



Student Code of Conduct 2026 - 2029

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Principal Signature:	
Date:	24/08/26
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P/C President Signature:	
Date:	25/08/2026

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Purpose

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

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

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

Whole School Approach to Discipline

Charleville State School implements **Real Schools restorative practices as its primary approach to supporting student wellbeing, behaviour, and relationships**, underpinned by the **Positive Behaviour for Learning (PBIS) framework** as a multi-tiered system of support. This whole-school approach is embedded across all classrooms and school activities, including sporting events and excursions.

The Real Schools restorative practices model focuses on building, maintaining, and repairing relationships within the school community. It provides students and staff with a consistent language and approach to managing behaviour through reflection, accountability, and respectful dialogue. Through this model, students are supported to understand the impact of their actions, take responsibility, and actively restore relationships when harm occurs.

The PBIS framework complements this work by providing an evidence-based structure to:

- analyse and improve student behaviour and learning outcomes
- ensure that effective, evidence-based strategies are used consistently by staff
- support ongoing staff development to maintain high standards of classroom and school-wide practice

At Charleville State School, we believe discipline is about more than punishment. It reflects our commitment to teaching behaviour as part of the overall learning process. Staff take responsibility for clearly communicating expectations, explicitly teaching appropriate behaviours, and using incidents as opportunities for restorative conversations and re-teaching.

The development of the Student Code of Conduct provides an opportunity to share our restorative and PBIS approaches with students and families, and to foster a shared commitment to positive behaviour. The language of restorative practices and PBIS can be applied across settings, including at home, supporting consistency in expectations and responses.

Working together to set students up for success is a shared goal for all members of our school community.

Students and parents who have questions or would like to discuss the Student Code of Conduct, restorative practices, or PBIS are encouraged to speak with their class teacher or make an appointment with the principal.

Charleville Champion Code

The **Charleville Champion Code** is our way of working and learning at CSS.

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 five values and expectations in place for students, being **RESPECT, ACCOUNTABILITY, TEAMWORK AND GROWTH.**

Students

Below are examples of what the Champion Code expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Charleville State School.

As CHAMPIONS at Charleville State School, we strive to live by the following code every day:

RESPECT

- We are kind to ourselves, each other and environment
- We keep hands, feet and objects to ourselves
- We use SHELL in the classroom

ACCOUNTABILITY

- We follow all staff instructions
- We are in the right place at the right time
- We make safe choices

TEAMWORK

- We move around the school in our safety line
- We encourage each other to always be our best
- We bring our strengths and include others

GROWTH

- We are at school to learn
- We face new learning and challenges with courage to give it a go
- We ask for help and learn from mistakes

Parents and staff

The table below explains the Charleville Champion expectations for parents when visiting our school and the standards we commit to as staff.

Respect

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

Accountability

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You leave and collect your child from the designated area at school from the time of supervision (8:00AM – 2:45PM).	We will give clear guidance about a designated area for parents to leave and collect students.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter and QParents as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Teamwork

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social	We will share relevant information with you about your child's learning,

and behavioural needs with school staff.	social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Growth

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help (parents, staff and students), and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Consideration of Individual Circumstances

Staff at Charleville 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 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 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 punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

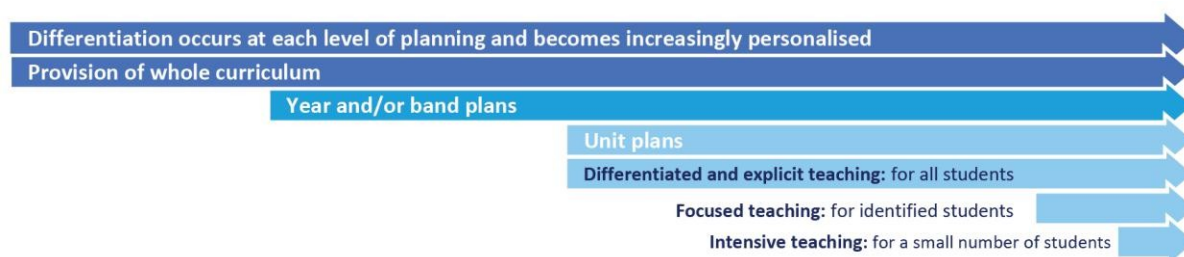
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Charleville State 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 opportunities for practise.

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

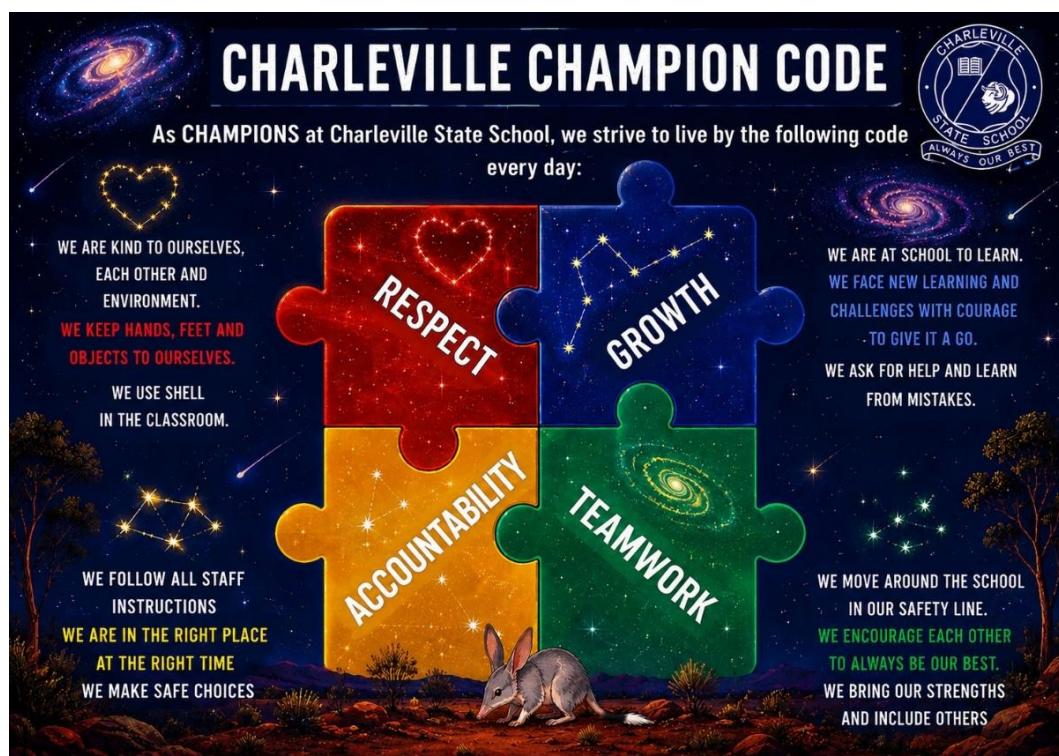
There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBIS 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 Charleville Champion Code, illustrated below, as a basis for developing their behaviour standards. Using this code, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The

code 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 Charleville State School to provide focused teaching. Focused teaching is aligned to the Champion Code, 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.

Charleville State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the

following evidence-informed programs to address specific skill development for some students:

- Switch4Schools
- Drumbeat
- RAGE Program
- Feeling Fantastic
- Functional Behaviour Assessment

For more information about these programs, please speak with the Guidance Officer, Heidi Goodall.

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 Charleville State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

Focussed

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 Learning and Wellbeing Team (SLAW) for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Learning and Wellbeing (SLAW) 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.

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 Charleville 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 Charleville State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's

behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Charleville 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 and vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Charleville State School:

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

Parents of students at Charleville State School:

- 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 Charleville State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Charleville State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Charleville State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile devices by students

Queensland state schools are committed to reducing the distraction of mobile devices to provide optimal learning environments for all students. For the purpose of this policy, mobile devices include mobile phones, wearables such as smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

All Charleville State School students must keep mobile phones switched off and 'away for the day' during school hours. Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

Students who bring mobile devices to school, are advised to hand them in at the office before school and collect at 2:30PM.

Students and their parents may apply for an exemption from this requirement based on certain criteria, including certain medical, disability and/or wellbeing needs.

Use of electronic devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. identify our technology-free

Responsibilities

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

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

- use electronic devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the electronic device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning

It is **unacceptable** for students at Charleville 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 cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

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

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

Charleville State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



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.

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Charleville State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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

The following flowchart explains the actions Charleville State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

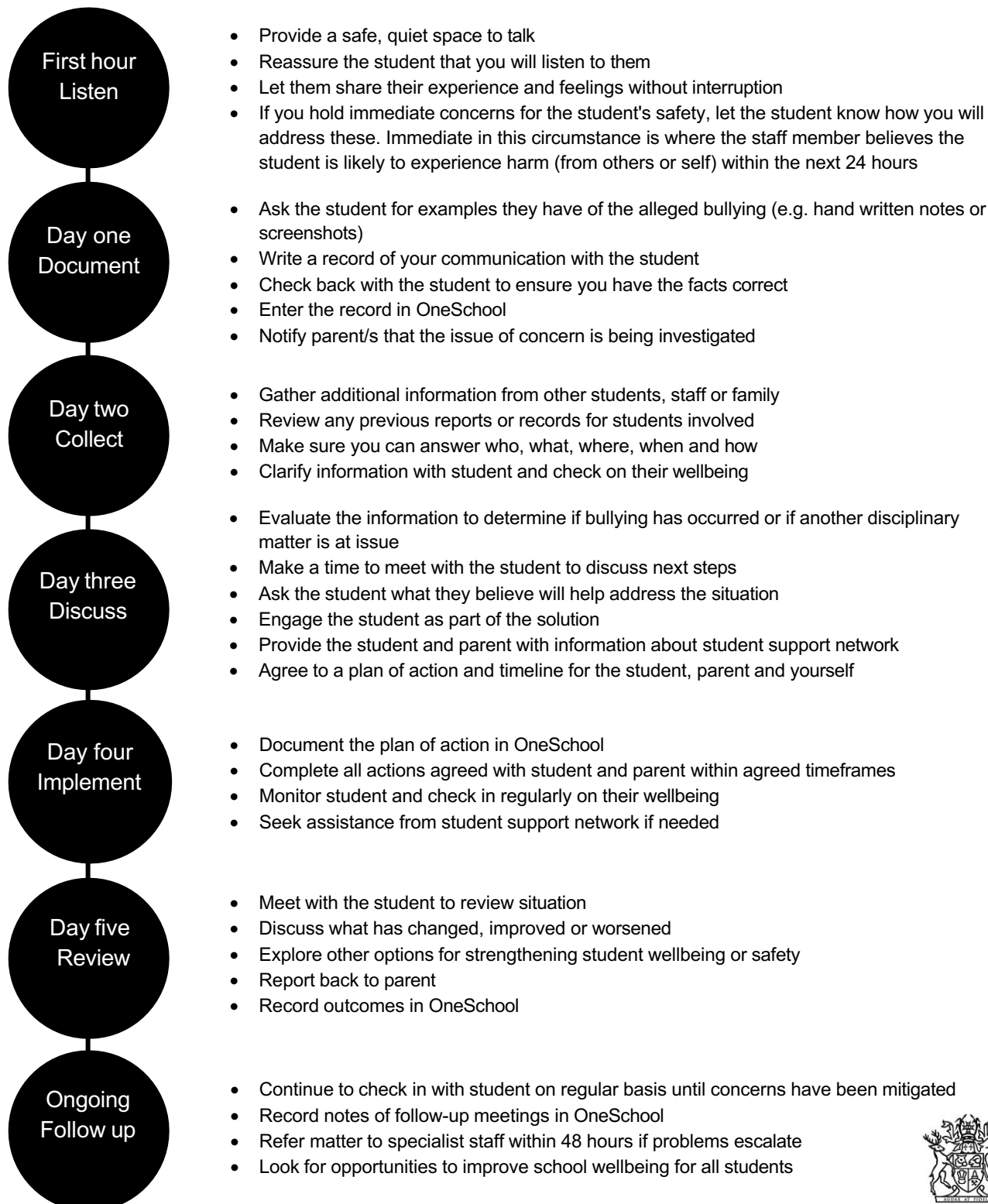
Charleville State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Guidance Officer – Heidi Goodall



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels).

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 Charleville 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.

Charleville 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](#).

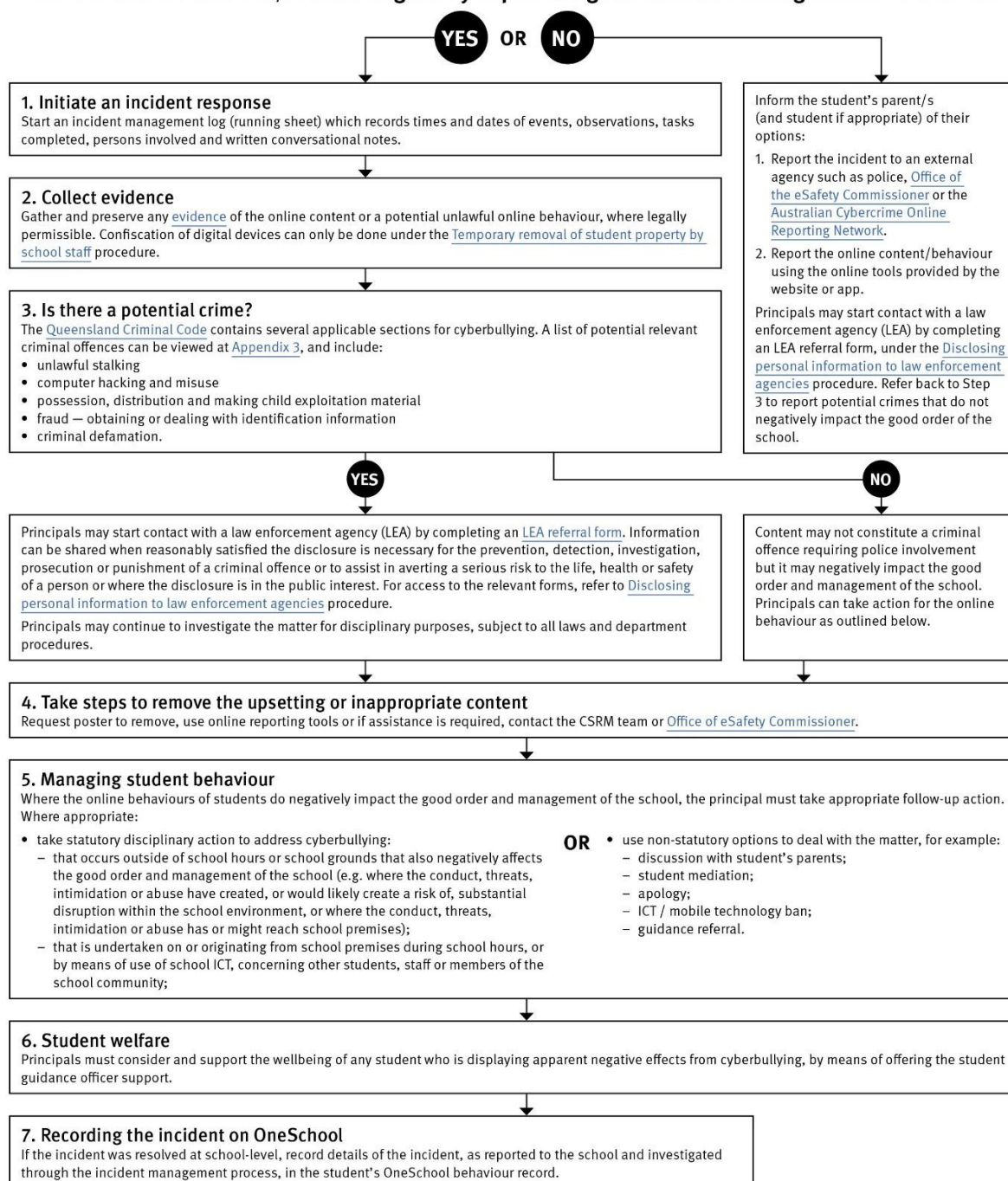
Explicit images

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

Charleville 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 Learning and Wellbeing Team 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 Charleville 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Charleville State School – Anti-Bullying Compact

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

Charleville State School – Anti Bullying Agreement

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

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Charleville 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

APPENDIX 1

Unpacking disciplinary consequences

Minor and major behaviours

Management of behaviour at Charleville State School has a multi-layered approach. When responding to problem behaviour, the staff member first determines if the problem is major or minor. Minor problem behaviour is handled by the staff member at the time it happens, and major problem behaviour is referred directly to the relevant person for investigation and management.

This involves:

Type	Responsibility
Minor behaviours	Classroom Teacher Playground Duty Teacher/Teacher Aide
Major behaviours	Principal Head of Department – Curriculum, Teaching and Learning (HOD) Head of Special Education Services (HOSES)

Defining minor and major behaviours

	Minor behaviours	Major behaviours
Definition	• Low level behaviours • Minor breaches of the school rules • Do not seriously harm others • Do not violate the rights of other in any other serious way • Are not part of a pattern of problem behaviour • Do not require involvement of specialist support staff or the leadership team	• Significantly violate the rights of others • Put others/self at risk of harm • Continued pattern of minor problem behaviours that will likely start to cause harm • May require involvement of specialist support staff or a member of the leadership team
Dealt with by	Teachers/Teacher Aides Incident recorded on OneSchool but not referred to Leadership Team	• Require immediate referral to Principal or HOSES • Where a major incident occurs, the following documentation is required: ○ Student statement to be completed by student/s ○ Incident recorded on OneSchool

Below are examples of minor and major behaviour dealt with by teachers and school leaders. These are not exhaustive lists and are a guide to support response to behaviours.

Minor behaviours dealt with by teacher	
Example behaviours	Likely consequences
Abusive language Students delivering infrequent verbal messages that include swearing, name calling or use of words in an inappropriate way towards one another.	- Verbal warning and rule reminder - Restorative continuum of responses - Change of seating plan to re-engage learning - Buddy Class - Detention - Phone call/email to parent/guardian - Removal of privilege – excursions/loss of computer access - Recorded in OneSchool - Student to clean graffiti/gum off affected area
Defiance - Repeated failure to follow teacher directions - Second failure to attend teacher issued detention - Third refusal to work in class - Repeated Lack of compliance with school policies and procedures - Third lesson of failure to participate in lesson due to playing games, using unauthorised programs or visiting internet sites not related to course work	
Disrespect Low level intensity response to others e.g. grunting, poor attitude, eye roll, mumbling under breath	
Disruption - Low level disruption (eg calling out; talking in class or during assembly) - Low intensity language (eg calling out, shut up, idiot, etc) towards another student in class, out of class, towards a staff member/member of public. Inappropriate language (verbal/written)	
Harassment Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics (isolated incident resolved through RP)	
Truancy (Out of Class) Leaves class without permission or misses class but remains on school ground or within expected boundaries and is not disruptive	
Refusal to participate in educational program Refusal to complete class work	
Physical Aggression Inappropriate physical contact/touching which does not result in physical injury (pushing/shoving)	
Property damage / misuse - Repairable damage to school property e.g. desk graffiti - Throwing pencils and stationery around the room without intent to cause harm	
Technology violation - Use of device without permission - Inappropriate use of electronic devices - Inappropriate use of mobile phones	

Major behaviours dealt with by leadership team

Example behaviours	Possible consequences
Abusive language Student delivers offensive verbal messages that include swearing, name calling or use of words in an inappropriate way towards staff and students	- Parent Interview - Refer to SLAW - Restorative continuum (formal conference) - Detention (Before and After School) - Review and decision on appropriate consequence - Discipline Improvement Plan - Removal of privilege – excursions/IT access - Suspension (Principal only) - Recommendation for exclusion (Principal only) - Refer to police (Principal only)
Fighting Physical fighting/assault	
Defiance - Failure to follow instructions, compromising good order management of the school - Refusal to comply with school policies and procedures	
Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students.	
Disruption - Inciting others to behave inappropriately outside classroom (including fighting, theft &/or unsafe behaviour) - Behaviour that causes serious disruption to the whole class or school community - Bringing the school into disrepute through actions, including travelling to and from school, representing the school, while truanting or through digital technology mediums.	
Bullying Significant and/or ongoing bullying/harassment (verbal, physical, psychological, covert or cyberbullying) Racial and Sexual harassment (verbal and physical) Recording any forms of bullying or physical violence.	
Truancy (Out of School) - Leaving the school grounds without permission - Ongoing class truancy and high absenteeism	
Refusal to participate in educational program Ongoing refusal to complete class work	
Physical Aggression Serious or unprovoked violent assault	
Possesses Prohibited Items Possession of any major prohibited item	
Property damage / misuse Wilful destruction of property/major vandalism	
Substance misconduct involving tobacco/illegal substances	
Technology violation - Use of device without permission - Inappropriate use of electronic devices - Inappropriate use of mobile phones	

RESPONSE TO UNEXPECTED BEHAVIOURS IN CLASSROOM & PLAYGROUND

MINOR BEHAVIOURS

STEP 1: ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT

1. Establishing expectation
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgement
5. Body Language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting the learner
9. Giving a choice
10. Following through



STEP 2: RESTORATIVE CONTINUUM OF RESPONSES

FORMALITY	Affective Statements We include feelings words in language to address low-level yet high-frequency behaviours.	1-3 seconds	FREQUENCY	TIME INVESTMENT
	Affective Interactions We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.	1-3 minutes		
	Small Impromptu Conferences We use Restorative Questions to solve problems amongst and between groups.	9-10 minutes		
	Large Group We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.	Under 15 minutes		
	Formal Conferencing For the most serious, high-impact behaviours and ongoing problems.	60 minutes, +2 days prep		



STEP 3: REPEATED MINOR BEHAVIOURS CONSEQUENCES

- Logical and related to the behaviour's impact e.g. cleaning their mess, apologising for their actions, catching up on missed work
- Detention – issued by a teacher and provides an opportunity to complete a formal conference.
- Loss of privilege or alternate activities

MAJOR UNSAFE BEHAVIOUR – CONTACT ADMINISTRATION FOR LEADERSHIP SUPPORT

1. Verbal abuse towards staff members
2. Physical violence
3. Major disruption to the learning environment i.e. I cannot teach the class and other students cannot learn
4. Truancy – student leaves classroom without permission and location unknown



If a student received a consequence:

Teacher logs incident on OneSchool and contacts parent.



If leadership is involved, leader will communicate response plan with teacher and determine best person for contact.

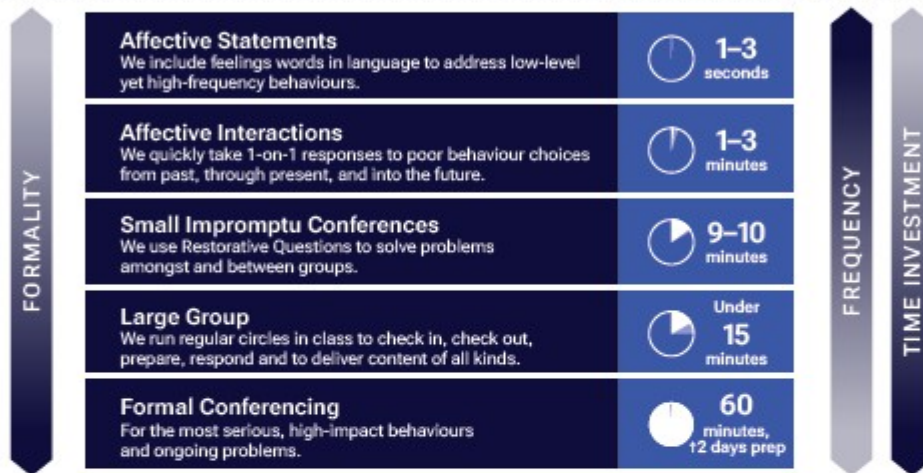
OUR PRIORITY RESPONSE FOR ALL UNEXPECTED BEHAVIOUR IS TO SEEK TO UNDERSTAND, REPAIR & RESTORE – BE CURIOUS BEFORE FURIOUS

Student Engagement Plan

Always our Best



We follow the restorative continuum to elevate student behaviour, empathy and relationships



We support each other to elevate student behaviour restoratively

- We empower students to use their voice, apply their skills and knowledge, to build and restore positive relationships.
- We build trusting, supportive classroom communities where we find effective ways to respectfully hold ourselves and one another accountable for the impact of our own behaviour.
- We consistently use the Restorative process to solve problems and differentiate the outcome to meet student needs.
- We recognise that student behaviour is a form of communication and seek to understand the cause, not to react to the symptom in order to promote future growth.
- Together, in partnership with students, families and community, we work restoratively through the lens of clear communication, high expectations and ongoing support.
- We empower students to co-create support plans to enable them to develop resilience, empathy and problem solving skills.
- We create safe and inclusive spaces in our school where we learn to bravely engage in and learn from crucial honest and sometimes difficult conversations.

Restorative questions

For those who have done the wrong thing

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

For those who have been harmed

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

