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

2021-2024

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

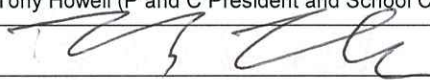|	
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Contact Person:	Mr Joseba Larrazabal (Principal)

Endorsement

Principal Name:	Mr Joseba Larrazabal
Principal Signature:	
Date:	20/11/2020

P/C President and-or School Council Chair Name:	Mr Tony Howell (P and C President and School Council Chair)
P/C President and-or School Council Chair Signature:	
Date:	20-11-2020

Contents

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 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.

Kedron SHS has a proud tradition of working closely with students and their families to provide the learning environments and values that shape future leaders and learners. The school uses the guiding principles of Traditional, Disciplined, Academic and Diverse to shape *"The Kedron Way"*.

Guiding Principle	The Kedron Way personified by:
Traditional	Sustaining the culture of high expectations that enhances the excellent reputation of the school
	Celebrating the traditions that make our school strong, while innovating to meet the needs of the 21st Century learners and leaders
Disciplined	Maintaining a clear focus on self-discipline, our commitment to learning and striving to be one's best every day
	Teaching and modelling our commitment to respect, resilience and compassion to shape the learners and leaders of the future
Academic	Maintaining student academic progress and excellence through expert teaching
	Ensuring staff know their students academically and personally to support high impact strategies for the success of all students
Diverse	Promoting and celebrating inclusivity within our strong and unique multicultural school community
	Providing ongoing opportunities for creativity, collaboration and innovation to support our lifelong learners and change makers

These guiding principles have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are some of the most valuable skills our communities need now and in the future.

Kedron SHS staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Kedron SHS Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Mr Joseba Larrazabal
Principal

Consultation

Kedron SHS developed this Code of Conduct in collaboration with our school community. The consultation process used to inform the development of the Kedron SHS Student Code of Conduct occurred in three phases.

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

In the second phase, we provided a survey to parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Staff and students participated in small focus group discussions to gather relevant and precise information related to their personal context within the school. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment. The third phase of consultation was completed in Term 4 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association and School Council meetings in November 2020 for endorsement. The P&C Association and School Council unanimously endorsed the Kedron SHS Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Kedron SHS Student Code of Conduct, including promotion through the school website and newsletter. Any families who require assistance to access a copy of the Kedron SHS Code of Conduct, including translation to a suitable language, are encouraged to contact the Kedron SHS.

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

Whole School Approach to Discipline

At Kedron SHS we emphasise the importance of 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 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:
TRADITIONAL	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

ACADEMIC	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

DIVERSE	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
DISCIPLINED	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 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.

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;
- 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 reinforce 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

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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
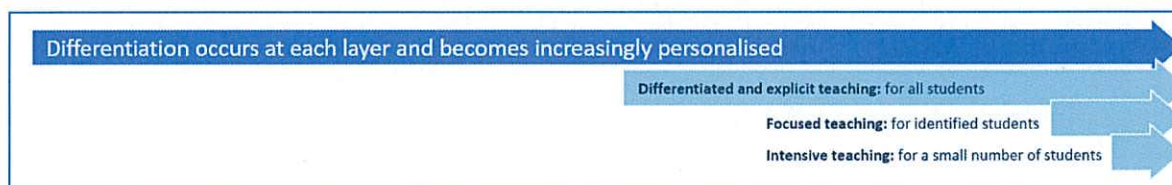
This differentiated and explicit teaching across the whole school is undertaken by:
1: Classroom Management

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 eg 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 Administration, Head Of Department (HOD) or Year Leave 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.

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 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.)

<u>Process</u>

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, A/S 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**. ("*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, with a list published on the staff intranet.

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 also be noted on the staff intranet, and teachers are encouraged to provide positive verbal feedback to this student as a result.

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. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Young Mens Group
- Young Womens Group
- SEED
- Functional Based Assessment.

For more information about these programs, please speak with the Deputy Principal, Junior School Sector.

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 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
- work together to achieve continuity and consistency between the 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.

Legislative Delegations

Legislation

In this section of the Kedron SHS Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:
- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Notification authorisation

Whilst a principal is not able to delegate their authority to make decisions about suspension or exclusion, they may authorise a deputy principal to tell a student and their parent/s about the suspension or exclusion decision. Written notification, on the approved form, for the decision must still be signed and sent by the principal (or acting principal in their absence). Principals must document authorisation they give to a deputy principal for evidentiary

purposes, should any challenge be made. An Instrument of Authorisation could be either a standing or one-off authorisation.

A copy of the Instrument of Authorisation at Kedron SHS can be provided if requested.

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.

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

	BEHAVIOUR CATEGORY	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	MAJOR BEHAVIOURS are those that: • are repeated Minor Misbehaviours • significantly violate the rights of others; • put others / self at risk of harm; • require the involvement of school Administration.
Traditional	Dress code - Uniform	• Not wearing uniform correctly • No hat • Excessive Jewellery • Make Up • Not wearing hat/uniform correctly to or from school • Hair – colour/length/style • Other body adornments	• Repeated uniform infractions following actions and consequences such as consistently wearing excessive jewellery • Refusal to wear uniform and/or wearing of clothing that is offensive
	Verbal Misconduct	• Incidental swearing • Disrespectful tone • Calling out • Arguing over games (E.g. Handball)	• Offensive language • Aggressive language • Directed verbal abuse
	Property Misconduct	• Lack of respect for the environment • Hiding property of others or school • Taking and running away with property of others (E.g. Hat)	• Stealing/Major theft • Graffiti • Wilful damage to other student property or school property
Disciplined	Defiant	• Failure to follow teacher directions • Non-compliant/defiant • Uncooperative • Poor attitude	• Repeated and/or blatant disrespect • Repeated minor or major defiance • Gross insolence/non-compliance
	Possess prohibited items	• Possession of items such as but not limited to correction fluid, permanent markers, aerosol cans	• Possession of items such as but not limited to knives, matches/lighters • Pornographic/extremist material
	Substance Misconduct involving Tobacco and other legal substances	NOT APPLICABLE	• Possession and/or use of illegal substances and/or paraphernalia related to the consumption or use of substances including Alcohol, Tobacco, Aerosols or other drugs • Being in the company of those using substances including Alcohol, Tobacco, Aerosols or other drugs
	Misconduct involving object	Use of property belonging to others without permission	• Weaponising an object • Use of weapon against another person

	Substance Misconduct involving illicit substances	NOT APPLICABLE	• Possession and/or use of illegal substances and/or paraphernalia related to the consumption or use of illicit substances • Being in the company of those using illicit substances
	Threat to Adult	NOT APPLICABLE	• Direct verbal or non-verbal threat towards a staff member • Intimidation of staff • Use of an online platform to intimidate, harass or defame a staff member
	Truancy	• Not being in the correct place at the correct time • Late to class	• Leaving class without permission • Leaving school grounds without permission • Truanting – absent from class without permission
	Other Conduct Prejudicial to the good order and management of the school	• Littering	• Bringing the school into disrepute through inappropriate behaviour including whilst travelling to or from school and/or on public transport • Inappropriate use of vehicle by student travelling to and from school • Behaviours that affect the daily operation of the school • Behaviours that significantly affect the ability of staff to engage in their duties
	IT Misconduct	• Failure to follow published procedure for correct use of Education Queensland's ICT	• Failure to follow published procedure related to mobile phones and other electronic devices • Repeated failure to follow published procedure for correct use of Education Queensland's ICT • Use of a digital device to intimidate, humiliate or harass students or staff/ or providing material to others for use in such correspondence. • Use of a digital device to receive or distribute child exploitation materials • Use of a digital device to engage in extremist activities
	Physical Misconduct	• Minor physical contact (incidental pushing/shoving)	• Serious physical aggression or behaviours causing injury to others through physical contact or unwarranted movement • Fighting • Inciting others to violence • Sexual Harassment

Academic	Non-compliant with routine	- Lack of equipment for lesson (inc. incorrect clothing) - Failure to complete work within set time frames - Eating/Drinking in the classroom - Chewing gum	- Consistently fails to have necessary equipment and/or clothing to participate adequately - Persistently fails to complete set tasks within set time frames - Throwing food in the classroom
	Late	Late to class/absent without authorisation	Persistently late to class (inc form)
	Lying/Cheating	- Minor plagiarism - Minor cheating	Major and or repeated/escalated academic misconduct such as plagiarism, cheating, failure to submit, disseminating assessment materials
	Disruptive	Disruption of class – calling out, tapping etc	Major/repeated disruption of class
Diverse	Bullying	- Minor bullying/harassment (inc. name calling) - Minor assumptions made due to lack of knowledge - Minor exclusion of student from event/activity	- Continued and/or major bullying/harassment (inc. sexual and/or racial) - Directed racist comments - Direct exclusion of student from event/activity due to race, gender, sexual orientation or religious beliefs. - Engaging others to intimidate, harass or threaten student(s) or staff
	Threats to others	NOT APPLICABLE	- Direct verbal or non-verbal threat towards a student of this school or another whilst representing this school - Intimidation of a student of this school or another whilst representing this school - Verbal or non-verbal threats towards staff and/or members of the public

Kedron SHS Behaviour Flow Chart

Minor Misbehaviour →	Level 1 Major Misbehaviour →	Level 2 Major Misbehaviour →	Level 3 Major Misbehaviour
• Teacher	• CURRICULUM HOD/YLC	• SECTOR HOD/DP	• Principal

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

Major behaviours are those that:

- are repeated Minor Misbehaviours;
- significantly violate the rights of others;
- put others / self at risk of harm;
- require the involvement of school Administration.

For verified students and/or those identified by the HOSES:

- When parent contact is made by staff at any level referral to the Key Teacher is required;
- Refer any OneSchooled behaviour incident to Key Teacher

STUDENT MISBEHAVIOURS	EXAMPLES OF BEHAVIOURS	TEACHER ACTIONS	ONE SCHOOL REQUIREMENTS	WHO REFERRED TO
MINOR CURRICULUM and/or PGD	Behaviours may include but are not limited to: • failure to follow teacher instruction • failure to bring equipment • refusal to participate in a program of instruction • refusal to complete set work • off task behaviour such as playing game on computer • lateness to class • littering • uniform transgressions • eating/drinking in classrooms • swearing	At least 2 teacher consequences must be employed. They could include but are not limited to: • Lunch time detention • Reminder of expectations • Verbal negotiation • Use of Essential Skills of Classroom Management • Seat change • Use of prearranged buddy class	Repeated behaviours at this level, a teacher contacts home and records behaviour on OS. (Contact recorded as part of behaviour record.)	No referral at this stage. The contact could have FYI to YLC or Curriculum HOD

STUDENT MISBEHAVIOURS		EXAMPLES OF BEHAVIOURS	POSSIBLE MANAGEMENT ACTIONS	ONE SCHOOL REQUIREMENTS	WHO REFERRED TO

Level 1 Major Misbehaviours Repeated misbehaviour despite more than two (2) strategies enacted by the teacher either a) in class or b) non curriculum issues	**A) For in class and curriculum issues**	Repeated Minor Misbehaviours including off task behaviours such as playing computer games AND/OR
		• Academic Misconduct such as minor plagiarism, cheating
		• Inappropriate use of computers such as inappropriate websites, swearing/bullying via email etc. (PLEASE NOTE – This should be referred to IT HOD)
			The Curriculum HOD may utilise but is not limited to:
			• Lunch time detention
			• After School Detention
			  • Reminder of expectations
			  • Verbal negotiation
			  • Use of prearranged buddy class (withdrawal)
				Teacher contacts home and records behaviour in One School referring to Curriculum HOD	Refer to Curriculum HOD to review and manage incident, either providing further behaviour support or referring to relevant supports. If it is noted that behaviour is occurring across curriculum areas please refer to Sector HOD.

	B) For non curriculum issues	Repeated Minor Misbehaviours such as, but not limited to: • Inappropriate uniform • Persistent lateness to school (Form) • Bullying behaviours • Continual littering	The YLC may utilise but is not limited to: • Confiscation • Litter Duty • Natural Consequences • Parent Phone Call • Reprimand and Warning • Restorative Justice • Mediation Between Students • After School Detention • Individual Behaviour Monitoring (Yellow Card)	Teacher contacts home and records behaviour in One School referring to YLC	Year Coordinator to review and manage incident for issues, either providing further behaviour support or referring to DP

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STUDENT MISBEHAVIOURS		EXAMPLES OF BEHAVIOURS	POSSIBLE MANAGEMENT ACTIONS	ONE SCHOOL REQUIREMENTS	WHO REFERRED TO
Level 2 Major Misbehaviours A) **Significant Behaviours referred by teachers directly to Sector HOD or DP** B) **Repeated misbehaviour post Level 1 referred through the Curriculum HOD or Year Coordinator to the Sector HOD or DP**	**Significant Behaviours**	Significant behaviours may include but is not limited to: • Stealing • Truancy/unexplained absence • Inappropriate use of vehicle by student travelling to and from school • Breach of Mobile Phone and other Electronic Device policy • Posting of inappropriate content involving our staff, students or school, our school uniform or images that are used without permission	Initial management of the incident by the teacher may include, but is not limited to: • Collect initial evidence • Removal from classroom/area • Take action to mitigate danger and manage immediate risks	Teacher records significant behaviour incident in One School and refers to Sector HOD or DP	Deputy Principal to review and manage incident which may include providing further behaviour support, referral to external agencies or recommendation for suspension or exclusion to Principal. Consultation with HOSES must be undertaken before verified students are referred to the Principal.
	Repeated Level 1 misbehaviours	• Repeated noncompliance or deliberate disobedience • Disengagement • Repeated unexplained absences • Repeated bullying behaviours • Major and or repeated/escalated academic misconduct such as plagiarism, cheating, failure to submit, disseminating assessment materials	Sector HOD or Deputy Principal may manage by implementing one of the following, but is not limited to: • Confiscation • Counselling • Guidance Officer Referral • Parent Interview • Parent Phone Call • Mediation • Restorative Justice • Intensive Individual Behaviour Monitoring (Red Card) • Behaviour Improvement Contract • Intensive Behaviour Support strategies • Referral to Principal for suspension or exclusion	Curriculum HOD or YLC to record management of behaviour, including contact with parent, and refer to DP.	

STUDENT MISBEHAVIOURS	EXAMPLES OF BEHAVIOURS	POSSIBLE MANAGEMENT ACTIONS	ONE SCHOOL REQUIREMENTS	WHO REFERRED TO
Level 3 Major Misbehaviours **Extreme and/or continued misbehaviour post level 2 intervention referred by the DP to Principal.**	• Repeated Level 2 Major behaviours • Physical aggression • Possession and/or use of illegal substances and/or paraphernalia related to the consumption or use of substances including Alcohol, Tobacco or other drugs • Possession of a weapon/weaponising an object • Intimidation of staff • Vandalism • Verbal abuse • Sexual harassment or pornography • Use of digital devices to intimidate, humiliate or harass students or staff/ or providing material to others for use in such correspondence. • Police related matters	Initial management of the incident will always be completed by the Deputy Principal. This will include: • Collection of evidence • Removal from classroom/area • Take action to mitigate any dangers and manage immediate risks. Serious misbehaviour such as those listed here will always be referred to the Principal for final decision and will usually result in the most serious of consequences.	Deputy Principal to record management of behaviour, including contact with parent, and refer to Principal for recommendations to suspend or exclude.	Principal to make final decision regarding suspension or exclusion. Grounds for this

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Kedron SHS, the use of any SDA is a very serious decision that is applied to support the health, safety and wellbeing of staff and students. All decisions made related to a SDA will be made in conjunction with the DoE Student Discipline Procedure and the flowcharts contained within.

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.

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   Time: _____

☐ Withdrawal from common areas   Time: _____

_____

DETAILS: _____

_____

SUPPORTS IN PLACE:

☐ Review of Timetable   ☐ Referral to Alternate Pathway

☐ Referral to Support Team   ☐ 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

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, CO_2 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. (Level 2 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 Level 2 Major Misbehaviour.

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 maybe referred to the Deputy Principal as a Level 2 Major Misbehaviour.

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.

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

MOBILE PHONE CONFISCATION PROCESSES

1. Inform student that you will take the device to the main office where they will be able to collect it at the end of the day.

2. Take device to the main office as soon as possible.

3. Find the student's name in the confiscation register. Write the date and the type of device (i.e. 'phone') confiscated in the ledger. Write your name clearly

4. Place the device in an envelope and write how many times a device has been confiscated from the student.

5. Notify YLC/HOD/DP through OneSchool Incident Referral

6. Office staff will return the device to the student at the end of the day.

FIRST TIME

YLC notifies

parents

SECOND TIME

HOD/DP notifies

parents

THIRD TIME

Warning Letter sent to parents from Principal

DP notifies parent

FOURTH TIME

Student may be suspended (Level 4) Continued Breach of mobile phone policy

Kedron SHS uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

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

According to the *Bullying. No Way! national program*, 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 Executive Teams
- Guidance Officer
- Chaplain
- School Youth Health Nurse
- Social Worker

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.

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.

STEP 1
- 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

STEP 2
- 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
- Notify parent/s or carer/s that the issue of concern is being investigated

STEP 3
- 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

STEP 4
- 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

STEP 5
- 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

STEP 6
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

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

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.
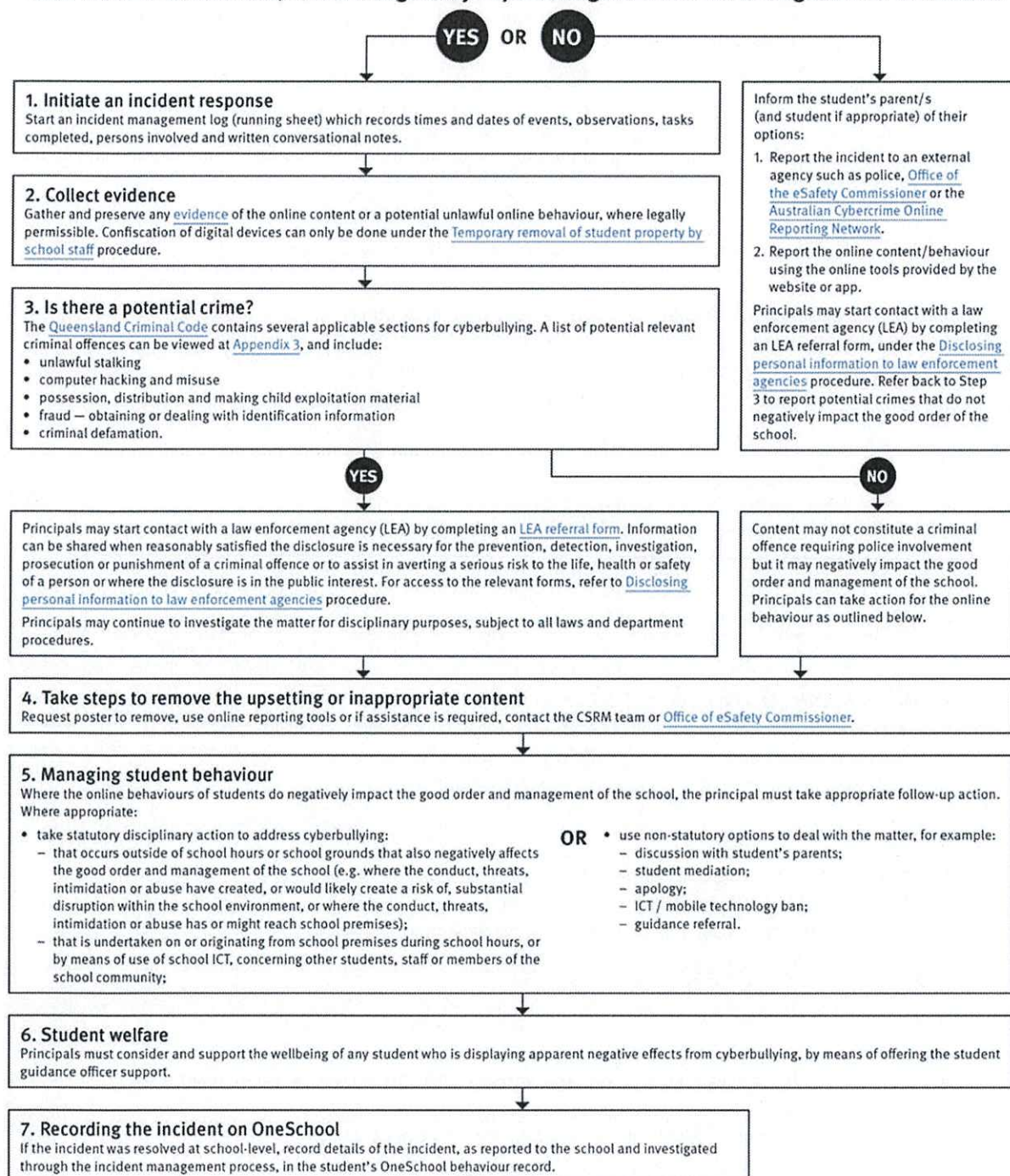
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process 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.

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

YES OR **NO**

YES path:

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

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

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

NO path (right column):

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

Step 3 → YES:

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

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

Step 3 → NO:

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

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

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

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

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

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

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

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.
- 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.

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.

Restrictive Practices

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.

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.

Related Procedures and Guidelines

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

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