KINGAROY
STATE HIGH SCHOOL

Student Code of Conduct

2024 - 2027

Equity and Excellence
A progressive, high performing education system
realising the potential of every student.

Purpose

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

The Kingaroy State High 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. This document details the responsibilities of all stakeholders; students, caregivers, staff and community.

The purpose of this document 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.
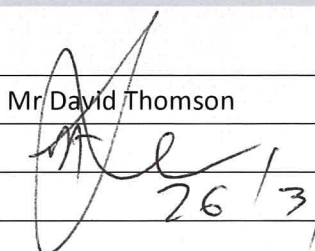
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Endorsement

Principal Name:	Mr David Thomson
Principal Signature:	
Date:	26/3/24

P&C President and-or School Council Chair Name:	Mrs Lois Blanch
P&C President and-or School Council Chair Signature:	
Date:	26/3/24

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Introduction

I am delighted to present the Student Code of Conduct for Kingaroy State High School, a document that reflects our commitment to fostering a positive and inclusive learning environment. At the core of our educational philosophy are the values of respect, resilience, and responsibility, which form the foundation of this code.

Respect is the cornerstone of a thriving school community. We expect all students to treat one another, as well as staff and visitors, with kindness and consideration. By fostering an atmosphere of mutual respect, we create a space where everyone can learn and grow.

Resilience is a quality we aim to instil in our students, helping them navigate challenges with grace and determination. Our code encourages a mindset that embraces setbacks as opportunities for growth, empowering students to overcome obstacles and emerge stronger individuals.

Responsibility is key to a successful educational journey. We entrust our students with the responsibility of their actions, both in and out of the classroom. This code outlines the expectations we have for responsible behaviour, emphasising accountability and integrity.

Let us embrace these principles, working together to create a school community that exemplifies respect, resilience, and responsibility. Through these shared values, we can ensure a positive and enriching experience for all members of the Kingaroy State High School family.

Mr David Thomson
Principal

Overview

At Kingaroy State High School we use numerous data sets to assess all aspects of school operation.

Our Annual Implementation Plan outlines the goals for each year and how we intend to achieve these.

Our School Opinion Survey provides opportunities for four different groups within the school community to provide confidential feedback on the operations and performance of the school.

School Disciplinary Absences (SDA): All state schools are required to report School Disciplinary Absences for the school year in their School Annual Report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

Behaviour and Effort data from student reports is carefully analysed in an effort to tailor programs and delivery, to enhance student learning.

Positive Behaviour for Learning is a multi-tiered discipline support system for schools, which we use to plan for, respond to and report on student behaviour.

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This SCOC was developed using the DoE Exemplar and consultation included:

Staff – via staff meetings

Students – Via Student Council

Parents – Via P and C

This document is informed by the Positive Behaviour for Learning framework which is underpinned by Queensland Government Departmental guidelines, specifically, the Student discipline procedure which sets out the responsibilities and processes to promote safe, supportive and disciplined learning environments in Queensland state schools. The procedure is informed by the *Education (General Provisions) Act 2006*.

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Kingaroy State High School aims to prepare students for life in a safe and supportive learning environment. Every student has the opportunity to participate in the learning process that recognises their individual needs and abilities in an atmosphere that encourages them to develop to their best potential. Staff and students have the right to work in an environment free from disruption, abuse or threat. The Positive Behaviour for Learning (PBL) framework guides the selection, integration and implementation of our academic and behaviour systems and practices. The aim of all procedures is to build, maintain or restore relationships through which all members of the school community can achieve their goals.

We believe that our students respond best to positive behaviour support. The school has three school wide values: **Respect, Responsibility and Resilience.**

Expected behaviours are explicitly taught for playground and classroom settings. Our school expectations have been agreed upon and endorsed by all staff. They are aligned with the values, principles and expected standards outlined in the Department of Education's Student Discipline Policy.

All classrooms display the Kingaroy State High School Class Expectations.

At Kingaroy State High School, we acknowledge the positive impact that a meaningful relationship between teacher and student can have on students' academic and social outcomes. These relationships are fostered by creating a safe and supportive environment and promoting a culture of mutual respect between students and staff. All stakeholders contribute to the positive learning environment at Kingaroy State High School.

As a school community we expect all stakeholders, students, caregivers, staff and community to:

- Encourage student participation in all school activities and events
- Foster a productive learning environment through cooperation and hard work
- Actively maintain open communication
- Respectfully discuss concerns
- Follow appropriate process and procedures

Guidelines for facilitating standards of Positive Behaviour:

- Being proactive
- Being flexible and dynamic
- Being responsive and innovative
- Implementing a variety of strategies to achieve positive outcomes for all
- Recognising the value of collaboration by all members of the school community

Students participate in a range of programs to develop positive behaviours:

- Form and PBL Lessons
- Wellbeing Program
- Mentoring
- Active Citizens
- KMPs
- Berry Street Educational Activities

Students are expected to:

- Involve themselves in the school program to the best of their ability. Our school program includes curricular and extra-curricular activities.
- Take responsibility for their own behaviour and learning.
- Demonstrate respect for themselves, other members of the school community and the learning environment.
- Behave in a manner that respects the rights of others, including the right to learn.
- Work co-operatively with staff, other students and the wider school community.
- Attend every day of school as required.
- Communicate in a manner underpinned by respectful behaviour from all parties.
- Comply with the conditions of the enrolment agreement co-signed by student and parent.

This is demonstrated by students:

- Working to capacity as a person and a learner.
- Respecting the rights of others.
- Exerting a positive influence on others.
- Showing positive and cooperative behaviour and attitude.
- Displaying a willingness to provide helpful assistance.
- Maintaining an outstanding school attendance record.

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Student Wellbeing and Support Network

At Kingaroy SHS we recognise the link between learning and wellbeing. Students learn best in a supportive environment where their wellbeing is optimised. At Kingaroy SHS, student wellbeing based on the student learning and wellbeing framework supports students to be engaged in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

At Kingaroy SHS, students are supported by a range of staff, in addition to class teachers and form teachers. These include:

- Teacher Aides
- Year Level Coordinators
- Guidance Officers
- Youth Support Coordinator
- Mentor – Behaviour Support
- Youth Health Nurse
- Social Worker
- Community Education Counsellor
- Clontarf Academy
- Heads of Department – Student Engagement and Curriculum
- Deputy Principals.

The school has established strong relationships with many government and non-government agencies and providers. These include:

- CTC Youth Services (Community Training Centre)
- CTC Youth Support worker
- CTC Family and Child Connect
- CTC Intensive Family Support
- yourtown
- Centacare
- Queensland Police - Adopt-a-Cop
- CYMHs (Child and Youth Mental Health)
- DOCS (Department of Community Services).

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Multi-tiered Systems of Support

Our multi-tiered systems of support are combined with data informed decision making to support the academic and behavioural development of all students. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations.
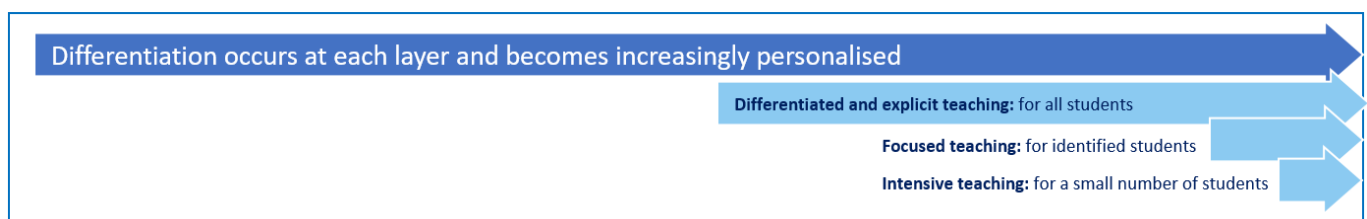
PBL is an evidence-based framework used to:
- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

Targeted lessons, consistency, gathering data and information from a number of sources, and a consistent process of review, culminate in an up-to-date system which responds to the needs of our changing school community.

Differentiated and Explicit Teaching

At Kingaroy State High School, we recognise each student as an individual and that every student has a right to learn and can learn, given support. Differentiation of teaching and learning allows for all students to participate and engage in learning. Teachers at Kingaroy State High 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.

There are three main layers to differentiation, as illustrated in the diagram below. This model represents differentiation that occurs for teaching and learning.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

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Tier 1: Differentiated and Explicit Teaching - Universal Behaviour Support for all students

At Kingaroy SHS, the expectations based on the 3Rs – **Respect, Responsibility and Resilience,** were developed in consultation with staff and students. The first step in achieving positive behaviour is explicitly teaching the expectations. Explicit PBL weekly focus lessons are written, taught to students and reinforced through all classes. The PBL weekly focus is shared and discussed on assembly each week.

Appendix B: Universal Expectations Matrix

Maintaining positive, open relationships with students will prevent many discipline problems arising. Parents and caregivers are encouraged to take an active role in their child's education. At Kingaroy SHS, it is considered a 3-way partnership between students, the school and home.

Engaging Curriculum and Effective Teaching

Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies.

Kingaroy State High School's approach considers support from the following perspectives:
- Whole school universal support
- Targeted and classroom support
- Intensive individual student support.

Social Skilling

At Kingaroy State High School, a strong focus on positive relationships, respect and values is reinforced on a weekly basis through the Life Skills program. These values are taught specifically during Form lessons but also generally through all class lessons. The school also follows the reinforcement of good behaviour by rewarding all those who display expected behaviours – the 3Rs: **Respect, Responsibility and Resilience.**

Camps / Leadership Programs

- Year 7 students have an on-site, full day induction Day 2, Term 1 each year.
- Year 12 students participate in a Leadership Camp in Term 1 each year where skills in leadership and positive relationship building are promoted and taught.

Reinforcing Expected School Behaviours

Positive reinforcement is a well-documented means of promoting and maintaining acceptable and appropriate behaviours. At Kingaroy State High School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:
- Praise
- Encouragement
- Appointment of Form Captains
- Use of positive rewards for expected and exceptional behaviours through KMP rewards system
- Attendance awards
- RRR Awards weekly
- AAA Awards at the end of reporting cycles
- Recognition of Achievements on year level or School Assemblies
- Year 10-12 students have the opportunity to participate in Peer Skills mentor training
- Year 11 students have the opportunity to participate in leadership activities throughout the year
- Appointment of Year 12 school leaders and Year 9 Junior leaders.

Free and Frequent	Short to Medium	Long Term
Adult attention: • Non-contingent – smile, thumbs up, conversations • Contingent – specific positive feedback Tangibles: • KMPs are earned by students who demonstrate school expectations • Class specific eg stickers/stamps	• KMP incentives are provided at the end of term • Positive Postcards • Triple R Awards • Report Card • Triple A Awards • Attendance Challenges	• Reward Activities / Day • KCE / KJCE parade • Speech Night

Consideration of Individual Circumstances

Kingaroy State High School considers the individual circumstances of students when applying support and consequences by:

• Promoting a teaching and learning environment which is responsive to the diverse needs of its students
• Establishing procedures for applying fair, equitable and appropriate consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
• Recognising and taking into account students' age, religious and cultural background, home environment and care arrangements, and their emotional state
• Recognising and taking into account a students' individual circumstances, including their behaviour history, disability, mental health and wellbeing
• Recognising the rights of all students to:
  o express their opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

To ensure alignment with the Department of Education's Student Discipline Policy when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Kingaroy State High School adheres to confidentiality obligations limiting discussion or sharing information about individual circumstances of students, including disciplinary consequences, with persons other than the student's caregivers.

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Tier 2: Focused Teaching and Support

Kingaroy State High School offers targeted interventions for students who do not respond to the whole school expectations and require additional support to meet behavioural expectations. This support could be focused on behaviour or learning in particular subjects or at certain times of the day. Focused teaching and support utilises support systems and practices at the school to engage the student. Focused teaching and support may include:

- Referral to YLC - social / emotional support with peers
- Social Skilling
- Referral to Curriculum HOD - academic / behaviour support
- Self-Monitoring and External Monitoring Sheets – graduated goal setting
- The SEC - Student Engagement Centre
- HOD Differentiation – works with teachers to provide academic subject support
- Referral to HOD Student Engagement
- Mentors - students with additional needs
- Academic Interventions – including support, restructuring, referral
- Student Support Services (SSS) team (Appendix G) – this can be proactive or reactive
- Check In
- Rock & Water program
- Back on Track programs
- Ready to Learn plans

Tier 3: Intensive Teaching and Support

Kingaroy State High School offers intensive teaching and support for students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

Some students may require intensive teaching and support for a short period and for particular behaviour or academic need. Other students may require intensive teaching and support for a more prolonged period. These decisions are based on data gathered and in consultation with the student's parents or caregivers. Intensive teaching and support may include:

- Student Support Services (SSS) team (Appendix G)
- Youth Support Coordinator
- Guidance Officer support
- Mentors - students with additional needs
- The SEC - Student Engagement Centre
- Academic restructuring – students can be moved classes to offer targeted support
- Individual Behaviour Support Plan (IBSP)
- Functional Behaviour Assessment (FBA)
- Discipline Improvement Plan (DIP)
- Risk Assessment Plans
- Outside agencies – consultation/recommendations through SSS team, GO or Principal.

Legislative Delegations

Legislation

This section of the Kingaroy State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- *Anti-Discrimination Act 1991* (Qld)
- *Child Protection Act 1999* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- *Disability Standards for Education 2005* (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- *Education (General Provisions) Regulation 2017* (Qld)
- *Human Rights Act 2019* (Qld)
- *Information Privacy Act 2009* (Qld)
- *Judicial Review Act 1991* (Qld)
- *Right to Information Act 2009* (Qld)
- *Police Powers and Responsibilities Act 2000* (Qld)
- *Work Health and Safety Act 2011* (Qld)
- *Work Health and Safety Regulations 2011* (Cwth)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2017 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

At Kingaroy State High School, all students and staff have a right to learn and right to teach in a safe and supportive environment. Our priority is the success and wellbeing of all students through each year of learning. Staff use a range of strategies such as Essential Skills for Classroom Management (ESCM), explicit teaching and positive reinforcement, but sometimes students' behaviours require further actions and follow ups. Supportive discipline is an integral part of the work undertaken at Kingaroy State High School each day to help students develop and extend their capabilities in self-discipline and personal responsibility. The focus for teachers is on implementing proactive and preventative approaches that facilitate student growth.

At times, some students will require additional support, whereas a small number of students require a high level of intervention or support to enable them to meet behavioural expectations.

Student behaviour can be described as minor or major, with consideration to the circumstances. Consequences can vary, taking into account a student's individual circumstances with each behaviour being considered.

At times, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour.

Kingaroy State High School has a range of support to respond to inappropriate behaviour. These responses can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Tier 1: Response to low level, minor behaviours

- Teacher uses ESCMS.
- Continued minor behaviours – discussion, give choices.
- Teacher to consider learning environment – seating plan, lesson structure, individual learning needs, support options
- Teacher consequences – time out in the room, detention (by teacher), parent/caregiver contact, referral to HOD (if behaviours continue), buddy class.
- Teacher is responsible for recording continued minor behaviours on OneSchool, referrals and parent/caregiver contact on OneSchool.
- Playground – continued behaviour – refer to YLC using OneSchool

Appendix D: Flowchart for Discouraging Inappropriate Behaviour
Appendix E: Buddy Class procedures

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Tier 2: Response to continued minor behaviours and major behaviours

- As above
- Within a single subject area - referral to Faculty HOD – HOD will use various strategies not limited to and including; conferencing with the student, detention, buddy class, parent/caregiver contact, Monitoring Sheet, referral to SSS team, suspension.
- Across multiple subject areas - referral to Student Engagement HOD – HOD will use various strategies not limited to and including; Check in , Check in Check out, Social skills program, ready to learn plan, conferencing with the student, detention, buddy class, parent/caregiver contact, Monitoring Sheet, referral to SSS team, suspension
- HOD discussion with DP before suspension is applied.
- HOD discussion with DP of Inclusion re: academic/support class.
- DP can initiate Individual Support Plan – compiled in consultation with HOD/YLC. Parent/caregiver meeting arranged.
- Referral to YLC – YLC will use various strategies not limited to and including; conferencing with the student, detention, parent/caregiver contact, Monitoring Sheet, referral to SSS team, suspension
- YLC discussion with DP before suspension is applied.
- SSS Team can refer to GO, organise FBA, refer to outside agencies (with GO consultation).
- SEC Referral

Tier 3: Major behaviours that require urgent attention
Staff use the 'Red Slip' (Appendix F)

Classroom
When a student displays a major behaviour that requires urgent assistance, the teacher fills out a 'red slip'. The student displaying the inappropriate behaviour either takes the red slip to the main office or is escorted by another student to the main office. If the student will not leave the room, another student takes the red slip to the main office to get assistance. In extreme cases, the class could evacuate the room.

Playground
When a student displays a major behaviour during break time that requires urgent assistance, the staff member on playgorund duty fills out the 'red slip'. The student displaying the inappropriate behaviour takes the red slip to Student Services. If the student will not proceed to Student Services , another student takes the red slip to the main office to get assistance.

Consequences for Inappropriate Behaviour
When responding to inappropriate behaviour consequences should:
- take into account the individual's characteristics, social and emotional status, circumstances,
- address behaviour being displayed,
- be timely,
- be meaningful to the student rather than the person/s applying the consequence.

Minor behaviours
- disrupt learning of self and others,
- impact the orderly conduct of the school,
- staff (playground), teacher (classroom) managed.

Major behaviours
- significantly violate the rights of others,
- put others or self at risk of harm.

Major behaviours (highlighted) are those that significantly violate the rights of others or put others at risk or harm. Consideration is always given to student individual circumstances.

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One School Behaviour Category – Definitions

Behaviour Category	Definition
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.
Defiance	Student refuses to follow directions given by school staff.
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Harassment	Student engages in the deliberate delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.

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Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/ imitations or implements.
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoE attacks, use of key loggers, impersonating staff or other students.
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.
Use/ possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).

Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.
Other – charge-related suspension	Principal is reasonably satisfied that the student has been • charged with a serious offence; or • charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

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 Kingaroy State High School, the use of any SDA is considered a very serious decision. It is typically only used 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.

Participation in extra-curricular activities during suspension

During a period of suspension, a student is not to participate in any school based extra-curricular or representative activity, conducted during school hours or after school hours.

Re-entry following suspension

Students who are suspended from Kingaroy State High School will be expected to attend a re-entry meeting on the day of their scheduled return to school with parents/carers. The main purpose of this meeting is to welcome the student, with their parent/caregiver, 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 consequence 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.

At this meeting after discussion with the student and parent/caregiver, the student may start on a Monitoring Sheet. The purpose of a Monitoring Sheet is to allow the student, caregivers and school staff to monitor the student's behaviour at school. Some students may receive further support for Heads of Department – Student Engagement.

Cancellation of Enrolment

The Principal considers whether the behaviour of the student (who is older than compulsory school age of 16) amounts to a refusal to participate in the educational program provided at the school. The principal or delegate provides a warning to the student and the parent of the refusal to participate, the school's expectations for participation in the educational program, records content of the warning in the student's OneSchool record and allows the student time to meet the school's expectations. The principal considers

records, including contacts, report card, teacher statements, and makes a decision about whether to cancel the student's enrolment if the student continues to refuse to participate. For further information refer to *Department of Education Cancellation of Enrolment*

Temporary removal of student property

At Kingaroy SHS, under certain circumstances, the removal of property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors.

Power to remove property from students

As per the [Education (General Provisions) Regulation 2017](#), the principal or state school staff member may remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary—

a. to promote the caring, safe and supportive learning environment of the school; or

b. to maintain and foster mutual respect between staff members and students at the school; or

c. to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions; or

d. to provide for the effective administration of matters relating to students of the school.

Consent

Consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school. Under normal circumstances state school staff are not permitted to search student property unless they have the consent of the student or parent. **But if student property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, school staff may search a student's property or bag**. Student property may be seized and retained for handing to police. In emergency circumstances it may be necessary to search a student's property without the appropriate consent (e.g. to access an EpiPen for an anaphylactic emergency). **State school staff do not have the authority to search the person of a student.** If a search is considered necessary, the police should be contacted to make such a determination.

Students and parents/caregivers

Ensure they/their children do not bring property onto school grounds or other settings used by school that: is prohibited according to the Kingaroy State High School **Student Code of Conduct**, is illegal, puts the safety or wellbeing of others at risk, does not preserve a caring, safe, supportive learning environment, does not maintain and foster mutual respect.

Collect their child's property as soon as possible after they have been notified the property is available for collection.

Use of mobile phones and other devices by students

Our rationale

The Kingaroy State High School community has deemed that personal electronic devices (PED) including mobile phones are not permitted to be used at school and must be "off and away for the day". Application of exemptions for students who require access to their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons can be made via the principal in an approved health plan. Exemptions may be granted by the principal for educational activities, representative sport, camps and excursions, and school payments, if reasonable and required.

Every member of the School community should be confident in participating fully in all aspects of School life without concern that personal devices are being used to record them without their knowledge or consent. Wearable devices such as smart watches can be worn, however notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. The School community also believes that all students have the right to learn and teachers have the right to teach in a distraction free environment.

Student expectations

The student use of personal electronic devices including, but not exclusively limited to, mobile phones, cameras, digital video cameras, ear pods, head phones are must be "away for the day". "Away for the day" is defined as the device is switched off and safely stored, this applies from when students arrive at School and until when they leave the School grounds at the end of the School day.

The recording of any conversation, function, or incident without the prior consent of all parties involved is considered to be in breach of School policy. Furthermore, the School will not tolerate images being captured by PEDs on School grounds, including those that are then forwarded to others, posted on the internet or published in any other way.

Using PEDs or any other device to underhandedly record events builds a culture of distrust and disharmony. It is considered to be conduct prejudicial to the good order and management of the School. *For further information see* **Private Conversations and the Invasion of Privacy Act 1971** *below.*

Additionally, PEDs and other electronic devices are often valuable and there is an associated risk of damage or theft. Should the student choose to bring such a device to school, Kingaroy State High School accepts no responsibility for loss of or damage. In the event that PEDs or other electronic devices are brought to School, they are required to be handed in to Student Services for collection at the end of the day.

Consequences

Students who use PEDs or any other electronic device are deemed to be in breach of School policy and will be directed by staff to hand in their PED to Student Services. If a student refuses to follow this direction, the student is breaching the School's Student Code of Conduct – Defiance - and additional consequences may apply as per the Student Code of Conduct.

The sharing of inappropriate images with others and/or posting them on the internet, is considered an inappropriate use of a PED with or without the person's permission. If such publicity adversely affects the well-being of another and/or brings the school into disrepute, consequences as per the Student's Code of Conduct may be applied and where applicable, the incident will be reported to the Queensland Police Service.

The sending of text messages at School (or on the way to, and from School, or away from the School site on a School day, but involved in a School activity) that contain obscene language and/or threats of violence is potentially a breach of the Telecommunications Act. If a student receives such a message at School, he/she should ensure the message is kept as evidence and bring the matter to the attention of their relevant Year Level Coordinator or Deputy Principal. In these cases, the matter may be referred to the Queensland Police Service and will be investigated in line with the School's Code of Conduct. *(Advice concurred by Legal Branch at Department Education, Training & Employment)*

Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, which deems, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. Furthermore, it is an offence under the Act for a person who has recorded a conversation to which he/she is not a party, to publish or communicate the conversation.

Students need to understand that some conversations in schools are deemed private and therefore to capture images/record conversations in these cases may be deemed to be in breach of this Act.

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Preventing and responding to bullying

Kingaroy State High School provides a caring, respectful and supportive school culture by incorporating Positive Behaviour for Learning (PBL). PBL focuses on proactive strategies to foster and maintain a warm, positive, safe environment and includes teaching alternative, appropriate behaviours. PBL is a data driven process which guides decisions in determining whether interventions should be based on whole school, small group or individual processes.

Kingaroy State High School has adopted and abides by the Kandersteg Declaration.

Kingaroy State High School will not tolerate bullying in any form.

What is bullying?

In 2009, the Queensland Government engaged bullying expert Dr Ken Rigby to undertake a consultancy for the Department of Education and Training to provide current information about research and initiatives in the area of bullying in order to inform the future work in Queensland schools. Dr Rigby (Rigby, 2010) defines bullying in the following way:

"Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:
·   dominating or hurting someone
·   unfair action by the perpetrator(s) and an imbalance of power
·   a lack of adequate defence by the target and feelings of oppression and humiliation."

Bullying can take many forms.

The National Centre Against Bullying identifies five kinds of bullying:
1. **Physical bullying**
   This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. **Verbal bullying**
   Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. **Covert bullying**
   Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. **Psychological bullying**
   For example, threatening, manipulating or stalking someone.

5. **Cyber bullying**
   Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

In a report commissioned by the Victorian Department of Education and Training (Bernard & Milne, 2008) the main forms of cyber bullying are identified as:

* Flaming: online fights using electronic messages with angry or vulgar messages
* Harassment: repeatedly sending nasty, mean or insulting messages
* Denigration: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
* Outing: sharing someone's secrets or embarrassing information or images online
* Exclusion: Intentionally and cruelly excluding someone from an online group
* Cyber stalking: repeated, intense harassment and denigration that includes threats or creates significant fear.

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What is not bullying?

The National Centre Against Bullying acknowledges that while the following behaviours are often upsetting to those involved, they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or single acts of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

A Declaration of the rights of Kingaroy State High School Community

Every adult and child has the right to feel respected and safe. Bullying is a violation of this basic human right. Individuals have the right to be listened to and provided with support when a bullying incident occurs. Students have the right to know they will be listened to and receive support when needed.

Statement of responsibilities of Kingaroy State High School Community

The task of countering bullying is everybody's business.
It is the responsibility of all staff at Kingaroy State High School:

- to gain knowledge and understanding of what constitutes bullying and the various forms of bullying so they can recognise bullying behaviours and work together with colleagues, parents/caregivers and students to help counter bullying.
- to educate all students about bullying, including how to report bullying
- to listen attentively to students and parents who report bullying
- to know how to respond to bullying instances
- to hold bullies accountable for their behaviour and the harm they have caused through appropriate disciplinary measures and learning programs
- to regularly review their actions in response to bullying
- to ensure supports are in place to prevent and respond to bullying
- to provide specific support and education to bullies, victims and bystanders when a bullying instance occurs.
- to address environmental issues, promote safe play and be constantly vigilant in supervision of students
- to record bullying instances and report the issue to administration who will then share relevant information with all staff to create an awareness of what's happening and joint responsibility to support the students.
- to actively discourage bullying and model appropriate social behaviour.

It is the responsibility of Kingaroy State High School administration:

- to ensure all staff are provided with professional development in regards to bullying
- to ensure new staff and supply teachers receive training and are made aware of the Bullying Policy through induction meetings.
- to ensure reports of bullying are taken seriously and addressed promptly and in an appropriate manner
- to ensure reporting systems are maintained, easily accessible and checked regularly
- to ensure students, parents/caregivers and staff are supported when bullying occurs.

It is the responsibility of Kingaroy State High School students:

- to learn about bullying
- to abstain from bullying behaviours
- to actively discourage bullying behaviours
- to report bullying.

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It is the responsibility of parents and caregivers:
- to be aware of the anti-bullying policy and procedures used to address bullying behaviour
- to be aware of ways they can support the school to counter bullying behaviour
- to know how to support their child if he/she is a bully, victim or bystander
- to report known bullying instances to the school.

How Kingaroy State High School will support the anti-bullying policy:
- teachers will explicitly teach to their class what bullying is and is not
- teachers will explicitly teach skills and strategies to call on related to being a victim, bully and a bystander. Lesson plans will be based on the PBL Universal Expectations Matrix.
- students regularly reminded of how to report bullying, either in person or through Stymie
- students made aware of school supports, including Form teachers, Year Level Co-ordinators, Guidance Officers, Youth Support Co-ordinator, Success Coach, School-based Health Nurse
- participation in annual National Week of Action Against Bullying.

Reporting Bullying: Reporting systems will only be effective if students and parents/caregivers have the confidence their concerns will be treated seriously, with respect, promptly, and that action taken will not make the situation worse.

The Australian Covert Bullying Prevalence Study (ACBPS) found that students who had been covertly bullied sought help from their friends most often, closely followed by seeking help from their parents/caregivers. The study found students also sought help from a teacher or staff member. A third of males and 23% of females did not ask anyone for help (Cross et al., 2009).

Kingaroy State High School will endeavour to give students and parents/caregivers confidence to report bullying by providing anonymous systems that are easily accessed. These reports will be acted on promptly and taken seriously. This system can be accessed via Stymie. http://www.stymie.com.au

Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Year 7 to Year 12 – Class teacher, Form teacher or Year Level Coordinator

First hour
Listen

- 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 student is likely to experience harm (from others or self) within the next 24 hours

Day one
Document

- 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 parents/caregivers that the issue of concern is being investigated

Day two
Collect

- 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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

- 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

Ongoing
Follow up

- 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

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Appropriate use of social media

Our rationale

At Kingaroy State High School, we recognise positive opportunities offered by the internet, mobile phones and social media. 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.

Student and caregiver expectations

It is important to remember that sometimes, negative comments posted about the school community have a greater impact than expected. Reputations of students, teachers, schools, principals and even parents/caregivers can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Students must understand they are responsible for the content they publish on social media platforms, so it is important they understand what is expected of them while using social media.

The sharing of inappropriate images, text messages, photos or video on any social media platform is considered an inappropriate use of a personal device. Should a student knowingly agree to be filmed, he/she needs to consider that it could be, without his/her knowledge, posted on the internet. Regardless, if such publicity adversely affects the well-being of another and/or brings the school into disrepute, the student may be suspended. Such an incident would appropriately be reported to the police.

Also, highly inappropriate, and potentially in breach of the Telecommunications Act, is the posting to a social media platform, at School (or on the way to, and from, school or away from the school site on a school day, but involved in a School activity) of a message, video, image or photo, that contains obscene language, and/or threats of violence. In these cases, the matter would be investigated, may be referred to the Queensland Police Service and may attract a School suspension.

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/caregivers 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/caregiver, 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/caregivers are their child's first teachers — so they will learn online behaviours from you.

Common Questions

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

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Cyberbullying response flowchart for school staff

https://intranet.qed.qld.gov.au/EducationDelivery/educationandict/cybersafetyandReputationmanagement/Documents/manage-online-incidents-impact-school.pdf#search=LEA

Student Dress Code

Our rationale

Kingaroy State High School P & C Association has resolved that it supports a student dress code policy for Kingaroy State High School because it believes that it promotes the objectives of the Education (general Provisions) Act 2006, and in particular that it:

- Promotes a safe environment for learning by enabling ready identification of students and non-students of the school
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school
- Promotes a supportive environment at the school by fostering a sense of belonging
- Fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences.

Strategies to Deal with Students not Wearing Uniform:

1. Assistance with uniforms is available for families experiencing financial hardship. Students and/or parents need to contact the Administration to access this assistance.

2. A bank of school uniform items is held at the school so that a student who presents without being dressed according to the student dress code (major items of uniform) will be offered the opportunity to wear one. Students will access this uniform bank by:
- reporting to the Admin Officer at Student Services immediately upon arriving at school, or
- being sent to the Admin Officer by their form teacher during form/assembly or by their first teacher of the day.
- all uniform items loaned to the student will be recorded and only removed from the loan register on return.

3. If for any reason a student cannot be supplied with an item of clothing from the uniform bank, they will be given a uniform pass to show they have made a legitimate attempt to comply with the dress code. Students must be able to present this uniform slip on request.

4. If, when offered an item to comply with the dress code, a student unreasonably refuses to put it on, the student can be defiance to a school policy and consequences applied as per school procedures.

Participation in Extra Curricular Activities

Our rationale

Kingaroy State High School offers a wide variety of extra-curricular activities, including sport, arts, cultural and academic. Extra-curricular activities are those that are not subject specific curriculum based activities. All students are encouraged to participate in areas of interest and/or ability. When participating in school based extra-curricular activities during school hours or after school hours, a student is representing the school community.

To participate in extra-curricular activities each student must meet the following criteria:
1. Attendance of 90% or higher for the current semester (Year to Date), including medical certificates. Consideration of attendance is at the discretion of Deputy Principal / Principal.
2. Assessment is completed and submitted by the due date.
3. If a student is on suspension, they may not participate in any school based extra-curricular activity, during school hours or after school hours.

Staff Responsibilities

1. Staff member organising the activity to check attendance percentages. See Enrolments Officer to provide figures. Years 7 – 10: Semester figures Years 11 – 12: Year to Date figures. Attendance of 90% or higher for the current semester including medical certificates. If attendance is not at 90%, activity organiser informs student.
2. Staff member organising the activity emails a list of participating students to all staff, at least two days before the activity.
3. Teachers to review student list to check all assessment is completed and submitted by the due date. If not, please contact the organising staff member and refer to HOD as FYI.
4. If changes to the list of participating students, please provide staff with updated list or students no longer participating.
5. If questions or concerns about suitability of a student's participation, please see the appropriate Deputy Principal or Principal.

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Restrictive Practices

Kingaroy State High School recognises that 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.

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student.
Restrictive practices include:
- seclusion
- physical restraint
- containment
- mechanical restraint
- chemical restraint, and
- clinical holding.

At times school staff may need to respond to student behaviour that presents a risk of physical harm to the student themselves, or others. 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.

Physical restraint – immediate or emergency response Principals and school staff:
- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident, detailing:
    o the behaviour that preceded the use of physical restraint
    o the type and duration of restraint used
    o staff members and other witnesses present during the period of the incident
    o student's physical condition before and after physical restraint
    o counselling provided to the student following the period of physical restraint
    o planned future action to prevent further incidences of the behaviour
    o prepare an incident report

- provide debriefing for the student and any other students after a suitable interval of time has elapsed
- hold a debriefing meeting with the relevant staff members
- develop an individual plan if physical restraint is necessary as an ongoing strategy.

Physical restraint – planned response including prevention of self-harming behaviours (individual plan)

When physical restraint is used as part of a student's individual plan:
Principals
- provide physical restraint training for staff when individual plans involve physical restraint
- document any staff training and professional development include physical restraint processes in the school's Code of Conduct for students in locations where individual plans may involve physical restraint
- approve individual plans and provide copy of plan to principal's supervisor or delegate.

Principals and school staff

- develop the student individual plan by:
  - including strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
  - not using physical restraint process in isolation
  - developing procedures with support personnel, parents/caregivers and relevant staff including medical practitioner or other appropriate professional personnel where applicable
  - identifying strategies to reduce and eliminate the need for physical restraint
  - preventing self-harming behaviours
  - consider whether safety can be restored in another practicable way such as removing potentially harmful objects
  - employ a range of responses including increased monitoring and support within the classroom and/or referral to appropriately trained staff
  - use postural, or movement limiting, and/or protective devices at times when there is a high risk of injury

- complete documentation according to Student protection
- employ responses to support student and to support any other student or staff who may be affected by witnessing an incident of self-harm
- establish a regular review process to monitor effectiveness of strategies and procedures, including advice from the medical practitioner or other appropriate professional personnel where applicable.

The Principal's Supervisor

- receives and monitors individual plans.

Focused review after a restrictive practice is used

There is evidence to suggest that adopting formalised organisational debriefing following the implementation of a restrictive practice can reduce future use of restrictive practices by up to 75%[1]. In addition, it has been suggested that organisational debriefing has the potential to be the single most important factor in restraint reduction models achieving success[2].

In order to ensure the process is productive, objective and reflective, the term 'Focused Review' is being applied to this procedure, when in other circumstances the term 'organisational debrief' might also be appropriately used. We will implement the Focused Review approach as part of a proactive, reflective process for improving individual student support.

Focused Review (DOCX, 217KB) is a reflective, supportive process that is used to analyse incidents and does not seek to apportion blame. Focused Review will identify systems problems, address any practice issue and ensure future planning to support students is appropriate and effective. It provides an opportunity for continual improvement and evaluation of strategies with a focus on ensuring staff are supported.

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[1] Goulet et al 2016, Lewis et al 2009, NCMHR, 2014

[2] Huckshorn 2004

At Kingaroy State High School, we recognise the importance of all staff having a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

- **Avoid escalating the problem behaviour**

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

- **Maintain calmness, respect and detachment**

Model the behaviour you want students to adopt, stay calm and controlled, use a serious, measured tone, choose your language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally.

- **Approach the student in a non-threatening manner**

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

- **Follow through**

If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind him/her of the expected school behaviour and identify consequences of continued unacceptable behaviour.

- **Debrief**

At an appropriate time when there is low risk of re-escalation. Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

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Student Engagement Guide

	Universal Support (Mentors: all staff)	Targeted Support (Mentors: HODs Curriculum – Classroom support HODs Engagement, GOs and SW, YLCs – Playground support, Differentiation Teachers, SE staff)	Intensive Support (Mentors: HODs SE and Differentiation, GOs and SW and DPs)
Definition	A collaborative process that aims to develop, monitor, disseminate and evaluate an engaging and challenging teaching and learning environment to enable all students to function to the best of their ability and achieve learning growth.	A collaborative process that aims to develop, monitor, disseminate and evaluate a proactive plan of action to enable students requiring targeted support to function to the best of their ability and achieve learning growth.	A collaborative process that aims to develop, monitor, disseminate and evaluate a proactive plan of action to enable students requiring intensive support to function to the best of their ability and achieve learning growth.
Criteria	Differentiated and explicit teaching for all students, or school-wide interventions, are the critical foundation for PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning. The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom. **All documented in OneSchool**	**Targeted** interventions support approximately <20% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "targeted" level interventions. The focus of Tier 2 is to reduce the number of existing students requiring additional support. **All documented in Personalised learning/Support provisions on OneSchool**	**Intensive** interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations. It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support then more attention has to be paid to Tier 1. **All documented in Personalised learning/Support Provisions on OneSchool**

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	Examples of Tier 1 supports include:	Examples of Tier 2 supports include:	Tier 3 interventions and supports involve:
Examples	• explicit teaching of behavioural expectations and social-emotional competencies • clear boundaries in place • high rates of acknowledgement for expected behaviours • effective instruction • active supervision. **Target >70% of students**	• Learning mentor assigned • daily check ins • Behaviour cards • Restorative conferences and contracts • Before school engagement • Lunch time engagement • Academic modifications • mentoring support • Social skills groups – Drum beat, Rock and water • Alternative learning options - Time management course, Health course - Vaping, Anger management, Leadership, Flexi space, Fitness classes, Assessment Help • Indigenous engagement – CLONTARF, Sista Sista **Target <20% of students**	• Intensive Mentor approach • a process for assessment, such as functional behaviour assessment (FBA) • individual behaviour support planning (PDF, 319KB) • Discipline Improvement plan • Part time timetables • Time out cards • SDA • Referral to external programs and transition to work programs • ongoing monitoring and review. **Target <10% of students**
Enrolment	DP	DP and SE HODs – for identified moderate and ongoing behaviour profile	Exclusion from another school, return from youth justice DP and Principal
Attendance	Attendance >85%	Attendance 65-85%	Attendance <65%
Behaviour	In class minor behaviour with no perceived pattern of behaviour	Students displaying moderate and ongoing behaviour in data sweep	Students displaying complex behaviours and or not responding to Tier 2
Out of home care		ESP stakeholder meetings - GO	SSS - ESP Complex Case - GO Principal
Medical	Nurse support	Health Plan communicated	SSS
Education Adjustment Program	Differentiated practices	ICP/QCIA	SSS
Curriculum Referrals	Reward systems and positive engagement	HOD – In class support YLC – In playground support	SSS

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Non-Curriculum Referrals	Parental contact	SSS – Individual student referrals from any source for social, emotional and physical wellbeing issues like neglect, behaviour, mental health, anxiety, gender, self-harm requiring mentor's support	Principal /GO/SW - Student **protection referrals** re Individual student referrals from any source for social, emotional and physical wellbeing issues like neglect, behaviour, mental health, anxiety, gender, self-harm requiring mentor's support
Emergent Issues	Red slip process	Extraordinary emergent issues from any source that have an immediate response and ongoing mentoring – including parent/caregiver requests	Critical incident from any source that have an immediate response and ongoing mentoring – including parent/caregiver requests
Teams and associate meetings		Weekly SE meetings PBL 2x Term	Fortnightly line management meetings

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Sharing information for student protection, DFV and law enforcement

Sharing information between the Department of Education and third parties, agencies and services plays an important role in protecting and supporting children and families. This summary provides an overview of the legislation and procedures that guide information sharing by departmental staff in relation to student protection, domestic and family violence (DFV) and law enforcement. Staff **must** follow the relevant departmental procedures when sharing information. For advice on sharing student information under the Acts below please contact the regional Principal Advisor, Student Protection.

Information shared with	Child Safety, prescribed entities or service providers	Law enforcement agencies (LEA)	Law enforcement agencies (LEA)	Prescribed entities, specialist DFV service providers
Legislation	*Child Protection Act 1999*	*Education (General Provisions) Act 2006 (EGPA)*	*Information Privacy Act 2009 (IPA)*	*Domestic and Family Violence Protection Act 2012*
Section	Sections 159MA-159MD and 159N	Sections 426(4)(e)(i); 426(4)(e)(ii) and 426(4A)	Information Privacy Principle 11(1)(e)(i) and 11(1)(c)	Part 5A Information Sharing
Procedures/ governing documents	Information sharing under the Child Protection Act 1999 procedure	Disclosing personal information to law enforcement agencies procedure	Disclosing personal information to law enforcement agencies procedure	Queensland Government Domestic and family violence information sharing guidelines
Type of information	Information about any person	Student personal information	Personal information about someone other than a student	Information about any person
Purpose for sharing information	• To help Child Safety assess a child's need for protection • To help prescribed entities, service providers or Child Safety assess or respond to the health, educational or care needs of a relevant child • To help prescribed entities, service providers or Child Safety make plans or decisions relating to, or provide or offer services to, a relevant child or the child's family.	• To assist in averting a serious risk to the life, health or safety of a person, including the person to whom the information relates • In the public interest • For the prevention, detection, investigation, prosecution or punishment of a criminal offence or a breach of a law imposing a penalty or sanction. *For full details refer to the* Quick guide for disclosing personal information to a law enforcement agency	• To lessen or prevent a serious threat to the life, health, safety or welfare of an individual, or to public health, safety or welfare • For the prevention, detection, investigation, prosecution or punishment of a criminal offence or breach of a law imposing a penalty or sanction. *For full details refer to the* Quick guide for disclosing personal information to a law enforcement agency	• Assessing whether there is a serious threat to the life, health or safety of people because of domestic violence; and • Responding to a serious threat to the life, health or safety of people because of domestic violence. *Before disclosing information, consideration must be given to whether sharing the information is likely to adversely affect the safety of the victim-survivor or another person*
Who can share the information	Delegated officers	Delegated officers	Any DoE employee	Authorised officers

https://intranet.qed.qld.gov.au/Students/studentprotection/Documents/sharing-information-summary.pdf#search=lea

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Resources

APPENDICES

A. Student Wellbeing Framework Program

B. Universal Expectations Matrix

C. KMP Rewards

D. Flowchart for Responding to Inappropriate Behaviour

E. Buddy Class procedures

F. Red Slip

G. Student Support Services process

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APPENDIX A

Student Wellbeing Framework
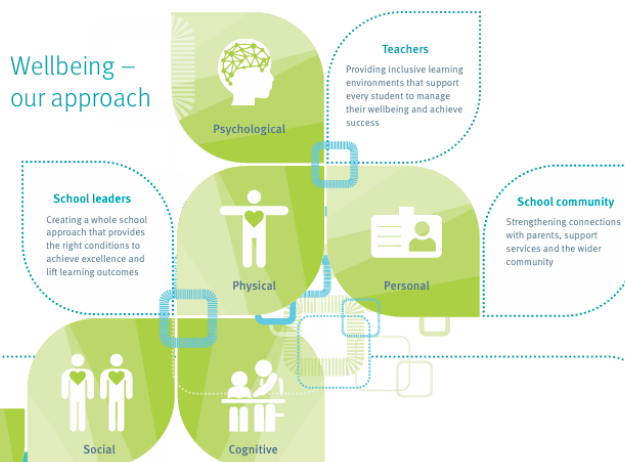
Student Learning and Wellbeing Framework

> Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.
>
> – World Health Organisation, 2014

Wellbeing – our approach

Psychological

Teachers
Providing inclusive learning environments that support every student to manage their wellbeing and achieve success

School leaders
Creating a whole school approach that provides the right conditions to achieve excellence and lift learning outcomes

School community
Strengthening connections with parents, support services and the wider community

Physical

Personal

Social

Cognitive

Wellbeing – connected to learning

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success.

Healthy, confident and resilient young people who can successfully navigate a more complex world are vital for Queensland's future.

We know that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal — without one, the other will not happen.

Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student, and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive.

Our state schools must continue to provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

Wellbeing – measuring success

Schools can monitor their school culture and student wellbeing and engagement through:

* attendance rates
* student retention data
* learning days lost due to student disciplinary absences
* School Opinion Survey responses.

The department is developing a standardised measure of wellbeing that will provide data on the state of wellbeing of students across all Queensland state schools.

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Our approach to student learning and wellbeing across the whole school

1 Creating safe, supportive and inclusive environments

Schools do this by:

* providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
* developing an approach to wellbeing that supports the collective action of parents, support services and the wider community
* demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community
* explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing
* making sure the physical environment and school policies and practices are accessible and inclusive of students and families
* planning for opportunities to promote and celebrate the traditions, values and cultures of the school community
* providing learning opportunities and environments that promote healthy lifestyle choices.

2 Building the capability of staff, students and the school community

Schools do this by:

* providing health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety
* identifying opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning
* communicating information and advice on the benefits of supporting young people to be healthy, confident and resilient
* responding positively to the needs of different groups within the school community
* strengthening connections with parents to support early intervention for students whose wellbeing is at risk
* increasing visibility of local support services to families whose children have higher levels of need
* supporting staff health and wellbeing and recognising the resulting benefits for students
* committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.

3 Developing strong systems for early intervention

Schools do this by:

* planning and documenting school processes to support staff to respond appropriately to students at risk
* recognising the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning
* sharing responsibility for supporting students at risk by:
  – seeking support from Guidance Officers and the leadership team as first responders
  – encouraging students and families to access support services
  – using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.

> More learning occurs in a joyous classroom where children feel safe, secure and accepted, and where they feel the teacher sees them for who they really are.
>
> – Diamond, 2010

References
1. World Health Organisation 2014, Mental health: a state of well-being. Viewed 21 December 2017, http://www.who.int/features/factfiles/mental_health/en/
2. Diamond, A 2010, 'The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes, Not Just Content'. Early Education and Development, vol. 21, no. 5, pp 780-793.

Student Learning and Wellbeing Framework Reflection and Implementation Tool*

Supporting schools to maximise student wellbeing

Quick links

* DET Staff Wellbeing Model*
* Student Protection Training
* Parent and community engagement framework
* The Evidence Hub Inquiry Cycle*
* Positive Behaviour for Learning framework

* Inclusive education policy statement
* Supporting students' mental health and wellbeing
* Diversity in Queensland schools
* Disability Policy
* Indigenous Education

* DE employees only

Queensland Government

Universal Expectations Matrix

PRIDE

KINGAROY STATE HIGH SCHOOL – Positive Behaviour for Learning (PBL)

The 3Rs - Respect, Responsibility and Resilience

UNIVERSAL EXPECTATIONS

Setting	RESPECT	RESPONSIBILITY	RESILIENCE
All Settings	• Follow instructions • Respect self and others • Recognise personal space • Sit where directed • Use appropriate language • Respect facilities and equipment • Wearing the full school uniform	• Right place, right time • Put rubbish in the bin • Report concerns or hazards • Keep myself and others safe • Participate in school activities and events • Value my education and celebrate successes • Be truthful • Attending school every day	• Acknowledge and learn from mistakes • Work toward improvement • Work through challenges • Accept feedback • Accept consequences and setbacks • Say 'NO' to bullying • Be tolerant of others • Show understanding and thoughtfulness in our actions
Learning Settings (Classrooms, library, laboratories, workshops, kitchens, ag plot etc.)	• Show respect to teacher and classmates by following instructions quickly and quietly • Respect yourself by ensuring you have what you need to do your best work • Respect the personal space of others by staying in yours • Listen to others carefully • Respect others' opinion and listen when someone is speaking • Acknowledge yours and other's academic successes	• Follow class procedures quickly and quietly • Be prepared for learning • Set and work towards goals • Control actions • Return borrowed equipment • Label belongings • Show individual determination	• Do what you are asked • Display a positive attitude • Complete tasks 'have a go' • Display confidence in your ability
Moving to class	• Stay to left on walkways and stairs		
Canteen	• Queue in order	• Allow access for others • Buy for myself only and move on • Use my own money	
Playground	• Keep your area clean and tidy	• Wear hat • Take ownership for my area • Return borrowed equipment on time	• Groups should be friendly and inclusive
Assemblies	• Sit up, track the speaker and listen • Appropriate applause • Respectfully sing the national anthem • Hats off • Acknowledge your peers positively	• Be in alphabetical order in my form class • When acknowledged on assembly, stand up straight and enjoy your time in the light	
Toilets	• One person, one cubicle	• Wash my hands after use • Use toilet and paper as intended	
Travelling to and from school	• Follow bus driver's rules and instructions • You are a KSHS student where ever you are	• Obey the road rules	

PRIDE

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APPENDIX C
KMP REWARDS - What is KMP?

Kingaroy Merit Points (KMP) is a process to recognise students who demonstrate the 3 Rs, **Respect, Resilience, Responsibility**. Students can be awarded individually or as part of a class.
KMP is ready for staff to use at the start of each term. Each term, student council vote on the KMP positive reinforcer while the PBL Team decide on the amount of KMPs students have to reach. By Week 3, the school leaders announce the recognition reward on parade along with the total of KMPs needed to receive the positive reinforcer.
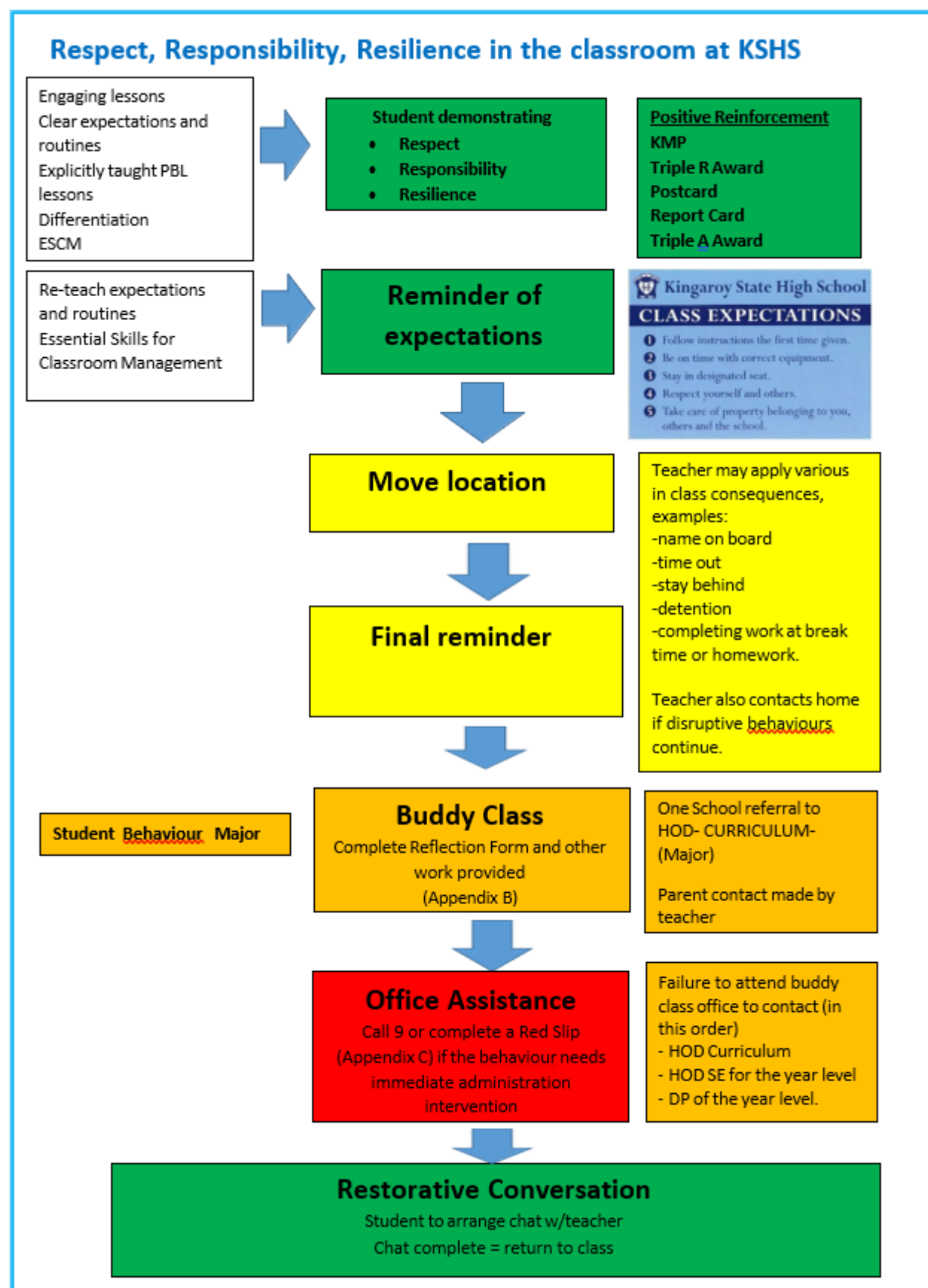
It is recommended for equity and fairness, up to 3 KMPs can be given at any one time.

Three times a term, staff members are encouraged to wear green. This means that any KMPs given out on that day are worth double value.

The PBL Staff Handbook clearly explains how KMPs can be given out electronically to encourage staff to award where appropriate.

APPENDIX D
PBL Flowchart for Responding to Inappropriate Behaviour

Respect, Responsibility, Resilience in the classroom at KSHS

Engaging lessons
Clear expectations and routines
Explicitly taught PBL lessons
Differentiation
ESCM

Student demonstrating
- **Respect**
- **Responsibility**
- **Resilience**

Positive Reinforcement
KMP
Triple R Award
Postcard
Report Card
Triple A Award

Re-teach expectations and routines
Essential Skills for Classroom Management

Reminder of expectations

Kingaroy State High School
CLASS EXPECTATIONS
1 Follow instructions the first time given.
2 Be on time with correct equipment.
3 Stay in designated seat.
4 Respect yourself and others.
5 Take care of property belonging to you, others and the school.

Move location

Teacher may apply various in class consequences, examples:
-name on board
-time out
-stay behind
-detention
-completing work at break time or homework.

Teacher also contacts home if disruptive behaviours continue.

Final reminder

Student Behaviour Major

Buddy Class
Complete Reflection Form and other work provided
(Appendix B)

One School referral to HOD- CURRICULUM- (Major)

Parent contact made by teacher

Office Assistance
Call 9 or complete a Red Slip (Appendix C) if the behaviour needs immediate administration intervention

Failure to attend buddy class office to contact (in this order)
- HOD Curriculum
- HOD SE for the year level
- DP of the year level.

Restorative Conversation
Student to arrange chat w/teacher
Chat complete = return to class

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APPENDIX E

Buddy Class Procedures

1. Teachers to pre-arrange a suitable buddy class before sending students. It is recommended that all class teachers have a buddy class organised in case they need to use it.
2. Buddy class is used when a student continues to disrupt after the teacher has used other strategies (ECSM, ECP).
3. Buddy class be used as a one off, or as a consequence for the next lesson. If using buddy class as a consequence for the next lesson, teachers need to inform the teacher of the buddy class. Teachers must use the Buddy Class Note.
4. If teacher's use buddy class for more than one lesson, they need to inform the HOD and contact the student's caregiver.

Buddy Class Note

Student Name: _____ Date: ____/____/_____ Time Sent: _____

Dear _____,

_____ has been sent out of my room to a quiet place to work. He/She is

working on _____

_____

If He/She disrupts your classroom, please let me know. He/She should return to see me at the end of the lesson.

Sincerely.

_____

Receiving teacher's signature: _____ Time Arrived: _____

Time returned to class: _____

Comments: _____

_____

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APPENDIX F

Red slip for major behaviours requiring urgent attention

KINGAROY STATE HIGH SCHOOL
Major Behaviour - Office Discipline Referral Form

STUDENT NAME _____ Not known ☐ Refused to give ☐

FORM CLASS_____ PERIOD_____ REFERRING STAFF _____

DATE_____ TIME _____

URGENT ASSISTANCE REQUIRED OR STUDENT NEEDS TO BE REMOVED

CLASSROOM OR PLAYGROUND - LOCATION (PLEASE TICK WHICH ONE)

☐ Bus Area – Avoca Street	☐ Classroom # _____	☐ SEU	☐ Area C	☐ Area G
☐ Bus Area – Markwell St	☐ Library	☐ Assembly Hall	☐ Area D	☐ Area H
☐ Office	☐ ISC	☐ Area A	☐ Area E	☐ Area N (Ag)
☐ U Block	☐ Lower Oval	☐ Area B	☐ Area F	☐ Upper Oval

☐ Additional or specific listed/non-listed area information:_____

MAJOR – Observed behaviour

☐☐Abusive or inappropriate comments to staff or students ☐☐Other

☐☐Inappropriate use of electronic devices _____

☐ Swearing at staff or students _____

☐☐Deliberate property misuse or damage including vandalism _____

☐☐Fighting or aggressive physical contact

☐☐Physical harassment, intimidating behaviours towards staff or students

☐☐Truancy

☐☐Stealing

☐☐Cheating or plagiarism on exams or assignments

☐☐Use or possession of tobacco or distributing legal or illegal drugs

☐☐Use or possession of dangerous item or weapon

CLASSROOM - SEND TO MAIN OFFICE. PLAYGROUND - SEND TO STUDENT SERVICES.

WITNESSES

STUDENTS_____
_
STAFF _____ COMMUNITY MEMBER_____ _____

COMPLETE ONE SCHOOL REPORT ASAP – Classroom refer to HOD, Playground refer to YLC

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APPENDIX G

Student Support Services process

STUDENT SUPPORT REFERRAL PROCESS

The Student Support Services Team will follow a process to investigate and take appropriate actions to maximise student learning in an efficient and timely manner.

Teacher documents actions taken/differentiation to support student and records student data and contacts on OneSchool eg. academic, behaviour, social/emotional wellbeing concerns (recorded under contacts), contact to parents

Teacher and HOD/YLC to reflect on student concerns through key questions to refer to Student Support Services Team
- Is the child having significant difficulty with behaviour, social/emotional interactions? Is this impacting on learning?
- Is the child having difficulty progressing academically? In what subject area?
- Have I differentiated my program to cater for the child's need(s)? How? For how long?
- Has the student been on a monitoring sheet if having behaviour issues?
- Has a meeting occurred with parents/carers to inform them of the issues of concern? (Recorded on OneSchool)

EMERGENT ISSUES REFER DIRECTLY TO GUIDANCE OFFICER via EMAIL, PHONE CALL OR IN PERSON IMMEDIATELY
Eg. Wellbeing, Mental Health, Self-Harm, etc.
GO will liaise with internal/external agencies as necessary.

HOD/YLC refers student to SSS Team by completing referral under student profile in OneSchool, attaches relevant data and refers to Helen Beresford to disseminate to SSS Team.
See attachment – ensure 'Staff Referrals' are completed on pages 1 and 2 in process.

Student information presented at SSS Team meeting and discussed.
Possible actions considered and investigated.

Evaluate and review information collated from further investigation.

Outcomes may include: monitoring, differentiation, Individual Curriculum Plan (ICP), Evidence Based Plan (EBP), Personalised Learning Plan (PLP), Discipline Improvement Plan (DIP), referral to the Problem Solving Team (PST), Success Coach, Youth Support Coordinator, Functional Behaviour Analysis (FBA), school nurse visits, Guidance Officer, Staff-Student Mentor, support by external agencies.

Student Support Services summary emailed to staff every term.

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