



Kenmore State School

Student Code of Conduct 2020-2023

Every student succeeding

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

*Queensland Department of Education
State Schools Strategy 2020-2024*

Purpose

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.

Contact Information

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Endorsement

Kenmore State School has three core standards for behaviour; respectful, responsible and resilient. These valued qualities have been used in the development of this Student Code of Conduct, with the shared aim of helping shape and build the skills of our students to be confident, self-disciplined and kind young people.

We thank the students, teachers, parents and other members of the community for their work in bringing this policy together to shape the expectations and collaboration of the school community for the next three years.

Principal Name: Ingrid Freeman

Principal Signature:



Date: 8 December 2020

P/C President and-or School Council Chair Name: Andrew James

P/C President and-or School Council Chair Signature:

Date:

Student Leader Names: Ally Henderson & Stephanie Abbott

Signatures:

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Data Overview

The data collected by the school provided the starting point for the consultation about the current school climate, attendance and school disciplinary absences.

The Parent, Student and Staff satisfaction data in the tables that follow is drawn from the School Opinion Survey. The Survey is an annual collection designed to obtain the views of parent/caregivers, students and school staff from each school on what they do well and how they can improve.

Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	98%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	98%	99%
• their child is making good progress at this school* (S2004)	100%	98%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	98%	100%
• teachers at this school treat students fairly* (S2008)	95%	98%	96%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	98%
• this school takes parents' opinions seriously* (S2011)	100%	96%	98%
• student behaviour is well managed at this school* (S2012)	98%	100%	98%
• this school looks for ways to improve* (S2013)	100%	100%	98%
• this school is well maintained* (S2014)	98%	100%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	97%	100%
• they like being at their school* (S2036)	96%	95%	98%
• they feel safe at their school* (S2037)	92%	99%	100%
• their teachers motivate them to learn* (S2038)	94%	100%	100%
• their teachers expect them to do their best* (S2039)	99%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	100%
• teachers treat students fairly at their school* (S2041)	93%	87%	96%
• they can talk to their teachers about their concerns* (S2042)	92%	89%	98%
• their school takes students' opinions seriously* (S2043)	93%	91%	98%
• student behaviour is well managed at their school* (S2044)	89%	92%	100%
• their school looks for ways to improve* (S2045)	99%	96%	100%
• their school is well maintained* (S2046)	99%	95%	100%
• their school gives them opportunities to do interesting things* (S2047)	92%	99%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	100%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	97%	100%	98%
• their school takes staff opinions seriously (S2076)	97%	100%	98%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School disciplinary absences

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) 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.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	11	10	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Consultation

The consultation process used to inform the development of the Kenmore State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between July and August 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association in November 2020 for endorsement. The P&C Association unanimously endorsed the Kenmore State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Kenmore State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and class lessons. Any families who require assistance to access a copy of the Kenmore State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

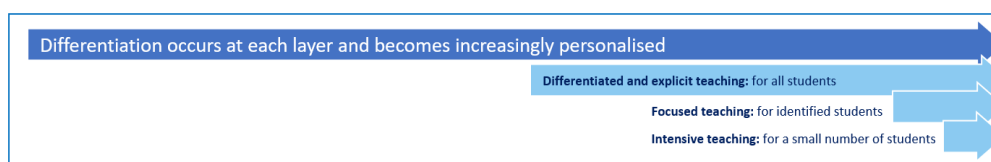
The Kenmore State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Whole School Approach to Learning and Behaviour

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.



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
- explicit teaching of self-regulation strategies (*Zones of Regulation* – Appendix 6)

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*.

RESPECT			
All Areas	In the Classroom	Playground, Pool & Toilets	At Assembly
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Allow for personal space • Toilets are quiet areas 	<ul style="list-style-type: none"> • Demonstrate best audience manners • Face the front and focus on the speaker • Sit on class line • Allow personal space • Follow teacher directions
RESILIENCE			
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrate active, attentive listening • Demonstrate an appropriate response to others' achievements • Understand that rewards are earned
RESPONSIBILITY			
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Enter and exit assembly in an orderly and safe manner • Follow assembly procedures and rules • Be on time

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 (Appendix 7). 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 (Appendix 7), 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.

Whole School Approach to Discipline

In addition to the explicit teaching of learning and behaviour expectations, 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.

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.

Tier 1

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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Verbal redirection • Communication with other staff, if required • Restorative Conference

Tier 2 - Focussed

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

Tier 2 <i>Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:</i>		
Classroom	Playground	Recording and Communicating
<ul style="list-style-type: none"> • provide opportunity for a break to self-regulate (calm down space, reflection time) • Behaviour Plan (Appendix 4) • Behaviour Tracking (appendix 8) • targeted skills teaching in small group • referral to Inclusion Case Management Team • Restorative Conference with stakeholders • completion of Student Reflection Sheet (appendix 5) 	<ul style="list-style-type: none"> • Playground Plan (appendix 4) • Behaviour Tracking (appendix 8) • 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 5) 	<ul style="list-style-type: none"> • OneSchool behaviour record (minor/major) • OneSchool record of contact with parents • communication between teacher on duty and classroom teacher • Restorative Conference • Student Reflection Sheet • referral to Inclusion Case Management Team

Tier 3 - Intensive

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion 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. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

Tier 3 <i>School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:</i>
<ul style="list-style-type: none"> • Functional Behaviour Assessment based individual support plan • Complex case management and review • Stakeholder meeting with parent and external agencies including regional specialists • Temporary removal of 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.

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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from 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.

Structure

On re-entry, a Restorative Practice Conference will be held with appropriate stakeholders. 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.

Communication

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

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

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.

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 it is available for collection.

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:



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.

Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

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.

Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

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.

Defining 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 endeavour to respond quickly to any matters raised of this nature in collaboration with students and parents. Key contacts for students and parents to report bullying:

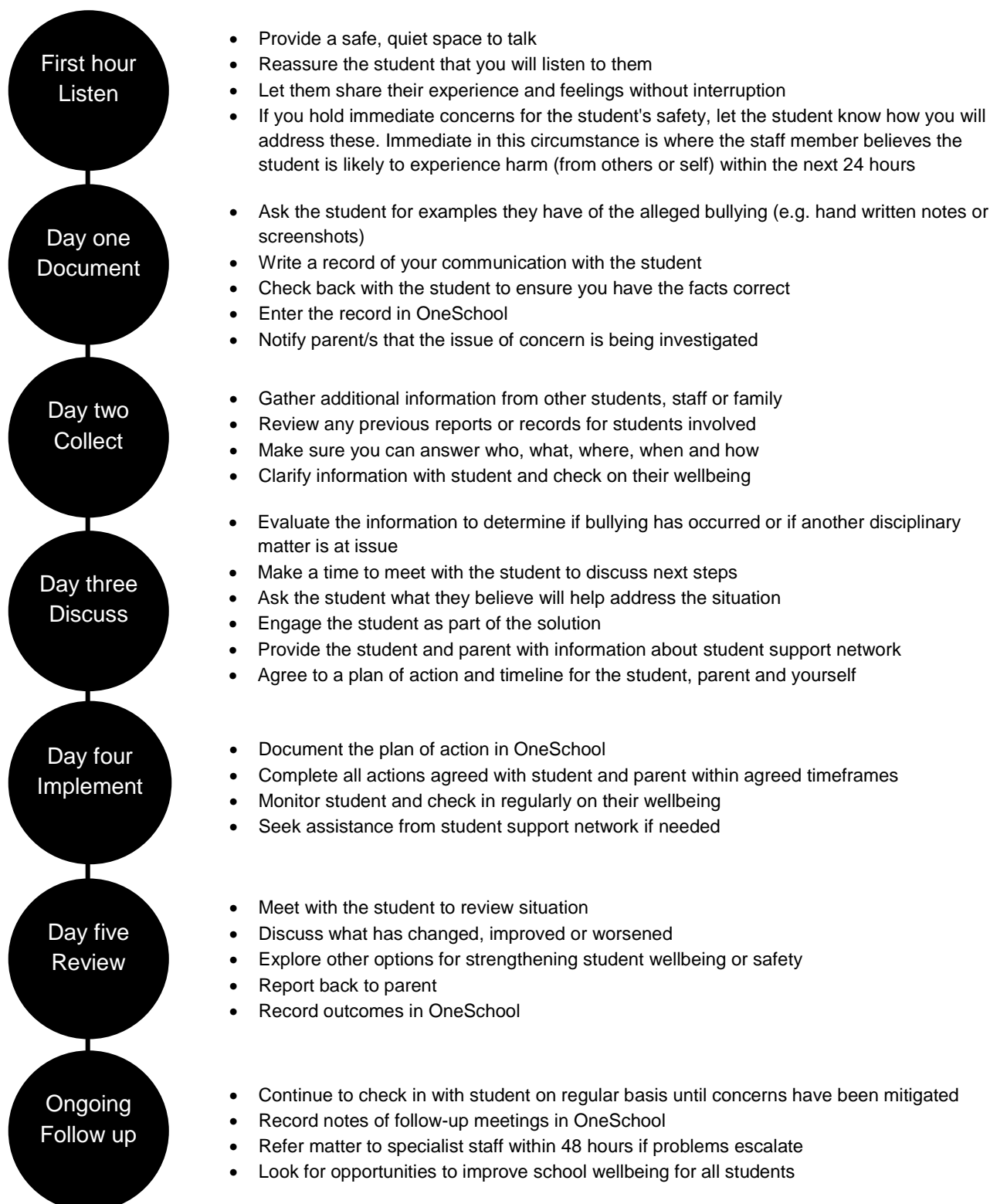
Prep to Year 6 – Class teacher

Deputy Principal/ Principal – 07 3327 2444

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.

Kenmore State School - 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.



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 resources available on SchoolTV. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their 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](#).

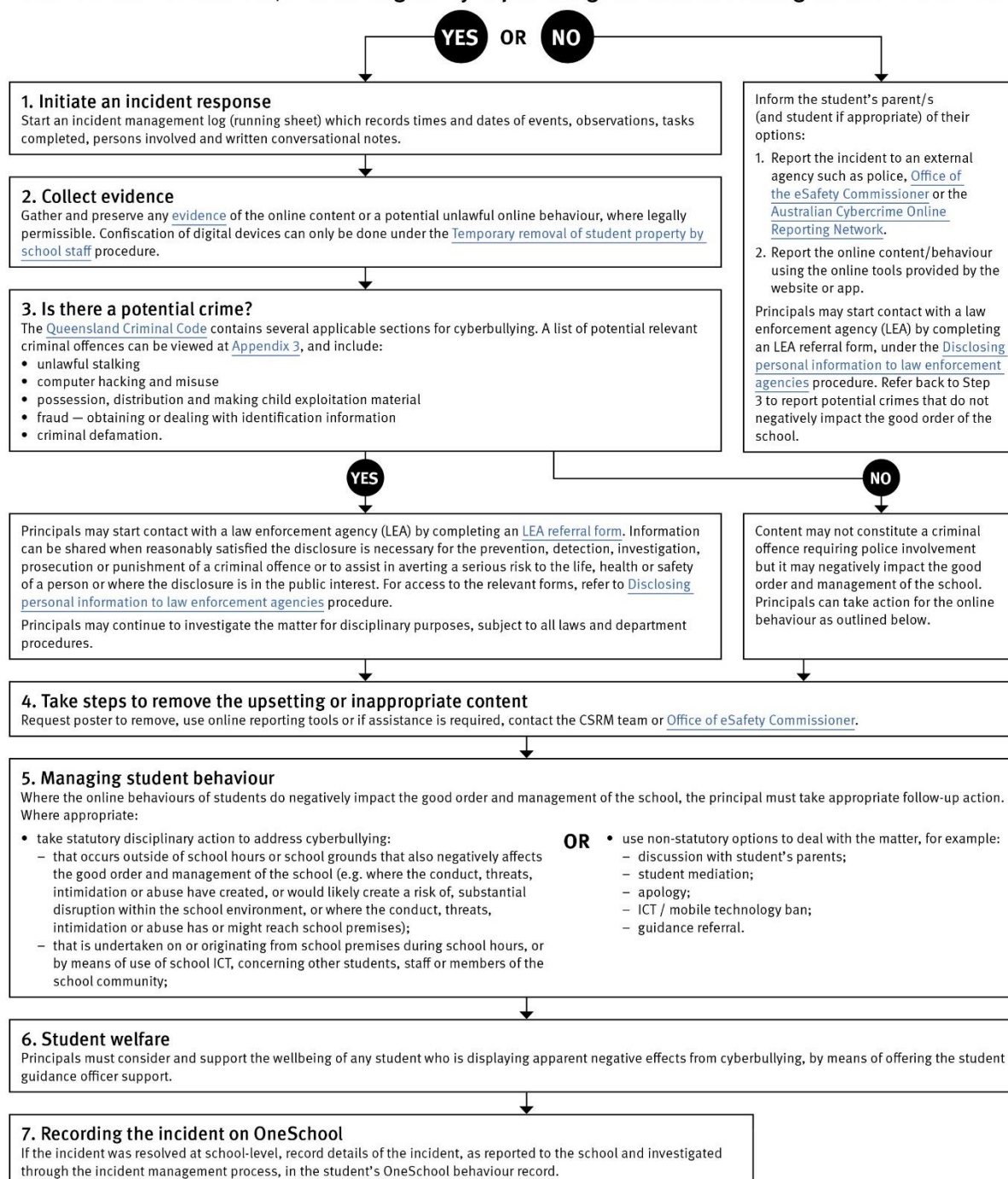
Explicit images

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?**



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 State 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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: ____/____/____

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

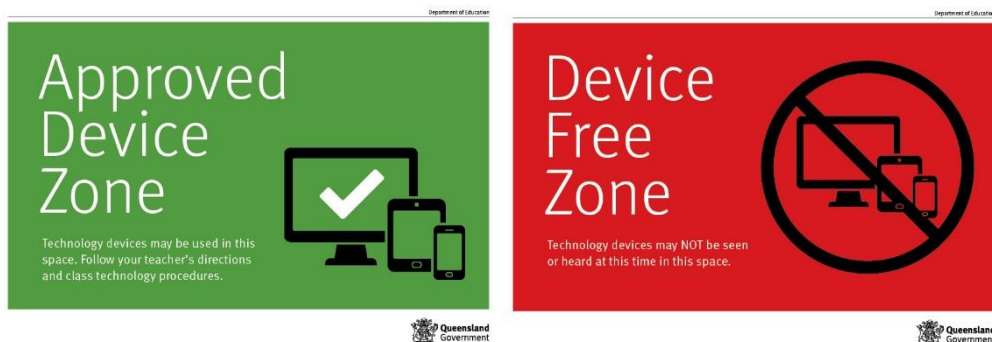
- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be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

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Kenmore State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Kenmore State School to:

- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Kenmore State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language

- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Kenmore State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

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.

Appendix 1 – Restorative Practices

Traditional vs Restorative approach

1.1 Traditional Versus Restorative Approach to Discipline	
Traditional Approach	Restorative Approach
<ul style="list-style-type: none">• Schools and rules are violated.• Justice focuses on establishing guilt.• Accountability is defined as punishment.• Justice is directed at the offender; the victim is ignored.• Rules and intent outweigh the outcome.• No opportunity is offered for the offender to express remorse or make amends.	<ul style="list-style-type: none">• People and relationships are violated.• Justice identifies needs and obligations.• Accountability is defined as understanding the effects of the offense and repairing any harm.• The offender, victim, and school all have direct roles in the justice process.• Offenders are held responsible for their behavior, repairing any harm they've caused and working toward a positive outcome.• Opportunities are offered for offenders to express remorse or make amends.

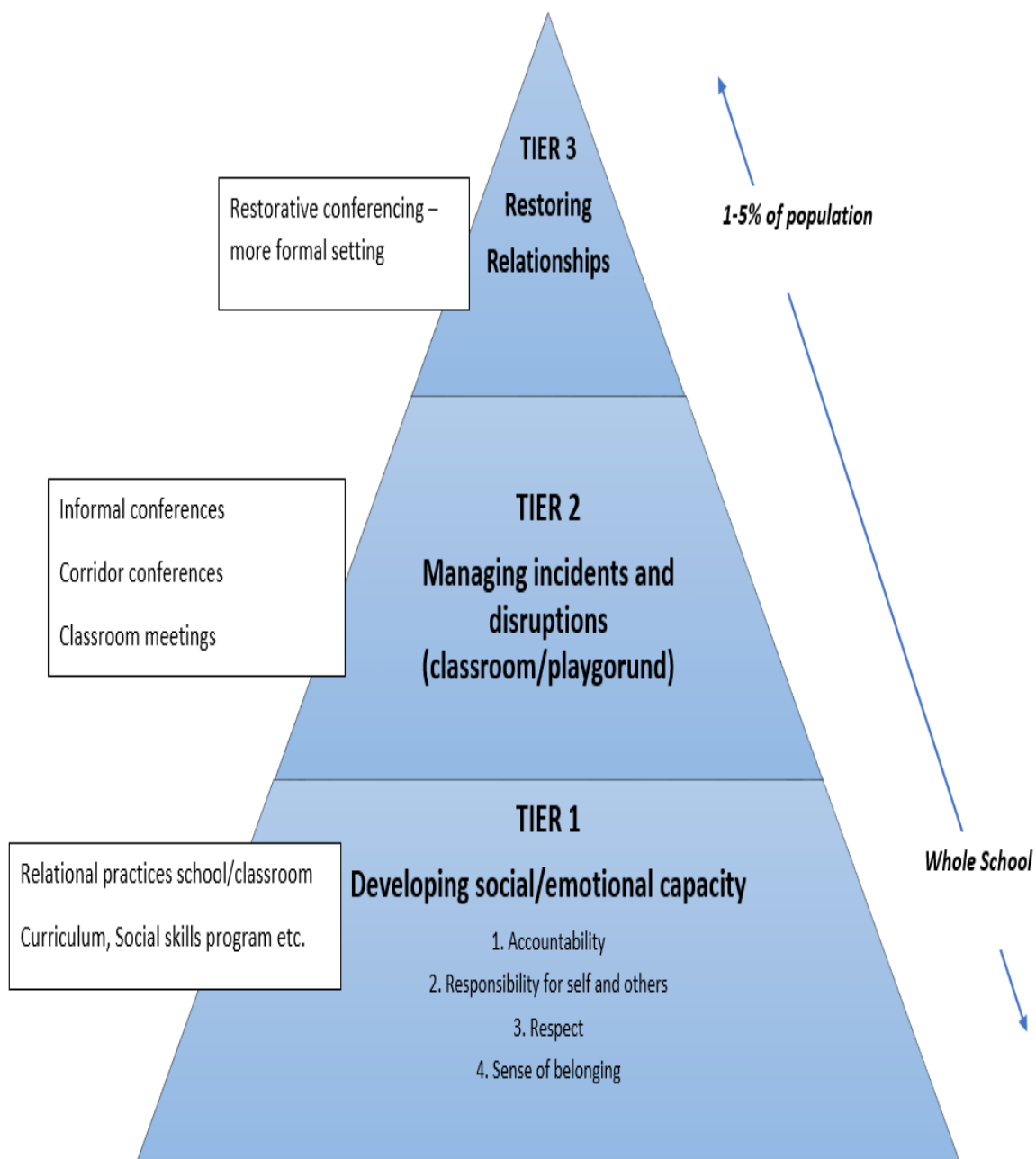
Source: Adapted from San Francisco Unified School District. (n.d.). Restorative practices whole-school implementation guide (p. 19). San Francisco, CA: Author.

Values of Restorative Practice

- Participation
- Respect
- Honesty
- Humility
- Interconnectedness
- Accountability
- Empowerment
- Hope

Appendix 2 – Restorative Framework

KENMORE STATE SCHOOL STUDENT WELLBEING AND MANAGEMENT FRAMEWORK



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...





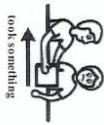
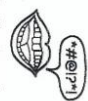



















What did you think when you realised what had happened?










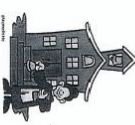













What impact has this incident had on you and others?


What has been the hardest thing for you?

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


RESTORATIVE CONFERENCE – IMAGES TO SUPPORT CONFERENCES

 <p>What happened?</p>		 <p>pushed</p>	 <p>hit</p>	 <p>kicked</p>
 <p>look something</p>	 <p>bad/nasty words</p>	 <p>spat</p>		
 <p>ignored</p>	 <p>upset someone</p>	 <p>ran away</p>	 <p>broke</p>	 <p>scratched</p>
 <p>made a mess</p>				
 <p>What were you thinking? What did you want to happen?</p>		 <p>angry</p>	 <p>go away</p>	 <p>frustrated</p>
 <p>don't like... don't want to...</p>	 <p>confused</p>	 <p>want to play</p>		
 <p>worried</p>	 <p>want to go home</p>	 <p>STOP!</p>	 <p>need help</p>	 <p>not fair</p>


 <p>Who has been affected or hurt?</p>		 <p>student/child</p>	 <p>teacher</p>
 <p>school helper</p>	 <p>teacher aide</p>	 <p>whole class</p>	
 <p>grandparents</p>	 <p>bus driver</p>	 <p>mum/dad</p>	 <p>Principal/DP</p>
 <p>hurt head/face</p>	 <p>hurt arm</p>	 <p>hurt leg</p>	
 <p>broke something</p>	 <p>made a mess</p>	 <p>hurt ears</p>	
 <p>made someone scared</p>	 <p>made someone cry</p>	 <p>made someone embarrassed</p>	
 <p>made someone worried</p>	 <p>hurt someone's feelings</p>	 <p>made someone sad</p>	
 <p>How? (inside)</p>			




fix...




offer to...




help...




clean up...




say I will...



give...
give back...



say
something
nice



check if ok



Sorry



say



write



show




for...




Accepted?




What needs to happen
to fix things up?




Next time?



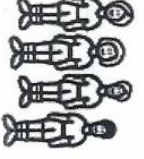
good
choices...
safe
choices...




ignore




walk
away




keep hands,
feet and objects
to myself




get help




STOP



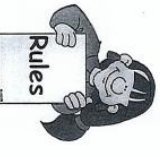
stop and think




use my words




share/take
turns



follow our rules



follow adult
instructions



right place,
right time

Appendix 4 – Behaviour Plan

BEHAVIOUR / PLAY PLAN

Support Plan – Responsible Behaviour

Student			
Class		Teacher	
Meeting Date		Present at meeting:	

Step 1a:	Description of appropriate behaviours
•	
Step 1b:	Description of strengths & interests
•	

Step 2:	What we are seeing Description behaviours of concern – highlight target behaviours of most concern

Step 3:	Identify possible triggers, setting events & patterns of behaviour (include any people, events, situations or groups)
•	

Step 4a:		Proactive Strategies (including teaching new skill/s and/or alternate behaviour/s)
1.		2.

Step 4b:	Reactive Strategies (responding to Target Behaviour problem)

Step 5:	Identify rewards or incentives

Step 6:	List of support staff and resources to action this plan

Step 7:	Time Period

Endorsed by:			
Name	Position	Signature	Date

Appendix 5 – Student Reflection Sheet

NAME: _____ Class: _____ Date: _____ Time: _____

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

RESPECT





RESPONSIBLE

RESILIENT

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

Appendix 6 – The Zones of Regulation

The ZONES of Regulation®

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

What zone am I in?



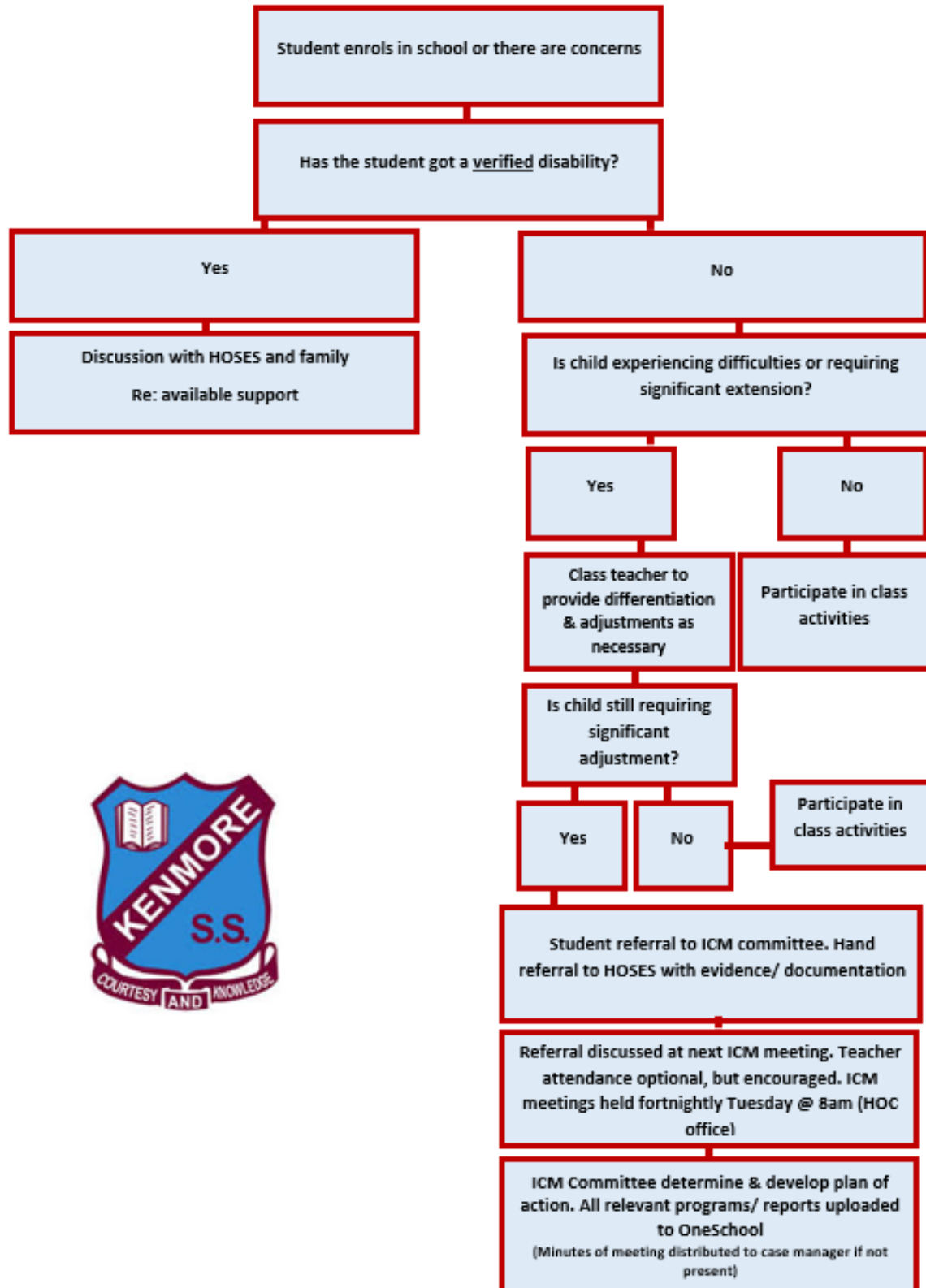
Use tools to get in the green zone.



Appendix 7 – Inclusion Case Management Referral Flow Chart

Kenmore State School: Inclusion Case Management Support Flow Chart

Procedures for students requiring support services



Appendix 8 – Behaviour Tracking Sheet



OUR BELIEFS AND VALUES: RESEPECT, RESPONSIBILITY, AND RESILIENCE
WEEKLY BEHAVIOUR SHEET

NAME: _____

BEGINNING DATE: _____

Year: _____

Ratings: E Behaviour is of an excellent standard H Behaviour is of a high standard
 S Behaviour is of a satisfactory standard U Behaviour is of an unsatisfactory standard

Student Goals	MON / /			TUES / /			WED / /			THUR / /			FRI / /		
	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3
1.	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
2.	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
3.	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
Teacher's Signature	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Parent Signature	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
Comments															

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

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](#)