

Barrett

Adolescent

School

Student Code of Conduct

2024-2027

Contact Information

Postal address:	PO Box 3225, Yeronga Qld 4104
Street address:	38 Lofter Street, Tennyson Qld 4105
Phone:	07 3848 5985
Email:	admin@barrettadolescentcentreschool.eq.edu.au
School website address:	https://barrettadolescentcentreschool.eq.edu.au/
Contact Person:	Ms Kelly O'Toole (Principal)

Endorsement

Principal Name: Ms Kelly O'Toole

Principal Signature: 

Date: 06/02/2024

P/C President Name: Sonya Meredith

P/C President Signature: 

Date: 06/02/2024

Contents

	Page Number
Purpose	4
Whole School Approach to Learning	5
Consideration of Individual Circumstances	7
Differentiated and Explicit Teaching	7
Focussed Teaching	8
Learning Environment	9
Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour	10
Managing Student Behaviour	12
School Disciplinary Absences	13
Emergency Situation or Critical Incident Responses	15
Network of Student Support	15
School Policies	16
Temporary removal of student property	16
Use of mobile phones and other devices by students	19
Preventing and responding to bullying	22
Appropriate use of social media	27
Digital Media and Social Media Agreement	29
Supporting Gender Diverse Students Policy	30
Restrictive Practices	32
Critical Incidents	33
Resources	34
Conclusion	34

Purpose

Barrett Adolescent School is committed to providing a safe, respectful and disciplined learning environment for students and staff, parents and visitors. It is a school where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Barrett Adolescent 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 Learning

Barrett Adolescent School is located in Tennyson. It is important to understand the school context from the outset: due to the nature of the young people's varying levels of mental wellness, there are a range of behaviors that staff at the school manage daily - this environment requires a positive team approach. Our students have experienced great challenges and have disengaged from their base schools prior to enrolling with Barrett, despite a variety of adjustments that have been put in place to help them meet their educational goals. At Barrett, they are independently supported by mental health professionals while simultaneously accessing an educational program. Our school's Student Code of Conduct takes into account the highly specialised needs of these students.

There is a strength-based, restorative approach to managing student behavior and the use of strengths-based foci, strong positive relationships, restorative mindset and trauma informed practice are in the forefront of support and intervention strategies.

Parents/Carers and Staff

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

Thoughtful ...

<i>What staff expect to see from parents/carers:</i>	<i>What parents/carers can expect from staff:</i>
Parents/carers: <ul style="list-style-type: none"> • can meet with a teacher or the Principal to discuss any matters relating to your child if they are available, and if not an appointment can be made. 	Staff will: <ul style="list-style-type: none"> • connect with students and parents if available and if we are not, will arrange an appointment on a mutually agreeable date and time.
<ul style="list-style-type: none"> • are respectful in conversations about school community members in person and at home. 	<ul style="list-style-type: none"> • ensure positive behaviours are role modelled for all students.

Responsible...

<i>What staff expect to see from parents/carers:</i>	<i>What parents/carers can expect from staff:</i>
Parents/carers will: <ul style="list-style-type: none"> • respect the obligation of staff to maintain student and family privacy. 	Staff will: <ul style="list-style-type: none"> • maintain confidentiality about information relating to all members of the school community.
<ul style="list-style-type: none"> • encourage their child to attend school when scheduled and notify the school promptly of any absences (same day) or changes in contact details. 	<ul style="list-style-type: none"> • create a safe, supportive and inclusive environment for every student. • encourage and assist school attendance where possible.
<ul style="list-style-type: none"> • recognise people are different and will be supportive, fair and equitable to others in the school community. 	<ul style="list-style-type: none"> • welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events as well as individual differences.

<ul style="list-style-type: none"> support your child to participate in their learning and value the connection between learning (knowledge) and health. 	<ul style="list-style-type: none"> provide high quality teaching and learning for reengagement offering the Australian Curriculum and individualised Senior School pathways.
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Accountable...

<i>What staff expect to see from parents/carers:</i>	<i>What parents/carers can expect from staff:</i>
Parents/carers will: <ul style="list-style-type: none"> support their child to meet the learning and behavioural expectations at school. 	Staff will: <ul style="list-style-type: none"> be clear about learning and behavioural expectations and contact parents/carers to provide feedback about their child's progress when necessary.
<ul style="list-style-type: none"> stay informed about school news and activities by reading school emails and other materials sent home by school staff. 	<ul style="list-style-type: none"> use emails, school website, school Facebook page and newsletters as the primary means of notifying parents about school news, excursions or events.
<ul style="list-style-type: none"> approach a teacher or the Principal if concerned about the behaviour of a school community member. 	<ul style="list-style-type: none"> support every family to address any complaints or concerns about the behaviour of staff, students or other parents.
<ul style="list-style-type: none"> support their child to engage with relevant health professionals for their wellbeing. 	<ul style="list-style-type: none"> support each student with a Case Manager who will connect regularly with key stakeholders to support the individual child.

Co-operative...

<i>What staff expect to see from parents/carers:</i>	<i>What parents/carers can expect from staff:</i>
Parents/Carers will: <ul style="list-style-type: none"> share relevant information about their child's learning, social and behavioural needs with school staff and be involved with stakeholder meetings. 	Staff will: <ul style="list-style-type: none"> share relevant information with parents/carers about their child's learning, personal, social and behavioural progress at school.
<ul style="list-style-type: none"> take a positive, solution-focused approach to resolving concerns or complaints. 	<ul style="list-style-type: none"> help to resolve any school related complaint.
<ul style="list-style-type: none"> respect school, student and staff privacy in your all communications, including those online. 	<ul style="list-style-type: none"> address social media issues that affect staff, students or families.

Kind...

<i>What staff expect to see from parents/carers:</i>	<i>What parents/carers can expect from staff:</i>
Parents/Carers will: <ul style="list-style-type: none"> seek out opportunities to provide positive feedback to the school community about their work 	Staff will: <p>will work closely with families to accommodate personal needs, including work commitments, finances and family structure.</p> <ul style="list-style-type: none"> seek opportunities to provide positive feedback about students.

Consideration of Individual Circumstances

Staff at Barrett Adolescent School take into account students' individual circumstances, such as their personal and social capabilities, classroom readiness, literacy and numeracy capability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when establishing teaching and learning expectations and providing support for engagement.

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. These are all matters that our school considers with each individual student in both the instruction of behaviour and the response to behaviour.

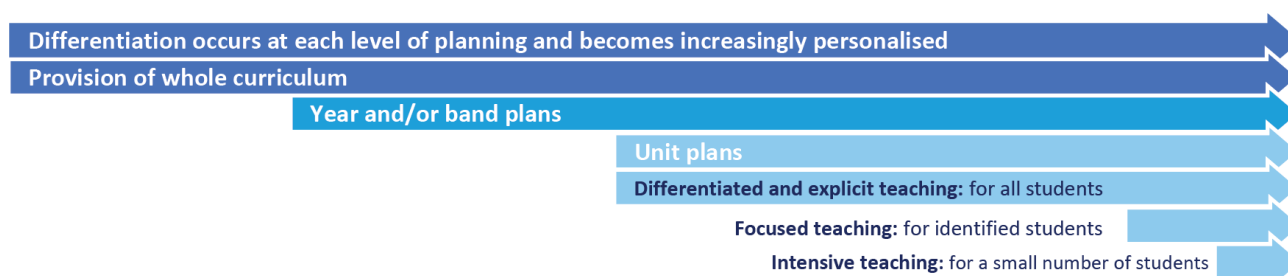
Our staff are also obliged by law to respect and protect the privacy of individual students. We understand the interest of other students, staff and parents to know how particular individuals are being managed but will only discuss this information with the student's family.

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

At Barrett Adolescent School we maintain a supportive, inclusive and 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 practising behaviours and positive reinforcement.

Teachers at Barrett Adolescent 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 learning.



These decisions about differentiation are made explicit in each student's individual Barrett Support Plan and in response to historical and current data and day-to-day monitoring that indicates the learning needs of students. This data is used to develop individual learning plans for each of our students. This approach 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.

Focused Teaching

All students in our school will require additional support to meet learning and behaviour expectations, even after being provided with differentiated and explicit teaching. Focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key learning and behavioural concepts and/or skills and using explicit and structured teaching strategies. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

All staff work collaboratively at Barrett Adolescent School to provide focused teaching, and student progress is monitored by the team to identify those who:

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

Learning Environment

All areas of Barrett Adolescent School are teaching and learning environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone. This assists the Barrett Adolescent School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

School Rules

- **Look after yourself**
- **Look after other people**
- **Look after places and property**

All members of the school community are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others
- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- promote the skills of responsible self-management

Students are expected to:

- participate actively in their educational program
- take responsibility for their own behavior and learning
- demonstrate respect for themselves and other members of the school
- behave in a manner that respects the rights of others
- cooperate with teachers and all school staff

Parents/Carers are expected to;

- contribute positively to learning, engagement and behavior support plans that concern their child
- cooperate with the school and show an active interest in the best outcomes for their child

Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Students at Barrett Adolescent School are encouraged to attend lessons as part of their journey to their next educational setting. While at school each student has their own *Barrett Support Plan* that caters for the wide range of abilities and future pathways. The plan also encourages individuals to expand their range of positive behaviours. Transition planning commences at enrolment and explores pathway options, strengths, goals and career ideas.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. Staff emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school and modelling these behaviours. The actions of all the staff at the school are the best quality we can achieve and promote the best interests of the students. In conjunction with young people's independent health professionals, we provide positive and supportive role models to create stimulating and supportive environments.

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour. Our teaching skills and practices are continually kept current and we are continually developing and refining curriculum appropriate to the needs of our students.

The school acknowledges and values student achievement through a weekly learning and engagement report (email), community engagement events, work experience opportunities and end-of-year / progressive celebrations.

The Barrett Adolescent School implements the following proactive and preventative processes and strategies to support student behaviour:

- Students are explicitly taught, modelled and reinforced school wide expectations
- The Barrett Adolescent School's *Student Code of Conduct 2024-2027* is provided to new students as well as new and relief staff.
- All students are case managed and have an individualised *Barrett Student Support Plan* - developed with students, teachers, health providers and parent/carers - provides a personal framework of positive behaviour expectations and actions that enables staff to provide consistent strategies or adjustments across all learning environments.
- Regular provision of information on learning and engagement to parents via weekly emails.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Mobile Phone 'Away for the Day' policy)
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection)

(Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying)

- Procedures regarding the use or possession of items that could be considered a risk for self-harm, or harm to others or a threat.

The school makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Students whose behaviour is unacceptable can expect consequences ranging from verbal reminders of correct behaviour to enacting actions within our risk management planning, e.g., using personalised strategies such as self-directed periods in the 'Chill Out' room or a preselected place in the school grounds.

For students requiring further consequences for unacceptable behaviour the school will endeavour to consider consequences that minimise the impact on learning and wellbeing. Withdrawal from school or a more serious Student Disciplinary Absence (SDA) from school can be used as a consequence and may assist the student to identify the seriousness of their behaviour and return with a mind to reconnect for productive relationships.

Managing Student Behaviour

The following is a guideline for managing student behaviour:

Behaviour	Possible Support Strategies
<p>STEP 1 – Proactive Positive and proactive behaviour acknowledged and celebrated by all staff</p> <p><i>Classroom / Non-Classroom Environments</i> For example;</p> <ul style="list-style-type: none"> - Exceptional learning behaviours e.g., doing your best (effort), displaying discipline (behaviour) and/or producing a high quality of effort/work (achievement) - Following staff directions - Displaying school values e.g., relationships, respect, reengagement (engagement), teamwork, empathy, encouraging others, willing to have a go (be vulnerable) etc. - Personal improvement - Preparedness for learning (e.g., correct equipment) 	<p>Support Strategies may include:</p> <ul style="list-style-type: none"> ▪ Verbal/nonverbal praise and acknowledgement ▪ Access to preferred activity ▪ Celebrate success with students and families ▪ Provide a positive postcard/email to a student ▪ Make a positive contact with a parent/carer (in person, via email or phone) ▪ Record a positive behaviour (OneSchool) ▪ Tangible reinforcers (e.g., Sticker, stamp)
<p>STEP 2 – Restorative Inappropriate learning behaviours typically addressed by a member of staff</p> <p><i>In the Classroom</i> For example:</p> <ul style="list-style-type: none"> ▪ Not working on/completing set tasks ▪ Disruption to learning ▪ Not making an effort to engage in learning ▪ Inappropriate use of digital devices ▪ Breach of academic integrity <p><i>Out of the Classroom</i> For example:</p> <ul style="list-style-type: none"> ▪ In an out of bounds area ▪ Offensive behaviour/language ▪ Minor inappropriate physical contact ▪ Unsafe behaviour/minor conflict 	<p>Support strategies may include:</p> <ul style="list-style-type: none"> ▪ Parallel acknowledgment (praising others in close proximity to reinforce positive behaviour) ▪ Redirection to appropriate behaviour ▪ Warning/reminder/explicit teaching of expected behaviour ▪ Moved to a different seat ▪ Moved to a different activity ▪ After class meeting about expectations ▪ Lunchtime withdrawal (teacher manages) ▪ Redirection to a “timeout space” or “chill out space” (teacher manages) ▪ Redirection to address moving away from an out of bounds area ▪ Redirection to a safe activity option ▪ Setting limits: Choice / consequence ▪ Discuss behaviour with case manager <p>If the behaviour <u>persists</u> and/or <u>escalates</u> despite staff strategies for support and intervention than a behaviour incident record is recorded on OneSchool;</p> <ul style="list-style-type: none"> ▪ Record behaviour incident on OneSchool* ▪ Contact home recorded on OneSchool* ▪ Seek support from the Principal
<p>STEP 3 – Restorative and/or Corrective Inappropriate learning behaviours typically addressed by a teacher and/or the Principal</p> <p>Behaviours may include but are not limited to:</p> <ul style="list-style-type: none"> ▪ Bullying ▪ Persistent/wilful IT misconduct ▪ Persistent truancy ▪ Physical or verbal aggression ▪ Dangerous or threatening behaviour ▪ Vandalism and/or theft 	<p>Support Strategies may include:</p> <ul style="list-style-type: none"> ▪ Lunch detentions ▪ Confiscation of inappropriate items ▪ Case manager and/or Principal interview with student, parent and external support ▪ Refine school support plan ▪ Refine Individual Learning Plan ▪ Short-term withdrawal from class

Behaviour	Possible Support Strategies
<ul style="list-style-type: none"> ▪ Physical misconduct or assault ▪ Offences of a sexual nature ▪ Contacting and supplying information to media outlets resulting in harm to students/staff or negative publicity for the school ▪ Actions in public that bring the school into disrepute ▪ Use of tobacco, alcohol or any other unauthorised legal substance ▪ Possession, distribution, sale or use of a weapon, pornography or illegal substances ▪ Serious physical misconduct towards others causing adverse negative impact on their health and well-being ▪ The conduct of the student, including conduct outside of school grounds and outside of school hours that adversely affects, or is likely to affect, other students enrolled at the school ▪ The student has been convicted of an offence and the Principal is reasonably satisfied that it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school. 	<ul style="list-style-type: none"> ▪ Short-term withdrawal from the playground ▪ Community service e.g., contributing around the school grounds ▪ Discipline Improvement Plan <p>Behaviour incident record is recorded on OneSchool to advise of incident and support and intervention;</p> <ul style="list-style-type: none"> ▪ Record behaviour incident on OneSchool* ▪ Contact home recorded on OneSchool* <p>In the case of a major incident the Principal may determine a more serious consequence is justified, such as;</p> <ul style="list-style-type: none"> ▪ Suspension for a period of 1-10 days under Section 281 of the Education (General Provisions) Act 2006. ▪ Suspension for a period of 11-20 days with under Section 281 of the Education (General Provisions) Act 2006. ▪ Proposal for exclusion / exclusion (Compulsory and Post-compulsory School Age) under Section 291 of the Education (General Provisions) Act 2006.
<p><i>The examples of behaviour provided are not an exhaustive list and do not cover the full range of potential inappropriate learning behaviours at Barrett Adolescent Centre.</i></p>	

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 Barrett Adolescent 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 the Barrett Adolescent School will be invited to attend a re-entry meeting for reconnection before returning 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 including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry meeting will follow a set agenda (see below). 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.

Proposed 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 (if applicable)

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 case managers, guidance officer or social worker, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Emergency Situation or Critical Incident Responses

Responses to emergencies are managed in alignment with the emergency response plan and *Individual Safety Plans* that are developed to keep the student and others safe. These are designed with input from the health team that looks after the adolescent, and they involve various categories of response. Barrett staff are able to administer effective and appropriate supports to manage behavioural emergencies. The training of the majority of staff is important because consistency ensures that actions taken are responsive to the safety and well-being of all students and staff.

The school has an **Emergency Response Plan** and a **Critical Incident Plan** that are updated annually, to help guide actions in the case of an emergency situation of critical incident.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

After a severe episode the student may need to spend time away from school seeking support from their clinical provider and/or regulating their emotions before they return to school. The Principal will notify a parent on any occasion where withdrawal from school or a more serious consequence may be deemed necessary.

Network of Student Support

Our school has strong relationships and integration with other organisations for health support/s. The network of personnel providing support for students includes teachers, administrators, Senior Guidance Officers, Guidance Officers, parents, health teams and individual psychologists, speech therapists, social workers, occupational therapists, psychiatrists, physiotherapists, GPs, Aboriginal and Torres Strait Islander support groups, refugee services, forensic specialists and chaplaincy service.

Students can approach any trusted school staff member at Barrett Adolescent School to seek assistance or advice. If they are unable to assist, they will provide guidance and help to ensure the student is connected to the appropriate professional organisation and/or referral service.

School Policies

Barrett Adolescent School has tailored school 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
- Mobile Phone 'Away for the Day' Policy
- Preventing and responding to bullying
- Appropriate use of social media
- Supporting Gender Diverse Students Policy

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, and 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 Barrett Adolescent School and will be removed if found in a student's possession:

- illegal items or weapons (e.g., guns, knives*, chains)
- imitation guns or weapons
- potentially dangerous items (e.g., blades, rope)
- drugs** (including tobacco)
- vapeurs; pod vapes; vape pens; box mods; vaporisers ; e-cigarettes
- 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 school will follow the Department's [administration of medications in schools' procedure](#). 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 authorization to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities -

State school staff at Barrett Adolescent 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 Barrett Adolescent School:

- ensure your child does not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Barrett Adolescent 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 Barrett Adolescent 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 Barrett Adolescent 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.

Mobile Phone ‘Away for the Day’ Policy

Barrett Adolescent School has established an “Away for the Day” policy for mobile phones and other devices following decisions made by the Queensland Government and supported by the Department of Education. It is a consistent, state-wide approach to putting mobile phones away during the school day to benefit students learning and wellbeing.

For the purpose of this document, mobile phones and wearable devices include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

Mobile devices must be switched off and ‘away for the day’ in all Queensland state schools including during lunch breaks from 2024. As a specific purpose school, we are creating a safe and supportive climate, with deliberate transitional support for students with managing mobile devices ‘away for the day’.

Our school will support students to regulate mobile device use.

Daily Schedule	Monday - Thursday
Before 9am	Before school – student onsite preparing for storing mobile device in administration.
Before 9:05am	Mobile device stored in personalised phone locker in administration
9:15am	School day begins
11:00-11:30am	Lunch 1 - healthy; nutrition, social and physical activity. School clubs.
12:30-1:00pm	Lunch 2 - healthy; nutrition, social and physical activity. ‘Phone Zone’ available (Term 1, 2024 only). Optional ‘phone zone’ (A block – under administration) space for mobile device use to support health and wellbeing e.g. check work contacts, pick up contacts, listen to music. This will only be in place for Term 1, 2024.
2:00pm	Students collect mobile devices

The ‘phone zone’ is a specific space in our school under A block for a specific purpose to allow safe and supportive access to a mobile device for safety, health and wellbeing. This will only be in place for Term 1, 2024 to provide a supportive transition for students.

We treat our students with respect. Students are expected to be responsible for their regulation of phone use and putting their phone in the personalised phone locker.

Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This policy also applies to student attendance at school camps and excursions, unless otherwise determined by the school Principal. For our specific purpose school, the Principal may approve a ‘phone zone’ opportunity for students to connect with support, during school camps. This will be a deliberate scheduled time for intentional mobile device use that supports health and wellbeing.

Students participating in off-site Vocational Education and Training or work placements must follow the expectations of the organisation regarding use of mobile devices.

The 'Away for the day' policy supports schools to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students, away from screens
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying or accessing harmful content.

Our school embraces digital literacy skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies including devices such as mobile phones. However, young people learning to regulate phone use and display self-control in phone use as well as avoiding deliberate misuse of phones which may harm self, others and/or disrupt learning, will benefit our students learning and wellbeing.

We will continue to embed opportunities within our school curriculum for students to develop the knowledge and confidence to navigate and use these technologies safely. Developing digital literacy is a responsibility shared between parents, school staff and students.

Students will still be able to bring mobile devices to school so that they can contact their parents and/or carers, immediately before or after school hours. Students will be expected to store their phones in a personalized phone locker in a secure location in our school administration each day. Students will be expected to store the phone in the administration before 9:05am each day.

Storage and loss or damage to mobile phones or devices

- The school makes no provision for the storage of student mobile phones or other personal devices, except for the safe keeping of devices confiscated for a breach of this policy under the school's Student Code of Conduct and in compliance with the Temporary removal of student property by school staff procedure.
- Students' personal devices brought to school are at the risk of the student, save for matters to which the school's Student Code of Conduct may apply, for example, the theft or wilful damage to a student's device.
- In any circumstance, the school is not responsible for the replacement of the device, or compensation to the student or parent for any loss or damage to a device the student brings to school

The Principal has the authority to determine exemptions for use of a mobile device for medical reasons related to health and well-being. Where a parent believes medical grounds might exist for exemption, the school will provide a form to a parent and child to complete for exemption consideration.

Phones will need to be stored in a lockable phone locker in administration from 9:05am (classes begin 9:15am) at school until the conclusion of the school day.

Mobile Device misuse - support and intervention

Staff will support students where they are struggling with self-regulation around mobile device use with offering a variety of alternate strategies;

School iPad /computer access	Music on own devices
Drawing materials	Lunch clubs
Coloring materials	Timeout
Playdough	Chill out room access
Jigsaw	Icepack

Students who want to listen to music during class as a support strategy will be able to negotiate this strategy in their student support plan.

Our school will ensure that responses are proportionate and equitable and take into consideration the individual circumstances of each student.

If a student is found to have a phone at school in their possession during the school day;

1. they will be asked to put it in a phone locker in administration.

If a student refuses to follow the directions of staff to store their phone safely;

2. they will be redirected to hand in their phone to staff in administration or switch off notification on a wearable device, and the phone will be stored in administration until the end of the school day. In Term 1, 2024 they will not have 'phone zone' access and will only be able to access the phone under supervision to check emergent contacts.

If a student continues to refuse the direction to hand in their phone for safe storage;

3. a parent will be contacted for support. After the phone call, the student will hand the phone to administration and will not have access until the end of the school day (no use). If the student is still unwilling to hand in the phone, the school may decide to withdraw a student who is not following the reasonable instructions of staff and/or contact a parent to collect the student (unable to regulate).

If a student is persistently non-compliant and repeatedly refuses to respect the school's mobile devices policy;

4. the Principal will determine appropriate further support and intervention. This may include, however is not limited to;
 - o Negotiating with the parent/care for the mobile device to be left at home.

- requesting their parent/carer escort the student to hand in the mobile device daily and collect the device at the conclusion of the school day.
- applying a detention for a defined period of time (e.g., lunchtime)
- enrolling a student in an eSmart program to complete a Digital Licence or similar course
- where a student is unable to regulate use of a mobile device the student is directed to hand the mobile device into administration at the start of the day.
- Develop strategies in the student support plan for assisting the student to regulate mobile device use.
- further school disciplinary processes, as deemed appropriate, by the Principal.

Mobile phones and wearable devices that have been temporarily removed from the student will be stored and retained in accordance with the department's [Temporary removal of student property by school staff procedure](#).

The school provides access to a number of iPads and laptops for use daily for students to access learning online, if they're unable to provide their own device.

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 Barrett Adolescent School Student Code of Conduct.

Preventing and Responding to Bullying

Barrett Adolescent School utilises the Education Queensland [Student Learning and Wellbeing Framework](#) as well as considering 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.

Barrett Adolescent School gives all of our students a voice, during meetings regularly held with students.

A priority for the all students 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 Barrett Adolescent 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. The Ipswich SHS community adhere to the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders play 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 participate 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 collaborate as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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. 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 Barrett Adolescent 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.

Barrett Adolescent School - Bullying Response Flowchart for staff

Key contacts for students and parents to report bullying:

- Classroom teacher
- Case Manager
- Guidance Officer
- Principal



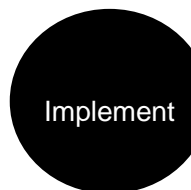
- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated



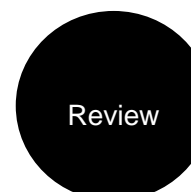
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing



- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself



- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed



- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool



- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated at Barrett Adolescent 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 their Case Manager, Guidance Officer or Principal and they also need to inform their Clinical Care Provider.

It is important for students, parents and staff to know that state school Principals have the authority to take 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 Barrett Adolescent School may face in-school action for 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.

For more information about cybersafety, visit the [Queensland Government Cybersafety](#) education and support resources for students and parents.

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

Barrett Adolescent 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 such as their case manager, guidance officer, and Principal. 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 Barrett Adolescent 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 are also encouraged to seek assistance from their family and their clinical care provider.

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.

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 (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 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, eSafety commission and/or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Digital Media and Social Media User Agreement

Students and staff at Barrett Adolescent School understand that the internet can connect them to information stored on computers around the world. The Barrett community must also understand that while the school has its own Facebook page, all content is approved by the site administrator, and open access is disallowed.

While accessing the Internet, any computer in the school or laptop provided by the school:

- You must not search for anything that is illegal, dangerous or offensive, or engage with unauthorised social media platforms
- If you accidentally come across something that is illegal, dangerous or offensive, you must: clear any offensive pictures or information from the screen; and immediately inform the closest or appropriate staff member
- Information published on the Internet may be inaccurate or may misrepresent a person or situation, thus care must be taken in the use of this information
- All students and staff should abide by copyright laws. You must not break copyright laws by copying and/or redistributing another's work, and you must not use another person's work without correctly acknowledging it.

When using Education Queensland equipment or platforms student and staff should not:

- Run programs other than those provided on the system menu, including any unauthorised social media platforms
- Communicate with non-school personnel without permission from a staff member (students only)
- Attempt to bypass Education Queensland filters
- Deliberately attempt to physically deface, disable or destroy computers, peripherals (including all cabling or other network hardware/software)
- Destroy or modify data of another user or network site
- Create or transmit computer viruses
- Reveal your own or another person's details
- Reveal your login code or password to anyone

- Attempt to use/enter another person's account
- Copy files onto the network without permission
- Stream data such as videos, music, webcam etc.
- Use digital and/or social media to harass or offend anyone else by using obscene, threatening, inflammatory and disrespectful language
- Produce or respond to any digital and/or social media image or statement which brings the school into disrepute
- Produce or respond to any digital and/or social media image or statement in which the school logo, uniform or buildings can be identified

Understand

If the agreement is breached you may have your access cancelled or suspended and/or face appropriate disciplinary or legal action. Additionally, students may face loss of computer access, financial invoice for damages, and/or appropriate action in accordance with the Student Code of Conduct.

Supporting Gender Diverse Students Policy

1.0 Commitment

The Barrett Adolescent School is committed to providing all students with access to a quality education. All members of our school community have the right to feel safe, be respected and free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background.

At Barrett we acknowledge our diversity and respect all students and their choice to live authentically in their affirmed gender identity. As a school community we will:

- Promote positive educational outcomes for gender diverse students
- Promote an inclusive school community which encourages all students to be authentic and acknowledge their affirmed gender identity
- Promote compliance with relevant legislation concerning discrimination and privacy.
- Work collaboratively with community members to support gender diverse students and their families
- Negotiate and respond to the individual needs of gender diverse students
- Support staff in the ongoing development of inclusive curriculum which incorporates gender diverse perspectives

2.0 Legislation

Legislation seeks to promote equality of opportunity for all by prohibiting both direct and indirect discrimination. Relevant legislation includes;

- Anti-Discrimination Act (QLD) 1991
- Information Privacy Act (QLD) 2009
- Education (General Provisions) Act (QLD) 2006
- Human Rights Act (QLD) 2019
- Sexual Discrimination Act (Cth) 1984
- Sexual Discrimination Amendment (Sexual Orientation, Gender Identify and Intersex Status) Act (Cth) 2013

3.0 Policy

3.1 Student Transitions

At Barrett we acknowledge each student's affirmed gender identity. Each student experiences a unique transition process which requires varying levels of collaboration and support.

In alignment with the Information Privacy Act (QLD) 2009, a person's gender identity, legal name or gender assigned at birth is private. Disclosing this personal information without justification or consent is a breach of privacy and confidentiality. Students are under no obligation to notify the school or community if they identify as gender diverse.

3.2 Student Name/s

Acknowledging a person's request to change their name or pronoun is an important part of validating their affirmed identity. At Barrett, staff will use the name, personal pronouns and gender identity as requested by the student.

3.3 School records

Acknowledging a person's name and pronoun through school records is an important part of validating their affirmed identity and respecting their privacy. It is a legal requirement that school records are made and kept accurately. A student's legal name as it appears on their birth certificate or passport, must be recorded on the application for enrolment form and OneSchool. The enrolment form includes provision to record a preferred given and/or family name which will be used on internal school documents and class rolls. Reports, certificates and awards can reflect the student's preferred name and affirmed gender identity, as requested.

School enrolment records reflect the gender category with which a student's affirmed gender identity. There is no requirement for a student's gender recorded on this form to align with the sex shown on their birth certificate or passport.

3.4 Curriculum

At Barrett, we pride ourselves on incorporating and promoting an inclusive curriculum. When developing curriculum staff consider current research and promote equitable access for all students. Regular professional development assists our staff in delivering curriculum which avoids generalisations and considers the perspectives of sexuality and gender identity.

3.5 Bathroom Facilities

Considerations about appropriate bathroom access will be negotiated with each individual student. Students are able to use their affirmed gender bathroom and/or have access to unisex bathroom facilities within the school. At Barrett we work collaboratively to promote the safety and comfort for all students.

3.6 School camps

At Barrett reasonable adjustments are made to enable participation in school camps for gender diverse students. In preparation for school camps negotiations will take place with the host venue to accommodate the appropriate access, sleeping arrangements and bathroom facilities for gender diverse students.

4.0 Community support

4.1 Parental and Carer collaboration

At Barrett we encourage parental and carer collaboration when supporting gender diverse students. A strong support network plays an essential role in the transition and ongoing support of gender diverse students. According to the Anti-discrimination Act 1991 a parent/carer is not exempt from direct or indirect discrimination based on gender identity.

5.0 Discrimination, Harassment, Bullying

Any incidents of Discrimination, Harassment and Bullying will be actioned as per The Barrett Adolescent School Student Code of Conduct.

Restrictive Practices

School staff at Barrett Adolescent 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.

Barrett staff have been trained and keep current with the Management of Actual or Potential Aggression Foundation Programme which assists us in the management of critical incidents. 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 situation.

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Barrett Adolescent School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the

Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- provide a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- inform if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.