



# KEDRON STATE HIGH SCHOOL

To Strive is to Shine

Vision: We believe in a school where all students succeed

Mission: To shape the next generation of learners and leaders

# Student Code of Conduct 2025-2028

## ***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 2019-2023

## Contact Information

Postal address: PO Box 1299, Lutwyche 4030

Phone: (07) 3630 3333

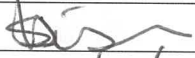
Email: info@kedronshs.eq.edu.au

School website address: www.kedronshs.eq.edu.au

Contact Person: Mr Blair Hanna (Principal)

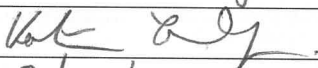
## Endorsement

Principal Name: Mr Shane Kiss

Principal Signature: 

Date: 19/11/24.

P/C President and-or School Council Chair Name: Vikesh Anand *Signed by Katharine Chapman on Vikesh's behalf*

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

Date: 19/11/24

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## Purpose

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

The Kedron State High School Student Code of Conduct sets out the responsibilities of students, parents and staff and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from everyone in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

## Glossary

DP	<ul style="list-style-type: none"><li>Deputy Principal</li></ul>
HOD	<ul style="list-style-type: none"><li>Head of Department</li></ul>
OneSchool	<ul style="list-style-type: none"><li>OneSchool is the Department of Education and Training's computer software program used in a behaviour context to record behavioural incidents. This recording is in accordance with Department of Education and Training guidelines.</li></ul>
YLC	<ul style="list-style-type: none"><li>Year Level Co-ordinator</li></ul>

## Principal's Foreword

Kedron SHS has a proud tradition of partnering with students and their families to create enriching learning environments that nurture future leaders and lifelong learners. Our vision is to cultivate a school culture where everyone strives to shine by:

- learning with and from each other;
- actively contributing to our school community and building lifelong connections;
- valuing, respecting, and listening to one another;
- embracing curiosity, creativity, and innovation.

At the heart of this vision are our guiding principles, which shape "**The Kedron Way**" — the values that define us as a school.

### **The Kedron Way: Our Guiding Principles**

At Kedron, we:

- Respect our traditions while embracing innovation to meet the needs of 21st-century learners;
- Maintain discipline in our personal growth and academic commitment;
- Support and challenge each student to achieve their personal and academic best;
- Celebrate and embrace the diversity of our community, ensuring every member feels valued and included.

These principles underpin the development of our **Student Code of Conduct**, which aims to build the skills of all students, helping them become confident, self-disciplined, and compassionate young people. Our staff believe that strong communication and positive relationships are essential skills for success, both now and in the future.

### **An Educative Approach to Discipline**

At Kedron SHS, we view discipline as a learning opportunity. We believe that behaviour can be taught and that mistakes are valuable chances for everyone to grow. Our **Student Code of Conduct** provides an overview of the school's policies on the use of mobile phones and technology, the management of student property, and our approach to preventing and addressing bullying.

The Student Code of Conduct also explains how staff educate students about these policies and explicitly teach the behaviours we expect. When students breach these expectations, the Student Code of Conduct outlines the steps we take, including possible consequences such as suspension or exclusion.

### **A Collaborative Effort**

I would like to express my sincere gratitude to the students, staff, parents, and community members who have contributed to the development of this Student Code of Conduct over the past six months. Your feedback has been invaluable. This document clearly outlines our expectations for student behaviour and the support we offer to help students meet those expectations.

Together, we are committed to creating a positive, respectful, and supportive learning environment at Kedron SHS.

Mr Shane Kiss  
A/Principal

## Whole School Approach to Discipline

At Kedron SHS we emphasise the importance of the Kedron Way. This is our approach to all facets of school life at Kedron. Our whole school approach to discipline focuses on directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a whole school behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school values. The Schoolwide Expectations below outlines our agreed rules and specific behavioural expectations in all school settings. This is the Kedron Way that our school community expects students to follow.

<b>School Values:</b>	<b>We expect that members of our school community will:</b>
Act with respect	<ul style="list-style-type: none"> <li>• Uphold the values of the school in all words and actions</li> <li>• Treat all others, regardless of race, ethnicity, gender, sexuality, religion, ability and economic status with understanding and kindness</li> <li>• Respect other people's property</li> <li>• Express their opinions with respect, dignity and using established protocols</li> </ul> <p>Care for the school environment and property</p>
Strive	<ul style="list-style-type: none"> <li>• Commit to doing their very best each day with a focus on self-improvement</li> <li>• Embrace challenges and resilience</li> </ul> <p style="text-align: center;">Strive for their personal best in each endeavour</p>
Learn together	<ul style="list-style-type: none"> <li>• Behave in a way that actively contributes to an effective learning environment</li> <li>• Participate in a range of school activities and volunteer to lead and assist others in a range of activities</li> </ul> <p>Take on feedback and open constructive criticism</p>
Take responsibility	<ul style="list-style-type: none"> <li>• Behave and dress in a way that will display pride in themselves and the school as a positive role model to other students</li> <li>• Attend every lesson every school day</li> <li>• Maximise the value from classes by;               <ul style="list-style-type: none"> <li>o Being fully prepared</li> <li>o Completing all classwork</li> <li>o Being punctual</li> <li>o Completing all homework and assessment by the set deadline</li> </ul> </li> <li>• Demonstrate exemplary behaviour even when no-one is watching both inside and outside the school gate</li> </ul>
Think, reflect, connect	<ul style="list-style-type: none"> <li>• Commit to the culture and traditions of the school</li> <li>• At the very least try something once</li> </ul>

Kedron State High School has in place a range of proactive and preventive whole-school processes and strategies that:

- facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching
- promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop
- foster mutual respect
- encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

## Pro-Active & Preventive Strategies

At Kedron SHS we value positive reinforcement to both celebrate and help support our students to engage on positive behaviours. Kedron SHS implements the following proactive and preventative processes and strategies to support student behaviour:

- Proactive inclusion of behaviour expectations is explicitly taught by teachers, particularly in the Junior Sector as students make the transitions to high school;
- Reinforcement of behaviour expectations on School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- Recognition of individual student's efforts in the school newsletter and through social media;
- All students and their parents/carers agree to uphold the school's behaviour expectations upon enrolment. The Student Code of Conduct, in précis, is included in the Enrolment folder. It is expected that all students and their parents/guardians have read and agreed to support the Code of Conduct before the student commences at Kedron SHS;
- Articles in the school newsletter regularly promote the Code of Conduct; enabling parents to be actively and positively involved in school behaviour expectations;
- Comprehensive induction programs in the Kedron State High School Student Code of Conduct delivered to new students as well as new and relief staff;
- Individual support practices developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Mobile phones and Other Electronic Devices by Students
  - Procedures for Preventing and Responding to Incidents of Bullying
  - Appropriate Use of Social Media
  - Temporary Removal of Student Property
- The Strive to Shine awards formally recognise students who consistently follow the school's Code of Conduct;
- Positive behaviour is also recognised by the school's Year Level Coordinators and through the posting of "Positive" postcards.
- At Kedron SHS positive school behaviours are reinforced through promotion and celebration providing incentive for all students to conduct themselves appropriately

Teachers play a crucial role in modelling appropriate behaviour for their students. By demonstrating the Kedron Way values in their actions and interactions, teachers set a positive example that students can follow. Whether it's how they communicate, handle challenges, or treat others, their behaviour helps create a supportive and respectful learning environment. This modelling is essential because students often learn not just from what is taught directly but from observing how adults behave, which can shape their social skills and attitudes throughout life.

## Consideration of Individual Circumstances

Staff at Kedron SHS 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 equity, where every student is given the support, they need to be successful. This also means that not everyone will be treated the same. 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. 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.

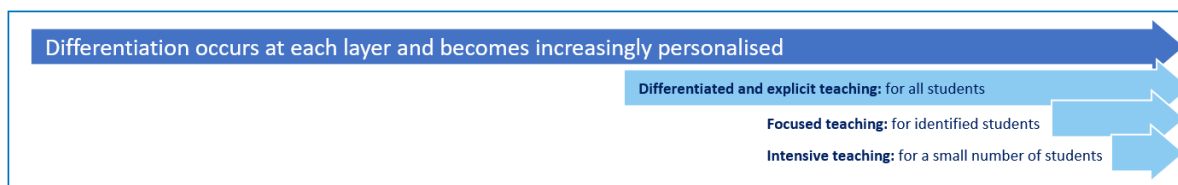
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make contact with the appropriate sector Deputy Principal to discuss the matter.

## Differentiated and Explicit Teaching

Kedron SHS is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Kedron SHS vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning 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.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



This differentiated and explicit teaching across the whole school is undertaken by:

### 1. Classroom Management

The teacher responds to minor misbehaviour and classroom disturbance by establishing expectations, giving clear directions, redirecting to the learning, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

### 2. Restatement, Rule Reminders

The teacher adds a combination of the following strategies to address the student's behaviour:

Restatement of the rule, giving a specific direction, giving the student a choice e.g. to work/play appropriately or move to a different area/activity.

### 3. Teacher and Student Plan of Action

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher/case manager and student. Parents/carers are to be contacted (record as a contact in OneSchool) either via email or phone call.

### 4. School Intervention and Recording of Student's Inappropriate Behaviour

Continual or serious disturbances may result in the student being referred to the appropriate Administration, Head of Department (HOD) or Year Level Coordinator (YLC) via OneSchool referral. The school provides counselling if required and makes genuine attempts to involve the student in the



resolution of conflicts and problems that arise. To inform further planning and decision-making processes, incidents of inappropriate behaviour are recorded on OneSchool.

## Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet 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.

### Behaviour Improvement Plan:

At Kedron SHS the “Colour Card” system may be implemented to focus the teaching of expected behaviours for some students.

Students identified as requiring targeted support may require an Individual Behaviour Monitoring Card. The appropriate Deputy Principal, HOD, YLC, teacher, the student and parents/carers may be involved in the collaborative process of preparing the Individual Behaviour Monitoring Card. Teachers are made aware of teaching strategies and acceptable goals for the student via the appropriate coloured card. Students on an Individual Behaviour Monitoring Card are required to have attendance records and set goals for class lessons. The record card is taken to each lesson, where the teacher identifies goals that have been achieved in that lesson.

The “Colour Card” system is intended to:

- Allow **clearer communication between the student, parent and staff members** as to the current standard of behaviour displayed by a student. (“They have been placed on a yellow card because of persistent talking in a number of classes”)
- Clearly **outline an action plan** of how the student can change their pattern of behaviour and the positive consequences that will follow when they do so. (“Goal behaviours” on colour behaviour sheet)
- Clearly **identify the consequences should the inappropriate behaviour persists.**
- Allow the case manager / teacher to identify **appropriate intervention strategies**, depending on the nature of the problem. (Guidance Officer, parent interview, change classes, reward of “colour” change, etc.)

### Process

1. When the **YLC, HOD or Deputy Principal** becomes aware of the inappropriate behaviour from One School, they may choose to **place the student on either “yellow” or “red” cards** for a period of a few days to a few weeks, depending on the nature of the behaviour. This will be combined with the usual consequences (eg’ lunchtime detention, afterschool detention, etc.) A yellow card will sit at a YLC or HOD level. A red card will sit at a Deputy Principal Level.
2. The student is made aware of whom **they are to present the card to for teacher-based feedback in class, and when the card is to be returned to the case manager for overall feedback.**
3. The student will also be made aware of the **specific behaviours that are to be modified.** (“*You are to always use a calm and respectful voice when talking to your teachers*”). This behaviour is to be

written at the top of their “Colour Card” in simple, clear language.

4. The students will also be made aware of what **specific behaviour** they need to display in order to **earn a progression down to the next level, or to be released** from the colour card system altogether.

5. The **parent may be notified** by letter or phone call of what colour their child is on, what behaviours are required whilst on the card and the consequences for the child if the pattern of behaviour is not rectified.

6. **Teachers will be notified** of which students are on “coloured” cards.

7. After the **stipulated time** on a yellow card has been completed with **acceptable behaviour**, the student will be deemed to be “**green lighted**”, meaning that they have demonstrated the ability to continue schooling without “colour card” based supervision. This “graduation” will occur at the end of the previous coloured card cycle, dates of which are on the monitoring cards.

Kedron SHS has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

## 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.

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. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

### **Intensive behaviour support: Junior School, Middle School and Senior School Sector Teams (see the organisation chart for SECTOR team information [School Organisation Chart](#) )**

Kedron State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Administrative Team*

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- work together to achieve continuity and consistency between the junior, middle and senior school.

The *Administrative Team* has a simple and quick referral system in place. Following referral, a team member may contact parents and any relevant staff members to begin the assessment and support process. Where possible and if necessary, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

## Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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.

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.

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

### Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s

- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention – afterschool or lunchtime
- Parent Notification

## Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Reward System
- Detention – lunchtime or after school
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies
- Parent Notification

## Intensive

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 parents and external agencies including regional specialists
- Temporary removal of student property (e.g. 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.
- Parent Notification

## 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 ( [Link to DETE Student Discipline Procedure](#)). 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 Kedron SHS, the use of any SDA is a very serious decision. It is typically only used when other options have been exhausted and is applied to support the health, safety and wellbeing of staff and students.

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 Kedron SHS are invited to attend a re-entry meeting on the day of their scheduled return to school, along with their parents/carers. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. Whilst it is not a time to review the student's behaviour or the decision to suspend, it is an opportunity to reflect and to set the student up for future success. This process should also aim to strengthen home-school communication. This process could include a Return From Suspension Agreement, an adjustment to the students timetable, referrals to internal or external supports or other mechanisms to ensure a smooth transition back into school.

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 in writing, usually via email. Re-entry meetings are short 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.

### 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 (see Appendix 1)

## Classifying Behavioural Incidents

Note: The list below is designed to assist the school community in identifying behaviours according to OneSchool behaviour categories. The examples are NOT exhaustive and may include other behaviours not listed here.

<b>WHAT IS THE BEHAVIOUR?</b>	Behaviours can be classified at multiple levels. Depending on how serious (or repeated) the behaviour is, it will be dealt with at a certain level. All behavioural incidents listed are to be entered into OneSchool in accordance with Department of Education guidelines. The incident is entered by the witnessing staff member and FYA/FYI to relevant level role.			
	<b>MINOR BEHAVIOURS</b>	<b>LEVEL 1 MAJOR BEHAVIOURS OR 3 REPEATED MINOR BEHAVIOURS</b>	<b>LEVEL 2 MAJOR BEHAVIOURS</b>	<b>LEVEL 3 MAJOR BEHAVIOURS</b>
	These are generally dealt with by the classroom teacher, and the teacher informs the YLC and Curriculum HoD of incident/outcomes.	These are generally dealt with by the Curriculum HoD or YLC, who informs the teacher and YLC/Curriculum HoD of the outcome.	These are generally dealt with by YLC and Sector HoD, who informs the teacher, Curriculum HoD and the DP of the outcome.	These are generally dealt with by the DP, who informs all relevant people involved of the outcome.

To do with school processes and/or expectations

	MINOR BEHAVIOUR	LEVEL 1 MAJOR	LEVEL 2 MAJOR	LEVEL 3 MAJOR
<b>DRESS CODE</b>	<ul style="list-style-type: none"> <li>Not wearing the uniform/hat correctly at school, or travelling to/from school</li> <li>No hat</li> <li>Incorrect jewellery</li> <li>Make up</li> <li>Hair – colour/length/style/facial hair</li> <li>Other body adornments</li> </ul>	<ul style="list-style-type: none"> <li>3 repeated uniform infractions, such as consistently wearing excessive or incorrect jewellery (jewellery policy has been applied at each instance)</li> </ul>	<ul style="list-style-type: none"> <li>Refusal to wear uniform</li> <li>Wearing clothing that is offensive</li> </ul>	
<b>LATE OR TRUANCY</b>	<ul style="list-style-type: none"> <li>Late to class</li> <li>Not being in the correct place at the correct time</li> </ul>	<ul style="list-style-type: none"> <li>Persistently late to class (including Form) in 3 instances</li> <li>Leaving class without permission</li> <li>Absent from class without permission</li> </ul>	<ul style="list-style-type: none"> <li>Leaving school grounds without permission</li> </ul>	
<b>NON-COMPLIANT WITH ROUTINE</b>	<ul style="list-style-type: none"> <li>Chewing gum</li> <li>Lack of equipment for the lesson (including incorrect clothing)</li> <li>Failure to complete work within set time frames</li> <li>Eating/drinking in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>3 consistent failures to have necessary equipment and/or clothing to participate adequately in lesson</li> <li>3 persistent failures to complete set tasks within set time frames</li> <li>Throwing food in the classroom</li> </ul>		
<b>LYING/CHEATING</b>	<ul style="list-style-type: none"> <li>Minor plagiarism</li> <li>Minor cheating</li> </ul>		<ul style="list-style-type: none"> <li>Major and/or repeated/escalated academic misconduct such as plagiarism, failure to submit, disseminating assessment materials</li> </ul>	

	MINOR BEHAVIOUR	LEVEL 1 MAJOR	LEVEL 2 MAJOR	LEVEL 3 MAJOR
IT MISCONDUCT	<ul style="list-style-type: none"> <li>Hot spotting</li> <li>Use of laptop for non-curriculum purposes, for example gaming, chatting, shopping</li> </ul>	<ul style="list-style-type: none"> <li>3 repeated instances of hot-spotting or use of laptop for non-curriculum purposes.</li> <li>Social Media impacting on other students</li> <li>Inappropriate use of school email</li> <li>Refusal to hand in device (Level 1 Major disrespect/defiance)</li> </ul>	<ul style="list-style-type: none"> <li>Social media impacting school and repeatedly impacting other students</li> </ul>	<ul style="list-style-type: none"> <li>Use of a digital device or platform to intimidate, humiliate or harass students or staff, or providing materials to others for use in such correspondence</li> <li>Use of a digital device to receive or distribute child exploitation materials</li> <li>Use of a digital device to engage in extremist activities</li> <li>Recording (video or photo) a teacher or student without permission</li> </ul>

To do with interactions within and outside of the school

	MINOR	LEVEL 1	LEVEL 2	LEVEL 3
Defiant and/or disruptive	<ul style="list-style-type: none"> <li>Failure to follow teacher directions</li> <li>Non-compliant/defiant</li> <li>Uncooperative</li> <li>Poor attitude</li> </ul>	<ul style="list-style-type: none"> <li>3 repeated instances of defiance and/or blatant disrespect</li> <li>3 repeated instances of minor</li> <li>Major defiance</li> </ul>	<ul style="list-style-type: none"> <li>Gross insolence/non-compliance</li> </ul>	<ul style="list-style-type: none"> <li>3 repeated gross insolence/non-compliance</li> </ul>
Disruptive	<ul style="list-style-type: none"> <li>Disruption of class – calling out, tapping, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Major disruption or 3 repeated disruptions of class</li> </ul>		
Verbal Misconduct	<ul style="list-style-type: none"> <li>Incidental swearing</li> <li>Disrespectful tone</li> <li>Arguing over games (curriculum or recreational)</li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate use of offensive language</li> <li>Deliberate use of aggressive language</li> </ul>	<ul style="list-style-type: none"> <li>Directed verbal abuse at teacher or student</li> </ul>
Physical misconduct	<ul style="list-style-type: none"> <li>Minor physical contact (incidental pushing/shoving)</li> </ul>			<ul style="list-style-type: none"> <li>Serious physical aggression or behaviours causing injury to others through physical contact or unwarranted movement</li> <li>Fighting</li> <li>Inciting others to violence</li> <li>Sexual harassment</li> </ul>

	MINOR	LEVEL 1	LEVEL 2	LEVEL 3
Property Misconduct, including misconduct involving objects	<ul style="list-style-type: none"> <li>Lack of respect for the environment</li> <li>Refusal to return others' property</li> <li>Use of property belonging to others without permission</li> <li>Littering</li> </ul>			<ul style="list-style-type: none"> <li>Stealing/ major theft</li> <li>Graffiti and/or vandalism</li> <li>Wilful damage to other student's or school property</li> <li>Weaponising an object</li> <li>Use of a weapon against another person</li> </ul>
Bullying	<ul style="list-style-type: none"> <li>Minor bullying/harassment (including name calling)</li> <li>Minor assumptions made due to lack of knowledge</li> <li>Minor exclusion of student from event/activity</li> </ul>	<ul style="list-style-type: none"> <li>3 continued instances of bullying</li> </ul>		<ul style="list-style-type: none"> <li>Major bullying/harassment (including sexual and/or racial)</li> <li>Directed discriminatory comments</li> <li>Direct exclusion of student from event/activity due to race/gender/sexual orientation or religious beliefs</li> <li>Engaging others to intimidate, harass or threaten student(s) or staff</li> </ul>
Possession of prohibited items	<ul style="list-style-type: none"> <li>Possession of items such as, but not limited to, correction fluid, permanent markers and/or aerosol cans</li> </ul>			<ul style="list-style-type: none"> <li>Possession and/or use of substances/paraphernalia related to alcohol, tobacco, aerosols and/or other drugs.</li> </ul>

IMMEDIATE LEVEL 3 MAJORS	
Substance misconduct involving tobacco and other legal and/or illicit substances	<ul style="list-style-type: none"> <li>Possession and/or use of substances and/or paraphernalia related to the consumption or use of substances including alcohol, tobacco, aerosols or drugs</li> <li>Possession and/or use of illegal substances and/or paraphernalia related to the consumption or use of illicit substances</li> <li>Being in the company of those using illicit substances</li> </ul>
Other conduct prejudicial to the good order and management of the school	<ul style="list-style-type: none"> <li>Behaviours that significantly affect the ability of staff to engage in their duties</li> <li>Bringing the school into disrepute through inappropriate behaviour including whilst travelling to or from school and/or on public transport</li> <li>Inappropriate use of vehicle by student travelling to and from school</li> <li>Behaviours that affect the daily operation of the school</li> </ul>
Threats to adults and/or others	<ul style="list-style-type: none"> <li>Direct verbal or non-verbal threat towards a student of this school or another whilst representing this school</li> <li>Intimidation of a student of this school or another whilst representing this school</li> <li>Verbal or non-verbal threats towards staff and/or members of the public</li> <li>Intimidation of staff</li> <li>Use of an online platform to intimidate, harass or defame a staff member</li> </ul>



## Parent Communication

Staff typically contact parents regarding a student's behavioural incident at key junctures to ensure clear communication and effective intervention. These moments often include:

1. **When the behaviour is recurring or escalating:** If a student repeatedly displays inappropriate behaviour, staff will notify parents to address the ongoing issue and collaborate on solutions.
2. **When the behaviour disrupts learning or safety:** For incidents that significantly affect the learning environment, the safety of the student or others, or involve serious infractions like bullying, fighting, or defiance, staff will promptly inform parents.
3. **When previous interventions haven't worked:** If earlier attempts at managing the behaviour, such as teacher redirection or school-based consequences, haven't been successful, parental involvement is necessary to explore further actions. For example, stakeholder meetings and the development of support processes such as a Behaviour Support Plan.
4. **When suspension or other disciplinary actions are being considered:** Parents must be informed when a behavioural incident may lead to formal consequences, such as suspension, so they understand the seriousness of the situation and can provide support. There may be incidents where a parent is required to attend when school staff need to speak to a student about an incident. An example of this would be when the incident is of a sexual nature.
5. **To provide positive reinforcement after improvement:** After a student has shown significant improvement following an incident, staff may also reach out to parents to acknowledge the progress, strengthening the partnership and encouraging continued positive behaviour.

At each juncture, the goal is to work together to support the student's development and maintain a positive, productive school environment.

Following is a link to how to escalate concerns and the school organisational chart: [School Organisation Chart](#)

## School Policies

Kedron SHS 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 a caring, safe and supportive learning environment at our school, and to maintain and foster mutual respect between all school staff, parents 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 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 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 Kedron SHS and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- items that have been weaponised
- 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, CO2 canisters)
- 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**).

The inappropriate use of Mobile Phones and other electronic devices is not permissible at Kedron SHS. Students who are found to be using their phone inappropriately will have their phone temporarily removed as per the Student Code of Conduct.

According to the [Temporary removal of student property by school staff procedure](#) **staff** at Kedron SHS:

- 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;
- will 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 search consent or calling the police. Under these circumstances the student should NOT be permitted to go into the bag themselves;
- 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 Kedron SHS should:

- ensure your children 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 Kedron SHS 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 school staff that the property is available for collection.

**Students** of Kedron SHS

- 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 Kedron SHS 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 school staff it is available for collection.

## Use of mobile phones and other devices by students

Personal Technology Devices include, but are not limited to, technology devices such as Mobile Phones, Tablets, Smart Watches, Bluetooth Headphones, Portable Gaming Devices, Cameras and/or voice recording devices (whether or not integrated with a mobile phone, watch or smartwatch), and devices of a similar nature.

The school recognises that personal technology devices are now part of society and that parents wish students to have mobile phones and such devices, especially as a means of security and safety.

These devices can, however, be a disruption to a school's learning environment for they can adversely affect classroom operations, be used in schools in a way that is prejudicial to the good order and management of the school and be an invasion of privacy for other students and teachers. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

The school policy for personal technology device use on school grounds is that students are allowed to bring personal technology devices to school or to school events but that:

1. Personal technology devices are to be turned **off at any time in school grounds before school, during all instruction time and until the end of the school day at 2:50pm**. They are not to be used, seen or heard during the entire school day either inside or outside the classroom (NOTE: There may be occasions where the teacher may require the use of a device as a part of a learning experience in which case it may be permitted for the stated task).

2. If parents/caregivers need to contact their child during school time this can be done by contacting the school office.
3. Unauthorised use at school of audio and video recording devices, and cameras is not allowed.
4. Students who use personal technology devices in an inappropriate manner as outlined in 1 or 3 above will be required to hand their personal technology device into the school office from where it can be claimed by the **owner** (if student this can be collected by a parent) at the end of the school day.
5. Refusal to follow 4 will be considered refusal to follow teacher instructions and consequences as outlined in the school's Student Code of Conduct will be applied. (Major Misbehaviour)
6. Security of personal technology devices is the responsibility of the owner. The school does not accept responsibility for personal technology device, loss or damage.
7. Repeated breaches of this policy will be referred to the school administration as a Major Misbehaviour and suspension as a possible consequence.

### **Confiscation**

Permitted personal technology devices (namely, but not exclusively Mobile Phones) used contrary to this policy on school premises maybe temporarily removed by school staff in accordance with that policy as listed in the Student Code of Conduct. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once may be referred to the Deputy Principal as a Major Misbehaviour.

### **Special circumstances arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

### **Recording voice and images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Kedron SHS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

### **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff (this includes the use of watches and smart watches). Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

### **Recording private conversations and the *Invasion of Privacy Act 1971***

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

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

## Preventing and responding to bullying

Kedron SHS uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. This framework is used in the development of aspects of the KedCare program, which includes supporting student wellbeing.

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.

The School Leadership Team are committed to a safe and supportive environment for all students. Sector Welfare Teams regularly meet to discuss the welfare and wellbeing of students and bullying is



included in these meetings to track any rise in incidents, and how bullying reports are being managed.

The five core elements of the framework are:

### 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.

### 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 Kedron SHS our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

### Cyberbullying

Cyberbullying is treated at Kedron SHS with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their Year Level Coordinator or a teacher they are comfortable talking to. There is also a dedicated Executive team involving Sector Head of Department and Deputy Principal who 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 the Principal has 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 Kedron SHS may face in-school disciplinary action, such as detention 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. Kedron SHS 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 relevant Deputy Principal for the student.

### **Student Intervention and Support Services**

Kedron SHS 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. These include but are not limited to:

- Year Level Coordinators
- Sector Teams
- Guidance Officer
- Chaplain
- School Youth Health Nurse
- Social Worker

Following is a link for contact details for our support staff [Contact List Link](#)

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 Kedron SHS 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 after school detentions, internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Students who are bullied receive non-stigmatising support through sector and welfare teams, including confidentiality. The school will act to protect students who are bullied if efforts to stop bullying are not successful. What form this looks like will depend on the situation, the student and be in consultation with the Principal.

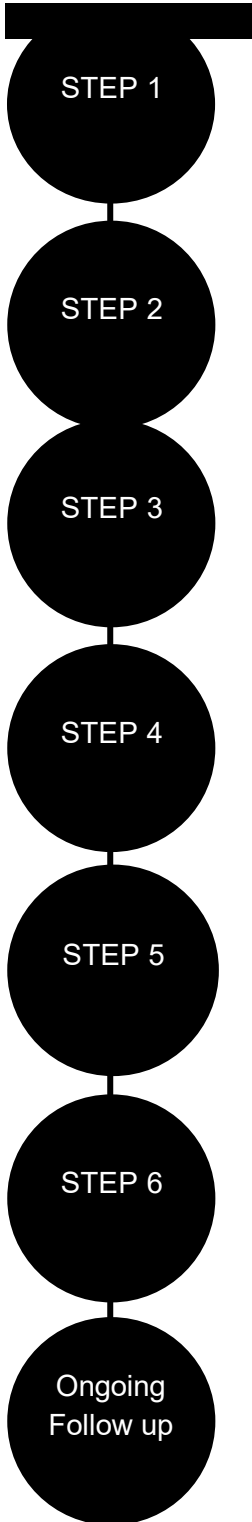


## Kedron SHS - Bullying response flowchart for teachers

**Key contacts for students and parents to report bullying:**

Form Teacher  
 Year Level Coordinator  
 Sector Head of Department  
 Deputy Principal  
 Guidance Officer  
 Social Worker

**It is important to recognise that this process may take differing amounts of time due to the complexity and seriousness of the specific incident.**



- 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

At this point, the student should be referred to their sector to continue investigation and support. If the staff member is not from a Sector, the staff member is to record conversation and then make contact in OneSchool.

**Sectors will:**

- Ask the student for examples they have of the alleged bullying (e.g. hand-written notes or screenshots) and/or witnesses who may have witnessed the alleged bullying
- 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

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

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue

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

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

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

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

## 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. Kedron SHS has developed a comprehensive Social Media Policy which is available to all students and parents.

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.
- THINK if what you are posting is:
  - True
  - Helpful
  - Inspiring
  - Necessary
  - Kind
- 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. Kedron SHS has a number of students who do not have consent for their name and/or image to be published.

## **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.

## **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.

If you need more support please reach out to the relevant sector for resources and support.

# Kedron SHS - Cyberbullying response flowchart

(Adapted from [Online Incident Management guidelines for school leaders](#) – DoE QLD)

## 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](#).

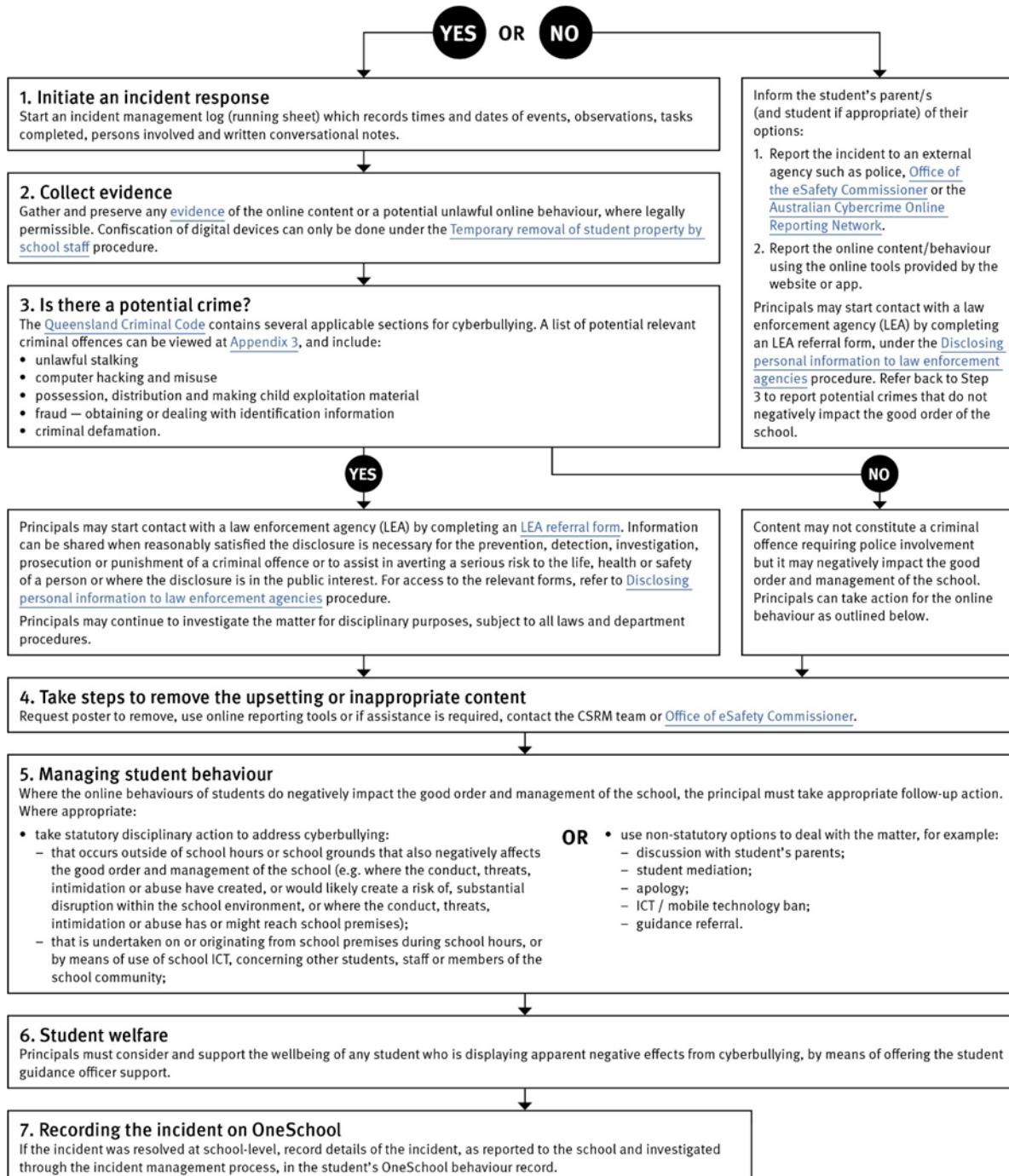
### Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Sexual Harassment

Kedron State High School is committed to ensuring that the working and learning environment is harassment-free. Sexual harassment is unlawful and will not be tolerated, and that action will be taken against those who breach this policy.

Sexual harassment is defined by the Australia Human Rights Commission as an unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated, where a reasonable person would anticipate that reaction in the circumstances.

The *Sex Discrimination Act 1984* (Cth) defines the nature and circumstances in which sexual harassment is unlawful. It is also unlawful for a person to be victimised for making, or proposing to make, a complaint of sexual harassment to the Human Rights and Equal Opportunity Commission.

Examples of sexually harassing behaviour include:

- unwelcome touching;
- staring or leering;
- suggestive comments or jokes;
- sexually explicit pictures or posters;
- unwanted invitations to go out on dates;
- requests for sex;
- intrusive questions about a person's private life or body;
- unnecessary familiarity, such as deliberately brushing up against a person;
- insults or taunts based on sex;
- sexually explicit physical contact; and
- sexually explicit emails or SMS text messages.

Sexual harassment is not behaviour that is based on mutual attraction, friendship or respect. If the interaction is consensual, welcomed and reciprocated it is not sexual harassment.

Objectives of the school:

- to create a working and learning environment that is free from sexual harassment and where all members are treated with courtesy, dignity and respect
- to promote appropriate standards of conduct at all times
- to implement strategies to ensure that all members of the school community know their rights and responsibilities in this area
- to encourage the reporting of prohibited behaviour
- to provide an effective complaints procedure based on principles of natural justice
- to treat all complaints in a serious, sensitive, fair, timely and confidential manner
- to guarantee against victimisation or reprisals

Managing sexual harassment can include a variety of consequences will apply according to the severity of the situation and whether it is a first or subsequent offence. Consequences may include an apology, counselling, compensation, disciplinary action, misconduct proceedings or even suspension or expulsion.

There are a variety of possible informal and formal options for dealing with sexual harassment. For assistance in managing sexual harassment, students should approach their Year Level Coordinator, Sector HOD or Deputy, or a teacher they are comfortable talking to. Sector teams regularly meet with the Wellness Team and are best equipped to support and manage reports of sexual harassment.

# Restrictive Practices

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include:

- seclusion
- physical restraint
- containment
- mechanical restraint
- chemical restraint, and
- clinical holding.

Staff at Kedron SHS need to respond to student behaviour that presents a risk of physical harm to 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 state 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 staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

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.

# Appendix 1

## KEDRON STATE HIGH SCHOOL RETURN FROM SUSPENSION AGREEMENT



Student: \_\_\_\_\_ Form Class: \_\_\_\_\_

Date of Return: \_\_\_\_\_ Days: \_\_\_\_\_ Prior Suspensions: \_\_\_\_\_

PRESENT AT  
MEETING:

I WAS  
SUSPENDED  
BECAUSE I

### CONDITIONS FOR RE-ENTRY:

- Behaviour Monitoring Card  
 Withdrawal from common areas

Time: \_\_\_\_\_  
Time: \_\_\_\_\_

DETAILS:

### SUPPORTS IN PLACE:

- Review of Timetable  
 Referral to Support Team  
 Referral to Alternate Pathway  
 Case Manager/Check in

DETAILS:

I understand that breaching this agreement may result in further consequences in line with Kedron SHS's Student Code of Conduct.

My progress will be reviewed to ensure I am fulfilling this agreement on \_\_\_\_\_.

Student: \_\_\_\_\_ Parent: \_\_\_\_\_

For KSHS: \_\_\_\_\_ Date: \_\_\_\_\_

### Admin Use Only

- Scanned and uploaded to OS  Appointment made with Support Team  Copy for student  
 Copy for parent  Original to file



**END**