



# Sherwood State School

# Student Code of Conduct 2021-2024

## ***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 2020-2024

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## Purpose

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

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

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

## Contact Information

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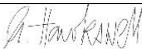
Email: Principal@sherwoodss.eq.edu.au

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Contact Person: Amanda Hawkswell (Principal)

## Endorsement

Principal Name: Amanda Hawkswell

Principal Signature: 

Date: 7.02.22

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

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

Date: 7.02.22

## Principal's Foreword

**Sherwood State School** has a long and proud tradition of providing high quality education to students from within our catchment suburbs. We believe **strong, positive relationships** between all members of our school are the foundation to supporting the success of all students.

The school community places high expectations on both student behaviour and student learning. At **Sherwood State School** we work to develop the **Five Keys to Success** within all of our students: **Organisation, Persistence, Getting Along, Resilience and Confidence** as core skills for learners that encourage and support them to set goal and continue to **Aim Higher**. At Sherwood we also promote a culture of **'paying it forward'** and encourage our students to always come from a place of **kindness**.

These values have been used in the development of this **Student Code of Conduct**, with the aim of helping to build these skills within all of our students shaping them to be **confident, self-disciplined and kind young people**. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

We also aim to model, teach and develop a clear understanding of the power of a strong moral compass. Alongside the work that all parents would be engaging in with their children at home, we want to further promote and model the following principals within and beyond the school gate:

- **Care and Compassion** for yourself and for others, always coming from a place of kindness
- **Responsibility** – an understanding of the need to be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and take care of the environment
- **Integrity** – model and promote in age appropriate ways the importance of moral and ethical conduct, working with students to ensure there is consistency between words and actions.

Sherwood State School staff take an educative approach to discipline. That is, we believe with a consistent approach by all stakeholders, **behaviour expectations can be taught** and that **mistakes are opportunities** for everyone **to learn**. Our Student Code of Conduct provides an overview of the school's local policies on many of the following:

- The use of mobile phones and other technology
- The removal of student property and
- our approach to preventing and/or addressing incidents of bullying

It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the

consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this *Sherwood State School Student Code of Conduct together through the consultation processes* completed across Semester 2 or 2021. Your interest and views shared through the collaborative process to develop this document have been invaluable. We believe the document provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Amanda Hawkswell  
***Principal***  
***Sherwood State School***

## P&C Statement of Support

As President of Sherwood State School P&C Association, I am proud to support the new Student Code of Conduct for our school community.

Our new Sherwood State School Student Code of Conduct is a critical document to support the learning and wellbeing of children at Sherwood State School. Parents should engage and familiarise themselves with the document, so they can discuss, in collaboration with their children, the school's expectations and identify any supports they might need.

An inclusive and transparent consultation process led by Mrs Amanda Hawswell and her team has ensured a well-rounded framework has been developed. All parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Student Code of Conduct, as engagement with parents is critical to ensuring all stakeholders are able to support the students of the school to meet the set expectations.

As a school community we recognise children's safety and wellbeing is a fundamental aspect to their learning and development. Detrimental social influences, like bullying, which interfere with a child's wellbeing must be addressed as a priority.

It is important that every parent and child of Sherwood State School knows what to do if children are subjected to unreasonable behaviour, regardless of where it occurs, including an online situation. We want parents and children to know that our school provides support and advice to help address problems of bullying, and the flowchart on page 36 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Sherwood State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Sherwood State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and supported to meet their individual social and learning needs.

## Consultation

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

### Staff Consultation and Review:

*NB: Our review occurred in week 3 of 2020, just prior to COVID changing the landscape for schools and their communities. The work around updating the Responsible Behaviour Plan, to align with Regional requirements to the updated Student Code of Conduct document, was also timely to allow alignment to our new 4-year Strategic Plan. As we grappled with lockdowns and limiting adults on our site, we parked the consultation process so necessary to allow community voice to be present in the updating of this document. Our belief was that for this document to be useful and contextualised, an authentic and rigorous community consultation was required, and we felt this could not be done at this time due to the impact of COVID.*

*We refocused to this core business again, early in 2021.*

### In the first phase:

- we held a series of internal meetings with staff between February and July 2021
- we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey
- we identified strengths and successes from our previous school behaviour plan, and areas for further development

### In the second phase:

- we assembled the Staff Behaviour Management Team alongside parents who indicated they wanted to be part of this collaborative process of change (***We thank them for the time they invested and their parent voice***)
- we discussed and collated responses to key themes from the earlier staff discussions about strengths and areas for further development
- all parties offered positive ideas and suggestions for improving the consistency of behaviour management (building capacity, developing consistent language and practice and fore fronting our focus on learning and repair)

### The third phase:

- included revisions, adjustments and additions after deconstruction of comments and feedback.  
consultation completed in December 2021, and the finished version, incorporating suggested changes and feedback was completed and signed in March 2022 and sent to the P&C Association meeting in March 2022 for endorsement

A communication strategy has been developed to support the implementation of the **Sherwood State School Student Code of Conduct**, including promotion from staff at parent information evenings, promotion through the school website, newsletter items Any families who require assistance to access a copy of the Sherwood State

School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

## **Review Statement**

The **Sherwood State School Student Code of Conduct** will undergo annual minor updates to reflect changing circumstances, data and staff. A fuller review is to be 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.

### Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	85	89	99	85	89	100
Year 1	86	89	92	86	92	93
Year 2	97	86	95	97	95	94
Year 3	94	94	96	90	95	94
Year 4	74	83	95	74	89	97
Year 5	82	66	87	83	67	85
Year 6	69	82	67	71	83	65
<b>Total</b>	<b>587</b>	<b>589</b>	<b>631</b>	<b>586</b>	<b>610</b>	<b>628</b>

## School Opinion Survey

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

#### Parent/Caregiver Survey

Percentage of parents/caregivers who agree <sup>1</sup> that:	2018	2019	2020
My child is getting a good education at this school.	94.8%	95.6%	
This is a good school.	95.7%	94.7%	
My child likes being at this school. <sup>2</sup>	96.9%	97.4%	
My child feels safe at this school. <sup>2</sup>	99.0%	99.1%	
My child's learning needs are being met at this school. <sup>2</sup>	97.9%	96.5%	
My child is making good progress at this school. <sup>2</sup>	94.8%	96.5%	
Teachers at this school expect my child to do his or her best. <sup>2</sup>	100.0%	96.5%	
Teachers at this school provide my child with useful feedback about his or her school work. <sup>2</sup>	93.7%	88.8%	
Teachers at this school motivate my child to learn. <sup>2</sup>	96.9%	94.6%	
Teachers at this school treat students fairly. <sup>2</sup>	93.6%	95.4%	
I can talk to my child's teachers about my concerns. <sup>2</sup>	96.9%	95.6%	
This school works with me to support my child's learning. <sup>2</sup>	93.6%	92.0%	

This school takes parents' opinions seriously. <sup>2</sup>	89.0%	91.3%
Student behaviour is well managed at this school. <sup>2</sup>	94.7%	94.5%
This school looks for ways to improve. <sup>2</sup>	91.6%	94.6%
This school is well maintained. <sup>2</sup>	94.8%	98.2%

## Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. Nationally agreed parents/caregiver items.

3. DW = Data withheld to ensure confidentiality

## Student Survey

Percentage of students who agree <sup>1</sup> that:	2018	2019	2020
I am getting a good education at my school.	98.3%	95.2%	
I like being at my school. <sup>2</sup>	95.0%	91.4%	
I feel safe at my school. <sup>2</sup>	96.7%	98.8%	
My teachers motivate me to learn. <sup>2</sup>	96.7%	97.5%	
My teachers expect me to do my best. <sup>2</sup>	98.3%	100.0%	
My teachers provide me with useful feedback about my school work. <sup>2</sup>	95.0%	97.6%	
Teachers at my school treat students fairly. <sup>2</sup>	92.4%	83.1%	
I can talk to my teachers about my concerns. <sup>2</sup>	91.6%	90.4%	
My school takes students' opinions seriously. <sup>2</sup>	91.3%	81.5%	
Student behaviour is well managed at my school. <sup>2</sup>	94.1%	83.1%	
My school looks for ways to improve. <sup>2</sup>	94.1%	92.6%	
My school is well maintained. <sup>2</sup>	95.0%	93.9%	
My school gives me opportunities to do interesting things. <sup>2</sup>	92.4%	86.7%	

## Staff Survey

Percentage of staff who agree <sup>1</sup> that:	2018	2019	2020
I enjoy working at this school.	95.5%	88.5%	
I feel this school is a safe place in which to work.	100.0%	94.2%	
I receive useful feedback about my work at this school.	90.7%	76.5%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	84.4%	88.6%	
Students are treated fairly at this school.	97.7%	96.2%	
Student behaviour is well managed at this school.	95.5%	90.4%	
Staff are well supported at this school.	90.5%	75.0%	
This school takes staff opinions seriously.	83.7%	72.0%	
This school looks for ways to improve.	97.7%	84.6%	
This school is well maintained.	84.1%	92.3%	
This school gives me opportunities to do interesting things.	90.9%	82.7%	

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

## 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.

### School disciplinary absences – Sherwood State School

*Table 6: Count of school disciplinary absences at this school*

Type of school disciplinary absence	2018	2019	2020
Short Suspension	16	6	3
Long Suspension	0	0	0
Exclusion	0	0	0
Total	16	6	3

#### Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

## Learning and Behaviour Statement

Everyone brings their own sets of **personal beliefs** to a school community. **These beliefs influence their decisions, behaviour and social practices.** It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. **We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.**

For **Sherwood State School**, our **Student Code of Conduct**, outlines our system for facilitating and teaching positive behaviours we wish to see from all of our students. While also identifying and detailing ways we could work to prevent and respond to challenging, and at times unacceptable behaviours.

Through this document, we can develop shared expectations for student behaviour for all enrolled and on site at Sherwood State School, assisting staff within our school (including the OSHC Team) to **create and maintain a shared language, and a shared understanding of positive and acceptable ways to behave in order to promote positive and productive learning and teaching environments, where ALL school community members have clear and consistent expectations and understandings of their role.**

Our school expectations have been agreed upon and endorsed by staff and our P & C via the consultation process that was conducted. They are aligned with the values, principles and expected standards outlined in Department of Education and Training policies and procedures.

### Multi-Tiered Systems of Support specific to Sherwood State School

**Sherwood State School** uses tiered system, or differentiated support to encourage student behavioural growth and understanding in order to support students to develop social maturity. The foundations of this approach to learning appropriate behavioural expectations includes:

- A differentiated model, grounded in practical strategies and common language encouraged and used by all – with the focus on age-appropriate strategies and language
- Planned and explicit lessons taught in classrooms to develop a deeper understanding of school expectations and how we all need to play our role (You Can Do It and The Social Thinking Curriculum resources)
- Visual aids for social problem solving, to assist with our differentiated approach (E.G. - Good starting and stopping, Sherwood School Rules, The ZONES of Regulation, the 5 Keys to Success, Voice Volume Chart, How big is My Problem?)

Voice Volume Levels	
5	<b>Yelling</b> Emergency only
4	<b>Outside voice</b> Playground voice
3	<b>Inside group voice</b> Teacher talking to the class Answering a question in class
2	<b>Inside partner voice</b> Talking to the person next to me Group work time
1	<b>Whisper</b> Only one person can hear
0	<b>No talking</b> Silence, zero noise Listening time

The ZONES of Regulation®  
The ZONES of Regulation®  
The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Scared Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control

### How Big is My Problem?

5	<b>Emergency</b> You definitely need help from a grownup (fire, someone is hurt and needs to go to the hospital, a car accident, danger).	
4	<b>Gigantic problem</b> You can't change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying).	
3	<b>Big problem</b> You can change with some help (someone is mean to you or takes something that is yours, a minor accident, needing help (falling down)).	
2	<b>Medium problem</b> You can change with a little help (feeling sick, tired, or hungry, someone bothering you, being afraid, needing help).	
1	<b>Little problem</b> You can change with a little reminder (not being team leader, not winning a game, not taking turns, making a mess).	
0	<b>Glitch</b> You can fix yourself (changing clothes, cleaning up toys, forgetting favorite toy or blanket).	



**Sherwood State School Rules**

1. We are safe
2. We are respectful
3. We are responsible
4. We are active learners

**What can we do if we forget to follow the rules?**

1. Repair
2. Try to fix what we can
3. Remember the rules next time
4. New day – new start



**STOP**



**Think**



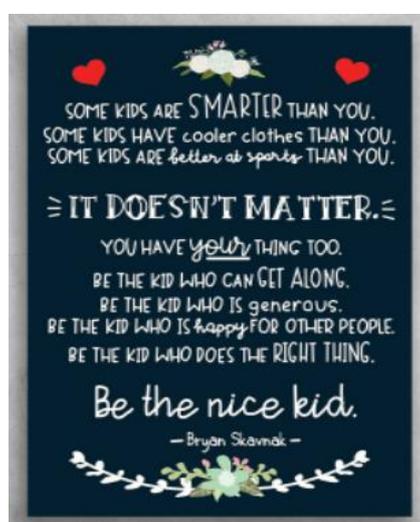
**GO**

Embedded within our behavioural approach with all students from Prep to year 6, are the following key values that align with our community's beliefs:

- **Care and Compassion** for yourself and for others, always coming from a place of kindness
  - The idea that when we have a choice- we should **choose to be kind** and we should **pay it forward** to others without wanting recognition
- **Responsibility** – an understanding of the need to be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and take care of the environment
  - **We should take responsibility for our choices AND repair** when we have made a poor choice that has impacted another student or adult. *This repair could and should look different for different age groups or circumstances*
- **Integrity** – model and promote in age appropriate ways the importance of moral and ethical conduct, working with students to ensure there is consistency between words and actions

Our aims to help all of our students to understand why they need to make positive choices and what it looks like to be **SAFE, RESPONSIBLE, RESPECTFUL LEARNERS** at Sherwood State School

- We aim to teach behaviours in the setting they will be used
- We aim to be consistent in our language and consequences, when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- We aim to provide refresher lessons and targeted recognition throughout the school year, so skills are ready and likely to be used when students need them
- We aim to have regular dialogue with our students and their family for their perspectives on school climate, instruction, reinforcement, and discipline so adjustments, discussion and revision at regular intervals can lead to overall improved behaviours across all sectors
- We aim to have a positive behaviour system visual and have this linked to goals and rewards in every classroom



## Consideration of Individual Circumstances

Staff at Sherwood State School always try to consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. **We aim to take an INCLUSIVE approach to the teaching and learning of what it looks like to be behaviourally mature.**

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 may 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 and INCLUSIVE.

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

In these cases, such matters will be discussed by our teachers and leaders, including the Principal, who will consider the individual student in both the instruction of behaviour and the response to their behaviours. In our context, and through our consultation, it was clear the view of those consulted was that this cannot and should not be a 'one size fits all' approach.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what 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 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.

## Student Wellbeing

Sherwood State School 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 **class teacher** or make an appointment to meet with the **Guidance Officer** if they would like individual advice about accessing particular services.

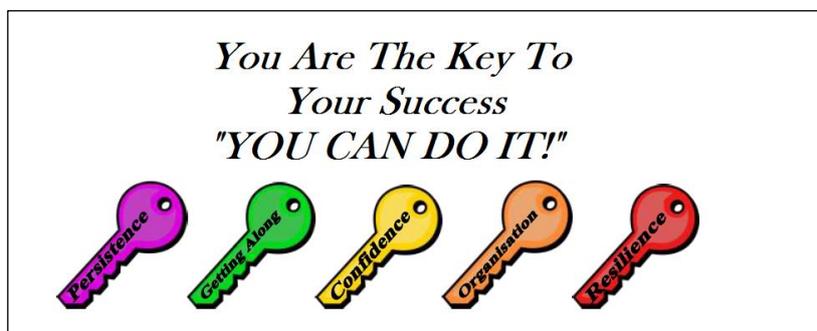
*Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.* The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

## Every Child Matters - in Every Classroom – Every Day

At Sherwood our well-being support starts in classrooms, where our teachers believe that the relationships they build with every student is the key to optimise teaching and learning and high-level outcomes, as well as ensuring student well-being remains a priority. We have chosen 2 research-based programs to support our teachers, to support and teach their students key skills connected to the building of understanding, shared language and skills around social growth and well-being, these are outlined further below.

**Key programs at Sherwood State School that guide our teaching of how to be happy successful students include:**

- The program and resources that link to our 5 Keys of Success



**You Can Do It!**

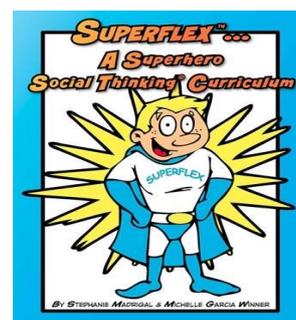
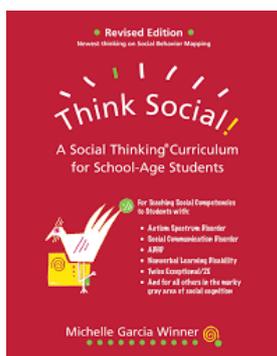
The **YCDI program** is a collaborative school, home and community capability-building framework aims to help ALL children to achieve to the best of their ability and to develop social-emotional-behaviour wellbeing that will set them up for life. At Sherwood State School our goal with the YCDI program is to enable all students to achieve academic, social and emotional success by using this program in conjunction with our High Five program, knowing our school rules and understanding what each look and feel like, and being supported by our **key school values of kindness and repair**.

The YCDI program is based around 5 keys to success:

- Getting Along
- Organisation
- Persistence
- Confidence
- and Resilience
- as well as the 12 Positive Habits of the Mind and how these work together to help students gain success academically, socially and emotionally

The YCDI program also identifies 5 potential blockers: Feeling very angry-misbehaving, Not paying attention-disturbing others, Procrastination, Feeling very worried and Feeling very down and 12 Negative Habits of the Mind, that could stop students from being as successful as they would like to be. The lessons within this program will enable students to develop the skills to overcome these blockers.

- **Student Well-Being** Program and Resources – linked to supporting every student’s understanding of personal mental health.



## Social Thinking Curriculum

Think Social! is a curriculum written by speech-language pathologist and it allows our teachers to provide core information for how we work and relate to each other in groups. The book's practical descriptions for why and how we teach specific social emotional concepts, including detailed, step-by-step instruction, is a highly valued resource, that combines with the language of SUPERFLEX, to provide support and social learning, especially within our early years' classrooms.

Each chapter of the Social Thinking Curriculum addresses how to use and interpret language (verbal and nonverbal) to understand the contexts where real communication happens. This is a school-age curriculum that complements the teaching and language we have already embedded within the upper years, through the use of the You Can Do It Program.

## Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum 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](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at **Sherwood State School**, we **provide age-appropriate** drug and alcohol education that reinforces public health and safety messages.

## Policy and expectations

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

### *Specialised health needs*

**Sherwood State School** 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 whilst attending school or school-based activities.

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

### *Medications*

**Sherwood State School** 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, the school 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.

Sherwood State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

#### *Mental health*

Sherwood State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

#### *Suicide prevention*

Sherwood State School staff have a detailed system of reporting and seeking help through our Student Services Process. Any staff who notice suicide warning signs in a student should and could seek help immediately via the following pathways – **Year Level Coordinator**, school Guidance Officer, the **Leadership Team** (including DPs and Principal), the **Student Services Team** or the **Inclusion Team**.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Sherwood State School 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 is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

#### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, **Sherwood State School** enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, **Sherwood State School** staff immediately enact the **School Emergency Management Plan** and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

#### **Our Key Team Members:**

Role	What they do
Year Level Coordinators	<ul style="list-style-type: none"> <li>• responsible for overarching support of student welfare at each year level</li> <li>• works with the year level team to develop consistency of language and message – to ensure students feel safe and comfortable and want to come to school</li> <li>• nurture a sense of belonging to their own class, the year level and school</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• 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</li> </ul>



	<ul style="list-style-type: none"> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Student Services Team	<ul style="list-style-type: none"> <li>• case management approach to ensure the well-being and academic growth of all students</li> <li>• a 'wrap-around' approach to reporting and planning any supports required by individual students <ul style="list-style-type: none"> <li>○ ensures goals are set and identified as part of student PLPs</li> <li>○ ensures the right supports for the right students</li> </ul> ensures teachers have a vehicle to support and guide their classroom differentiation and support  ensure clear lines of communication to parents and external provided </li> </ul>
The Inclusion Team	<p>Supports the case management approach to ensure the well-being and academic growth of all students within and beyond the classroom</p> <p>Provides expertise and classroom resources to support both the classroom teacher, the students and at times the parents – to assist the consistent development of language and practices</p>

*It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, 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 Principal, Amanda Hawkswell.***

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRWELL	TOILETS	BUS/DROP OFF ZONE/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Keep hands, feet and objects to yourself</li> <li>Communicate with others in a respectful way</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Sit still</li> <li>Enter and exit room in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games</li> <li>Wear shoes and socks at all times</li> <li>Be sun safe; wear a broad brimmed hat</li> </ul>	<ul style="list-style-type: none"> <li>Rails are for hands</li> <li>Walk one step at a time</li> <li>Carry items</li> <li>Keep passage ways clear at all times</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Use own bike/scooter only</li> <li>Walk bike/scooter to the gate</li> <li>Wait near the fence line or under the shelter shed until your parents stop at the head of the Drop-Off Zone</li> </ul>
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>Ask permission to leave the classroom</li> <li>Be on time</li> <li>Be in the right place at the right time</li> <li>Follow instructions straight away</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared for school; focus and equipment</li> <li>Complete set tasks</li> <li>Take an active role in classroom activities</li> <li>Keep work space tidy</li> <li>Be honest</li> <li>Give your best effort</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Return equipment to appropriate place at the sports bell</li> <li>Be an active student against bullying – not a bystander</li> </ul>	<ul style="list-style-type: none"> <li>Move peacefully in single file</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets during breaks</li> <li>Report misconduct or inappropriate behaviours in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Have your hat on to and from the bus</li> <li>Leave school promptly</li> </ul>
BE SAFE	<ul style="list-style-type: none"> <li>Respect others' personal space and property</li> <li>Care for equipment</li> <li>Clean up after yourself</li> <li>Use polite language</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to speak</li> <li>Respect others' right to learn</li> <li>Talk in turns</li> <li>Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in and follow rules</li> <li>Use self-control when you react to a situation</li> <li>Care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly and orderly so that others are not disturbed</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn – sit quietly back from the path</li> <li>Keep your belongings nearby</li> <li>Have your bus pass ready</li> </ul>
Be Prepared	<ul style="list-style-type: none"> <li>Hat in preparation for out-door activities</li> <li>Drink bottle for hydration</li> <li>Have knowledge and understanding of school rules and play boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Have all equipment necessary for learning at the start of each day</li> <li>Bring in homework as per year level requirements</li> <li>Organise personal work space</li> </ul>	<ul style="list-style-type: none"> <li>Hat in preparation for play</li> </ul>			<ul style="list-style-type: none"> <li>Hat to be worn to continue sun protection</li> <li>Have 'go card' and bus details</li> </ul>

The following table outlines examples of minor and major behaviour incidents\*

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Area	Minor	Major	
<b>Being Safe</b>	Movement around school	<ul style="list-style-type: none"> <li>▪ Running on concrete or around buildings</li> <li>▪ Running in stairwells</li> <li>▪ Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>▪ Incorrect use of equipment</li> <li>▪ Not playing school approved games</li> <li>▪ Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Throwing objects</li> <li>▪ Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>▪ Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serious physical aggression</li> <li>▪ Fighting</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>▪ Not wearing a hat in playground</li> <li>▪ Not wearing shoes outside</li> </ul>	
	Other		<ul style="list-style-type: none"> <li>▪ Possession or selling of drugs</li> <li>▪ Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>Being Responsible</b>	Class tasks	<ul style="list-style-type: none"> <li>▪ Not completing set tasks that are at an appropriate level</li> <li>▪ Refusing to work</li> </ul>	
	Being in the right place	<ul style="list-style-type: none"> <li>▪ Not being punctual (eg: lateness after breaks)</li> <li>▪ Not in the right place at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving class without permission (out of sight)</li> <li>▪ Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>▪ Low intensity failure to respond to adult request</li> <li>▪ Non-compliance</li> <li>▪ Unco-operative behaviour</li> </ul>	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>▪ Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major dishonesty that impacts on others</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>▪ Littering</li> </ul>	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>Being Respectful</b>	Language	<ul style="list-style-type: none"> <li>▪ Inappropriate language (written/verbal)</li> <li>▪ Calling out</li> <li>▪ Poor attitude</li> <li>▪ Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive language</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse / directed profanity</li> </ul>
	Property	<ul style="list-style-type: none"> <li>▪ Petty theft</li> <li>▪ Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stealing / major theft</li> <li>▪ Wilful property damage</li> <li>▪ Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor disruption to class</li> <li>▪ Minor defiance</li> <li>▪ Minor bullying</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying</li> <li>▪ Major disruption to class</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>

## Whole School Approach to Discipline

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

We work from the idea that behaviours and expectations linked to behaviours will vary from student to student, and to deliver consistency within our school gates, our expectations **MUST** be taught in a positive, age-appropriate way.

We link all behaviour learning to the language of our 2 key programs and use the we consistently use the language of our key values to reinforce the positive behaviours we expect–

- **You Can Do It**
- And **Grow Your Mind**
- Values language that link to – **kindness, responsibility and repair**

<p><b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>○ Look after those younger than you – be their role model</li> <li>○ Co-operate and follow school rules</li> <li>○ Play safely with others (<b>Principal's mantra is 'If you can't play safely, you can't play'</b>)</li> </ul>	<p><b>OPPORTUNITY</b></p> <ul style="list-style-type: none"> <li>○ Be on time and be organised for all lessons</li> <li>○ Help others to be successful when you can</li> <li>○ ALWAYS give your Sherwood BEST</li> </ul>
<p><b>MUTUAL RESPECT</b></p> <ul style="list-style-type: none"> <li>○ Share attention, spaces, equipment and time</li> <li>○ Care for your school environment</li> <li>○ Follow the instructions of all staff at school</li> </ul>	<p><b>RESILIENCE</b></p> <ul style="list-style-type: none"> <li>○ Be flexible and cooperative when there needs to be changes</li> <li>○ Use your words to solve problems – hands and feet are kept to ourselves</li> <li>○ Learn to REPAIR and FORGIVE</li> </ul>
<p><b>EMBRACING DIVERSITY</b></p> <ul style="list-style-type: none"> <li>○ Treat others as you would like to be treated</li> <li>○ Always choose to use polite language</li> <li>○ Acknowledge and accept how others may be different to you</li> </ul>	<p><b>INTEGRITY</b></p> <ul style="list-style-type: none"> <li>○ Choose to be honest</li> <li>○ Choose to think for yourself</li> <li>○ Choose to take responsibility for your actions</li> <li>○</li> </ul>
<p><b>KINDNESS</b></p> <ul style="list-style-type: none"> <li>● ALWAYS choose kindness for you words and actions</li> <li>● Say “please” and “thank you”.</li> <li>● Stick up for someone who needs it – don't be a silent bystander</li> <li>● Make a new friend, or include others who may be alone</li> <li>● Praise someone for their efforts, or give someone a compliment</li> <li>● Pay it forward to someone else – not for recognition...but just to make their day</li> </ul>	

To support students to develop social maturity and learn how to make positive behaviour choices the following are our signature practices that assist out teachers to teach their students proactive, consistent language and to model consistent proactive, positive behaviours.

<p><b>Induction</b> process delivered to <b>staff</b> for the <b>Student Code of Conduct</b></p>	<ul style="list-style-type: none"> <li>• Annually – during January PFD is the preferred timeframe</li> </ul>
<p><b>Induction</b> process delivered to <b>parents</b> for the <b>Student Code of Conduct</b></p>	<ul style="list-style-type: none"> <li>• Via newsletter items</li> <li>• Via classroom parent information sessions</li> </ul>
<p>Classroom Positive Behaviour Process</p>	<ul style="list-style-type: none"> <li>• Each teacher to implement You Can do It Lessons provided</li> <li>• Each teacher to present assembly awards (“Student of the Week’) accordingly – following the identified Key to Success</li> <li>• Each teacher will embed the consistent language that is identified and highlighted within the Student Code of Conduct within classrooms and the playground</li> </ul>
<p>You Can Do It Program</p>	<ul style="list-style-type: none"> <li>• Embedded as outlined within the well-being section of this document</li> </ul>
<p>Social Thinking Curriculum</p>	<ul style="list-style-type: none"> <li>• Implementation and awareness phase, as outlined within the well-being section of this document</li> </ul>
<p>Lunch Club Program</p>	<ul style="list-style-type: none"> <li>• Teachers nominate to run lunch club opportunities each term</li> <li>• These clubs offer options for students to socialise and be engaged as alternatives to playground activities</li> </ul>
<p>Lunchtime Legends (pink playground reward system)</p>	<ul style="list-style-type: none"> <li>• Given to students for making positive choices within the playground</li> <li>• Students fill out these ‘pink tickets’ and place inhouse boxes in the office</li> <li>• Tickets are drawn and highlighted each week on assembly</li> <li>• A system where every ticket awarded is recorded and</li> </ul>

	students will be highlighted for further awards
Assembly Class of the Week	<ul style="list-style-type: none"> <li>• Focuses on great audience manners and appropriate behaviours displayed on assembly</li> <li>• The class of the week gets to choose the bell song for the next week</li> </ul>
RTR – Re-Think Room (for MAJOR playground issues)	<ul style="list-style-type: none"> <li>• An RTR is given for inappropriate playground behaviour</li> <li>• There is a concise list of minor and major behaviours to help make this explicit</li> <li>• Teachers linked to the Behaviour Team, supervise the RTR (re-think time) daily</li> <li>• Students are required to discuss the choices made, how this affected others, and what they could do next time</li> <li>• Part of this process includes an email home to inform parents of the RTR – to ensure they are informed in a timely manner and this closes the loop on the process</li> </ul>

## Differentiated and Explicit Teaching

**Sherwood State School** is an environment that **focuses on positive behaviours**, and **expects our students to work on building social maturity and self-discipline**. We provide 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 Sherwood State School 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.

The Leadership Team, support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Sherwood State School to provide focused teaching when and where required.

Sherwood State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Zones of Regulation
- Functional Based Assessment.

***For more information about these programs, please speak with Amanda Hawkswell, Principal.***

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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 personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

# Legislative Delegations

## Legislation

In this section of the Exemplar State College Student Code of Conduct are links to legislation which 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 Sherwood State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

When responding to behaviour, the staff member first determines if the challenging behaviour is major or minor, according to the following understandings included in the table that follows.

## Minor and Major Behaviour Definitions (simplified)

<p><b>Minor Behaviours</b> are handled by staff members at the time it happens and may result in an RTR</p>	<p><b>Major Behaviours</b> are referred directly to the school Administration team.</p>
<p><b>BEHAVIOURS</b> are minor breaches of the school rules;</p> <ul style="list-style-type: none"> <li>• do not seriously harm others or cause you to suspect that the student may be harmed;</li> <li>• do not violate the rights of others in any other serious way;</li> </ul>	<p><b>BEHAVIOURS</b> significantly violate the rights of others;</p> <ul style="list-style-type: none"> <li>• put others / self at risk of harm;</li> <li>• Are physical in nature – (i.e. involving physical aggression towards another)</li> <li>• require the involvement of school Administration</li> </ul>

<ul style="list-style-type: none"> <li>• are not part of a pattern of challenging behaviours; and</li> <li>• do not require involvement of specialist support staff or Administration</li> </ul>	
<p><b>CONSEQUENCES could include:</b></p> <ul style="list-style-type: none"> <li>• a minor consequence that is logically connected to the challenging behaviour, such as complete removal from an activity.</li> <li>• a re-direction procedure. The staff member takes the student aside and: <ol style="list-style-type: none"> <li>1. names the behaviour that the student is displaying;</li> <li>2. asks the student to name expected school behaviour;</li> <li>3. states and explains expected school behaviour if necessary; and</li> <li>4. gives positive verbal acknowledgement for expected school behaviour.</li> </ol> </li> <li>• Issuing of an RTR to be completed at the next first break lunch time</li> </ul> <p><b>For <u>Repeated</u> Minor behaviours (tracked by BM team) strategies may include:</b></p> <ul style="list-style-type: none"> <li>• Targeted skills teaching in small group</li> <li>• Detention</li> <li>• Check in Check Out strategy</li> <li>• Referral to Student Services Team for a team-based problem-solving approach</li> <li>• Stakeholder meeting with parents and/or external agencies</li> </ul>	<p><b>CONSEQUENCES could include:</b></p> <ul style="list-style-type: none"> <li>• Require immediate referral to Administration because of their seriousness. <ul style="list-style-type: none"> <li>○ Staff members calmly state the major challenging behaviour to the student, remind them of the expected school behaviour, complete</li> <li>○ the Behaviour Referral Form and escort the student to Administration.</li> </ul> </li> <li>• Major challenging behaviours may result in the following consequences:</li> <li>• Level 1: <ul style="list-style-type: none"> <li>○ Time in office,</li> <li>○ referral to RTR and/or office – parents would be contacted;</li> <li>○ alternate lunchtime activities,</li> <li>○ loss of privilege</li> <li>○ restitution or natural justice consequence,</li> <li>○ Check in Check Out strategy</li> <li>○ Referral to Student Services Team may be made</li> <li>○ Stakeholder meeting with parents and/or external agencies</li> </ul> </li> <li>• Level 2: <ul style="list-style-type: none"> <li>○ Parent contact,</li> <li>○ referral to Guidance Officer,</li> <li>○ referral to Intensive Behaviour Support Team,</li> <li>○ Temporary removal of student property (e.g. mobile phone)</li> <li>○ Suspension from school</li> </ul>           Short term suspension (up to 10 school days)  and/or </li> <li>• Level 3: <ul style="list-style-type: none"> <li>○ Functional Behaviour Assessment based individual support plan</li> <li>○ Complex case management and review</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Stakeholder meeting with parents and external agencies including regional specialists</li> <li>○ Long term suspension (up to 20 school days)</li> <li>○ Exclusion from school following an immediate period of suspension.</li> </ul>
<p><i>NB: communication to parents is key to ensure processes are transparently managed and learning is continued beyond the school gate. However, students may be spoken to by staff when further information gathering is required, without the need for parent communication during these steps.</i></p>	

## 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 Sherwood 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 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 schools 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 Sherwood 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 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-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be 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/s for attending
- Walk with student to classroom

## **Reasonable adjustments**

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

## School Policies

Sherwood 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 Sherwood 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 Sherwood 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 (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### Parents of students at Sherwood State School

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

### Students of Sherwood State school

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

- is prohibited according to the Sherwood State School Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Sherwood State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



### Responsibilities

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

It is **acceptable** for students at Sherwood State School to:

- use mobile phones or other devices for student safety when travelling to and from school as per parent implementation
  - **phones may not be used by students once on school grounds**

- **phones MUST be checked into the school office each morning upon arrival**
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Sherwood State school to:

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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary

- action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

Sherwood State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Sherwood State School has implemented work in the following ways to help our students understand what bullying is:

- Leadership workshops with external providers for our year 5 and 6 students annually *as data has shown this is where there can be a 'spike' in bullying type issues*
- Social Skills groups facilitated by our Inclusion Team to support an understanding of 'bullying behaviours'
- Parent information within newsletters to detail definitions of 'bullying behaviours' and ways to break this cycle, including common language to encourage and develop a consistent message
- Well-Being and Values Programs (You Can Do IT and Grow Your Mind) that both support our students to develop understanding and skills to counteract bullying
- Student Voice – teaching students that they must have a voice against bullying and not be a silent bystander

### 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:

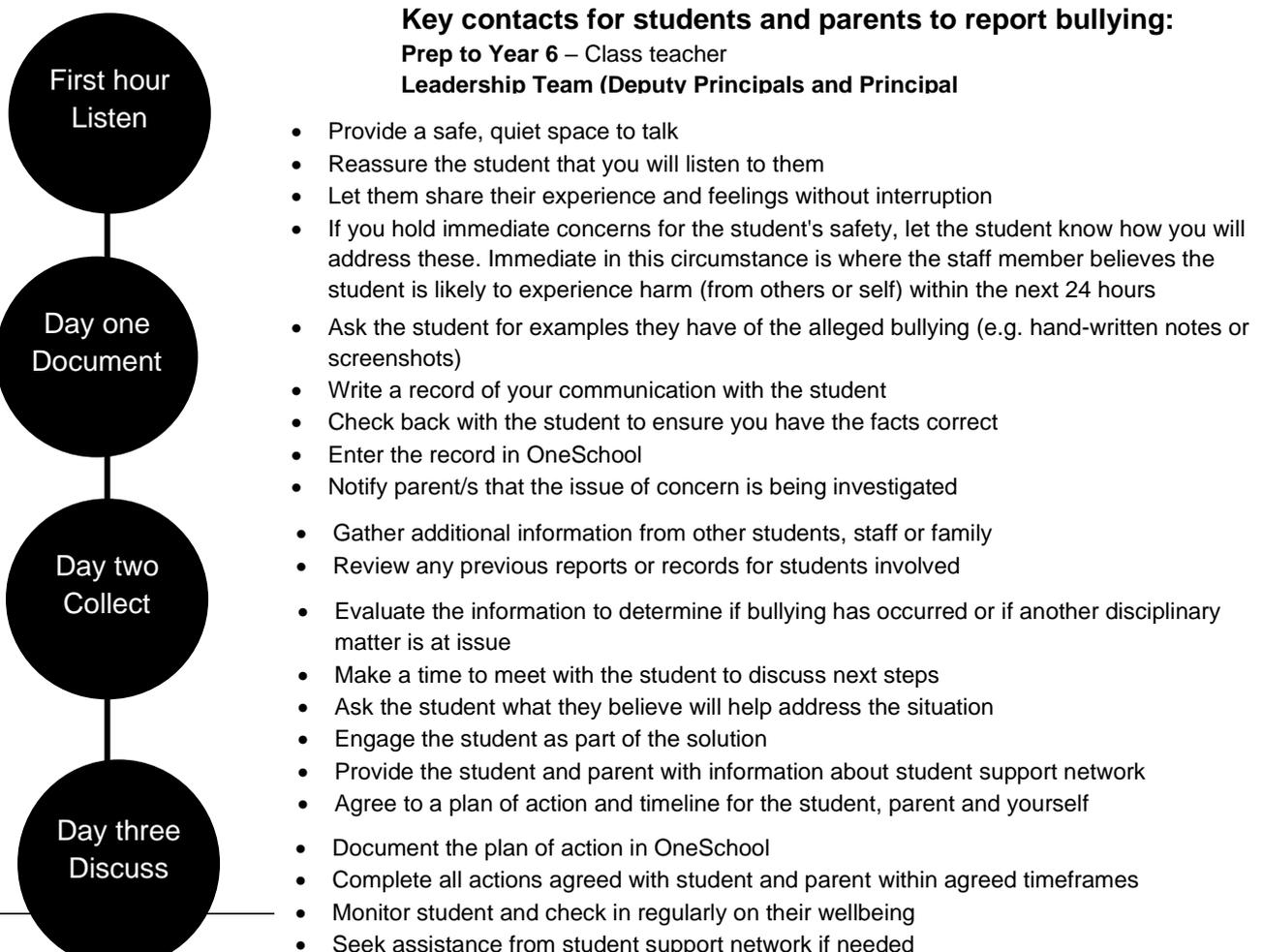
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

The following flowchart explains the actions Sherwood 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.

### Sherwood State School - Bullying response flowchart for teachers

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



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or a member of the Leadership Team via email or phone call. Both can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Sherwood State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school.

- This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays.
- It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.
- Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service.
- State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Amanda Hawkswell, Principal.

# Sherwood State 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](#).

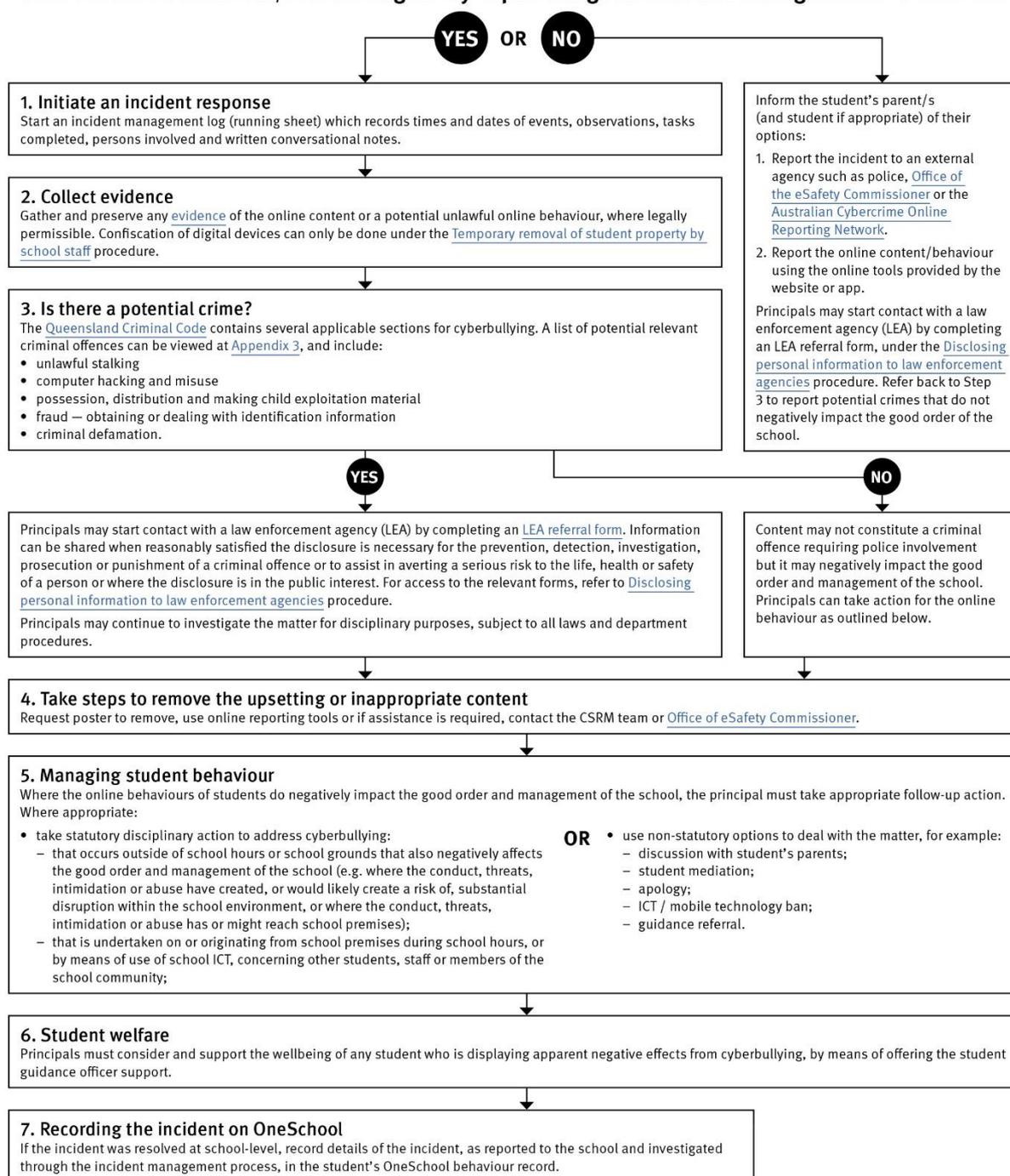
### Explicit images

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](mailto: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

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Services Support section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Sherwood State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## **Sherwood State School – Anti-Bullying Compact**

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

## **Sherwood State School – Anti Bullying Compact**

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

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (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.

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

I agree to:

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

Student's signature:

Parent's signature:

School representative signature:

Date

## Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

### Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

### **What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

These are related procedures or guidelines which 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

Sherwood State School 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 need to raise a concern or make a complaint about an issue you 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 or 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 and/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](http://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](#).