by witnessing staff (refer CT).
Bullying	Leaving class without permission, back-chating, walking away when an adult requires your attention, persistent non-completion of tasks or following instructions, refusal to work, persistently late.	Sit down for 5 mins/ time-out.	Targeted, repeated classroom or playground bullying/ harassment with intent to cause harm to an individual or group: physical aggression; threats or intimidation; teasing/name-calling or social exclusion.	Playground behaviours to be entered by witnessing staff (refer CT).	Serious, persistent physical behaviours such as hitting and kicking. Repeated, persistent verbal and physical threat/intimidation, teasing/name-calling or social exclusion intended to cause harm.	Request assistance if required (Call 620 or use walkie-talkie).
Defiance	Making a one-off comment or message that is rude or impolite, ignoring instructions, intentional lying.	Rule reminder/ discuss safety.	Persistent, wilful non-compliance with adult instructions.	Use only ONE (1) behaviour category. The elected behaviour should be the behaviour that relates MOST to the referral.	Yelling at an adult, repeated arguing with teacher, repeated and wilful refusal to respond to re-directions, refusal to attend RTR, repeated RTR's not influencing behaviour.	Use only ONE (1) behaviour category. The elected behaviour should be the behaviour that relates MOST to the referral.
Disrespect		Written/ verbal apology.	Repeated comments or message that are rude or impolite, repeated refusal to follow instructions, repeated lying to intentionally cause harm. Inappropriate displays of affection.	Ensure QuesSchool referral is non-emotive and factual.	Persistent harmful comments or messages that are rude or impolite, repeated refusal to follow instructions, repeated lying to intentionally cause harm (after RTR referral)	Ensure QuesSchool referral is non-emotive and factual.
Disruption	Persistent calling out, talking to other students, general off-task behaviour, tapping pencil, intentional noise making, spitting (not directed at a person).	Verbal correction.	Persistent calling out, persistent interruption of teacher, persistent getting out of seat (that interfere with the rights or other to learn), persistent intentional late arrivals to class.		Persistent (after referral to RTR)/serious wilful disruptive behaviours that interfere with the rights of others to learn	Teacher/Inclusion/ Principal responses may include:
Dress code	Continuing pattern of not wearing the correct uniform despite persistent direction to do so.	Remove object.		Reflective Thinking Room.		Reflective Thinking Room.
Fighting		Teacher directs play.			Student is involved in intentional actions that result in serious physical contact and injury of another student.	Playground Card.
Harassment	One-off name-calling, teasing or behaviour that is socially unacceptable but does not cause harm.	Complete in own time/ play time. Move to quieter space. Parallel praise.	Student engages in targeted deliberate verbal or social behaviour intended to humiliate, threaten or cause social or psychological harm related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.	Restorative Practices. Removal of privileges. IT bans.	Student engages in repeated deliberate verbal or social behaviour intended to cause ongoing social or psychological harm related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.	Referral to specialist support staff or agencies. Guidance Officer Support. Restorative programs. Check in/Check out cards.
Physical aggression	Non-threatening physical actions e.g. horseplay, play fighting, throwing food, pushing in line.	Ignore. Lose equipment.	Physical misconduct involving an object where no harm is caused (e.g. intentionally throwing a potentially harmful object across the classroom with no harm caused)	Written apology.	Actions involving physical aggression where injury may potentially/has occurred – punching, kicking, head-butting, choking, scratching or spitting. Includes premeditated aggression. Includes a physical fight between others.	Stakeholder meetings. Removal of privileges. IT bans.
Academic misconduct	Copying someone's work during a lesson, cheating.	Alternate seating.			Copying someone's assessment and claiming it as their own.	Behaviour Plans. Suspension.
Falsifying documents	Completing another student's classwork.	Make student wait until last	Intentionally completing or copying another student's work.		Falsifying parent signatures/notes/letters from home.	
Property misuse causing risk to others	Inappropriate use of equipment or treatment of property which does not result in damage.	Lose IT privileges	Intentional misuse of property causing risk to property or others.		Purposeful misuse of property which results in the damage or destruction of property or equipment.	

Minor and Major Behaviour Matrix (continued)

MINOR (record in Qneschool)			Major (refer to RTR and record in Qneschool)		MAJOR (refer to admin team and record in Qneschool)	
Behaviour Category (OneSchool)	Minor Examples Minor behaviours managed by Teacher and does not warrant a discipline referral to the office or other withdrawal option.	Differentiated responses to these behaviours may include:	Major Example Use teacher strategies before referring to Reflective Thinking Room.	Focused responses may include:	Admin	Focused and Intensive responses may include:
Property misuse causing risk to others	Inappropriate use of equipment or treatment of property which does not result in damage.	Make student wait until last	Intentional misuse of property causing risk to property or others.	Classroom behaviours to be entered in One School by teacher.	Purposeful misuse of property which results in the damage or destruction of property or equipment.	Review of enrolment/ recommendation for exclusion. Cancellation of enrolment/exclusion [Principal only].
Property damage	Inappropriate use of equipment or treatment of property which does not result in damage.	Lose IT privileges Device/item stored at office	Intentional attempts to damage property (e.g. throwing a lunchbox in anger).	Playground behaviours to be entered by witnessing staff (refer CT).	Purposeful participation in an activity which results in the damage or destruction of property (e.g. throwing an iPad).	
Substance misconduct involving tobacco and other legal substances		Restorative – cleaning area, picking up rubbish			Uses or possesses alcohol, tobacco or another legal substance.	
Substance misconduct involving illegal substances					Uses or possesses illegal drugs, substances or imitations Supplies illegal drugs, substances or imitations to others.	
Technology violation	Non-serious, but inappropriate use of digital device. The use of any ICT which is contrary to teacher direction.	Peer mediation Refer to Individual Behaviour Support Plan for teaching strategies	Disrespect of others through low level name-calling, or threats using digital devices.	Use only ONE (1) behaviour category. The elected behaviour should be the behaviour that relates MOST to the referral.	Ongoing or major disrespect shown to others by way of verbal, written or digital messages or photographs. Negative messages relating to race, gender, religion, age, origin, appearance or disability which causes harm or embarrassment. Deliberately knowing or spreading rumours/ies about others that are hurtful or harmful.	
Theft	Acquiring of others' property without permission (e.g. takes a rubber or pen)		Repeated taking others' property e.g. taking food from lunchboxes.		Takes or passes on the property of others without permission. Possess the property of others knowing it is stolen.	Review of enrolment/ recommendation for exclusion. Cancellation of enrolment/exclusion [Principal only].
Use/ possession of combustibles				Ensure OneSchool referral is non-emotive and factual.	Inappropriate use or possession of banned items (knives, matches; lighters).	
				Reflective Thinking Room.	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	
				Restorative Practices.		
Use/ possession of weapons				Removal of privileges. IT bans. Written apology.		

School Disciplinary Absences

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

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

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

Parents/caregivers and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry Following Suspension

Students who are suspended from St Bernard State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents/caregivers 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 should follow a set agenda set by the school. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community

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

St Bernard State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

Temporary Removal of Student Property

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

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service. The following items are explicitly prohibited at St Bernard State School and will be removed if found in a student's possession:

- Illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- Imitation guns or weapons
- Potentially dangerous items (e.g. blades, rope)
- Drugs** (including tobacco)
- Alcohol
- Aerosol deodorants or cans (including spray paint)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- Poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at St Bernard State School:

- Do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- May seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police.
- Consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.
- There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents/caregivers (e.g. to access an EpiPen for an anaphylactic emergency).
- Consent from the student is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents/caregivers should be called to make such a determination.

Parents/caregivers of students at St Bernard State School:

Ensure your child/ren do not bring property onto schools' grounds or other settings used by the school (e.g. camp, sporting venues) that:

- ✓ Is prohibited according to the St Bernard State School Student Code of Conduct.
- ✓ Is illegal.
- ✓ Puts the safety or wellbeing of others at risk.
- ✓ Does not preserve a caring, safe, supportive or productive learning environment
- ✓ Does not maintain and foster mutual respect.
- ✓ Collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Use of Mobile Phones and other Devices by Students

From 2024, legislation was implemented in all QLD schools, preventing students from having access to mobile phones whilst at school.

Students are permitted to bring mobile phones, smart watches and similar electronic device to school for the reasons of safety for travelling to and from school and they must follow the conditions outlined below:

1. Students bringing communication devices to school do so at their own risk and St Bernard State School takes no responsibility for their loss, damage or theft.
2. Mobile phone, smart watches and similar electronic devices are to be placed into their allocated box at administration upon the students' arrival before school commences. The student is responsible for collecting the communication device each afternoon.
3. Phones, smart watches and electronic devices must always be switched off.
4. Camera functions on mobile phones, smart watches or electronic devices are not to be used at ANY time.
5. Students who need to contact home because they are sick are to do so through the office, they are NOT to use their mobile phone, smart watch or electronic device to arrange for collection. This allows first aid staff to monitor the student while they wait to be collected.
6. Mobile phones smart watches are NOT to be accessed at all during the school day.
7. Parents/caregivers who need to urgently contact students must do so through the front office. Staff will ensure that students receive the message.
8. Parents/caregivers or students are NOT to communicate with each other via the student iPad, smart watch or mobile phone during the school day.
9. Communication devices are not permitted on excursion, camps or any extra-curricular activities.

Inappropriate content is not to be accessed / stored or displayed on devices. Breaches can result in consequences that may include a warning, reflection, suspension or the involvement of the Police. Use of communication devices is a privilege, not a right. It is recommended by the Department of Education that disciplinary action be taken against any student who photographs, records or films other students or staff without consent or who send harassing or threatening messages.

Responsibilities

The responsibilities for students using communication devices at school or during school activities, are outlined below. It is acceptable for students at St Bernard State School to use iPads or other devices for:

- Assigned class work and assignments set by teachers.
- Developing appropriate literacy, communication and information skills.
- Authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school.
- Conducting general research for school activities and projects.
- Communicating or collaborating with other students, teachers, Parents/caregivers or experts in relation to schoolwork; accessing online references such as dictionaries, etc.
- Researching and learning through the department's eLearning environment.

It is expected that you will:

- Be courteous, considerate and respectful of others when using a communication device.
- Place iPad or device back in the appropriate storing facility after use.
- Devices will be left in classrooms at breaktimes.
- Disconnect from the Education Queensland server when not in use to prevent irrelevant downloads.

It is unacceptable for students at St Bernard State School to:

- Use a mobile phone, smart watch, iPad or other electronic devices in an unlawful manner during school hours; this includes before and after school.
- Download, distribute or publish offensive messages or pictures during or outside school hours where a member of the community is affected.
- Use obscene, inflammatory, racist, discriminatory or derogatory language during or outside of school hours.
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking during or outside of school hours.
- Insult, harass or attack others or use obscene or abusive language during or outside of school hours, deliberately waste printing and internet resources.
- Represent themselves in school uniform (or by tagging/ listing the school) online or through social media platforms other than designated and approved school sites.
- Use the school WIFI to update/download irrelevant material.
- Exceed a reasonable download limit as prescribed by the school.
- Damage computers, iPads, printers or network equipment.
- Commit plagiarism or violate copyright laws.
- Ignore teacher directions for online email and internet chat.
- Send chain letters or spam email (junk mail).
- Knowingly download viruses or any other programs capable of breaching the department's network security.
- Use iPhone, or iPad cameras or any other electronic device with a camera anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, airdropping, uploading, Bluetooth use etc.) of such material.
- Use a communication device (including those with Bluetooth functionality) to cheat during exams or assessments.
- Take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times, while using ICT facilities and devices at school, students will be required to act in line with the requirements of St Bernard State Schools State Student Code of Conduct. In addition, students and their parents/caregivers should:

- Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities.
- Ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.

Be aware that:

- Access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs.
- The school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices.
- Schools may remotely access departmentally owned student computers or mobile devices for management purposes.
- Students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access.
- Despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed.

- Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student; report immediately any incident whereby content that is considered inappropriate is accessed accidentally as a result or a breach of the network security.

Preventing and Responding to Bullying

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community.

Bullying

The agreed national definition for Australian schools describes bullying as:

- Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.
- Involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- Happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records); having immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance).
- Not liking someone or a single act of social rejection.
- One-off acts of meanness or spite.
- Isolated incidents of aggression, intimidation or violence. However, these conflicts are still considered serious and need to be addressed and resolved.

At St Bernard State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and Parents/caregivers/caregivers. The following flowchart explains the actions St Bernard State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s, as outlined in the *Bullying Response Flowchart for Teachers*. Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Bullying Response Flowchart for Teachers

Key contacts for students and parents/caregivers to report bullying:

First: Classroom Teacher / Specialist Teacher / Inclusion Team

Last: Principal

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

Prevention

The student curriculum consists of lessons taught by all teachers, in all classrooms, to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. All teachers will explicitly teach our 'pause and think' (high five) process which will be used by all students when experiencing difficulties in the playground.

Appropriate Use of Social Media

St Bernard State School acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand that the current legislation for children and social media in Australia, includes the Online Safety Amendment (Social Media Minimum Age) Act 2024, which prohibits children under 16 from creating or maintaining accounts on major social media platforms.

As a parent / carer of a student at St Bernard State School, 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/caregivers 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/caregivers 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/caregivers are their child's first teachers— so they will learn online behaviours from you.

Cyberbullying

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

In the first instance, students or parents/caregivers who wish to make a report about cyberbullying should approach their child's class teacher.

It is important for students, parents/caregivers 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/caregivers and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at St Bernard State School may face in-school disciplinary action, withdrawal, RTR time, 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.

Parents/caregivers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/caregivers 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 school Principal.

Cyberbullying Response Flowchart for School Staff

How to manage online incidents that impact your school

Student protection

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

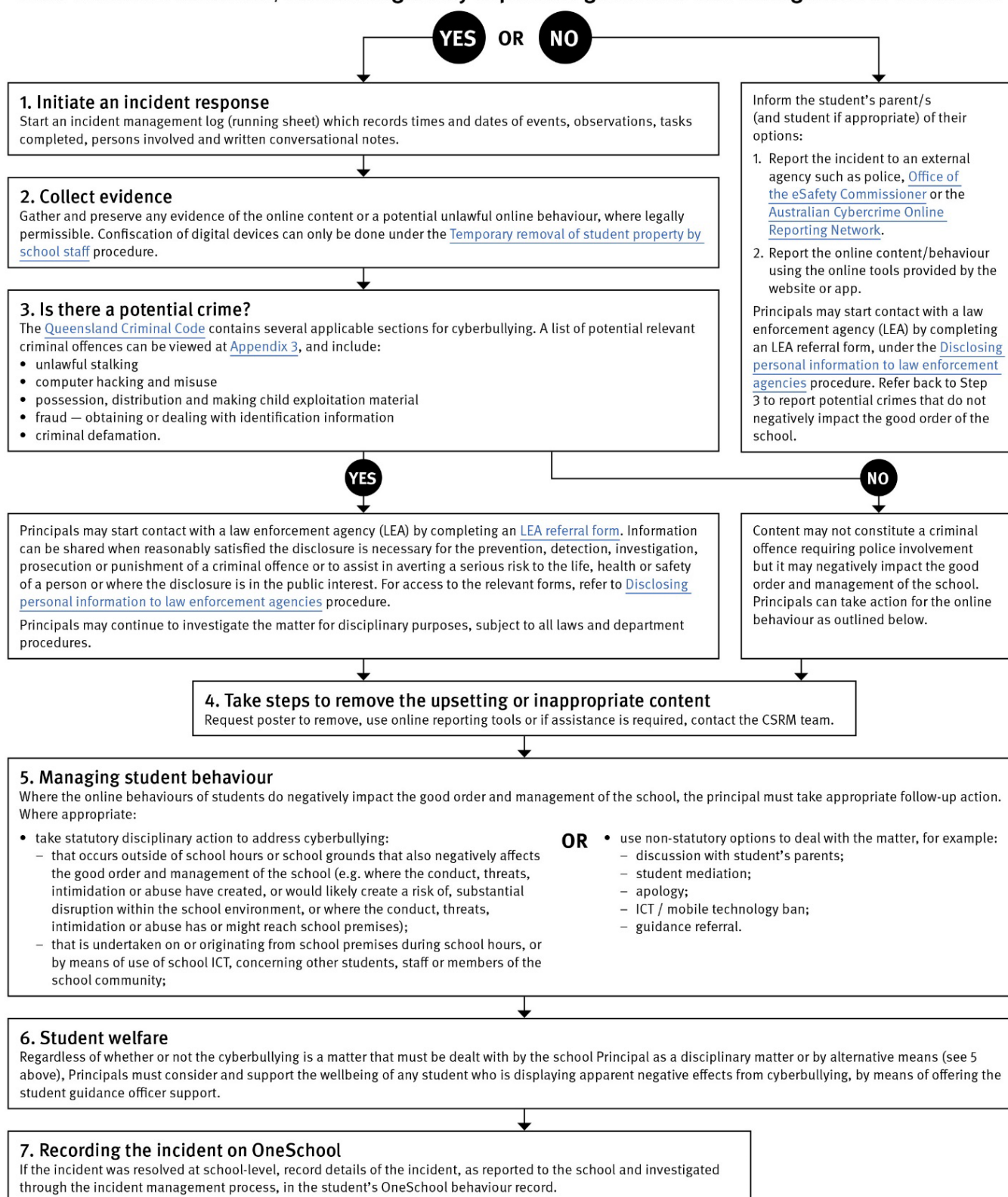
Explicit images

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

Help

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

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



Restrictive Practices

Staff at St Bernard State School need to respond to student behaviour when it 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/caregivers and carer
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area which 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 which seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

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

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