



KIRWAN STATE HIGH SCHOOL

STUDENT CODE OF CONDUCT



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

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KIRWAN STATE HIGH SCHOOL

Purpose

Kirwan State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and community.

The Kirwan State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive and 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.

Whole School Approach to Discipline

POSITIVE BEHAVIOUR FOR LEARNING

Kirwan State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes.
- ensure that only evidence-based practices are used correctly by teachers to support students.
- continually support staff members to maintain consistent school and classroom improvement practices.

At Kirwan State High School, we believe discipline is about more than 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.

The development of the Kirwan State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher, Head of Department (Student Services), Deputy Principal or Executive Principal.



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The Kirwan State High School behaviour expectations have been collaboratively developed by students, staff and parents. These expectations commence with the phrase 'We' indicating that all students, staff and parents are encouraged to meet these behaviour expectations.

PBL Behaviour Expectation Matrix

	We are SAFE learners	We are RESPECTFUL learners	We are RESPONSIBLE learners
ALL SETTINGS	<p>We follow the instructions of staff.</p> <p>We only make appropriate physical contact with others.</p> <p>We report hazards, accidents and damage to equipment and facilities to staff.</p> <p>We use chemicals, equipment, facilities and machinery correctly and only as directed by staff.</p> <p>We only bring permitted items to school.</p> <p>We follow school's emergency procedures.</p>	<p>We follow the instructions of staff.</p> <p>We use an appropriate tone of voice, language and actions when communicating with others.</p> <p>We only communicate about others in a positive manner.</p> <p>We leave areas clean and tidy and put rubbish in the bin.</p> <p>We are accepting of individual differences.</p> <p>We treat animals with care.</p> <p>We treat other people's possessions, school equipment, facilities and machinery with care and keep them free from damage.</p>	<p>We follow the instructions of staff.</p> <p>We attend school every day.</p> <p>We arrive to school on time.</p> <p>We explain our absences.</p> <p>We wear the correct school uniform.</p> <p>We behave appropriately in the community when we are wearing our school uniform.</p> <p>We follow school policies and procedures.</p> <p>We return borrowed equipment.</p> <p>We report damage to property.</p> <p>We own our actions and accept consequences.</p> <p>We actively participate in our school community.</p>
LEARNING AREAS	<p>We walk in the classroom.</p> <p>We use furniture for its intended purpose.</p> <p>We wear personal protection equipment and clothing correctly and only as directed by staff.</p> <p>We do not eat in the classroom.</p>	<p>We show consideration for the teachers right to teach.</p> <p>We show consideration for students right to learn.</p>	<p>We arrive to class on time.</p> <p>We are prepared for learning with all the necessary equipment.</p> <p>We participate positively and to the best of our ability.</p> <p>We ask questions when we do not understand.</p> <p>We maintain a high standard of work.</p> <p>We manage our time effectively to complete and submit our work by the due date.</p> <p>We reference all sources in our work.</p> <p>We set goals for improvement.</p> <p>We take ownership of our academic progress.</p> <p>We get a drink and go to the toilet outside of class time.</p>
PLAYGROUND	<p>We report unauthorised visitors to the office or staff on duty.</p> <p>We practise sun safety.</p> <p>We walk in the school grounds.</p> <p>We wait in the tuckshop line in a calm manner.</p> <p>We only play ball games in designated areas.</p> <p>We do not engage in rough play.</p> <p>We do not play contact games without permission or unsupervised.</p>	<p>We act with good sportsmanship.</p>	<p>We move to class on the first bell.</p> <p>We play appropriate and approved games in the playground.</p> <p>We follow the rules and play fairly in all games.</p> <p>We stay in approved areas.</p>
EXCURSION	<p>We stay with the school group.</p> <p>We adhere to rules, laws and regulations of activities and venues.</p>	<p>We follow the instructions of the excursion facilitators.</p> <p>We acknowledge the effort of those facilitating the excursion.</p>	<p>We submit our permission form and payment on time.</p> <p>We are prepared with all materials needed to participate in the excursion.</p> <p>We actively participate in activities.</p> <p>We represent our school with pride.</p>
TRANSPORT	<p>We wait for and board transport in a calm manner.</p> <p>We walk our bike/scooter/skateboard into and out of school grounds.</p> <p>We pay attention to road traffic and follow road rules.</p>		<p>We lock up my bike/scooter/skateboard in the designated area.</p>
TECHNOLOGY	<p>We keep our personal electronic device in a safe location.</p> <p>We keep our username and password confidential.</p> <p>We only use our username and password.</p> <p>We keep our personal details confidential online.</p> <p>We practise cyber safety.</p>	<p>We do not take or share recordings of staff or students. This includes photographs, video and audio recordings.</p> <p>We respect staff and students' privacy online.</p>	<p>We are responsible for any technology we bring to school.</p> <p>We use technology for intended curriculum learning.</p> <p>We use all ICT equipment appropriately and as instructed.</p> <p>We do not download software to the school network.</p> <p>We report any broken or damaged equipment to staff.</p> <p>We report online bullying.</p> <p>We report inappropriate content online.</p>
TOILETS	<p>We flush the toilet after use.</p> <p>We wash our hands with soap and water.</p>	<p>We are considerate of others' privacy.</p>	<p>We use the space appropriately and for its intended purpose.</p>



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PBL Acknowledgement Systems

PBL Postcards

Students demonstrating our PBL Behaviour Expectations may be awarded a PBL Postcards by members of staff. Each time a student receives ten postcards in a calendar year, they will receive a \$5 Tuckshop Voucher to spend and a Skip the Line Tuckshop Voucher.



PBL Top 10

At the end of each academic reporting period, the school recognises the Top Ten achieving students for attendance, behaviour and effort students in each year level. Students will receive a \$10 Tuckshop Voucher to spend and a Skip the Line Tuckshop Voucher.

PBL 10 Most Improved

At the end of each academic reporting period, the school recognises the Ten Most Improved students for attendance, behaviour and effort in each year level. Students will receive a \$10 Tuckshop Voucher to spend and a Skip the Line Tuckshop Voucher.

PBL Celebrations

Students that achieve a Green Level of Engagement are invited to participate in a Colour Run at the end of Term 2 and Splashfest at the end of Term 4.

PBL House Cup

House Cup is designed to promote positive house and school spirit by acknowledging the achievement, attendance, behaviour and engagement of students in the school community.

A House Cup is awarded in Junior Secondary (Years 7 to 9) and Senior Secondary (Years 10 to 12).

At the end of each term, the winning house is celebrated with a BBQ lunch.



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BEHAVIOUR AND EFFORT REPORTING MATRIX

To determine Behaviour and Effort results at each reporting period, class teachers utilise the Behaviour and Effort Reporting Matrix.

BEHAVIOUR					
EXPECTATIONS	Excellent	Very Good	Satisfactory	Needs Attention	Unacceptable
	<i>Student always:</i>	<i>Student consistently:</i>	<i>Student generally:</i>	<i>Student sometimes:</i>	<i>Student rarely:</i>
Is accepting of individual differences and communicates appropriately					
Wears the correct school uniform					
Follows school policies and procedures and the instructions of staff					
Treats other people's possessions, school equipment, facilities, and machinery with care and keeps them free from damage					
Shows consideration for teachers right to teach and students right to learn					
Uses ICT and approved personal electronic devices appropriately and as instructed for curriculum learning					
EFFORT					
EXPECTATIONS	Excellent	Very Good	Satisfactory	Needs Attention	Unacceptable
	<i>Student always:</i>	<i>Student consistently:</i>	<i>Student generally:</i>	<i>Student sometimes:</i>	<i>Student rarely:</i>
Attends school every day and explains any absences	Class attendance \geq 90%		Class attendance >85% - <90%	Class attendance \leq 85%	
Arrives to class on time					
Participates positively and to the best of their ability					
Maintains a high standard of work and sets goals for improvement					
Manages time effectively to complete and submit work by the due date					
Is prepared for learning with all the necessary equipment					



LEVELS OF ENGAGEMENT

Levels of Engagement acknowledges students who consistently contribute to a positive school culture by demonstrating the school's expectations. Students can lodge an Appeal at the end of each reporting period if they wish to dispute their Level of Engagement.

G R E E N	<p>Description Outstanding students who always demonstrate a commitment to achieving personal excellence in the classroom and have a positive influence on our school community are at this level. On the Green level, a student may:</p> <ul style="list-style-type: none"> • Be presented with a Gold Award if they maintain this level for both Term 2 and 3 reporting. • Be selected to represent the school at an official function. • Be nominated for a student leadership position. <p>Criteria - Students meet all of the following conditions</p> <ul style="list-style-type: none"> • Excellent or Very Good for all Effort and Behaviour results, with a maximum of 2 exceptions. • Attendance Rate at 90% or above with approved absences. • No School Disciplinary Absence
Y E L L O W	<p>Description Students who consistently demonstrate a commitment to learning are at this level. On the Yellow level, a student may:</p> <ul style="list-style-type: none"> • Be selected to represent the school at an official function. • Continue to hold a student leadership position. • Apply to have their Level of Engagement reviewed through their year level Head of Department of Student Services or Deputy Principal. <p>Criteria</p> <ul style="list-style-type: none"> • Students do not meet the criteria for red or green. • Attendance Rate at 80% or above with approved absences.
R E D	<p>Description Students who are working towards an improved commitment to learning are at this level. While on the Red level, a student may:</p> <ul style="list-style-type: none"> • Not be able to represent the school in any area (e.g. sport, cultural, representative school sport). • Apply to have their Level of Engagement reviewed through their year level Head of Department of Student Services or Deputy Principal. <p>Criteria - Students meet one or more of the following conditions</p> <ul style="list-style-type: none"> • 3 or more Needs Attention or Unacceptable Effort and/or Behaviour results. • Major breaches of the Student Code of Conduct. • Attendance Rate below 80% with approved absences.

RESTORATIVE CONVERSATIONS

Restorative Conversations may be formal or informal discussions that use restorative language and questions and empathetic listening to guide people through reflection, problem solving, and repairing harm. As opposed to traditional methods of conflict resolution, which focus on laying blame for rules broken and administering consequences, restorative conversations help identify the impact of the behaviour and support the mistake-maker to take steps to make things better. They also create space for the person harmed to be central to the process.



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CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers, Heads of Department, Deputy Principals and Executive Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents 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 class teacher, Heads of Department, Deputy Principals or Executive Principal to discuss the matter.

DIFFERENTIATED AND EXPLICIT TEACHING

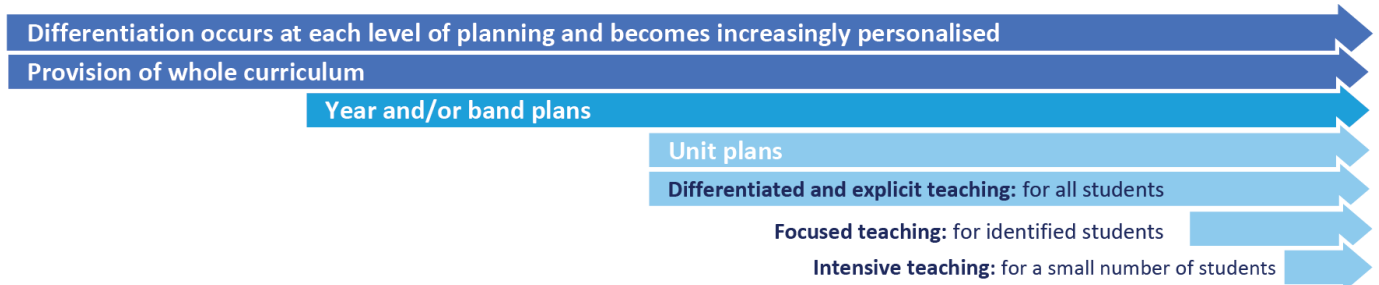
Kirwan State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours,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

Teachers at Kirwan State High 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.



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



These three layers map directly to the multi-tiered system of support discussed earlier. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Behaviour Expectations Matrix, illustrated above, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Kirwan State High School to provide focused teaching. Focused teaching is aligned to the PBL Behaviour Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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



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Kirwan State High School has a range of Student Services 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 a range of evidence-informed programs to address specific skill development for some students.

For more information about these programs, please speak with the year level Head of Department (Student Services).

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.

Disciplinary Consequences

The disciplinary consequences model used at Kirwan State High 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 focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level



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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 Executive Principal or their delegate 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 Executive Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat").
- Non-verbal and visual cues (e.g. posters, hand gestures).
- Whole class practising of routines.
- Ratio of 5 positive to 1 negative commentary or feedback to class.
- Corrective feedback (e.g. "Hand up when you want to ask a question").
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you").
- Explicit behavioural instructions (e.g. "Pick up your pencil").
- Proximity control.
- Tactical ignoring of inappropriate behaviour (not student).
- Revised seating plan and relocation of student/s.
- Individual positive reinforcement for appropriate behaviour.
- Classwide incentives.
- Reminders of incentives or class goals.
- Redirection.
- Low voice and tone for individual instructions.
- Give 30 second 'take-up' time for student/s to process instruction/s.
- Reduce verbal language.
- Break down tasks into smaller chunks.
- Provide positive choice of task order (e.g. "Which one do you want to start with?").
- Prompt student to take a break or time away in class.



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- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”).
- Provide demonstration of expected behaviour.
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour).
- Private discussion with student about expected behaviour.
- Reprimand for inappropriate behaviour.
- Warning of more serious consequences (e.g. removal from classroom).
- Detention.

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment.
- Individual student behaviour support strategies (e.g. Student behaviour plan).
- Targeted skills teaching in small group.
- Token economy.
- Detention.
- Behavioural contract.
- Counselling and guidance support.
- Self-monitoring plan.
- Check in Check Out strategy.
- Teacher coaching and debriefing.
- Referral to Student Support Network for team-based problem solving.
- Stakeholder meeting with parents and external agencies.

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan.
- Complex case management and review.
- Stakeholder meeting with parents and external agencies including regional specialists.
- Temporary removal of student property (e.g. mobile phone).
- Short term suspension (up to 10 school days).
- Long term suspension (up to 20 school days).
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities).
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school).
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently).
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.



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School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Executive 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).

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 Executive 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 Kirwan State High 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 and review the school's behaviour expectations. It is **not a time** to review the student's behaviour or the decision to suspend as 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 Executive 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.



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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

Kirwan State High 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 community outlined in school policies located <https://kirwanshs.eq.edu.au/our-school/rules-and-policies>.

Restrictive Practices

School staff at Kirwan State High 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.



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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, 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.



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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.

Consultation

The Kirwan State High School Student Code of Conduct was developed in consultation with the school community, including:

- Teaching and non-teaching staff
- P&C
- School Council

Review

The Kirwan State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff.

A comprehensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.



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Endorsement

The Kirwan State High School Student Code of Conduct has been informed by:

- Education (General Provisions) Act 2006
- Department of Education: Procedure – Student Discipline

Endorsed by:

Heather Murry
Executive Principal

JJ Taylor
P&C President

Rick Phineasa
School Council Chair

