



Buderim Mountain State School

Student Code of Conduct

2024 - 2026

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose:

Buderim Mountain State School is committed to providing a Safe, Supportive and Disciplined learning environment where all students and adults are valued, safe and respected.

Our Student Code of Conduct clearly outlines the responsibilities and processes used in our school to promote a productive and effective whole school approach to discipline.

Through our core values and expectations of *Be a Learner, Be Safe and Be Respectful*, we aim to provide an environment which facilitates high standards of behaviour from all members of our school community, while also prioritising teaching and learning and staff enjoying a safe workplace.

Contact Information:

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School website:	Buderimmountainss.eq.edu.au
Contact Person:	Mr Neil Jenkins (Principal)

Endorsement:

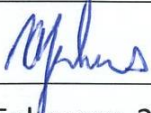

Principal Name:	Mr Neil Jenkins
Principal Signature:	
Date:	21 February, 2024
P&C President Name:	Rachel O'Brien
P&C President Signature:	
Date:	21 February, 2024

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Consultation:

The Student Code of Conduct was reviewed in 2023 with the consultation of the Buderim Mountain State School Positive Behaviour for Learning Team. It was shared with both Teaching and Non-Teaching Staff before being approved by the P&C.

Whole School Approach to Discipline:

Buderim Mountain State School's behaviour support strategy uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline within our school. This is a whole school program, used in all classrooms, across all year levels. In conjunction with PBL, we also developed and use our PERKS program across all classrooms, with language and learning focusing on teaching students Positivity, Empathy, Resilience, Kindness and understanding Self. PBL is an evidence based framework, allowing for a consistent approach to improving student behaviour. Our framework is based on the 3 expectations:





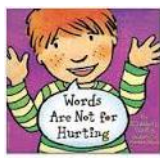








- *To be a Learner*
- *To be Safe*
- *To be Respectful*

Our staff are committed to ensuring that every student and adult in the school demonstrate the same three Positive Behaviour for Learning Expectations. The following Expectations Matrix is displayed in every classroom and used as the basis for explicit teaching of behavioural expectations through focused lessons and whole school parades.



Be a Learner Be Safe Be Respectful

Our Buderim Values and Expectations

	Whole School	In the Classroom	Play Areas and Movement	Undercover and Eating Areas	Toilets	Verandahs, Stairs and Lining up	Manners	In the Wider Community
Be a Learner – We are all here to learn	<ul style="list-style-type: none"> Be an active listener Be an active participant Always try our best Encourage and support others Take money to the office Attempt all your homework Be polite to all adults Stop, Think, Choose! 	<ul style="list-style-type: none"> Ask for help Be on time Set out work neatly Always try your hardest Follow class expectations Be prepared for the day Participate in all class activities Respect others Take turns Listen when others are speaking Use an inside voice 	<ul style="list-style-type: none"> Share equipment Only play in designated areas Welcome others into your games Try new games & activities Use school equipment properly 	<ul style="list-style-type: none"> Learn to relax at appropriate times Share new games and welcome others to play Put rubbish in bins 	<ul style="list-style-type: none"> Use toilets properly Return to class promptly Use toilets before school and during breaks 	<ul style="list-style-type: none"> Walk quietly to specialist classes Keep left on stairs and pathways Line up quietly in two lines Use an inside voice on verandah 	<ul style="list-style-type: none"> Choose words that will help others Build your word power – say 'yes' not 'yep' Use appropriate language Set a good example for other students 	<ul style="list-style-type: none"> Full school expectations apply Follow adult instructions Set a good example for other students Only cross at lights and crossings 
Be Safe – We play and learn safely	<ul style="list-style-type: none"> Keep hands and feet to yourself Report problems to your teacher or parent Ask permission to leave any area Play only in designated areas Use internet and social media responsibly Walk on pathways Keep walkways clear at all times 	<ul style="list-style-type: none"> Follow adult instructions Walk inside classrooms Sit safely on chairs When waiting for bus, wait quietly in bus shelter Use equipment safely Follow class expectations Stop, Think, Choose! Clean up after myself 	<ul style="list-style-type: none"> Wear sun safe clothes Wear broad brimmed hats Walk on pathways Play big ball games on the oval Wear shoes at all times Clean up after myself Report injuries to the teacher on duty 	<ul style="list-style-type: none"> Sit while you eat in your designated area Raise your hand and wait to be released Line up for Tuckshop after the play bell Eat only your food Only buy food for yourself Walk in a sensible manner Use covered walkways in the wet 	<ul style="list-style-type: none"> Wash hands with soap and water Go to the toilet with a partner Use toilets appropriately 	<ul style="list-style-type: none"> Line up in two straight lines Students should only be on stairs, verandahs or in classrooms with teacher permission Walk quietly to line up after breaks 	<ul style="list-style-type: none"> Ask for help from teachers, other adults and students in a friendly and polite manner Use social media responsibly 	<ul style="list-style-type: none"> Only cross at lights and crossings Stay in your designated group Walk (not ride) bikes and scooters inside school grounds and along school boundary Keep left on pathways Tell an adult if you feel unsafe Wait until vehicle stops before approaching in Stop, Drop, Go
Be Respectful – We treat all people and property with respect	<ul style="list-style-type: none"> Ask permission to leave the classroom Be honest Treat everyone with kindness and respect Speak to others in a friendly manner Wear school uniform with pride Look after school gardens 	<ul style="list-style-type: none"> Do not interrupt others Follow teacher directions Raise hand and wait to be invited to speak Listen to others Be in class and ready to start the day at second bell Look after school equipment 	<ul style="list-style-type: none"> Place all rubbish in bins Allow others to join your game Respect others Share equipment 	<ul style="list-style-type: none"> Line up orderly at tuckshop Use manners when ordering tuckshop After being released, place lunchbox in lunch crates Put rubbish in the bin 	<ul style="list-style-type: none"> Respect other people's privacy Put up your hand to go to the toilet 	<ul style="list-style-type: none"> Follow teacher directions Wait for teachers to dismiss the class Walk quietly on pathways Line up quietly Use inside voices on verandahs 	<ul style="list-style-type: none"> Use good manners at all times Speak to others in a kind and friendly manner Give way to adults when walking 	<ul style="list-style-type: none"> Use appropriate language and manners at all times Treat all people with kindness and respect Look after other students Wear your school uniform with pride Sitting in designated areas in Stop, Drop, Go 

Learning and Behaviour Statement:

Student Wellbeing and Support Network:

Buderim Mountain State School offers a range of programs and services to support the wellbeing of students and their families. These include parent workshops and information sessions, along with access to social emotional support for students and carers through our Chaplain, our Guidance Officer and our school Psychologist. Our school also supports families through referrals to Sunny Kids. We encourage parents and carers to talk to your child's teacher if you would like assistance in accessing a particular service.

To further develop social and emotional wellbeing and resilience in our students, all students, from Prep to Year 6 participate in explicit learning activities within our PERKS program, (Positively, Empathy, Resilience, Kindness, Self) in conjunction with weekly focus lessons based on our three Positive Behaviour for Learning Values and Expectations.

Multi-Tiered System of Support:

To assist in ensuring a Safe, Respectful and Learning based environment, Buderim has a three- tiered approach.

Tier 1 – Focussed on preventing problem behaviours

<i>Buderim's Core Values</i>	<i>Shared Beliefs:</i>	<i>Proactive Programs and Strategies:</i>
<ul style="list-style-type: none"> • Be a Learner • Be Safe • Be Respectful 	<ul style="list-style-type: none"> • Value explicit teaching of core values and expectations • Implement inclusive practices • Differentiate and provide curriculum to meet individual needs • Model appropriate behaviours • Provide an environment that fosters positive behaviour through choices • Encourage students to reflect on their own behaviour • Promote student achievement and effort • Maintain positive behaviours in the classroom and playground 	<ul style="list-style-type: none"> • School values and expectations <ul style="list-style-type: none"> – Buzz awards – Behaviour certificates – Principal Awards – Medallions – Badges • PBL Matrix, with lesson ideas and focus • PERKS Program with lessons and ideas • Specialised focus on Anti-Bullying and Cyber safety • Student Support Services Team • Pastoral Care, Chaplain, Guidance Officer and School Psychologist • Relationships with external agencies • Classroom behaviour support plans • Support play • Social skills programs • Mentoring • Staff induction

At Buderim, we have two main Cumulative Awards/Badge Schemes.

Cumulative Awards Scheme

Our Cumulative Awards system continues throughout each student's time at Buderim. These awards are presented in weeks 5 and 10 of each term on parade.

3 Achievement Awards = 1 Principal Award → 3 Principal's Awards = 1 Banner → 2 Banners = 1 Medallion

Achievement Awards are presented each week on parade to students in each class for a range of significant achievements: being respectful, being safe and being a learner, PERKS. Teachers select these awards based on classroom achievement, effort and behaviour. Once students have the necessary amount of achievement or principal awards or banners, they place them into the box outside the healthroom for processing. **Principal Awards, Banners and Medallions will be presented on parade in week 5 and 10 of each term.** (*All achievement awards, principal awards and banners are returned to students*).

At times there may also be awards presented on parades which are from extra-curricular activities and competitions.

Cumulative Badges

As well as our *cumulative awards scheme* at Buderim, we also present 5 different badges (sew on) to students for the following categories:

Academic:

Years 1 to 4 - **3** 'A' achievement ratings on report cards, in the academic subjects, each semester. Academic subjects are English, Mathematics, Science and HASS.

Years 5 to 6 - **4** 'A' achievement ratings on report cards, in the academic subjects, each semester. Academic subjects are English, Mathematics, Science, HASS and Japanese.

Work Effort:

Students need to receive a Very High (P-2) or Excellent (Years 3-6) Effort rating for all but two subjects reported on within the report card, for the semester.

Service – for helping, leading or teaching others e.g. library, playground, sports equipment, ANZAC day, working bee.

Sport – for representing the school at district, regional, state or national level

Cultural – for representing the school in the areas of Arts and Humanities e.g. performing troupe, orchestra, strings ensemble, Planetears, Performing Troupe etc.

Tier 2 – Students may be identified as needing additional or targeted behaviour support when they frequently exhibit inappropriate behaviours, which impacts upon the social and academic development of both themselves and others.

<i>Specific Programs and Strategies</i>	<i>Personnel and Teams</i>
<ul style="list-style-type: none"> • Individual Behaviour Support Plans • Support Play • Lunchtime programs • Social Skills programs • Whole school presentations • Targeted support programs • Mentoring • Restorative conversation process • Check In Check Out program 	<ul style="list-style-type: none"> • Parents/Carers • Teachers • Student Support Services Team • Guidance Officer • Chaplain • School Psychologist • External Agencies • Teacher Aides • School Administration • Sunny Kids

Tier 3 – Buderim Mountain State School is committed to educating all students, including those with the highest behavioural needs. We provide comprehensive systems of support to those students with the most challenging behaviours.

<i>Specific Programs and Strategies</i>	<i>Personnel and Teams</i>
<ul style="list-style-type: none"> • Case management and monitoring • Individual Behaviour Support Plan • Support Play • Lunchtime monitored play • Teacher Aide Support • Flexible education arrangements • Involvement of external agencies • Stakeholder meetings • Personalised Learning Plan • Professional Development of Staff 	<ul style="list-style-type: none"> • Parents/Carers • Teachers • Teacher Aides • Guidance Officer • Chaplain • Guidance Officer – Social and Emotional Wellbeing • AIM Team • Adopt- a- Cop • Community Agencies • Sunny Kids

Consideration of Individual Differences:

Individual student circumstances, including behaviour history, disability, mental health and wellbeing, home environment and care arrangements are taken into account when staff respond to inappropriate behaviour, and apply disciplinary consequences. We recognise that the way we teach, provide support and respond to each individual student will differ. This reflects the principle of equity, where every student is provided the opportunity to be

successful. This also means that not every student will be treated the same, because treating all students the same is not equitable.

Our school staff are also obliged under law to respect and protect the privacy of individual students, therefore, we will not disclose or discuss disciplinary information with anyone but the student's family. You can be assured that school staff take all matters very seriously and will address them promptly and appropriately. We expect that members of our school community will respect the privacy of all students.

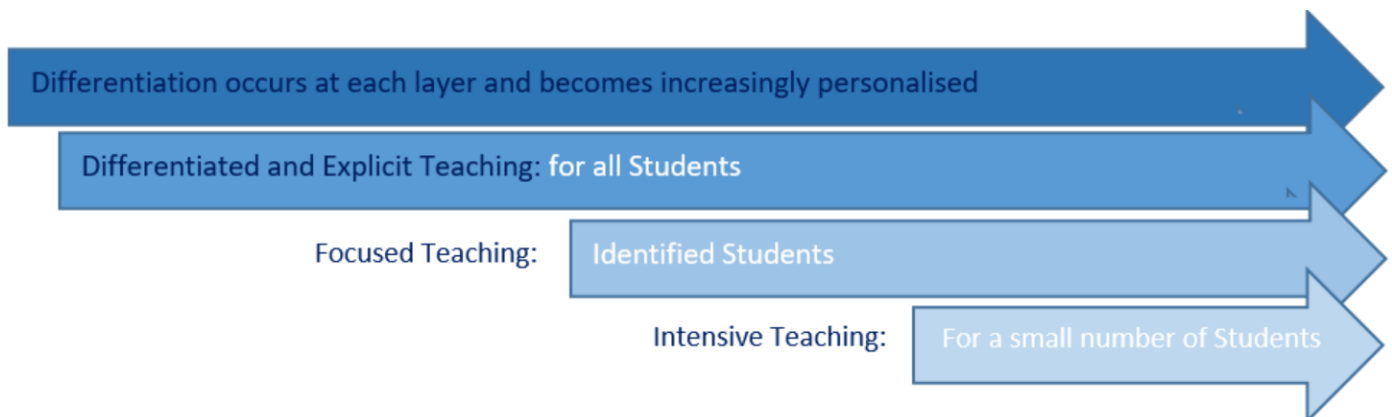
If you have a concern regarding the behaviour of a student at our school, please make an appointment to discuss the issue with your child's teacher, in the first instance.

Differentiated and Explicit Teaching:

Buderim Mountain State School provides differentiated teaching across all year levels and in all classrooms. This involves explicitly teaching students expected behaviours and providing opportunities for students to practise these behaviours in safe and supportive environments.

All staff differentiate the curriculum and their pedagogy to suit the needs of the students in their class. All decisions regarding differentiation are based on research, day to day monitoring and best practice.

The three main layers to differentiation, as outlined in *A Whole School Approach to Support Student Learning*, are shown in the image below.



Focussed Teaching:

Focused teaching provides students with more opportunities to practise skills and achieve the intended learning and expected behaviours. This involves staff revisiting key behavioural expectations and using explicit, structured teaching strategies in a particular aspect of a behaviour or skill, to allow for mastery.

Class teachers work collaboratively with support staff to provide focussed teaching. All Focussed teaching is aligned with our PBL Matrix, and student progress is discussed and monitored by classroom teachers and support staff.

Intensive Teaching:

Intensive Teaching involves frequent and explicit instruction with individuals, or in small groups to assist students in mastery of basic behavioural skills, concepts and knowledge. Decisions regarding the period of time a student is involved with Intensive Teaching, and the approach used will be made by the school team, in collaboration with the student's family.

For the small number of students who continue to display behaviours that are deemed complex and challenging, individualised support plans may be created to support the student. The approach will seek to prevent unsafe behaviours and teach appropriate replacement behaviours and strategies for self regulation.

Disciplinary Consequences:

In considering disciplinary consequences for inappropriate behaviour choices, each situation is given due consideration in conjunction with individual student differences, recognising the rights of all members of the school to work and learn in a safe environment regardless of their age, gender, disability, cultural background, socioeconomic situation and sexuality.

The majority of students will be capable of meeting established behaviour expectations through Differentiated and Explicit Teaching. In class, corrective feedback using the essential skills of classroom management is used by teachers to respond to low level or minor behaviour problems.

A continued pattern of low level, minor behaviour can interfere with the teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school Leadership Team for determination of an appropriate disciplinary consequence.

For a small number of our students, a high level of differentiated, intensive teaching is required to enable them to meet our school behavioural expectations. On occasion, the behaviour of a student may be so serious, such as causing harm to other students or adults, that the Principal (or delegate) may determine that an out of school suspension or exclusion is necessary as a consequence. Usually, this course of action occurs when the behaviours demonstrated impact the safety of others and no alternative consequence is deemed by the school to be considered suitable. A re-entry meeting may be held with the student and their parent/s upon restarting school.


When determining appropriate consequences, a focus is on ensuring:

- The consequence is logically related to the demonstrated behaviour and impacts of the behaviour

- The consequence assists to teach the student appropriate ways to meet their needs

Our school uses a restorative practices approach for children who require focused or intensive support to improve behaviour choices. Students attend the Reflection room for 30 minutes during second break. Parents are notified of their child attending. All teachers within the school as well as members of the leadership team can arrange for a student to attend Reflection room, but also ensure students have eating time and a toilet break.

The following table outlines the schools' list of Major and Minor Behaviours.

 <h2 style="text-align: center;">Major and Minor Behaviours</h2>		
Does Not need to be logged onto OneSchool	Logged onto OneSchool as Minor Infringement	Logged onto OneSchool as Major Infringement
These will not be Office Disciplinary Referrals (ODR) and will be managed by the individual staff member concerned, using the blue book .	These may be Office Disciplinary Referrals (ODR) and be managed by a staff member and the Admin Team, or may just be managed by the individual teacher (class teacher usually most appropriate)	These are automatically an Office Disciplinary Referral (ODR) and will be co-managed by a staff member, and member of the Admin Team and sometimes support staff
Parent Contact – Not necessary but may occur	Parent Contact is Mandatory at this level	Parent Contact is Mandatory at this level
<ul style="list-style-type: none"> • ICT misuse including inappropriate email, downloads and internet • Play fighting and or rough play • Dangerous behaviour unintentionally causing harm • Littering • Being in an out of bounds area • Unkind acts to others (teasing and name calling) • Disruptive behaviour in any school activity • Lateness to class after breaks, without valid reason • Off task in lessons by not attending to activities • Indirect minor use of inappropriate language • Disrespectful behaviour • Throwing object with no harm resulting 	<ul style="list-style-type: none"> • Persistent disruptive behaviour in any school activity • Persistent lateness to class, after breaks, without valid reason • Persistent refusal to follow adult directive • Dangerous behaviour intentionally causing harm to self, others or property • Being out of school grounds • Possession of dangerous object • Intentional interference with property belonging to others or the school • Theft • Bullying (all types) • Frequently in out of bounds areas • Direct use of inappropriate language to peers • Intentional spreading of rumours • Persistent throwing of objects with no harm resulting 	<ul style="list-style-type: none"> • Extreme disruptive behaviour • Illegal ICT misuse including email, downloads and internet • Severe bullying of any nature • Racial harassment • Sexual harassment • Extreme disrespect to adults and students • Major or continual theft • Direct use of inappropriate language to adults • Wilful damage of property resulting in need to be repaired • Truancy • Striking adults • Possession of illegal, illicit or offensive material of any form • Persistently being out of school grounds • Repeated intentional spreading of rumours • Physical harm (unprovoked/causing injury to others)

School Policies:

Temporary removal of Student Property:

The removal of any property in a student's possession may be necessary to ensure the safe, caring and supportive learning environment of the school. Staff will remove the property and the piece will either be returned at the end of the confiscation period to the student or parent, or delivered to QPS, whichever staff deem most appropriate.

Students are not to bring property onto school grounds or other settings used by the school (camps, sporting venues) that:

- 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

If a student is found with any of these items, they will be confiscated. School staff have the right to search all school property, such as desks and bag racks without the permission of parents. If a student's bag needs to be searched, staff will contact the parents or police for permission.

Use of Mobile Phones and other Devices by Students:

The following guidelines have been developed in accordance with *Advice for State Schools on acceptable use of ICT facilities and devices*. Upon enrolment, students and parents sign the school ICT agreement before students are allowed access to the school ICT network.

Mobile Phones and other devices:

- Mobile phones and smart watches are discouraged at Buderim Mountain State School. However, should a student need to bring a phone to school, all Prep to year 4 students must hand the phone into the school office upon arrival, and collect it immediately prior to departure from school. All Year 5 and 6 students need to place their mobile phone in their classroom safe upon arrival at school, and collect upon leaving.
- Any student wearing a smart device to school must have the device turned to school mode, ensuring students are not able to make or receive calls or texts during the school day.

Recording of Images and Videos:

- Every member of the school community should feel confident about participating fully in all aspects of school life without concern that their personal privacy is being compromised by being filmed without their knowledge or consent. Students must not use personal devices to record any images or video at school, or when involved in school activities.

- We uphold the value of trust and right to privacy at Buderim Mountain State School. Students using personal technology to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fights or pranks etc) for the purpose of dissemination among the student body or via social media, by any means, is not allowed, and as necessary will be reported to parents and/or QPS.
- Images of students are not allowed to be uploaded onto social media (through text message, video or picture message, display, uploading onto internet or social media or other means) without the direct consent of those individuals. Students who undertake these may be subject to discipline, including suspension and/or recommendation for exclusion.
- Students should note that recording or dissemination of images that are considered indecent are against the law and if detected, will result in a referral to QPS.

Recording Private Conversations and the Invasion of Privacy Act 1971

- Students must not use personal devices to record any conversations at school or when engaged in any school based activity.



Preventing and Responding to Bullying:

BULLYING - NO WAY!

At Buderim Mountain State School, we celebrate positive behaviour. We specifically teach social skills, teamwork, cooperation and conflict management through our PERKS Program and our PBL focus lessons.



What is Bullying?

Bullying is when someone purposely hurts or overpowers others, by using physical or emotional ways over an extended period of time.

Bullying can be:

- ♦VERBAL*
- ♦INTERNET*
- ♦EMAIL*
- ♦WRITTEN*
- ♦PHYSICAL*
- ♦SOCIAL*
- ♦TEXT MESSAGES*

Examples of Bullying:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Hitting • Teasing • Pushing • Threatening • Intimidating • Text messages • Taking property | <ul style="list-style-type: none"> • Spreading rumors • Writing notes • Telling people not to be friends • Hiding belongings • Deliberately embarrassing • Always leaving someone out |
|--|---|

What Students can do:

If You SEE Bullying:	If You Are BEING Bullied:
<ul style="list-style-type: none">• Be a friend to the target• Invite the target to stay with your group• Tell the bully – “<i>CUT IT OUT, LEAVE THEM ALONE</i>”• Report it to a teacher	<ul style="list-style-type: none">• Try brushing it off “<i>YEAH, WHATEVER!</i>”• Stand up straight and firmly say - “<i>LEAVE ME ALONE</i>”• Hold your hand out and say - “<i>STOP IT</i>”• Move away to a crowded area• Report it to a teacher

Respecting Diversity

Buderim Mountain State School is committed to providing all students with access to high quality schooling that is free from discrimination based on gender, language, sexual orientation, culture, religion, ethnicity, health, disability or socioeconomic background. As a school community we value, celebrate and respond to diversity. It is underpinned by respectful and collaborative relationships with parents and the school community. Inclusive education means that everyday, in every classroom, every student is learning and achieving in a safe, supportive and disciplined learning environment.

Who to speak with?

Students need to let someone know if they are being bullied.

Students can talk to their friends, ask an adult for help, and follow our school guidelines. If the problem continues, students need to report it to their class teacher or playground teacher first. Students can ask for advice from their parents, and if the problem still continues are encouraged to report it to the Deputy Principal or the Principal.

Outside Incidents

- Contact Deputy Principal
- In serious or persistent cases, consider contacting QPS
- Contact school office or ESafety Commissioner (www.esafety.gov.au)

Cyberbullying—

Keep copies of any texts, emails or offensive material sent or posted on the internet. This evidence can be traced back to the bully and dealt with through the school, your home internet provider or QPS. The following sites are excellent for any parents or young people seeking further information or advice:

www.cybersmart.gov.au
www.bullyingnoway.com.au
www.kidshelp.com.au



Bullying response flowchart

Staff will meet with the student and begin to investigate the bullying allegation. (Any immediate concerns for student wellbeing or safety will be addressed in accordance with Student Protection Guide).



Student to provide examples of bullying to staff, while staff member makes record of communication with student. Staff member will communicate with parents.



Staff will continue investigating allegations (if needed) through communication with other students and staff. Staff will monitor the wellbeing of students involved.



Staff will carefully consider all information presented and discuss the bullying situation, outcome and support networks with relevant stakeholders.



When deemed necessary, a plan of action will be written and recorded on OneSchool. Staff will continue to check in and monitor student wellbeing, and as appropriate, discuss with all relevant stakeholders.

We teach students how to follow our school rules of *SAFETY*, *LEARNING* and *RESPECT* in all of our classes and we assist students to become self managed and reflective in their behaviours. We promote anti bullying strategies to all of our students through our “5 Ways To Handle A Bully” posters and other related activities. We provide appropriate Professional Development to our staff.

In the instance that we need to address an incident of bullying, the school follows its disciplinary consequences for inappropriate behaviour choices, and as required will report to Queensland Police. As needed, students can be supported through the Chaplain and the Guidance Counsellor.

What can Parents do?

Help your child to use the school strategies:

- Try brushing it off or responding with a joke
- Stand tall and confidently say “Leave me alone” or “Stop it”
- Move to a crowded area, stay with others
- Report it to a teacher
- Stay calm and cool, Help your child become “tease tolerant”
- Don’t advise your child to hit back or bully back, it usually makes matters worse.
- Encourage your child to develop positive friendships, confidence and self- esteem (join groups and activities, share common interests)
- Monitor your child’s social activities to see where you could assist further—whether they may be bullying or being bullied
- Approach your child’s teacher to further discuss any concerns and ask for ideas on any specific areas your child may need further assistance in
- Keep in contact with your child’s teacher to monitor that any bullying has ceased
- Don’t leave your children alone when on the internet or social media
- Be friends with your children on social media

If your child continues to tell you they are being bullied, speak with the class teacher or the sector Deputy Principal.



Appropriate use of Social Media:

Parental and community feedback is important for schools and the department. And while the school may use social media to update parents of school notices, if you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly with the school staff about the matter, rather than discussing or posting it in a public forum. 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 our court system.

Keep comments polite, just as you would in a face to face interaction. If you encounter negative or derogatory content online which involves the school, hinders a student's learning and/or affects the school community, please contact either your sector deputy or the principal.

If you upload photos of your child to social media, please be mindful of who might be in the background. You might be happy to share your child's success on social media, but some families are not. If you are tagging or naming a student in a post, consider that other parents may not want their child's name attached to an image online.

Restrictive Practices:

Staff at Buderim Mountain 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.