KEDRON STATE HIGH SCHOOL

TRADITIONAL, ACADEMIC, DISCIPLINED, DIVERSE

Responsible Behaviour Plan for Students

based on

The Code of School Behaviour

Kedron State High School Responsible Behaviour Plan for Students
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1.   Purpose

The purpose of Kedron State High school as a traditional, academic, disciplined and diverse school is to enable our student population to reach its full potential in a supportive school environment.

To achieve this we:

- Maintain and enhance a safe supportive, accepting and disciplined environment whilst encouraging pride in achievement.

- Develop a curriculum framework based on the eight Learning Area's extending to a variety of subjects in the senior secondary school, which provide pathways to their chosen future.

- To ensure students are engaged and enjoy learning by aligning teaching and learning to the school's chosen Pedagogical Framework.

- Provide leadership opportunities at all year levels and in all facets of school life and activities to promote, model, reinforce and encourage positive behaviour.

- Maintain and enhance a multicultural campus where students from all different cultures are respected.

The motto of Kedron State High is "Niti est Nitere" – To Strive is to Shine – and to this end, the philosophy of Kedron State High incorporates the following beliefs:

- The right of all students to pursue their studies unhindered by disruptions of any kind by any other students.

- The right of teachers to pursue their work unhindered by disorderliness or disrespect.

- That accepting responsibility for one's future through an appropriate application to work is an essential moral principle in the development of a sense of personal worth, a healthy mental attitude and the continuing growth of our society.

- That discipline which is based on mutual respect is essential for the well being of both staff and students. A disciplined environment is one which creates the best atmosphere for attaining excellence in achievement.

- That loyalty and school pride are important characteristics to be encouraged in students as part of the education process and the development of a safe and supportive school environment. This finds itself expressed in the expectation that all students will wear the school uniform in such a way as to bring credit to the student, the family and the school community. An attractive environment is an essential element in developing school pride and to this end, Kedron State High takes great care to ensure that the environment in which learning occurs is properly maintained and developed.

- That the best interests of the students are served by close co-operation and communication between school and home. The school encourages parental involvement and communication through regular newsletters, parent-teacher nights, open days,

- That success be celebrated whenever and wherever possible through Award Ceremonies and regular reporting to parents on the progress of students on both behavioural and academic matters, and any other opportunities whenever and wherever possible.

- That the school is part of the wider community and its students are involved in the life of the community through various activities such as participation in the Anzac marches and ceremonies and performances in public places, and through inviting public figures, community leaders and representatives to special school functions. Kedron State High values tradition and a sense of school community and to this end invites past students and parents of current students as Guest Speakers at school ceremonies.

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2.   Consultation and data review

Kedron State High School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents has informed the development process.

The Plan was endorsed by the Principal, school council chair and the president of the P&C, in November 2018, and will be reviewed late in 2020 as required in legislation.

3.   Learning and behaviour statement

At Kedron State High School we aim to maintain, enhance and continue to develop a supportive school environment for all members of the school community. We pride ourselves on being a traditional, disciplined and academic school.

Our Responsible Behaviour Plan for students is based on the **Code of School Behaviour** and the shared beliefs of the school community. These beliefs are to be achieved within the context of a set of values that Kedron State High has espoused through its history and will continue to uphold:

- the importance of orderliness and respect for authority in the school routine
- the importance of the proud wearing of the school uniform
- the importance of hard work by students to attain their fullest potential
- the importance of a 'fair go' for all irrespective of religion, race or gender.

Kedron State High identifies with the belief that education is more than the attaining of knowledge and the training in skills in preparation for jobs. It includes the promotion and development of attributes of a lifelong learner. That is:

- a knowledgeable person with deep understanding;
- a complex thinker;
- a creative person;
- an active investigator;
- an effective communicator;
- a participant in an interdependent world;
- a reflective and self-directed learner; and
- a person able to accept responsibility for his/her behaviour

The Ethos of the school endorsed by the community;
- Respect for self – pride in presentation and conduct
- Respect for others
- Respect for the property of others
- Respect for the property of the school
- Respect for the good name of the school

Our school rules have been agreed upon and endorsed by all staff and our school P & C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Kedron State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal 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 Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

School Values:	We expect that members of our school community will:
Embedding the Kedron Way	o Commit to the culture and traditions of the school o Uphold the values of the school in all words and actions o Behave and dress in a way that will display pride in themselves and the school as a positive role model to other students o Participate in a range of school activities and volunteer to lead and assist others in a range of activities

Exceptional futures for all students	o Commit to doing their very best each day with a focus on self-improvement
	o Attend every lesson every school day
	o Maximise the value from classes by;
	  ➢ Being fully prepared
	  ➢ Completing all classwork
	  ➢ Being punctual
	  ➢ Completing all homework and assessment by the set deadline

Promoting inclusivity, creativity and innovation	o Treat all others, regardless of race, ethnicity, gender, sexuality, religion, ability and economic status with understanding and kindness o Respect other people's property o Express their opinions with respect, dignity and using established protocols o Embrace challenges and resilience
Respectful learners, citizens and leaders of the future	o Behave in a way that actively contributes to an effective learning environment o Strive for their personal best in each endeavour o Demonstrate exemplary behaviour even when no-one is watching both inside and outside the school gate o Care for the school environment and property

Kedron State High School 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 secondary school as students make the transitions to high school.
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Recognition of individual students' efforts in the school newsletter;
- Upon enrolment, all students and their parents/carers are informed about the school's expectations. The School Code of Behaviour, 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 Behaviour Code before the student commences at Kedron State High;
- Articles in the school newsletter regularly reinforce the code of behaviour which this enables parents to be actively and positivelyinvolved in school behaviour expectations.
- Comprehensive induction programs in the Kedron State High School Responsible Behaviour Plan for Students 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 Personal Technology Devices (including Mobile Phones) at School (See Appendix 1) and Mobile Phone Confiscation Process (Appendix 8)
  - Procedures for Preventing and Responding to Incidents of Bullying (See Appendix 4)
  - Appropriate Use of Social Media (See Appendix 5)
  - Keeping Kedron Safe (See Appendix 2)
- The Strive to Shine awards formally recognise students who consistently follow the school's code of behaviour;
- Positive behaviour is also recognised by the school's YLC.
- Positive behaviour is recognised through the posting of "Positive" postcards and allocating Ked points.
- "Green cards" to capture students' positive learning and classroom behaviours
- House Spirit (Jenny Hall) Cup
- At Kedron SHS positive school behaviours are reinforced through promotion and celebration providing incentive for all students to conduct themselves appropriately

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.

• Targeted Behaviour Support

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Steps to implement supportive, fair, logical and consistent consequences include:

1: Classroom Management
The teacher responds to low level 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)

4: School Intervention and Recording of Student's Inappropriate Behaviour
Continual or serious disturbances may result in the student being referred to the appropriate Deputy Principal, Head Of Department (HOD) or Year Leave Coordinator (YLC) via OneSchool referral or a referral form. 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 One School. Monitoring Cards may also be used.

5: Monitoring and Review
Monitoring and Behaviour Cards follow-up may involve Deputies, YLC, HODs, parents/carers, the classroom teacher, specialist personnel and external support agencies, as necessary.

Colours Management Program may be implemented between steps 2 and 5 as a part of the whole school plan.

Students identified as requiring targeted support may require an Individual Behaviour/Monitoring Card. The appropriate 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. A record card is taken to each lesson, where the teacher identifies goals that have been achieved in that lesson.

The Colours Management Program is intended to:

• Allow **clearer communication between the student, parent and staff members** as to the current standard of behaviour displayed by a student. (e.g.: they have been placed on a yellow card because of persistent talking in a number of classes, or the student's excellent behaviour and willingness to take responsibility has earned them a green card.)

• 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. (Eg: "goal behaviours" on colour behaviour sheet).

• Clearly **identify the consequences if the inappropriate behaviour persists**.

• Allow the case manager / teacher to identify **appropriate intervention strategies**, depending on the nature of the problem. For example, guidance officer, parent interview, change classes, reward of "colour" change, etc..

• Note: The "Colours" strategy is NOT a substitute for teacher based intervention in the classroom.

Green – to capture positive behaviour and document success
Pink – to monitor following a reporting period of, poor effort, behaviour and or academic results following a reporting period
Yellow – To be used as a monitoring tool after identification of inappropriate learning behaviours including return from suspension. By implementing the Yellow card the case manager (YLC or HOD) can identify and support the student to address and improve these inappropriate behaviours. This in turn will provide the opportunity to affect positive change and improve learning outcomes.
Red – The Red card is used when patterns identified by a yellow card continue to have a greater, or ongoing, impact on the learning outcomes of a student and/or returning from a long-term suspension Red cards are used only in a limited number of cases/severe circumstance and after ongoing support.

Process

1. When the **YLC, Sector HOD or Deputy Principal** becomes aware of the inappropriate behaviour from One School, they may choose to **place the student on either "yellow", "pink" 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 (e.g.' lunchtime detention, after school detention, etc.)

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**. (Eg: *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.

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4. The students will also be made aware of what **specific behaviour** they need to do display in order to **earn a progression down to the next level, or to be released** from the colour 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. 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 "colours" based supervision. This "graduation" will also be noted on the staff intranet, and teachers are encouraged to provide positive verbal feedback to this student as a result.

The Withdrawal Area

The Withdrawal Area is a supervised area adjacent to the Junior and Senior school offices. It is used if a student is consistently disruptive during a lesson to the detriment of other students' learning. It is used for lunch-time detentions, withdrawals from class and in-school withdrawal. Only Year Co-ordinators, HO.D.s and Deputy Principals may direct students to the Withdrawal Area. Students complete appropriate activities in this area. Activities include "The Conduct File" and acts of restitution when appropriate.

After School Detention

An after school detention may be issued by a HOD, Deputy Principal YLC or the Principal. Parents are notified in writing if a student is given an after-school detention with 24 hours' notice. After school detentions are supervised in each sector's withdrawal area by a YLC.

Weekend Detentions

If weekend detention is considered an appropriate disciplinary consequence, the Deputy Principal or Sector HOD must notify parents, in writing, to negotiate, within parameters, the day, time and duration of the detention and the responsibilities of the student, parent and school in relation to detention supervision arrangements.

- ## Intensive behaviour support

Intensive behaviour support: Junior School, Middle School and Senior School Administrative Teams

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
- works 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, a representative from the school's administration and district-based behavioural support staff.

5. Consequences for inappropriate or unacceptable behaviour

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

Minor behaviours may result in, but are not limited to, the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

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

The flow charts (Appendix 7) summarise the process of each Level of Behaviour

Level	Behaviour	Possible Consequences
Level 1 (Teachers)	At this level, all students are on task and little or no disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements may include but are not limited to: ▪ verbal reinforcement ▪ record of achievements for formal acknowledgement ▪ Positive Behaviour record on One School ▪ Positive Behaviour record on IDAttend ▪ phone calls/letters/emails to parents for good behaviours/achievements.

Level	Behaviour	Possible Consequences
Level 2 (Teachers)	Inappropriate student behaviours to be dealt with at this level may include but are not limited to: ▪ minor incidents ▪ ignoring instruction ▪ lateness to class ▪ littering ▪ inappropriate use of electronic device ▪ uniform/hair/makeup/jewellery transgressions ▪ swearing ▪ eating/drinking in classrooms/foyers ▪ failure to follow teacher instruction	Teacher initiated actions may include but are not limited to: ▪ verbal negotiation ▪ reminder of expectations ▪ in-class separation ▪ use of micro skills-proximity, voice, redirection, eye contact ▪ removal from classroom for one-on-one resolution ▪ send student to buddy class ▪ assign student to accompany teacher on yard duty ▪ assign student a lunchtime detention ▪ contact with parents. ▪ caution student that they will be referred to HOD/YLC and One School referral made if behaviour continues. ▪ behaviour recorded If repeated applications of the above actions produce no improvement in the student's behaviour, then the student should be referred to the YLC and/or HOD for action at Level 3.

Level	Behaviour	Possible Consequences
Level 3 (School Year Level Coordinator HOD	Inappropriate student behaviours to be dealt with at this level may include but are not limited to: ▪ continued level two behaviours ▪ repeated defiance ▪ all forms of bullying ▪ verbal misconduct ▪ truancy ▪ failure to respect the rights of others ▪ inappropriate behaviour or being an unapproved passenger in a student vehicle for travel to and from school	The class teacher/YLC will initiate actions which could may include but are not limited to: ▪ monitoring program ▪ resolution meeting as required between coordinator, aggrieved party and student ▪ referral for assessment and specialist support Learning Support teacher, Advisory Teacher, Guidance Officer, ▪ Individual Behaviour Monitoring **(Yellow Card)** ▪ recess or after school detention ▪ restitution ▪ parent contact ▪ interagency referral ▪ referral to Deputy Principal/Sector HOD.

Level	Behaviour	Possible Consequences
Level 4 (Deputy Principal/ Sector HOD)	Inappropriate student behaviours to be dealt with at this level may include but are not limited to: ▪ continued level three behaviours ▪ stealing ▪ truancy ▪ unexplained absence ▪ inappropriate use of vehicle by student travelling to and from school ▪ physical aggression ▪ smoking ▪ pornography ▪ intimidation of staff ▪ vandalism ▪ verbal abuse ▪ sexual harassment ▪ posting and/or disseminating inappropriate content involving our staff, students or school, our school uniform or images that are used without permission ▪ repeated breach of electronic device/social media policy	Deputy Principal initiated actions in response to inappropriate student behaviour may include but are not limited to: ▪ Red Card implemented ▪ parent/carer interview ▪ detention ▪ referral to outside agency ▪ referral to/consultation with the principal ▪ recommend suspension to principal ▪ recommend exclusion to principal ▪ restorative conference on return from suspension ▪ Behaviour Improvement Plan/Conditions implemented where appropriate ▪ police notification where necessary

Level	Behaviour	Possible Consequences
Level 5 (Principal) NB: Serious misbehaviour such as supplying drugs, use of a weapon, sexual misconduct and violent assault always progress straight to Level 5 and will likely result in the most serious of consequences.	Inappropriate student behaviours to be dealt with at this level may include but are not limited to: ▪ extreme or repeated incidence of level four behaviour ▪ possession of drugs ▪ possession of a weapon/ weaponising an object ▪ supply of drugs ▪ dissemination of inappropriate content. ▪ use of a weapon ▪ assault. ▪ use of digital devices to intimidate, humiliate or harass students or staff/ or providing material to others for use in such correspondence. ▪ sexual misconduct ▪ police related matters	Principal in consultation with Deputy Principal determines the most appropriate course of action which may include but is not limited to any of the following: ▪ individual Behaviour Agreement ▪ parent/carer interview ▪ police notification (if illegal behaviour) ▪ suspension in line with Education Queensland Policy *SMS –PR-021 Safe, Supportive and Disciplined Environment.* ▪ implementation of Discipline Improvement Plan where appropriate ▪ recommendation for exclusion in line with Education Queensland Policy *SMS –PR-021 Safe, Supportive and Disciplined Environment*

6.Emergency situation or critical incident responses

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.

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

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

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

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

Debrief
(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).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
• physically assaulting another student or staff member
• posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Kedron State High's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only

considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint

It is important that all staff understand:
• physical intervention cannot be used as a form of punishment
• physical intervention must not be used when a less severe response can effectively resolve the situation
• the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
• property destruction
• school disruption
• refusal to comply
• verbal threats
• leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• Incident Report Form for Supply teachers (appendix)
• Health and Safety incident record
• Debriefing Report for student and staff (Appendix 3)

7. Student Support Network

Kedron State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All minor and major problem behaviours are recorded on One School with referrals sent to the appropriate Deputy Principal, HOD and/or YLC. Staff who have no access to OneSchool (e.g. supply teachers) will complete an Incident Referral Form (see Appendix 6) which will be recorded on One School. Our school recognises that professional judgement is required in some instances to determine the most appropriate course of action.

Students at Kedron State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
• Parents
• Teachers
• Support Staff

- Junior School Support Team
- Middle School Support Team
- Senior School Support Team
- Heads of Department
- Administration Staff – Principal and Deputy Principals
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain/s
- School Based Youth Health Nurse
- Social Worker
- Community Liaison Officer

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service
- Local Council
- Wooloowin Neighbourhood Centre.
- Community Connection
- CALD

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Kedron State High School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socio-economic situation and their emotional state as well as their mental, physical health and well-being.

Recognising the rights of all students to:
- express opinions in an appropriate manner and at the appropriate time
- work and learn in a safe environment regardless of their age, gender, disability, cultural background, socio-economic situation and
- receive adjustments appropriate to their learning and/or impairment needs and cultural backgrounds.

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9. Related legislation

- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Work Health and Safety Act 2011*
- *Work Health and Safety Regulation 2011*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

10. Related procedures

- *Statement of expectations for a disciplined school environment policy*
- *Safe, Supportive and Disciplined School Environment*
- *Inclusive Education*
- *Enrolment in State Primary, Secondary and Special Schools*
- *Student Dress Code*
- *Student Protection*
- *Hostile People on School Premises, Wilful Disturbance and Trespass*
- *Police and Child Safety Officer Interviews with students, and Police Searches at State Educational Institutions*
- *Acceptable Use of the Department's Information, Communication and Technology (ICT) Network & Systems*
- *Managing Electronic Identities and Identity Management*
- *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
- *Temporary Removal of Student Property by School Staff*

11. Some related resources

- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*
- *Safe Schools Hub*

12. Endorsement

Principal   P&C President   School Council Chair

Effective Date: November 2017 to 31 December 2019

Personal Technology Device Policy

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.

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 during all instruction time and throughout the entire school day**. They are not to be used, seen or heard in class or during the entire instructional periods of the 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** 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 Responsible Behaviour Plan for Students will be applied. (Level 4)
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 breaks of this policy will be referred to the school administration at Level 4.

The use of personal technology devices at Kedron SHS

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, technology devices (such as Phones, Tablets, Portable gaming devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone, watch or smartwatch), mobile telephones, IPods® and devices of a similar nature.

Confiscation

Permitted personal technology devices (Namely, but not exclusively Mobile Phones) used contrary to this policy on school premises maybe confiscated by school staff. 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 maybe referred to the Deputy Principal at Level 4.

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during the entire school day and whilst on the school grounds.

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 (apart from social functions like graduation ceremonies) 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 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 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.

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.

WORKING TOGETHER TO KEEP KEDRON STATE HIGH SCHOOL SAFE

We can work together to keep knives out of school. At Kedron State High School:
- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?
- 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 Principal or Deputy Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.

- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Kedron State High School safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principal.

DEBRIEFING REPORT

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was you emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.

SCHOOL POLICY FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

Purpose

Kedron SHS strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Kedron SHS. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Kedron SHS include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Kedron SHS there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Kedron SHS are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

1. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know and have access to school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

2. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Kedron State High School will then investigate and respond to any incident of cyberbullying.

3. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

4. A year 8 cyber-bullying unit is delivered, which teaches the students strategies to employ when experiencing bullying behaviour online.

5. The school provides a portal to online cyber-bullying resources for students, parents and staff alike, through its eLearning section of the school website.

6. Kedron is engaged in the Allanah and Madelines Foundation's eSmart framework. A framework which seeks to educate the whole school community in all aspects of cyber-safety. As part of this engagement, the school runs information sessions for the wider school community.

7. Kedron State High School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

8. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Kedron State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

9. Kedron State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

APPROPRIATE USE OF SOCIAL MEDIA

Kedron SHS embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Kedron SHS is committed to promoting the responsible and positive use of social media sites and apps. No student of Kedron SHS will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 4,** it is unacceptable for students to bully, harass or victimise another person whether within (School name's) grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Kedron SHS, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Kedron SHS engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media
Students of Kedron SHS are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Kedron SHS, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Kedron SHS will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:
- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Kedron SHS strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Kedron SHS expects its students to engage in positive online behaviours.