



Pullenvale Environmental Education Centre

Student Code of Conduct

2020-2024

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose (Mandated)

Education Queensland's Outdoor and Environmental Education Centres are committed to provisions that ensure all young Queenslanders have a right to a quality education.

Our strength is our commitment to providing every visiting student and teacher with a powerful and valuable learning experience. Programs offered are designed to meet the specific needs of students from each visiting school and contribute toward:

- Building students respect for "self, others and place";
- Developing a desire for deep understanding and lifelong learning;
- Preparing young people to become caring and reflective citizens;
- Supporting students to become actively involved in their community and in nature;
- Building students' confidence in their relationships to others;
- Developing respect and empathy toward sustainable values and practices; and
- Authentic learning experiences that link with key priorities and policies.

Each staff member has responsibility to ensure there is progress toward these values for every student. Caring and responsible behaviour is integral in assuring the well being of all and protection for the environment.

Visiting school's Student Code of Conduct will be recognised and supported by the Centre except where they conflict with site policies regarding safety, welfare, cooperation, participation and learning.

In particular, Pullenvale will implement, where appropriate, specific policies to address the following potential incidents (see Section 6 for more details):

- Incidents of bullying and cyber bullying will be addressed collaboratively between the school, teachers, administration and Pullenvale EEC administration where appropriate;
- Use of personal property technology devices - Pullenvale teachers are sensitive to the visiting school's policy; and
- The possession of weapons including knives and any other items that could be considered a weapon is not tolerated by Pullenvale EEC.

The table below illustrates Centre values with clarifying statements and expected behaviours

<p style="text-align: center;">Respect (Courtesy)</p>	<p><i>Individuals have the responsibility to respect themselves, others, and the environment in ways that reflect Earth Charter principles.</i></p> <ul style="list-style-type: none"> • <i>Respecting the Earth and all life</i> • <i>Caring for all living things</i> • <i>Acting justly and peacefully</i> • <i>Co-operating as caretakers of the earth</i> 	<p>In demonstrating this students will ideally:</p> <ul style="list-style-type: none"> • Speak and act with respect to self, others and place • Be attentive to the needs of others and respect their right to learn • Be supportive of diversity and difference and the different ways that others learn
<p style="text-align: center;">Safety (Common Sense)</p>	<p><i>Individuals have the responsibility to act safely and reasonably according to Government laws, Education Queensland guidelines, and Centre procedures.</i></p>	<p>In demonstrating this students will ideally:</p> <ul style="list-style-type: none"> • Use the skills of attentiveness to stay safe • Take responsibility for their own safety • Be aware of how their actions can impact on the safety of others
<p style="text-align: center;">Participation (Consideration)</p>	<p><i>Individuals have the responsibility to participate in the programme to the best of their ability to ensure that maximum benefit is gained by them as individuals and for the group as a whole.</i></p>	<p>In demonstrating this students will ideally:</p> <ul style="list-style-type: none"> • Engage with all learning experiences being offered • Demonstrate a willingness to become fully involved • Share their interest in learning with others

Cooperation	<i>Individuals have the responsibility to cooperate with others to assist in the efficient functioning of the program and enjoyment of all participants.</i>	<p>In demonstrating this students will ideally:</p> <ul style="list-style-type: none"> • Listen attentively to others and the environment • Support others in their learning • Encourage others to cooperate as part of a team
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Contact Information (Mandated)

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Contact Person:	Dr. Ron Tooth

Endorsement (Mandated)

Principal Name:	Dr Ron Tooth
Principal Signature:	
Date:	

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Whole School Approach to Discipline (Mandated)

Pullenvale Environmental Education Centre operates under the belief that for effective teaching and learning to occur appropriate relationships must be developed and maintained within the learning between self, others and place. Each individual (teacher and learner) has personal rights and responsibilities which affect their relationships with others within their surrounding environment. The common goal is to support a learning environment which provides optimal learning and development for all.

Our Centre community has identified the following values statement (nesting model) to promote the highest standards of responsible behaviour:

Speak and act with Respect towards Self, Others and Place.

Our Centre values statement has been agreed upon and endorsed by all staff and requires the support of visiting schools.

Consideration of Individual Circumstances

Staff at the centre take into account students' individual circumstances (when the PEEC team know about them), such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching, responding to inappropriate behaviour or applying a disciplinary consequence. Our staff, however, rely on the advice and information shared by staff from the school at which students are enrolled and in some instances by the student's parents. To ensure that appropriate considerations and reasonable adjustments are made to support each student, it is imperative that information disclosure is proactive to maximise the opportunity for success.

The visiting teacher is encouraged to prepare students for the visit and alert centre staff to students who may exhibit challenging behaviours (through the pre-program class list required by the centre). Pullenvale Environmental Education Centre staff should be made aware of students with differing or special needs.

Differentiated and Explicit Teaching

Pullenvale Environmental Education Centre 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 by referring to PEECs value statement – Speak and Act with Respect towards Self, Others and Place.

In collaboration with staff visiting from other schools, teachers at Pullenvale Environmental Education Centre 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 use a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

Focused Teaching

Pullenvale EEC supports all visiting schools through provision of a detailed Teacher Resource Package and PEEC TV Videos.

This Teacher Resource Pack includes the Centre's guidelines regarding workplace health and safety (see Health, Safety and Wellbeing Policy). The curriculum activity risk assessments for PEEC programs can be downloaded from our website.

It is the visiting school's responsibility to:

- Ensure that support structures (medical, learning and behaviour support) for students and visiting adults are provided to support Centre programs i.e. providing individual support for every student to be successful in the day's activities.
- Share specific student health issues that may impact on safety and learning in the field with centre staff **prior to a centre visit** and **noted on the class Excursion Information Form**.
- Inform specific teacher/ parent health issues that may impact on safety and learning in the field need to be shared with centre staff prior to a centre visit

Contact will be made with the visiting school's Principal or administration in the case of serious breaches of conduct.

- Behaviour support strategies will reflect collaboration between Centre staff, visiting school staff, school administration and parents as required.
- In cases of misconduct, students will be encouraged to:
 - identify their inappropriate behaviour;
 - reflect on the implications of their behaviour;
 - accept responsibility and appropriate consequences for their actions; and,
 - strive to rebuild trust and select more appropriate behaviours.

Intensive Teaching

Students who require intensive teaching and support will have this support organised by the school to ensure that their participation and engagement is maximised.

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. It will also vary while attending Pullenvale Environmental Education Centre

Pullenvale EEC makes systematic efforts to prevent inappropriate and unacceptable behaviours by teaching, modelling and reinforcing expected behaviours at the beginning and throughout the teaching and learning journey. We use 'speak and act with respect towards Self, Others and Place as the central values thread during the day. Following this way of working in addition to specific safety instructions given throughout the day helps to keep us all healthy, safe and happy and allows us to respectfully manage student behaviour.

Minor and major behaviours

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

- Minor behaviour incidents are handled by Centre staff and visiting teachers at the time it happens;
- Major behaviour incidents are referred directly to Pullenvale's Administration, then subsequently the visiting school's administration team.

Pullenvale teachers will calmly state the behaviour and remind the students of expected school behaviour

Minor problem behaviours are those that:

- are minor breaches of Centre rules
- do not seriously harm others and place
- do not violate the rights of others

Major behaviours are those that:

- Continually put themselves and others at risk
- Significantly violate self, others and place

Students may be removed from activities or excluded from the remaining program (requiring return to school) by Centre administration for the following reasons:

- A serious breach of the visiting School's student conduct plan or the Centre's Plan;
- The student's continued presence is a serious threat to their own safety or the safety of others, including the possession of a weapon;
- Premeditated vandalism including environmental vandalism; and
- Criminal behaviour; or
- Possession of a prohibited substance.

Consequences for minor unacceptable behaviours

- Students will be warned of inappropriate behaviour, if the behaviour persists the student may be withdrawn from activities. In all cases the student will be supervised by a teacher (visiting or centre). The student will re-join the group at the discretion of the Pullenvale teacher and visiting teacher.

- Use of personal property technology **mobile devices** - Pullenvale EEC teachers are sensitive to the visiting school's policy, however if it appears that learning/lesson is being disrupted by such usage, then the device will be required to be put away or removed from the student's possession for the remainder of the program and returned to the student at the end of the program;
- **Incidents of bullying and cyber bullying** are unacceptable in any form and will be addressed immediately by centre staff and then collaboratively between the school, teachers, administration and Pullenvale EEC administration. If the behaviour continues and/or threatens the safety of the group the student will be withdrawn from activities and the Centre Administration contacted.

Consequences for major unacceptable behaviours

- Students will be withdrawn from activities for persistent or serious misconduct and in all cases will be supervised by a staff member. Persistent unacceptable behaviour will be reported to Centre Administration and will be reported to the visiting school's administration and/or parent and may include returning the student to the visiting school campus.
- Students who are in possession of a weapon or prohibited substance - the Centre will enact the following procedures:
 - **Weapons**
 1. No knives, tools or any items that can be used as a weapon are allowed at Pullenvale EEC. Centre teachers are mindful of the potential for students to use forest items such as sticks and rocks as weapons.
 2. If a student does bring a knife to Pullenvale, it will be confiscated by the Principal until such a time that the Principal can discuss the next course of action with the visiting school's Principal i.e. withdrawal of student from the group, parents contacted, student returned to school, Police contacted.
 3. The Police will be called if the Principal deems it necessary to do so i.e. student is uncooperative, student and adult safety is threatened.
 - **Prohibited Substances**
 1. Health status of student will be determined and medical support sought if necessary.
 2. Substance will be identified (where possible), confiscated and secured.
 3. Any other people involved will be identified and manage accordingly.
 4. Police Service will be notified if the substance is suspected as being illicit.
 5. Student's School Principal will be contacted. Strategy for informing parent/caregiver will be negotiated along with procedures for transporting student from the Centre.
 6. Regional Director Metro Region will be notified and a report prepared.

Centre Policies (Mandated)

Pullenvale Environmental Education Centre has tailored discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment 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 centre, to maintain and foster mutual respect between all centre 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.

Items that are not permitted at Pullenvale Environmental Education Centre may differ from those at the school at which visiting students are enrolled. .

The principal of the Centre determines 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 Pullenvale Environmental Education Centre 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).

In most instances administration of medication to students will be the responsibility of the visiting teacher from the client school. In the event of a specialist program the administration of medications to students by centre 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. Medical authorisation is required to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

Staff at Pullenvale Environmental Education Centre:

- do not require the student's consent to search centre property such as desks, laptops or iPads that are supplied to the student through Pullenvale Environmental Education Centre;

- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent 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);
- 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 attending Pullenvale Environmental Education Centre should:

- ensure children do not bring property onto centre grounds or other external sites used on centre programs that:
 - is prohibited according to the Pullenvale Environmental Education Centre *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 centre staff that the property is available for collection.

Students attending Pullenvale Environmental Education Centre

- do not bring property onto the grounds or other external sites used on centre programs that:
 - is prohibited according to the Pullenvale Environmental Education Centre *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 their property as soon as possible when advised by the principal or centre staff it is available for collection.

Use of mobile phones and other devices by students

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

Pullenvale Environmental Education Centre has determined that mobile phones are permitted by students while in attendance at our site during identified programs (e.g. Wander the Way of the Wat.

The *Temporary removal of student property* policy will apply for all other students who bring mobile phones, laptops, tablets or smart watches to Moreton Bay Environmental Education Centre.

Preventing and responding to bullying

Pullenvale Environmental Education Centre uses the [Australian Student Wellbeing Framework](#) and the nesting model of Self, Others and Place to promote positive relationships and the wellbeing of all students, staff and visitors at the centre.

Our staff know student learning is optimised when they feel connected to others and to different natural places 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 environmental learning outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the centre community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at centre. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and environmental benefits to the Australian community.

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 Pullenvale Environmental Education Centre our staff will work to quickly respond to any matters raised of this nature in collaboration with students, visiting teachers and parents if appropriate.

Cyberbullying

Cyberbullying is treated at Pullenvale Environmental Education Centre with the same level of seriousness as in-person bullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address cyberbullying. Students attending Pullenvale Environmental Education Centre may face disciplinary action, such as removal from activity or removing of privileges, or more serious consequences such as referral to their regular school principal for consideration of 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 Centre. Any questions or concerns about the Pullenvale Environmental Education Centre process for managing or responding to cyberbullying should be directed to Dr Ron Tooth (Principal) – 07 33741002.

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.

The team has developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your centre, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

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 centre 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 centre community. Reputations of students, teachers, centres, 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.

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

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

While many centres use social media to update their communities of events and activities, the department prefers that parents contact centres 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.

Comments should be calm and polite. If you negative or derogatory content appears online which involves the Centre, hinders a child's learning and/or affects the centre community at large, the principal should be contacted.

Possible civil or criminal ramifications of online commentary

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

What if we 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 principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices (Mandated)

Staff at Pullenvae Environmental Education Centre 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.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

The offsite and sometimes isolated location of activities are two unique factors that must be considered in an appropriate response to an **emergency, critical incident** or **severe problem behaviour**. Students are in attendance for the duration of their program, some of which may be conducted in isolated or off site locations.

As such, these factors will be considered in the determination of the severity of the problem behaviour and the immediacy and permanence of the response. Contact will be made with the visiting school's administration in such cases to determine an appropriate strategy to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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).

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).

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).

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).

Debrief

(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).

Physical Intervention

Staff may make legitimate use of physical intervention if reasonable non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that the duty of care to protect students and staff from foreseeable risks of injury is met. For example, a student putting themselves into a dangerous situation such as removing themselves spontaneously into the bush which has vines may require physical intervention to protect the student from personal injury. The use of physical intervention is only considered appropriate where the immediate safety of self and others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not intended to be used as a response to:

- property destruction
- school disruption
- refusal to comply unless in unsafe place e.g. vines
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student
- consider safety of self and others in an ever changing, outside unfamiliar to student and other adults environment.

Record keeping

- Each instance involving the use of physical intervention must be formally documented. Records will be completed as required by the visiting school.