Kenmore State School

Student Code of Conduct 2024-2027

Amended 2025

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

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Endorsement

Principal Name:	Ingrid Freeman
Principal Signature:	
Date:	29/01/2024

P/C President and-or School Council Chair Name:	Jean Jin
P/C President and-or School Council Chair Signature:	
Date:	

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Purpose

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

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

The purpose is to promote shared high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised and all experience safety, belonging and success.

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable behaviour.

Learning and behaviour go hand in hand. Our differentiated approach to teaching and learning also applies to learning about behaviour and being a respectful, responsible and resilient member of a community of learners.

We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

In addition to the explicit teaching of learning and behaviour expectations (see Appendix 1), the school has a whole-school approach to discipline. The core principle of this is Restorative Practices, aimed to support the restoration of relationships between students and the school community (see Appendix 2).

Restorative Practices at Kenmore State School seek to enhance relationships among students, teachers, and parents in an inclusive school community. It is a process that involves the student whose behaviour has caused harm and all those affected. This approach to behaviour management and discipline places emphasis on the importance of relationships and repairing when harm is caused.

Restorative practice aims to:

- Build strong relationships with students
- Enable students to be accountable for the real consequences of their actions
- Educate students towards self-directed acceptable behaviour
- Provide opportunities for learning and growth towards appropriate behaviour (e.g. giving an apology, accepting an apology, owning behavioural choices).

We achieve this through:

- High behaviour expectations in the classroom, playground, and school community
- Providing levels of support and care for individuals
- Promoting and reinforcing Kenmore State School expectations
- Conducting a fair process when dealing with students where behaviour has caused harm
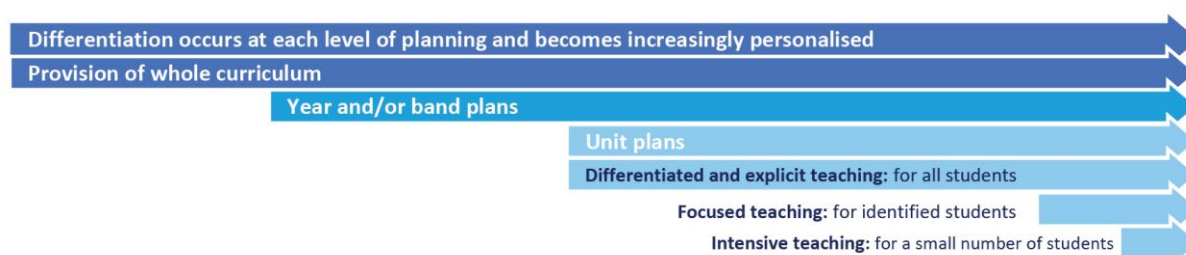
Consideration of Individual Circumstances

Staff at Kenmore State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Tier 1: Differentiated and explicit teaching

All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and school value expectations. Teachers monitor learning and behaviour to identify the needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. This is achieved through:

- explicitly teaching learning and play behaviours through the School Values of Respect, Responsibility and Resilience.
- whole-school positive behaviour approach to develop consistent language and expectations.
- responding to challenging behaviour to set limits and expectations (Sequence for managing student behaviour – Appendix 8 and 9)
- explicit teaching of self-regulation strategies (*Zones of Regulation* – Appendix 12)

Every classroom in our school uses the School Values, illustrated on the next page, as a basis for developing their behaviour standards. Each week, students focus on key behaviours and the class teacher works with all students to explain classroom and playground expectations. The School Values are on display in every classroom and are used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. Staff are trained in supporting self-regulation strategies through the use of the *Zones of Regulation*.

Tier 2: Focussed Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet learning and behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Students identified as requiring additional support are referred to the Inclusion Case Management Team. Specific support may include the Guidance Officer, EQ therapists, external agencies, school chaplain and specialist staff. Support staff, including teachers with specialist expertise in learning, language or development work collaboratively with class teachers at Kenmore State School to provide focused teaching. Focused teaching is aligned to the School Values, and student progress is monitored by the classroom teacher/s to identify those who:

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

Tier 3: Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family. Following a referral to the Inclusion Case Management Team, strategies for further support may include the Guidance Officer, EQ therapists, external agencies, school chaplain and specialist staff.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. These strategies may include a Support Plan, Individual Student Safety Plan Behaviour Risk Assessment Plan, Risk Management Plan, Highly Individualised Curriculum Plan and a Behaviour Plan. This approach seeks to address the impact of barriers to learning and participation faced by students negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual case manager at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

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Disciplinary Consequences

The disciplinary consequences model used at Kenmore State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The differentiated responses to problem behaviour can be organised in to three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Tier 1 - Differentiated		
Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:		
Classroom	**Playground**	**Recording and Communicating**
- verbal and non-verbal cues and redirections - classroom routines and rule reminders - proximity control - tactical ignoring - seating plan - explicit teaching and modelling of expected behaviours - acknowledgement of expected behaviours - model appropriate behaviour, problem solving strategies and verbalise thinking process - provide opportunity for a break to self-regulate (calm down space, reflection time) - private discussion with student about expected behaviour	- verbal and non-verbal cues and redirections - playground rule reminders - proximity control - model appropriate behaviour, problem solving strategies and verbalise thinking process - provide opportunity for a break to self-regulate (walking with teacher on duty, time-out, calm down space, reflection time) - private discussion with student about expected behaviour	- Verbal redirection - Communication with other staff, if required - Restorative Conference (appendix 3)

Focussed

Tier 2 – Focussed		
Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:		
Classroom	Playground	Recording and Communicating
- provide opportunity for a break to self-regulate (calm down space, reflection time) - Student Support Plan (Appendix 6) - targeted skills teaching in small group - referral to Inclusion Case Management Team - Restorative Conference with stakeholders - completion of Student Reflection Sheet (appendix 4)	- Student Support plan (appendix 6) - staff support in playground - playground clubs as play options - referral to Inclusion Case Management Team - Restorative Conference with stakeholders - completion of Student Reflection Sheet (appendix 4)	- Major Behaviour Office Referall forms (appendix 9 and 10) - OneSchool behaviour record (minor/major) - OneSchool record of contact with parents - communication between teacher on duty and classroom teacher - Restorative Conference (appendix 3) - Student Reflection Sheet - referral to Inclusion Case Management Team

Intensive

Tier 3
School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:
- Functional Behaviour Assessment based individual support plan   - Complex case management and review   - Stakeholder meeting with parent and external agencies including regional specialists   - Temporary removal or student property (eg mobile phone)   - Short term suspension (up to 10 school days)   - Long term suspension (up to 20 school days)   - Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)   - Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)   - Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)   - Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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Major and Minor Behaviours

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

Major behaviour incidents need to be recorded on One School.

Minor and major behaviours (See attached Appendix 5 and 6)

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:
- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.
- where necessary, the teacher may choose to informally record the date, time and nature of the minor behaviour demonstrated by the student.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student's behaviour is recorded on One School.

Major unacceptable behaviours may result in the following consequences:
- Time out, (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Special Needs Committee.
  AND
- Parent contact, referral to Guidance Officer, referral to School Welfare Team or Special Needs Committee, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
  ADDITIONALLY
- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

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 Kenmore State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension
Students who are suspended from Kenmore State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

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

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

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

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

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

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School Policies

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Kenmore State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

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

Parents of students at Kenmore State School
- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Kenmore State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

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

Use of mobile phones and other devices by students

At Kenmore State School it is a requirement for all students (except for those with recorded exemptions):
- to keep their mobile phones switched off and 'away for the day' from the time they arrive on the school grounds until the conclusion of the school day.
- disable notifications on wearable devices during school hours.

At Kenmore State School the process is:
- Phones must be turned off as soon as students arrive in the school grounds and can't be used until the conclusion of the school day.
- Students drop their phones to the office when they arrive at school, phones are to be switched off. Phones are to be collected at the conclusion of the school day.
- Phones can be switched off and kept in students bags. Phones can't be turned on until the conclusion of the school day. Please note that the school is not responsible for mobile phones brought into the school grounds.
- For students who receive an exemption, class teachers will manage the use of the phone.

A formal exemption can be given to students due to medical, disability or wellbeing reasons. The process for seeking an exemption is as follows:
- Email school as needed.
- School will assess the request
- Decision will be made by the school in writing and document in OneSchool Student Profile.

For more information:

Department of Education – Phones Away for the Day

Advice for state schools on acceptable use of ICT facilities and devices

Preventing and responding to bullying

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

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

Kenmore State School has a variety of resources available to support students and promote strategies to improve student wellbeing, safety and learning outcomes. There are the core elements of the Australian Student Wellbeing Framework:

1. **Leadership**
   Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
2. **Inclusion**
   All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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

Bullying

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

Behaviours that do not constitute bullying include:
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Kenmore State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

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Kenmore State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Deputy Principal & Principal – 3327 2444

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 parent/s 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 at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

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

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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Cyberbullying

Cyberbullying is treated at Kenmore State School with the same level of seriousness as in-person bullying. At Kenmore State School, there is a proactive approach, with explicit teaching lessons on cyber safety through Life Education, and Departmental resources. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their regular class teacher. The Kenmore State School Principal, Ingrid Freeman, can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Kenmore State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the school principal, Ingrid Freeman.

Kenmore State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
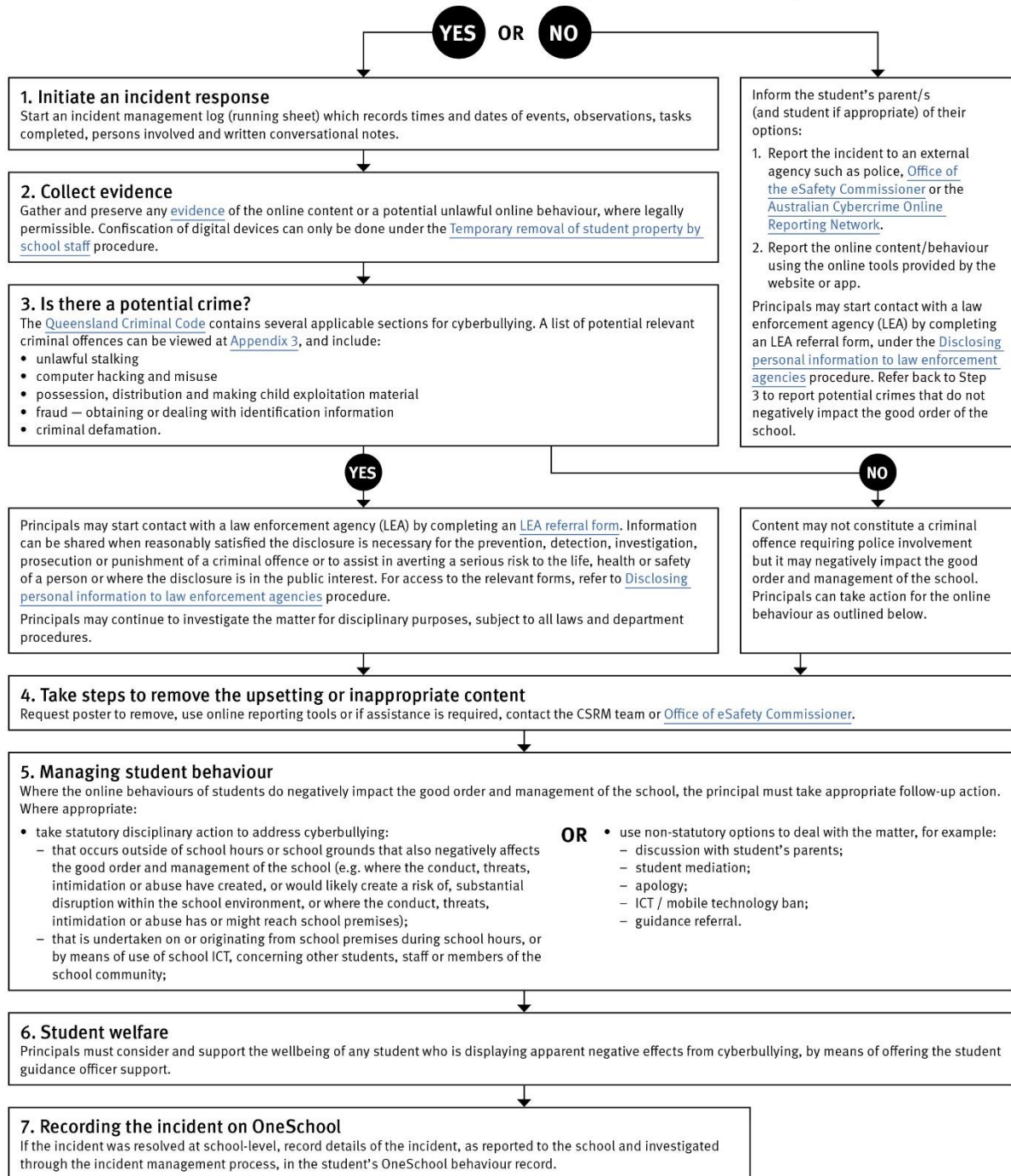
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

Report
Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM)team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR • use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

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

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

Student Intervention and Support Services

Kenmore Sate School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Kenmore State SChool are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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Kenmore State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Kenmore State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Kenmore State School – Anti Bullying Compact

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

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

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

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

Student's signature

Parent's signature

School representative signature

Date

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Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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Restrictive Practices

School staff at Kenmore State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

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

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

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

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

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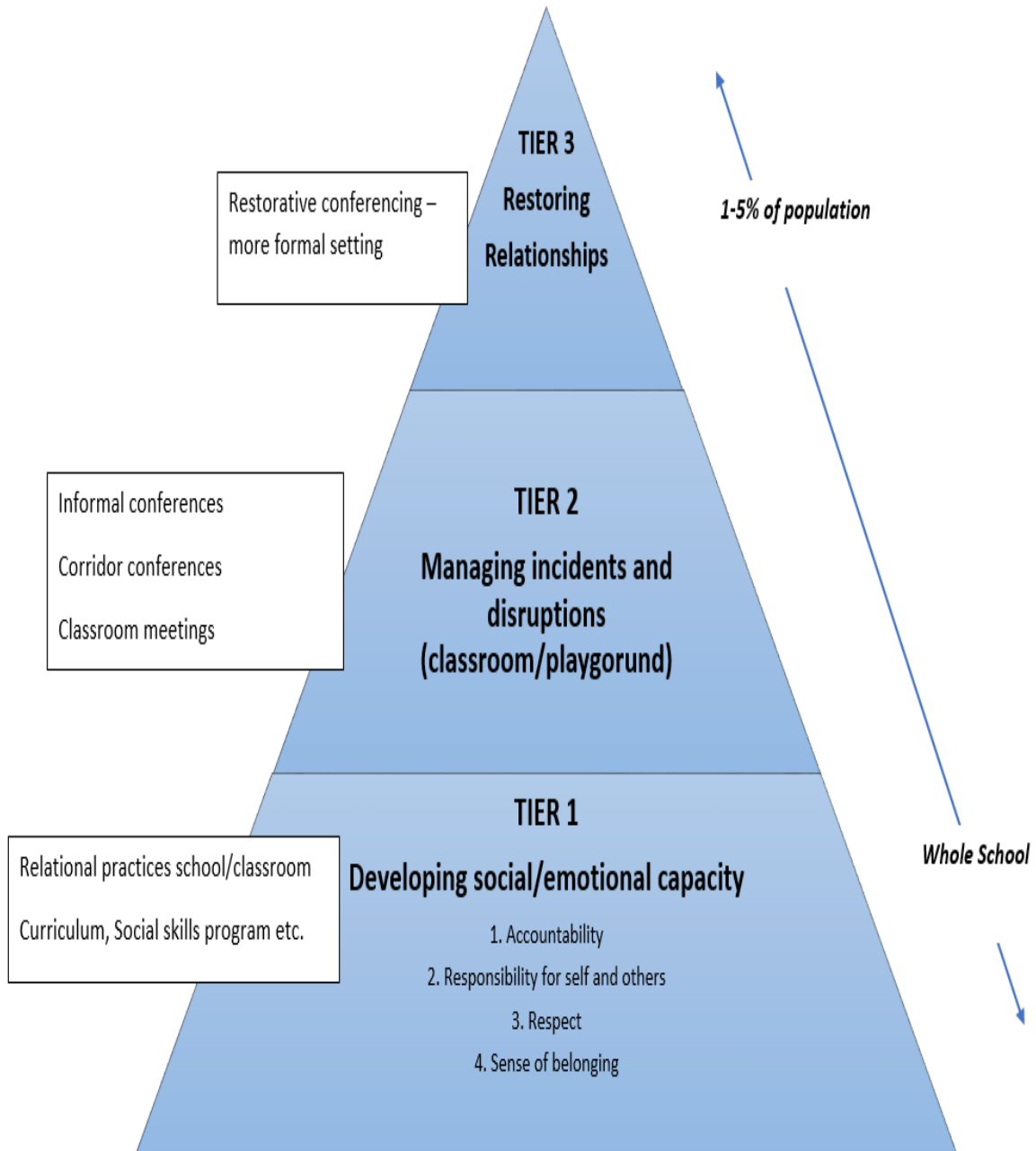
Appendices

The following documents may help parents and community members understand the legal and policy considerations under which the school and the Department of Education work. If you would like more information about any of these issues, please contact the school.

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Appendix 1 – Behaviour Expectations

RESPECT			
All Areas	**In the Classroom**	**Playground, Pool & Toilets**	**At Assembly**
• Respect others' personal space and property • Clean up after yourself • Wait your turn • Care for equipment • Be quiet when others are learning • Treat others as you would like to be treated • Use respectful language • Follow instructions straight away	• Respect others' privacy • Allow for personal space • Raise your hand to speak • Respect others' right to learn • Wait your turn • Be a good listener • Ask permission to leave the room • Ask for help if you need it • Follow teacher instructions • Use respectful language • Take care of school equipment	• Ask to borrow equipment • Return equipment to the appropriate place at the end of time • Use respectful language • Follow play equipment rules • Follow the rules of the game • Be respectful of the games being played around you • Treat others as you like to be treated • Respect others' privacy • All ow for personal space • Toilets are quiet areas	• Demonstrate best audience manners • Face the front and focus on the speaker • Sit on class line • Allow personal space • Follow teacher directions
RESILIENCE			
• Take responsibility for your own actions • Accept directions and consequences • Try your best at all times, in all activities • Participate in extra-curricular activities • Develop problem solving and conflict resolution skills • Respect and accept differing opinions • Show good sportsmanship	• Treat others as you like to be treated • Take an active role in classroom activities • Be willing to complete assigned tasks • Be willing to be adaptable and flexible when faced with change and challenges	• Play fairly – take turns, invite others to join in and follow rules • Manage your own time; classroom time is for learning, use breaks for going to the toilet, resting, eating and playing • Be a problem solver	• Demonstrate active, attentive listening • Demonstrate an appropriate response to others' achievements • Understand that rewards are earned
RESPONSIBILITY			
• Follow school rules and expectation • Follow teacher instructions • Be in the right place at the right time • Correct school uniform is worn at all times • Look after your own and others' property • Follow bike safety rules • Follow crossing rules • Be on time • Leave school promptly in the afternoons	• Walk carefully around the classroom • Enter and exit room in an orderly and safe manner • Be prepared • Pay attention • Be punctual • Follow teacher directions • Follow the rules of individual teaching spaces	• Participate in school approved games • Wear shoes and socks at all times • Be sun safe; wear a broad brimmed hat • Walk safely on concrete paths • Play in 'in bounds' areas • Care for your property • Use toilet equipment wisely (e.g., soap, toilet paper • Use toilets during breaks and make visits quick	• Enter and exit assembly in an orderly and safe manner • Follow assembly procedures and rules • Be on time

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Appendix 2 – Restorative Framework

KENMORE STATE SCHOOL STUDENT WELLBEING AND MANAGEMENT FRAMEWORK

Restorative conferencing – more formal setting

TIER 3
Restoring Relationships

1-5% of population

Informal conferences

Corridor conferences

Classroom meetings

TIER 2
Managing incidents and disruptions (classroom/playgorund)

Relational practices school/classroom

Curriculum, Social skills program etc.

TIER 1
Developing social/emotional capacity

1. Accountability
2. Responsibility for self and others
3. Respect
4. Sense of belonging

Whole School

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Appendix 3 – Restorative Conference – Question Prompts

To respond to challenging behaviour……

What happened?

- Go back to the beginning......and then what happened next?
- If you were watching a replay of the video, what would we see?
- Show me what happened
- If others were telling the story of what they saw, what would they say?

What were you thinking at the time?

- What did you want to happen?
- What were you hoping would happen?
- What was going on for you?

Who have you thought about since?

- What do you think it's like for….?
- Who else might have been affected (e.g. your friends or classmates, teacher)?
- If your mum/dad/grandmother was here now, how do you think they might be affected?
- What would they be saying about how they feel about what you've done?

Who has been affected by what you have done? In what way?

- What goes on in your head when it is happening?
- What's this been like for you?
- What's changed for you?
- What's been the worst/hardest/most difficult?

What do you think you need to do to make things right?

To help those harmed by other's actions…

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

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Appendix 4 – Restorative Practice Student Reflection Sheet

NAME: _____Class: _____ Date: _____ Time: _____

Circle the Kenmore State School value that you have not followed:

RESPECT   RESPONSIBLE   RESILIENT

What happened?
What were you thinking?
What have you thought about since?
Who has been affected by what you've done? In what way?
What needs to be done to make things right?
How can we make sure this doesn't happen again?
What can I/we do to help you?

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Appendix 5 – Kenmore State School Minor/Major Behaviours

Minor Behaviours - Teacher Managed

Major Behaviours – Initial teacher managed -referrred to Administration

OneSchool Behaviour Category	Definition	Minor Example	Major Example	Non Example Some examples listed are not condoned and should still be addressed
Abusive Language	Unsuitable use of words, calling names, use of inappropriate tones.	• Yelling back at a staff member, *'This sucks'*. Screaming at other students during class time, *'you're an idiot, you're a loser'*.	• A student directing an expletive at another person.	Yelling to a teacher across the oval Telling another student to stop being silly Swearing in conversation
Bullying/ Harassment	Repeated targeting of a student, ongoing physical or verbal abuse, inappropriate touching, intimidation, threatening others with harm.	• One-off fighting with, name calling at or note writing to, another individual	• Sustained targeting (physical/verbal/written) of the same individual. • Repeated belittling of someone's work during class.	One off: • fighting • name calling • note writing to another individual
Defiance	Resisting authority, engaging in power struggles, refusal to comply with a reasonable request.	• Failure to follow directions of a staff member • Refusal	Repeated refusal to follow instructions, student has not responded to teacher cues/strategies	Comment made by student to adult, 'I can't do this, this is stupid' Complaining the work is boring
Disrespect	Not following the school values (3Rs)	• Speaking rudely to staff and students • Failure to follow diretions from staff/ignoring	Repeated intentional rudeness towards staff	A student using an expletive after falling over A student refusing to return to class after an incident
Disruption	Any disturbance or interference that takes away from the learning environment which does not cause physical harm or injury to one's self or others.	• Calling out without raising hand. • Distrating others from learning • Disrupting the course of a lesson	• Repeated disruption that impact the learning of others and teacher instruction • Intentionally impacting learning	Excitedly calling out an answer Getting up in the middle of a lesson to sharpen a pencil Discussion with teacher assistant during assisted
Dress Code	Not adhering to school dress code or uniform policy, not being sun safe, not wearing appropriate footwear.	• Wearing items of clothing not connected to school colours. • Wearing coloured nail polish.	• Wearing visually inappropriate or offensive clothing.	Out of uniform, accompanied by a note or message from parent.
Fighting/Physical aggression	Participating in an incident involving physical aggression Inappropriate or deliberate contact made by hands or feet which does not result in injury. Physical conduct during play based games may or may not be	• Pushed during a soccer game on purpose • Pushing a desk over in class after becoming frustrated	• Intentionall making contact with another student in order to intimidate or harm • Intentionally punching another child in the head. • Intentionally tackling, wrestling or jumping on another person in the course of a game	Accidentally landing on or being pushed into someone during the course of a game or walking during carpet time. Accidental contact made during role play games. Accidentally pushing/bumping while lining up for class.

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	considered physical aggression.			
Property damage	Purposfully causing damge to school or other students property	• Refer to Major	• Intentionally breaking school property Intentionall causing damage to a school laptop	Throwing or kicking lunchbox Accidently damaging others property
Property misuse causing risk to others	Use of property in a way which it was not designed that does not cause physical harm or injury to one's self or others.	• Throwing or kicking property belonging to school or someone else.	Using equipment with intent to harm	Throwing or kicking own property Throwing a ball in frustration during a PE game
Refusal to participate in the educational program of the school	Not being organised for class, refusing to follow class or teacher expectations.	• Failure to complete work during learning time • Not completing or returning homework on time.	• Coninuted to refusal to complete work or take part in educational program	Not bringing swimming gear but accompanied by a note Not returning homework after being absent all week
Substance misconduct involving illegal substances	Having possession of or affected by any illegal drug. Having possession of or affected by any alcoholic substance, high caffeine drink or tobacco product	Refer to Major	• Found with or affected by illegal drugs. • Found with or affected by alcohol or energy drink. Found with or found to have brought in cigarettes or matches with intention to use.	Having or using own asthma puffer Finding items (lighter, cigarette packet) in grounds and taking to a teacher
Technology violation	Inappropriate use of ICTs, e.g. internet, email, ipods, IWB, cameras, mobile phones.	• Accessing ICTs without permission. • Accessing inappropriate web content. • Using someone else's password.	• Accessing age innaproprite content • Online targeting of other students or staff	Student accessing iPad for learning Accidental redirection from a weblink Another student logging someone else on
Theft	Stealing school, staff or student property with the intention of keeping it.	Removing an item from a classroom or another students property and placing it in a school bag	• Removing an item from a classroom or another students property and placing it in a school bag Major is dependent on iterm that has been stolen.	Borrowing another item from a student without their permission
Truancy (out of class/school)	Noticeably absent from class without reasonable explanation.	• Repeated times showing up to class. • Leaving classroom without permission.	• Leaving school grounds without permission. • Failing to respond to returning to class	Taking the 'scenic' route, via the toilets, when returning to class Racing to toilet in an emergency, for example, not feeling well
Use/possession of weapons	Having possession of or being the owner or a weapon or weapon	• Refer to Major	• Bringing a pocket knife to school.	Making a ninja star out of paper

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	look alike capable of causing bodily harm.			Having a knife to cut fruit (this should still be addressd with student as not appropriate)

Appendix 6 – Student Support Plan

Student			
Class		**Teacher**	
Meeting Date		**Present at meeting:**	

Step 1a:	**Description of positive behaviours**
	•

Step 1b:	**Description of strengths & interests**
	•

Step 2:	**What we are seeing**

Step 3:	**Possible triggers, setting events & patterns**
	•

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Step 4a:	Proactive Strategies	
1.		*2.*

Step 4b:	Responsive Approaches / Strategies

Step 5:	Positive Reinforcements

Step 6:	Staff and resources to support and action this plan

Step 7:	Time Period

Endorsed by:			
Name	Position	Signature	Date

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Appendix 7 – Kenmore SS Sequence for managing student behaviour - Classroom

Kenmore SS Learners show Respect, Responsibility and Resilience in the <u>classroom</u>

STEP 1 – Warning:
Reminder of school expectations and redirection back to task.

STEP 2 – Choice:
Student offered a choice. For example: Your choice is to follow class expectations or complete your work in your own time.
Option to work in buddy classroom for Year 3-6.

STEP 3 - Consequence:
Apply consequence in line with behaviour. For example: time-out, apology, student reflection sheet.

*Minor Behaviours recorded on One School by witnessing teacher.

STEP 4 - Office referral:

Ask student to report to the office or call the office staff for them to organise a member of the leadership team to follow-up
<u>Year 3-6 to come with Major Behaviour referral form</u>

*Major Behaviours recorded on One School
*Parents Contacted
*Leadership team to follow up with restorative practices

STEP 5 – Monitoring:

Monitoring of Frequency of behaviour – Teacher to refer to Inclusion Case Management Team if required

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Appendix 8 – Kenmore SS Sequence for managing student behaviour - Playground

Kenmore SS Learners show Respect, Responsibility and Resilience in the playground

STEP 1 – Warning:
Reminder of school expectations and redirection back to activity

STEP 2 – Reset:
Student directed to spend a few minutes out of the game to reset and reflect.
Option to return to game.

STEP 3 - Consequence:
Apply consequence in line with behaviour. For example: leave the game and move to another play game, continued time out of game

*Communication with class teacher for monitoring of frequency of behaviour

*Minor Behaviours recorded on One School by witnessing teacher.

STEP 4 - Office referral:

Ask student to report to the office or call the office staff for them to organise a member of the leadership team to follow-up
Year 3-6 to come with Major Behaviour referral form

* Major Behaviours recorded on One School
*Parents Contacted
*Leadership team to follow up with restorative practices

STEP 5 – Monitoring:

Monitoring of Frequency of behaviour – Teacher to refer to Inclusion Case Management Team if required

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Appendix 9 – Office Referral Form – Major Behaviour (Classroom)

Office Referral Form – <u>Major Behaviour</u> (Classroom)

Student:	Class:	Date:
Referring Person:		Time:
Others Involved/Witnesses:		

Major Behaviour	Location
☐ Defiance/Disruption ☐ Abusive language ☐ Physical aggression ☐ Property damage ☐ Failure to follow school routine ☐ Disrespect	☐ Classroom ☐ Oval ☐ Library ☐ Toilets ☐ Hall ☐ Other _____

Comments:

_____

_____

_____

_____

Office Action Required:
☐ Discuss with child and send back to class
☐ Discuss with child and remain in office for allocated time
☐ Student not to return to class

Has the incident been recorded on OneSchool?
☐ Yes
☐ No

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Appendix 10 – Office Referral Form – Major Behaviour (Playground)

Office Referral Form – <u>Major Behaviour</u> (Playground)

Student:	Class:	Date:
Referring Person:		Time:
Others Involved/Witnesses:		

Major Behaviour	Location	Possible motivation
☐ **Abusive language** – swearing directly at someone/racial slur/provoking gestures ☐ **Physical aggression/Fighting** – physical contact with intent to cause injury ☐ **Theft** – stealing property with the intent to keep it ☐ **Property damage** – intentional destruction of property	☐ Tuckshop ☐ Library ☐ Toilets ☐ Junior eating area ☐ Area A (Senior Quad) ☐ Area B (Basketball Court) ☐ Area C (Bibu outlook) ☐ Area D (Junior Oval) ☐ Area E (Senior Oval) ☐ Area F (Junior Playground) ☐ Hall ☐ Other _____	☐ Attention from peer(s) ☐ Attention from adult(s) ☐ Avoiding peer(s) ☐ Avoiding adult(s) ☐ Obtain item(s)

Comments:

_____

_____

_____

_____

Office Action Required:
☐ Discuss with child and send back to class
☐ Discuss with child and remain in office for allocated time
☐ Student not to return to class

Has the incident been recorded on OneSchool?
☐ Yes
☐ No

Escort student to office with form. If student does not cooperate, phone the office: 3327 2444

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The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Mean
Tired	Feeling Okay	Silly/Wiggly	Terrified
Bored	Focused	Excited	Yelling/Hitting
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

What zone am I in?

REST AREA | GO | SLOW | STOP

| sad | tired | calm | ready to learn | silly or wiggly | frustrated | mad | angry |
| sick | bored | happy | okay | hyper | upset | yelling | hitting |

Use tools to get in the green zone.

| drink water | count to 10 | take deep breaths | tense and release | do wall push ups | use fidgets | draw | write | talk to an adult |
| ask to take a break | self talk | ask to take a walk | volcano breaths | do stretches | listen to music | lift something heavy | ask to eat a snack | think calm pace |

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Resources

- [Australian Professional Standards for Teachers](#)

- [Behaviour Foundations professional development package](#) (school employees only)

- [Bullying. No Way!](#)

- [eheadspace](#)

- Restrictive Practices

- SchoolsTV

- [Kids Helpline](#)

- [Office of the eSafety Commissioner](#)

- [Parent and community engagement framework](#)

- [Parentline](#)

- [Queensland Department of Education School Discipline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)