Student Behaviour Development Policy

Purpose: The purpose of this policy is to provide an overview and guidance for behaviour management and disciplinary responses within Impact Community ACADEMY (Impact ACADEMY). This policy and its procedures aim to:

- Demonstrate our commitment to providing a safe and supportive learning environment.
- Outline expectations for student behaviour.
- Detail the support available to students and families.
- Describe the process for responding to inappropriate student behaviour.

Scope: This policy applies to all students, parents/carers, and employees of Impact ACADEMY. It includes full-time, part-time, permanent, fixed-term, and casual employees, as well as contractors, volunteers, and individuals undertaking work experience or vocational placements.

Impact ACADEMY recognises that our students have a range of behavioural, emotional, and social needs. Many students require ongoing behavioural support and guidance. This ongoing support will not necessarily require a disciplinary response; instead, Impact ACADEMY will utilise this Policy and its corresponding procedures.

For incidents that occur outside of class hours, a behaviour development and/or disciplinary response will be implemented if it impacts a student's ability to successfully participate during class or school time. For example, if a student is cyber-bullying another student outside of school hours, and the victim is impacted and cannot engage in their educational program, this out-of-school behaviour can then be addressed with a behaviour development or disciplinary response as appropriate.

References:

Education (General Provisions) Act 2006 (Qld)

Education (General Provisions) Regulation 2017 (Qld)

Education (Accreditation of Non-State Schools) Act 2017 (Qld)

Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)

ICA-POL3.02 Acceptable Use of ICT Policy

ICA-POL2.07 Alcohol, Smoking and Drugs Policy

ICA-POL2.60 Student Bullying Policy

ICA2.41 Parent and Student Handbook

ICA-4.40 FRM001 Student Escalation Report

ICA-GOV4.20 Complaints Handling Policy

ICA-GOV4.20.1 Complaints Handling Procedure

Status:	Approved	**Supersedes:**	ICA-POL020
Authorised by:	Impact Community ACADEMY – Principal	**Date of Authorisation:**	08/09/2026
Review Date:	Annually	**Next Review Date:**	08/09/2027
Policy Owner:	Impact Community ACADEMY – Principal		

1. OVERVIEW:

Impact ACADEMY is dedicated to fostering a safe and supportive learning environment where every individual has the right to learn, feel safe, and grow. Impact ACADEMY has zero tolerance for child abuse and is committed to providing culturally safe, inclusive and child-safe environments where the rights, safety, wellbeing and participation of children and young people are prioritised. We believe in creating a space where young people can connect, grow, and achieve their full potential. Our commitment is to provide an enriching educational experience that not only challenges mindsets and encourages personal growth, but also ensures that every student feels valued, respected, and empowered to succeed.

1.1. Our Aim

Our aim is to build an educational environment where young people can connect and achieve the foundations of life, learning, and livelihood in a supportive, enriching environment. Impact ACADEMY delivers learning through a wellbeing lens, providing courses that have the potential to challenge mindsets, encourage growth, and transform lives in a way that allows the young person to be more adaptable and resilient as they enter adulthood.

2. CORE PRINCIPLES OF EXPECTATIONS FOR STUDENT BEHAVIOUR

Impact ACADEMY has behaviour supports and practices that are designed to ensure every student has access to the education they need to achieve their aspirations and build a healthy and productive future. We believe that educational achievement is not just about academic success but also about helping young people develop the skills and attributes necessary for their future training, employment, and life pathways. Our approach is holistic, recognising that students must feel physically, emotionally, and mentally well to learn effectively. By encouraging each student to create their own

unique pathway within our Connect, Learn, Change, and Transform model, we aim to foster a supportive environment where they can thrive as valued members of their communities.

This Policy and related procedures are based on the following principles:

- **Safe and Supportive Environment:** We prioritise creating a safe, secure place where students feel accepted and valued. Every student has the right to learn in an environment free from fear and discrimination.
- **Clear Expectations and Boundaries**: Establishing clear expectations and boundaries is essential for maintaining order and respect within Impact ACADEMY. These guidelines help students understand what is expected of them and the consequences of their actions.
- **Fairness and Firmness**: Our approach to behaviour management is both fair and firm. We believe in consistent application of rules while considering individual circumstances to ensure equitable treatment.
- **Inclusion, Diversity and Cultural Safety**: Impact ACADEMY recognises and respects the diverse backgrounds, identities, cultures, experiences and abilities of all students. We are committed to ensuring every student feels safe, respected, valued, included and supported to participate fully in school life.
- **Individualised Discipline and Support**: Student discipline and behaviour management are tailored to each student's unique needs and circumstances. Ensuring welfare supports are in place as alternatives or compliments to disciplinary actions.
- **Procedural Fairness:** Students will be provided with an opportunity to be heard, have their circumstances considered and receive decisions that are fair, impartial and proportionate to the behaviour and circumstances.
- **Right to Appeal:** Students who feel they have been treated unfairly have the right to make a complaint or appeal decisions as per **ICA-GOV4.20 Complaints Handling Policy** and the **ICA-GOV4.20.1 Complaints Handling Procedure**. This ensures transparency and fairness in our disciplinary processes.
- **Non-Punitive Measures**: Impact ACADEMY prioritises supportive, restorative and educational responses that promote positive behavioural development. Detention, suspension and involuntary withdrawal are only used where necessary and proportionate to the circumstances.
- **Prohibition of Corporal Punishment**: No student at Impact ACADEMY will be subjected to any form of corporal punishment or unreasonable discipline. We are committed to upholding the dignity and rights of every student.

Our behaviour expectations are met through our School Values and Code of Conduct. It is expected that students will uphold these values, contributing to a positive and respectful school community.

2.1. School Values

Wellbeing: We promote and support the mental, physical, and social wellbeing of all members of our organisation by building the knowledge, skills, and environments that enable individuals and communities to thrive.

Empowerment: We work in partnership to foster autonomy, agency, and informed decision-making, enabling all individuals to contribute meaningfully and take ownership of their growth and impact.

Community: We cultivate a culture of inclusion, respect, and belonging, encouraging active participation and collective responsibility in strengthening our community.

2.2. Student Code of Conduct

Through Change:

I am allowing myself to think differently.

I am bringing curiosity to my learning and development.

I am open to the views of others.

I am pushing myself out of my comfort zone.

Through Connect:

I am practising kindness and patience to myself.

I am showing kindness and patience to my peers, staff and the wider community.

I am actively participating in my schooling, regularly.

I recognise my commitment starts with me.

I am embracing my commitment to my educational journey.

Through Learn:

I acknowledge everyone is on their own individual journey.

I am starting from my own unique point and progressing towards my own goals.

I am the leader of my learning.

Through Transform:

I am building my capacity to be an adaptable young person.

I am cultivating a sense of self.

I am fostering a connection with my community.

I strive to become a valuable contributor to society.

3. BEHAVIOUR SUPPORTS AND DEVLOPMENT PRACTICES

Impact ACADEMY takes a proactive approach to student regulation and behaviour development strategies. We provide equal access to quality education and wellbeing support to ensure all our young people reach their full potential. We place equal value on a wellbeing approach to education, ensuring that young people are ready and able to achieve educational success. Behaviour support strategies and disciplinary responses will consider any disability, medical condition, trauma history, learning needs or other circumstances that may influence behaviour. Impact ACADEMY will provide reasonable adjustments where required.

The following behaviour supports are used within our model:

3.1. Student Support Group Meetings

Student Support Group Meetings (SSG) are conducted at least once per term and form a collaborative partnership between the student, parents/carers, school staff, and any relevant external professionals or agencies supporting the young person. Attendees may include the Principal, classroom teacher, Educational Support Officer (ESO), Educational Youth Worker, guidance personnel, therapists, representatives from previous schools, and other key stakeholders, as appropriate and in the best interests of the student.

The SSG works collaboratively to identify the student's strengths, needs and goals, and to develop, implement, monitor and review personalised supports, reasonable adjustments, and intervention strategies. Discussions focus on supporting the student's access, participation and engagement in learning, as well as their educational, health, social, cultural, behavioural and emotional wellbeing.

Meeting outcomes, agreed actions, adjustments and support strategies are documented and regularly reviewed to ensure they remain responsive to the student's needs and promote positive educational outcomes.

3.2. Student Support Plans

Student Support Plans (SSPs) are developed for each student to support their social, emotional and behavioural wellbeing, with a particular focus on building emotional regulation skills and positive coping strategies. These plans are developed collaboratively with the student and wellbeing team and, where appropriate, other staff, parents/carers, external support professionals, ensuring a consistent and coordinated approach to supporting the young person.

The SSP is a strengths-based document that identifies the student's individual strengths, challenges, regulation needs, triggers and early warning signs. It outlines proactive support strategies, co-regulation approaches, de-escalation techniques and agreed responses that can be consistently implemented by all staff working with the student.

By providing clear, individualised strategies and supports, the SSP assists students to develop self-awareness, emotional regulation, social awareness, relationship skills and responsible decision-making. The plan promotes a safe, supportive and predictable environment in which students can build resilience, manage daily challenges and engage positively with others.

3.3. Well-Being Lens

Our Well-Being Lens at Impact ACADEMY incorporates Social Emotional Learning (SEL) in practice by integrating regulation learning, such as mindfulness and stress reduction practices, into the curriculum. This approach not only helps students manage their emotions but also enhances their overall wellbeing. By adopting a trauma-informed lens, staff can better understand and support students who have experienced or are experiencing trauma, creating a safer and more inclusive learning environment. Additionally, environmental controls, such as well-designed school classrooms and breakout spaces, play a crucial role in fostering a conducive atmosphere for SEL, allowing students to feel secure and focused.

3.3.1. Relationship-Based Behaviour Support

At Impact ACADEMY, we use relationship-based approaches to support students in developing self-regulation, personal responsibility and positive behaviour. Our goal is to help students understand the impact of their choices, reflect on their actions and develop strategies for making positive decisions in the future. We recognise that strong, trusting relationships are fundamental to student engagement, wellbeing and behavioural growth. Staff work alongside students to address behaviours of concern in a respectful and supportive manner, focusing on learning, accountability and repairing relationships where appropriate.

3.3.2.Co-Regulation and Emotional Safety

Before students can effectively self-regulate, they often require support from trusted adults. Staff utilise co-regulation strategies to help students recognise, understand and manage their emotions. Through calm, consistent and supportive interactions, staff model emotional regulation and assist students to develop the skills required to independently manage challenges over time. Creating emotionally safe environments supports students to remain engaged in learning and wellbeing activities.

3.3.3.Student Voice and Agency

Impact ACADEMY recognises that meaningful student engagement is strengthened when young people have a voice in decisions that affect them. Students are encouraged to actively participate in the development of their learning goals, support plans and behavioural strategies. By promoting autonomy, choice and self-determination, students are supported to take ownership of their learning, wellbeing and personal development.

3.3.4.Strengths-Based Practice

At Impact ACADEMY, we adopt a strengths-based approach that recognises and builds upon each student's abilities, interests, aspirations and positive attributes. Rather than focusing solely on behavioural challenges, staff work alongside students to identify their strengths and use these as a foundation for growth, engagement and success. This approach supports students to develop confidence, self-efficacy and a positive sense of identity.

3.3.5.Breakout Spaces

Impact ACADEMY has designated areas specifically designed to help students regulate their emotions and re-engage when they struggle to focus in the classroom. These spaces are used in conjunction with support from youth workers or other staff members, following individualised student support plans. The parameters for using these areas are negotiated, and the time spent there is monitored and recorded in our student management systems.

3.3.6.Individualised Supports

Impact ACADEMY recognises that behaviour is a form of communication and that students may require different levels of support to achieve success. Behaviour development strategies are tailored to individual student needs, strengths, circumstances and goals. Student Support Plans, wellbeing supports, reasonable adjustments and collaborative planning processes are used to ensure students can meaningfully participate in education.

3.3.7. Connection and Belonging

Positive relationships and a sense of belonging are essential components of student wellbeing and engagement. Impact ACADEMY seeks to create an environment where all students feel safe, respected, valued and included. Staff actively foster connections between students, families, community members and support networks to strengthen engagement and promote positive educational outcomes.

3.3.8. Cultural Safety and Inclusion

Impact ACADEMY recognises and respects the diverse backgrounds, identities, cultures, experiences and abilities of all students. We are committed to creating culturally safe, inclusive and welcoming environments where every student feels respected, valued and supported. Staff promote inclusive practices and seek to ensure that students can participate fully in school life while maintaining connections to their identity, family, culture and community.

3.4. Links to Supports

Impact ACADEMY students benefit from multiple levels of support to ensure their wellbeing and success. A dedicated wellbeing team are available at the school level to provide personalised guidance and support to students, helping them navigate challenges and build resilience. Additionally, the Wellbeing staff at Impact ACADEMY guide students in accessing additional services available within the region, including IMPACT Community Services. This holistic approach ensures that students receive the necessary support from both within the school and the broader community, fostering a nurturing and supportive environment for their growth and development.

Parents/carers are also welcome to reach out to the school to seek further information about available supports for themselves or their young person. The Wellbeing staff are ready to provide guidance and connect families with the appropriate resources, ensuring that the entire school community is supported.

4. ROLES AND RESPONSIBILITIES

Impact ACADEMY implements the following processes to support positive behaviour, student wellbeing, engagement and inclusion:

- Regular staff professional development focused on trauma-informed practice, positive behaviour support, emotional regulation, disability inclusion, child safety and proactive strategies for student engagement.
- Ongoing communication and collaboration with students, parents/carers and relevant support personnel to promote consistency of expectations, strategies and support across school and home environments.
- Sharing of effective practices, interventions and support strategies amongst staff and families to enhance student outcomes.
- Development and annual review of a Parent and Student Handbook outlining school expectations, rights, responsibilities and available supports.

- Comprehensive induction and transition programs for new students and families, including orientation to school expectations, wellbeing supports and behavioural development processes.
- Individual support plans developed and reviewed for all students, ensuring personalised supports, reasonable adjustments and wellbeing strategies are implemented consistently across all classroom and non-classroom settings.
- Regular Student Support Group (SSG) meetings and case management processes to monitor progress, review support plans and collaboratively respond to emerging student needs.
- Explicit teaching and reinforcement of expected behaviours, social-emotional learning skills, self-regulation strategies and positive relationship-building.
- Opportunities for student voice and participation in decision-making about their goals, supports and behavioural development.
- Use of restorative practices to build relationships, repair harm and promote accountability when incidents occur.
- Collection and review of behavioural, wellbeing and attendance data to identify patterns, inform interventions and monitor the effectiveness of support strategies.
- Access to wellbeing supports, mentoring, counselling, youth work services and referral pathways where appropriate.
- Collaboration with external agencies and specialist service providers to support students with complex needs.
- Development of specific policies to address:
    - **ICA-POL3.02 Acceptable Use of ICT Policy**
    - **ICA-POL2.07 Alcohol, Smoking and Drugs Policy**
    - **ICA-POL2.60 Student Bullying Policy**

Any student, parent/carer or stakeholder who has questions regarding the Student Code of Conduct or Student Behaviour Development Policy is encouraged to speak with Reception, wellbeing staff member or arrange a meeting with the Principal.

4.1. Principal Responsibilities

The Principal is responsible for the development, implementation and ongoing review of the School Behaviour Development Policy, ensuring that behaviour support practices align with the school's values, promote student wellbeing, and foster positive educational outcomes.

The Principal will:

- Provide strategic leadership to establish and maintain a positive, safe, inclusive and supportive school culture.
- Ensure clear expectations for student behaviour are communicated, understood and consistently implemented across all school environments.
- Support staff in responding effectively to student behaviour through professional development, coaching, resources and guidance in evidence-informed behaviour support practices.
- Promote proactive, strengths-based and trauma-informed approaches to behaviour development that recognise behaviour as a form of communication.

- Develop and maintain collaborative partnerships with students, families, staff and external agencies to support student wellbeing and positive behaviour outcomes.
- Ensure individualised supports, reasonable adjustments and intervention strategies are implemented and reviewed in response to student needs.
- Monitor behaviour, wellbeing and engagement data to evaluate the effectiveness of behaviour support practices and inform continuous improvement.
- Oversee the implementation, monitoring and review of Student Support Plans and other behaviour and wellbeing support processes.
- Ensure behaviour development procedures are fair, consistent, documented and applied in accordance with the principles of natural justice.
- Ensure compliance with relevant legislation, child safety requirements, disability standards and regulatory obligations relating to student behaviour, wellbeing and inclusion.
- Regularly review the effectiveness of this policy and associated procedures, making amendments as required to reflect emerging needs, legislative requirements and best practice.

4.2. Staff Responsibilities

All staff share responsibility for fostering a safe, inclusive, respectful and supportive learning environment and for implementing the principles and processes outlined in this policy.

- All staff are responsible for consistently implementing this policy and all associated behaviour development procedures.
- Work collaboratively with students to develop and maintain classroom expectations that reflect the values, expectations and principles of this policy and ICA2.41 Parent and Student Handbook.
- Build positive, respectful and professional relationships with students, recognising that strong relationships are foundational to wellbeing, engagement and positive behaviour development.
- Set clear, consistent and developmentally appropriate expectations for behaviour and provide regular encouragement, acknowledgement and positive reinforcement.
- Implement Student Support Plans, reasonable adjustments and agreed support strategies consistently across classroom and non-classroom settings.
- Work collaboratively with colleagues to support students with behavioural, social and emotional needs by sharing information, providing mutual support and applying consistent approaches.
- Monitor student wellbeing, engagement and behaviour and report concerns through established school processes in a timely manner.
- Use proactive, preventative and restorative approaches to support positive behaviour, emotional regulation and the development of self-management skills.
- Respond to behavioural presentations in a calm, respectful and professional manner, utilising approved de-escalation and co-regulation strategies where appropriate.
- Engage in ongoing professional learning to strengthen knowledge and skills in behaviour support, trauma-informed practice, disability inclusion, emotional regulation and student wellbeing.

- Collaborate with parents/carers and families to support student development, maintain open and respectful communication, and work in partnership to address emerging concerns and celebrate progress.
- Participate in Student Support Group meetings, individualised management processes and support planning as required.
- Maintain accurate and timely records of behavioural incidents, interventions, supports and adjustments in accordance with school procedures.

4.3. Student Responsibilities

Students are expected to:

- Understand and uphold the expectations, values and principles outlined in this policy and the School's Values and Expectations.
- Contribute to a safe, respectful, inclusive and positive school environment through their actions, choices and interactions with others.
- Participate in reflection, problem-solving and support processes, as required, to develop self-awareness, accountability and positive behavioural skills.
- Take increasing responsibility for managing their behaviour, emotions and decision-making, seeking support when needed.
- Engage positively with the strategies and goals identified within their Student Support Plan and other agreed support processes.
- Treat all members of the school community with respect, dignity and consideration.
- Support their peers by modelling positive behaviour, encouraging respectful interactions and contributing to a culture of belonging and inclusion.
- Proactively communicate with staff regarding concerns, challenges or behavioural difficulties, and seek assistance before situations escalate where possible.
- Participate constructively in discussions and processes aimed at resolving concerns, addressing the impact of behaviour and strengthening relationships.
- Follow reasonable directions provided by staff and comply with school policies and procedures.
- Recognise that mistakes provide opportunities for learning, growth and the development of positive behavioural skills.

4.4. Parent/Carer Responsibilities

Parents and carers are encouraged to:

- Work collaboratively with teachers and school staff to support the development and implementation of strategies that promote their child’s wellbeing, engagement and positive behaviour development.
- Provide relevant and current information factors that may impact their child's wellbeing, behaviour or support needs, such as significant life events, health concerns or changes in circumstances.

- Participate in meetings, consultations and information sessions organised by the school to support student wellbeing, progress and behaviour development, as required.
- Maintain open, respectful and ongoing communication with the school to ensure concerns are identified and addressed in a timely and collaborative manner.
- Support their child to understand and uphold the school's expectations, values and Code of Conduct.
- Engage constructively in the review of Student Plans and other support processes, contributing to shared goals and consistent approaches across home and school environments.
- Inform the school of any changes that may affect their child's support needs, participation or wellbeing.

Impact ACADEMY values strong partnerships with parents and carers and recognises that positive outcomes are best achieved when students, families and school staff work together. Through open communication, shared understanding and collaborative problem-solving, the school community strives to provide consistent and supportive approaches that promote student wellbeing, positive behavioural development and successful participation in school life.

5. UNACCEPTABLE BEHAVIOUR

Impact ACADEMY consistently works to prevent students from choosing inappropriate behaviours by consistently reinforcing expected behaviours and restorative practices. When unacceptable behaviour occurs, a consistent process is followed to determine appropriate responses. The school ensures that responses to unacceptable behaviour are consistent and proportionate to the nature of the behavioural presentations. The student management system is used to record behavioural presentation challenges, strategies to support the student, communication with parents/carers, and any necessary interventions or restorative work.

5.1. Reflective Approaches for Re-Directing Low-Level and Infrequent Behaviour of Concern

Impact ACADEMY uses reflective and relationship-based approaches to support students to understand and adjust behaviours that may impact learning, relationships or the school environment. When low-level or infrequent behavioural concerns arise, staff work with students to reflect on what has occurred, consider the impact of their actions on themselves and others, and identify strategies for making positive choices in the future. These discussions focus on learning, accountability, problem-solving and maintaining positive relationships, while reinforcing the expectations set out in the classroom, at the ACADEMY and the Parent and Student Handbook.

5.2. Responding to behaviour development needs

Impact ACADEMY does not permit corporal punishment, humiliation, degrading treatment, collective punishment, intimidation or behaviour management practices that could reasonably cause physical or psychological harm.

Where a student is consistently not conducting themselves in a manner that is acceptable, according to:

- the Student Code of Conduct, or

- Impact ACADEMY's core values and principles of behaviour, or
- Classroom and ACADEMY expectations,

And it's not in line with expectations given to their personal circumstances, the following actions will be implemented, as required, in no order.

This is once all wellbeing and preventative strategies or practices have been exhausted.

5.2.1. One to One meeting

A meeting will be held with the Principal or delegate who will discuss behavioural expectations and community agreements with the student and consequences of not changing their behaviour.

5.2.2. Student Reset

Impact ACADEMY recognises that sometimes the best option for a student struggling to make appropriate choices is to take a break and reset for the day. By allowing the student to start fresh the next day with positive regard, we create the best opportunity for their success.

5.2.3. Student Management Plan

Students requiring support to manage behaviours of concern will have a Behaviour Management Plan developed with input from the student, parent, welfare, teaching staff, and any caseworkers. Students will be actively involved, to the extent appropriate to their age, maturity and circumstances, in decisions affecting their behaviour support plans and wellbeing strategies.

Teachers will liaise closely with the Principal and youth support staff regarding individual students experiencing significant and complex issues to ensure the student's welfare needs are considered in any disciplinary action.

5.2.4. Removing a student from the class

Where a student is removed from class, a duty of care remains to ensure that the student remains supervised.

Students will not be sent home unless there has been a significant incident involving violence, property damage, selling of illicit substances, or a similar level of misconduct. A parent will be notified prior to the student being sent home. The student and parent will be required to attend a meeting prior to the student returning to the school.

A contract may be developed and signed by the student, in consultation with their parent. Suspension may be considered.

5.2.5. Removal from school (either temporary or permanent)

In some instances, it may be appropriate to suspend or withdraw a student who consistently compromises the safety and provision of the program to:

i. protect the safety of students or staff.
ii. properly provide a learning environment for remaining students and continue with effective teaching.

Suspension and Involuntary exits from the program are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

- Prior to any suspension or involuntary withdrawal, the Principal will consider the student's individual circumstances, support needs, disability-related factors, previous interventions and any reasonable adjustments that may be required.
- Suspensions should be applied for as short a time as possible and the student and family should be supported to engage in appropriate services that may assist in the management of the student's issues and behaviours.

Opportunities may be provided from a loop back option into the program in the future, after appropriate supports have been sought and engaged with. This is managed by the Principal and on a case by case basis.

Impact ACADEMY will use their student management system, to maintain a register of student suspensions and involuntary exits.

5.3. Physical Intervention

Staff may make legitimate use of physical intervention if all 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 Impact ACADEMY's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of 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

Any physical intervention made must:

- Be reasonable in the particular circumstance.
- 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.

Following any physical intervention:

- An incident report must be completed;
- The Principal must be notified;
- Parents/carers will be informed as soon as practicable;

- The student's support plan and any other relevant plans will be reviewed where appropriate.

5.3.1.Staff Training

Principal or delegate, where appropriate, will ensure training is available on evidence based positive behaviour supports. The training will be delivered with reference to particular behaviours, the known risk, and be appropriate for responding to the risk presented by individual students or the behaviour risk profile of particular cohort.

5.3.2. Record Keeping

Each instance involving the use of physical intervention must be formally documented by completing ICA-4.40 FRM001 Student Escalation Report.

6. DOCUMENT VERSION CONTROL

Version	Date	Summary of Changes
20250225DRAFT	25/02/2025	DRAFT
20250310	10/03/2025	Document Endorsed
ICA-POL2.15-2		Update of policy numbers. Added additional to Wellbeing Lens. Realigned language throughout to practice.