



Harris Fields State School

‘To give, to question, to excel’

Student Code of Conduct

2023-2026

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

Consultation

Harris Fields State School's Student Code of Conduct was created in collaboration with staff, students and parent representatives of PBL. Feedback and critical analysis of One School data including attendance, behaviour incidents, and school disciplinary absences occurred within PBL and staff meetings and helped guide the direction of this document.

The three school rules have been agreed upon and endorsed by all staff, students and the school P&C Association.

The Harris Fields State School Student Code of Conduct is a working document and will be reviewed annual for minor updates to reflect changing circumstances reflected in data. A full review is conducted every four years in alignment with the review process for School Planning, Reviewing and Reporting cycle.

This Plan has been endorsed by the Principal and Positive Behaviour for Learning Team Leader.

Contact Information

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Endorsement

Principal Name:	Belinda Coulahan
Principal Signature:	
Date:	22 nd November 2023
P/C President and-or School Council Chair Name:	Hannah Pinches
P/C President and-or School Council Chair Signature:	
Date:	22 nd November 2023

Contents

Consultation	2
Contact Information	2
Endorsement	2
Purpose	4
Whole School Approach to Discipline	5
Consideration of Individual Circumstances	9
Differentiated and Explicit Teaching	9
Focussed Teaching	11
Intensive Teaching	12
Disciplinary Consequences	14
School Policies	18
Temporary removal of student property	18
Use of mobile phones and other devices	20
Preventing and responding to bullying	21
Social media	29
Restrictive Practices	31
Critical Incidents	32

Purpose

At Harris Fields State School we are committed to ensuring all students are afforded the opportunity to receive a quality education. We aspire to provide opportunities for students to engage in quality learning experiences which consider their needs and interests, value diversity and allow them to acquire values supportive of their lifelong wellbeing.

Harris Fields State School's Student Code of Conduct focuses on developing a supportive school environment where all members of the school feel valued, respected and safe.

Positive quality interpersonal relationships and proactive practises are fostered. Harris Fields State School promotes the skills of responsible self-management through implementation of school wide Positive Behaviour for Learning principles and practises.

Positive academic outcomes for all are maximised through quality practises in the development of an inclusive, engaging and differentiated curriculum. Harris Fields State School values and respects the rich cultural diversity of the school community and attempts to ensure equity by addressing barriers to participation and achievement. This Student Code of Conduct is designed to facilitate high expectations and high standards of behaviour from all in the school community. This will ensure learning and teaching in our school is prioritised, all students are able to experience success and participate positively within the school community.

Whole School Approach to Discipline

Harris Fields State School has adopted the evidence based whole school Positive Behaviour for Learning framework to support a positive behavioural culture within the school community. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being Safe, Respectful, Learners.

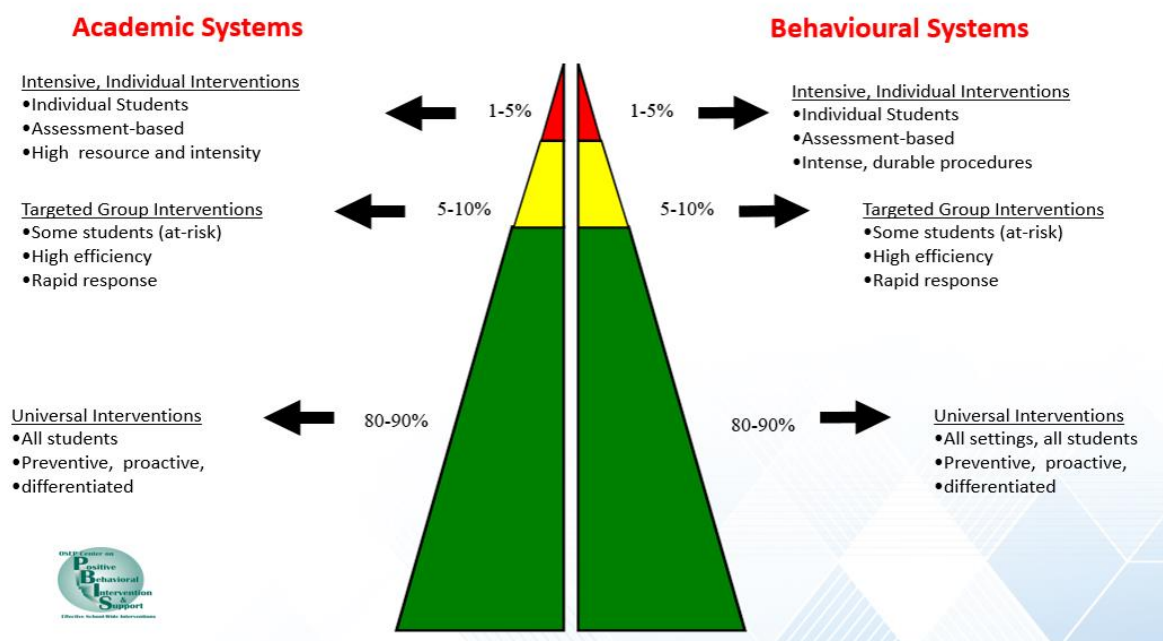
Student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

PBL is a framework which is:

- ❖ evidence based
- ❖ data driven
- ❖ used to analyse and improve student behaviour and learning outcomes
- ❖ a three-tiered approach to support students with differing needs
- ❖ safe and supportive
- ❖ positive
- ❖ consistent in its approach and emphasises explicit teaching of expectations
- ❖ Used to continually support staff to maintain consistent school and classroom improvement practices.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. We emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards **all** students which is designed to encourage high expectations for positive behaviours. Staff are constantly monitoring students and situations with the aim in finding students meeting school expectations and reinforcing positive behavioural choices through recognition. Further strategies are implemented for students who may require further support and greater intervention to assist them in experiencing success at school.

At Harris Fields State School, communication of our key messages about behaviour is, backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition (tokens, Dojo points) and monitoring (token tracker booklet) system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between staff and students



Universal Behaviour Support

Universal Behaviour Support is designed for all students to assist them to meet the school expectations and demonstrate positive behaviours. 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. Harris Fields State School utilises proactive and preventative strategies including:

- ❖ Positive Behaviour for Learning framework
- ❖ Implementation of PBL classroom systems
- ❖ PBL section in the staff newsletter to keep everyone up to date and on the same page
- ❖ PBL section in the school newsletter, encouraging parents to be actively involved with school expectations
- ❖ Use of Dojo as a forum to communicate with parents. Parents are notified when students accumulate points for displaying positive behaviours.
- ❖ Student Enrichment Team, with student wellbeing, inclusive practices, academics and behaviour integrated into student support.
- ❖ All staff using preventative strategies of - check ins, praise and support, prompts, redirection, re-teach and choice
- ❖ Student Well-being Officer
- ❖ Explicit teaching of behaviour expectations
- ❖ Acknowledgment of individuals, pairs, small groups and classes, when meeting school expectations
- ❖ Individual support plans for students who exhibit challenging behaviours allowing all staff to make necessary adjustments to support these students within all school settings.
- ❖ A strong emphasis on positive relationships between students and staff which are based on mutual respect and trust.
- ❖ Creating balance, relevant and engaging curriculum which considers student needs and interests
- ❖ Induction of new students, families and staff to the school code of conduct

Harris Fields State School acknowledges students meeting school expectations through:

- ❖ Verbal or non-verbal acknowledgment
- ❖ Tokens
- ❖ Do-jo points
- ❖ Certificates on parade
- ❖ Newsletter items
- ❖ Phone calls/notes home
- ❖ P&C Facebook page
- ❖ School Facebook page
- ❖ Redemption of tokens for prizes at PBL shop
- ❖ Recording positive behaviours on OneSchool
- ❖ End of term celebrations

Students are supported in their learning of school expectations through:

- ❖ PBL focus introduced on parade each week with visuals
- ❖ Explicit teaching of expected behaviour by staff
- ❖ Reinforcement of expected behaviour in all learning areas of the school
- ❖ Visual signage of expectations located in classrooms, play and eating areas
- ❖ Inclusion of code of conduct in enrolment package

Targeted Behaviour Support

Teachers at Harris Fields State School use preventative strategies to support the teaching and learning with the aim of creating calmer classrooms where the needs of both staff and students are met. These strategies are proven to be less intrusive and assist students in making positive behavioural choices.



Asking students to reflect on their behavioural choices and how they could have met the school expectations of be safe, be respectful and be a learner is the preferred method to managing and addressing low level behaviours as it places accountability back on the student. This allows students to identify the changes they need to make to be consistently meeting school expectations. By framing everything in a positive manner, we create opportunities for students to understand the language associated with the behaviour matrix and provide reasons for the rules which form the basis of the expectations i.e. instead of 'don't run on the concrete' staff will remind students 'be safe – we walk on hard surfaces'.

Each year a small number of students at Harris Fields State School are identified through school collated data as needing a little bit extra in the way of targeted behavioural support, in most cases the difficult behaviours these students display may not be immediately regarded as severe, but the frequency of these behaviours may place student learning and social/emotional success at risk if not addressed. A team approach is used to support these students. Several strategies are implemented to support students who require extra support.

These strategies include:

- ❖ Extra positive check ins with Well-being officer, YFS Student Support Worker, Guidance Officer, HOC, Deputy Principal or Principal.
- ❖ Use of chart to track behaviour during the school day and to communicate with parent/caregiver.
- ❖ For some students a collaborative approach between student, classroom teacher, parent, well-being officer, guidance officer, inclusive teacher, Deputy Principal and Principal is used to construct an individual behaviour plan to support the student.

At Harris Fields State School we believe behaviour is the responsibility of every person within the school community and we work together as a team to ensure students are provided with the right support and guidance to assist them to meet school expectations. Parents and Caregivers play a vital role, they are kept informed and are encouraged to work together with staff to improve student behaviour.

Intensive Behaviour Support

Behaviour management is a part of effective learning and teaching and is a shared commitment and responsibility of all members of the school community. Students identified as requiring intensive behaviour support are those who continue to exhibit challenging behaviours that significantly affect the safety and well-being of themselves and/or others and/or have experienced multiple suspensions or exclusion. We recognise that students who display highly complex and challenging behaviours need comprehensive systems of support. These students are supported using:

- ❖ Preventative strategies
- ❖ Rule reminders, thinking time and support room
- ❖ Check-ins with office on daily or session basis dependent on need
- ❖ Chart to track behaviour
- ❖ Individual Behaviour Plans
- ❖ Well-being Officer and Guidance Officer
- ❖ Managed Attendance
- ❖ Regular communication with parent/caregiver
- ❖ Referral to Student Enrichment team
- ❖ Case management
- ❖ Referral to off campus Behaviour Support Program such as Bardon Rd or PLACE for intensive support. Students remain enrolled at Harris Fields State School and share attendance across both programs.

Consideration of Individual Circumstances

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

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

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

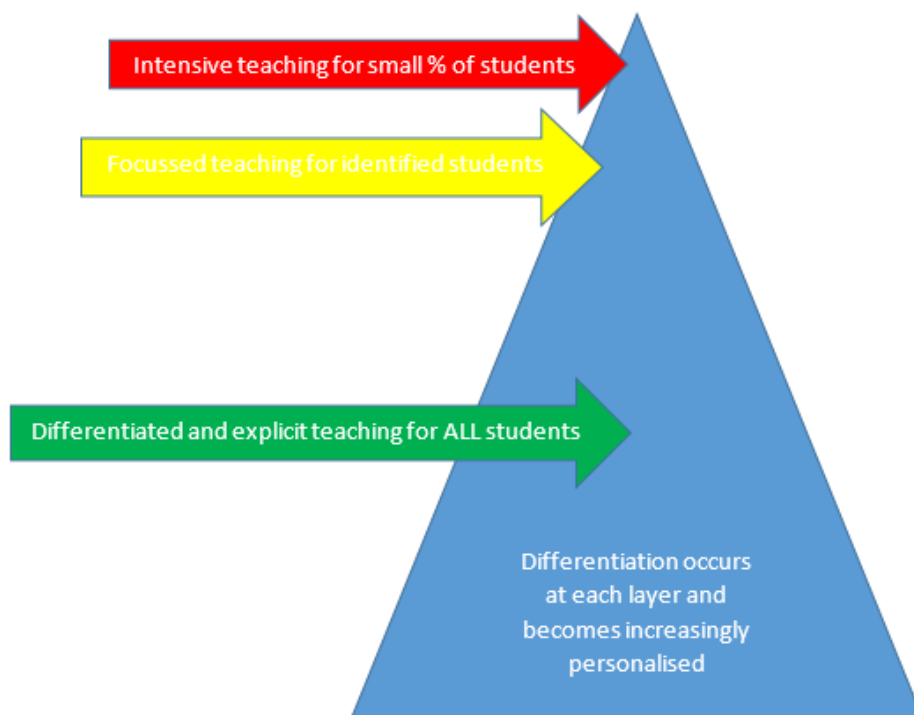
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Harris Fields State School is a school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours, reinforcing expected behaviours through feedback and correction and providing opportunities for students to practise these behaviours.

Differentiated and explicit teaching occurs for all students enrolled at Harris Fields State School. The level of differentiation and explicitness becomes increasingly more personalised to meet individual student needs.

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.



These three layers map directly to the tiered approach in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed 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 Expectations Matrix, illustrated below, 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 all areas, indoor learning spaces, transitions, eating time, toilets, play time and outdoor learning spaces. 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



Harris Fields State School

BEHAVIOUR EXPECTATIONS MATRIX

OUR EXPECTATIONS	ALL AREAS	INDOOR LEARNING SPACES	TRANSITIONS	EATING TIME	TOILETS	PLAY TIME AND OUTDOOR LEARNING SPACES
WE ARE SAFE	• keep hands and feet to ourselves • use words to solve problems • move safely • use equipment correctly and at the right times • walk on hard surfaces • report all issues to the teacher	• ask for permission to enter or leave a room • sit sensibly	• remain with our class	• move lunch boxes safely • eat our own food • sit in the correct area	• use the toilet correctly	• stay in the correct areas • use the playgrounds correctly and at the right times • wear hats or stay undercover
WE ARE RESPECTFUL	• listen and follow instructions • treat others kindly • wear our uniform correctly • play by the rules • keep our environment clean and tidy • respect all belongings	• respect other learners • give full attention to the speaker	• walk around quietly and calmly • line up in an orderly way	• stay seated until asked to leave • use sensible voices • hold our rubbish until the bell	• use water, soap and toilet paper wisely	• use pathways • respect animals and plants
WE ARE LEARNERS	• focus on our task • try our best and give it a go • are punctual and prepared • accept the consequences of our choices • encourage others • take pride in our work				• plan to use the toilets at the right times • return to class promptly	

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 work collaboratively with class teachers at Harris Fields State School to provide focused teaching. Focused teaching is aligned to the PBL 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.

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 staff 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 referred to the school enrichment team. A team approach is adopted, and staff work collaboratively to support the student. The team ensures appropriate behaviour support strategies are developed and implemented and makes necessary adjustments as required. These strategies may include more regular counselling for student with school GO, ongoing and intensive support from Well-being officer and student support staff member, additional teacher aide support and a modified timetable or alternate education program.

Legislative Delegations

Legislations

This section of the Student Code of Conduct includes 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.

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

Harris Fields State School uses a proactive approach when managing inappropriate student behaviour by explicitly teaching and reinforcing expected behaviours. Students are assisted in learning how to accept responsibility and take ownership over their behavioural choices and to accept consequences. It is imperative they develop an understanding that consequences have a direct correlation to the choices made. Consequences are used as a teaching tool to reinforce to students, their behaviour is inappropriate.

Harris Fields State School endeavours to ensure consequences and responses to inappropriate behaviour are reflective, consistent and proportionate to the nature of the behaviour.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Some students will need additional support, time and opportunities to practise expected behaviours. For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- ❖ Minor behaviour is handled by staff members at the time it happens
- ❖ Major behaviour is referred to support room, well-being officer or administration.

Minor behaviours are those that:

- are minor breaches of the school expectations
- do not seriously harm others or cause suspicion that the student may be harmed
- do not violate the rights of others in any serious way
- do not require involvement of specialist support staff or administration.

Minor behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as removal from an activity or event for a specified period of time,
- restitution time for work completion
- individual meeting with the student about expected behaviour, the staff member may take the student aside and:
 1. Name the behaviour the student is displaying
 2. Ask the student to name the expected school behaviour
 3. State and explain expectation if necessary
 4. Provide positive acknowledgment when expected behaviour is demonstrated.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school administration

Major behaviours may result in the following consequences:

- major behaviours result in a referral to administration because of seriousness
- loss of play breaks for physical misconduct
- work completion in own time
- time spent in office
- contact parent
- short term suspension
- long term suspension
- exclusion

The school Principal works in consultation with the PBL team and the Student Enrichment team to address persistent or ongoing serious 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 behaviour. This list is not exhaustive. Implemented strategies may include:

- ❖ Explicit teaching and practising of expectations
- ❖ Pre-correction (e.g. "Remember, walk quietly to your seat")
- ❖ Non-verbal and visual cues (e.g. posters, hand gestures)
- ❖ 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
- ❖ Redirection
- ❖ Give 'take-up' time for student/s to process instruction/s
- ❖ Break down tasks into smaller chunks
- ❖ Provide 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
- ❖ Provide demonstration of expected behaviour
- ❖ Private discussion with student about expected behaviour
- ❖ Thinking time

Focussed

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

- ❖ Targeted skills teaching in small group
- ❖ Functional behaviour assessment
- ❖ Token economy
- ❖ Behavioural contract
- ❖ Counselling and guidance support
- ❖ Check in Check Out strategy
- ❖ Referral to Student Enrichment team
- ❖ Stakeholder meeting with parents and external agencies

Intensive

The school leadership team works in consultation with Student Enrichment team to address persistent or ongoing serious problem behaviour. This may include:

- ❖ Functional behaviour assessment based on Individual behaviour support plan
- ❖ Stakeholder meeting with parents and external agencies including regional specialists
- ❖ Short term suspension (up to 10 school days)
- ❖ Long term suspension (up to 20 school days)
- ❖ Suspension pending exclusion
- ❖ Exclusion
- ❖ Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

At Harris Fields 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Harris Fields 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 request to attend the re-entry meeting will be communicated in writing, usually via letter sent home to parent. 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. 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
- ❖ Set student up for success - Discuss school expectations and strategies student can implement to ensure they are meeting them.
- ❖ Remind student about supports available (e.g. guidance officer, well-being officer, supported play)
- ❖ 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

Harris Fields 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
- ❖ Preventing and responding to bullying
- ❖ 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 Harris Fields 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

Harris Fields State school staff:

- ❖ 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;
- ❖ require consent from the student or parent is to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- ❖ may, however, in emergency circumstances, find it 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);
- ❖ require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Harris Fields State School:

- ❖ must ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Harris Fields 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;
- ❖ must 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 Harris Fields State School:

- ❖ must not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Harris Fields 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;

- ❖ must collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

The use of mobile phones and other devices

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. This policy reflects the importance the school places on students displaying safe, respectful and learning behaviours whenever they are using technology devices.

The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a shared responsibility between parents, school staff and students.

At all times, students, while using ICT facilities and devices supplied by the school, will be required to act in line with the Harris Fields State School Student Code of Conduct. Students are encouraged NOT to bring personal devices to school.

Expectations

Students are expected to:

- ❖ Use technology devices under the instruction and supervision of staff.
- ❖ be courteous, considerate and respectful of others when using any technology device.
- ❖ switch off and place personal mobile devices in the office before the first bell and collect at the end of the day.

Students and their parents/carers 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; however, avoiding or reducing access to harmful information also requires responsible use by the student.

It is **acceptable** for students at Harris Fields State School to:

- ❖ use devices (excluding personal mobile phones) for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills

- conducting general research for school activities and projects
- communicating or collaborating with other students and teachers in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment

It is **unacceptable** for students at Harris Fields State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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 or device 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

Preventing and responding to bullying

Harris Fields State School continues working toward creating a positive, safe and supportive learning environment for all students where equality, diversity, safety and wellbeing are considered in every decision. Creating this environment is essential in increasing attendance, engagement and achievement which in turn supports life-long opportunities for students.

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.



The core elements of the Australia Student Wellbeing Framework consist of:

- 1. Leadership**
 - Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
- 2. Inclusion**
 - All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
- 3. Student voice**
 - Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- 4. Partnerships**
 - Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
- 5. Support**
 - School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

There is no place for bullying in any school. This is a philosophy staff at Harris Fields State School strongly believe. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

The serious long term effects of bullying behaviours, such as the higher incidence of youth depression, anxiety and lower self-esteem reinforce the need to address the issue effectively within a broad school context.

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 Harris Fields State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Prevention

1. "Schools with a supportive and inclusive school community, where students feel they belong and are appreciated, are less likely to have high levels of bullying behaviour. Having a positive school environment that the entire school community has helped build, will prevent bullying happening in the first place", Dr Rob Moodie, Victoria Health, 2002. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- ❖ Our universal behaviour support processes will always remain the primary strategy for preventing inappropriate behaviours, including preventing the subset of bullying behaviours
- ❖ All students know the 3 school expectations and have been taught the expected behaviours attached to each expectation in all areas of the school
- ❖ All students have been, or are being, taught in situ the specific routines in the non classroom areas□
- ❖ All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- ❖ A high level of quality active supervision is a permanent staff routine in the non classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

2. Harris Fields State School uses behavioural data for decision-making. This data is entered into OneSchool and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process. In accordance with Harris Fields State School's Code of Conduct, the consequences for bullying are determined by the nature of the incident.

Cyberbullying

Cyberbullying is treated at Harris Fields 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. 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 Harris Fields 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 the Principal.

Harris Fields 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](#).

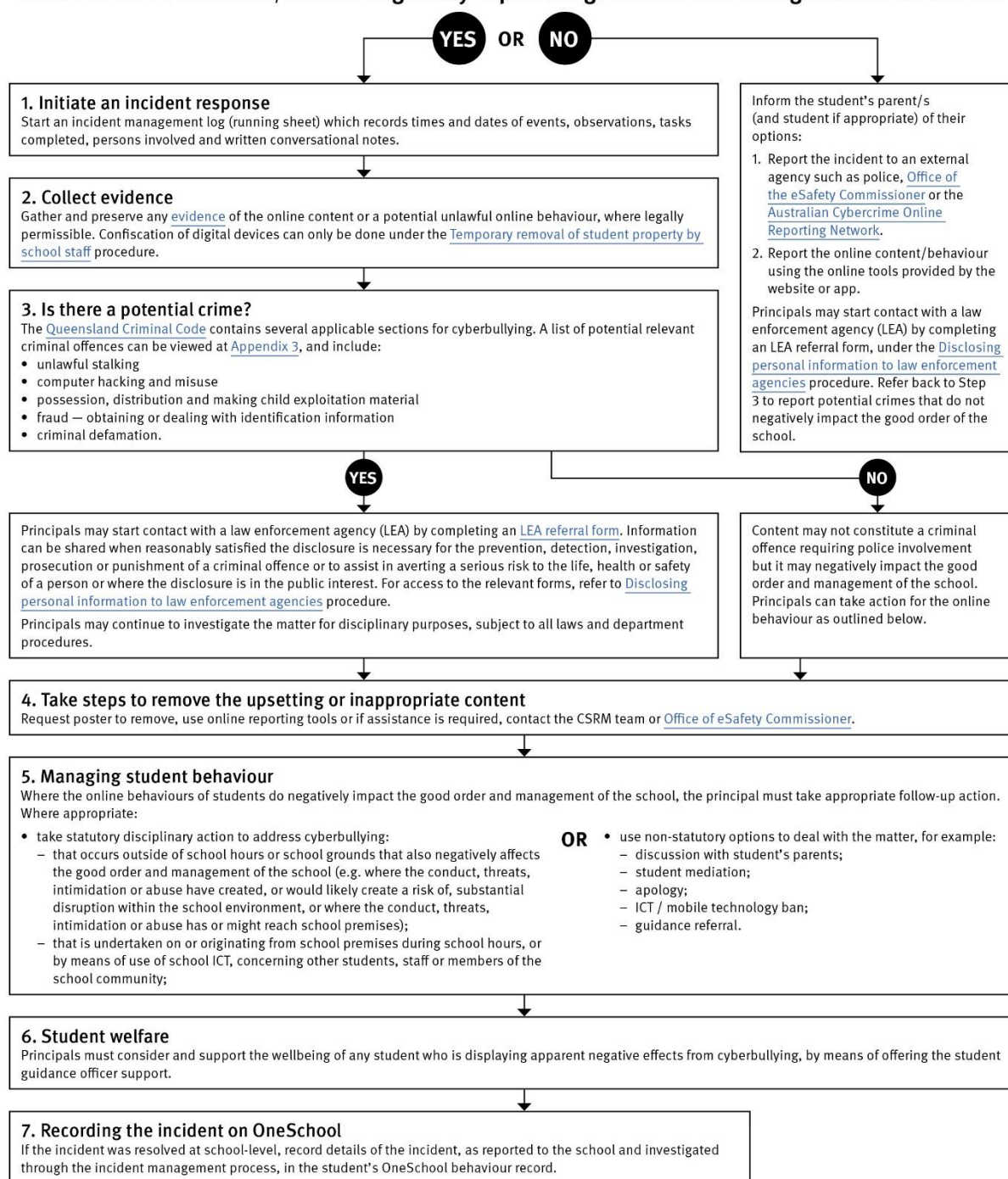
Explicit images

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.

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

Harris Fields 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 Support Network 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 Harris Fields 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.

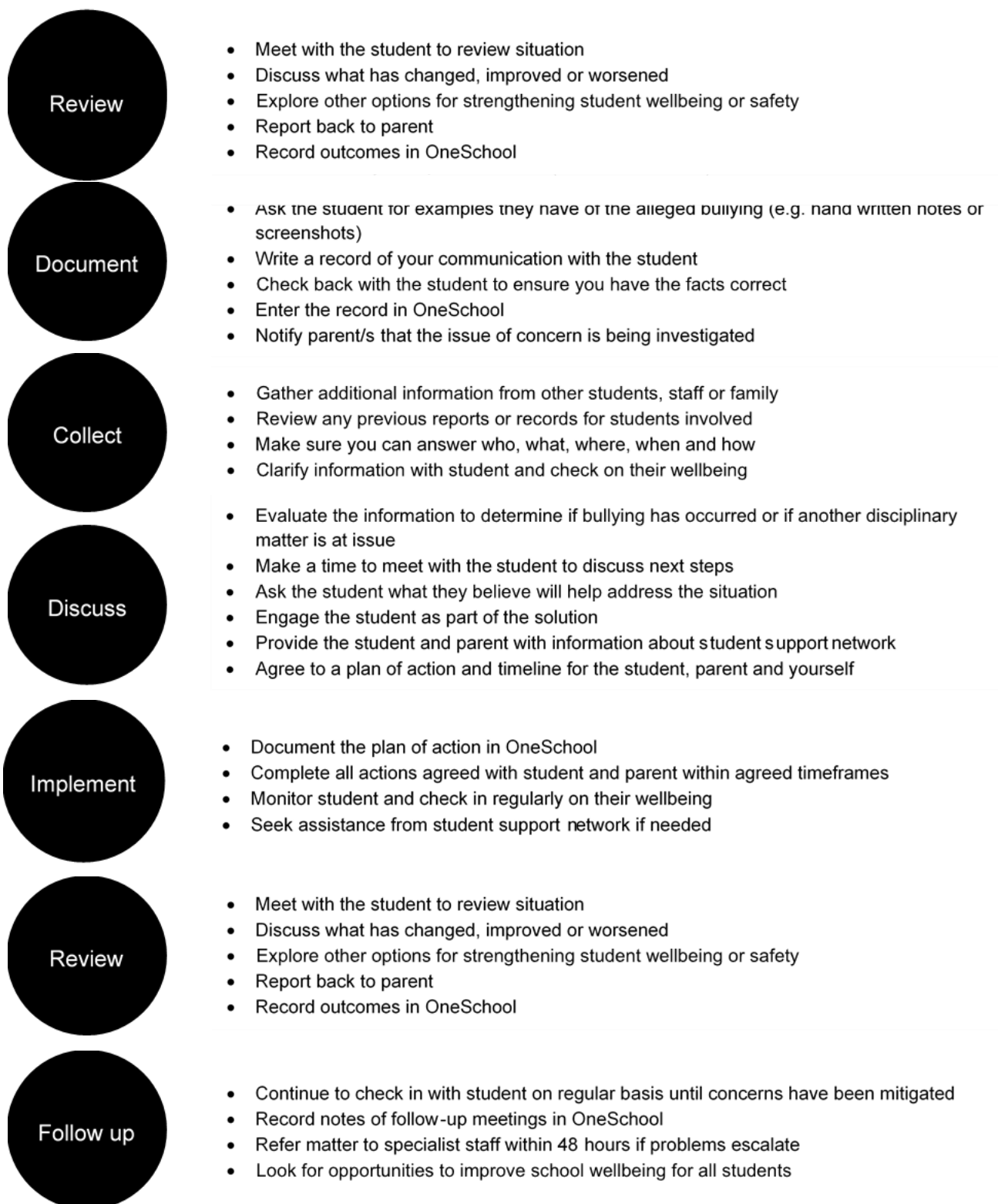
Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a 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.

Bullying response flowchart for staff

The following flowchart explains the actions Harris Fields 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.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Harris Fields State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Harris Fields 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.

Harris Fields State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Harris Fields 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.

As members of the Harris Fields State School Community, we 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.

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.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

It is important to remember that sometimes negative comments posted about the school community have a greater impact than expected. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Harris Fields State School does not support our student community using social media. The legal age for platforms such as Facebook, Instagram, Twitter etc is thirteen which is outside the enrolment age of primary school students

Whilst we do not support the use, we are aware many students have accounts and it is naïve to think students are not interacting with these platforms daily.

If using social media, it is expected Harris Fields State School students engage in appropriate use. For example:

- ❖ Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- ❖ Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it.
- ❖ Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- ❖ Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- ❖ Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Harris Fields State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

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. 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.

Laws and consequences of inappropriate social media use and cyberbullying.

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

Harris Fields State School aspires to provide safe, supportive and positive environments for all students. We expect our students to continue this practise and engage in positive online behaviour at all times.

Restrictive Practices

School staff at Harris Fields 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