



Student Code of Conduct

Connecting every learner, every day in every way for success.

2021 - 2023

Contact Information

Postal address:	PO Box 53 Kedron Qld 4031
Phone:	(07) 3621 3444
Email:	principal@kedronss.eq.edu.au
School website address:	www.kedronss.eq.edu.au
Contact Person:	Mrs S Randal-Kneipp

Endorsement

Principal Name:	Mrs S Randal-Kneipp
Principal Signature:	
Date:	
P & C President Name:	
P & C President's Signature:	
Date:	

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Purpose

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

The Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive and effective whole school approach to discipline.

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

Principal's Foreword

Introduction

Kedron State School prides itself on quality teaching and learning, where our whole school approach to behaviour and learning provides clear and high expectations. Strong, positive relationships between all members of our school community are valued at our school as they are the foundation to supporting the success of all students. At Kedron State School, we believe every student is a learner and every student can succeed.

Kedron State School has four school expectations:

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

These expectations 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 respectful, responsible, connected and kind young people who develop a love of learning.

Kedron State School staff take an educative approach to discipline, where positive behaviour is taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's data from School Opinion Surveys and Student Disciplinary Absences along with school policies on the 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 behaviour.

Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension and exclusion.

I thank students, teachers, parents and other members of the school community for their work, interest and views shared through the process of developing Kedron State School's Student Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement

The Kedron State School P&C actively support the school's vision of **Connecting every learner, every day in every way for success.**

In order to fulfil this value statement, uphold the school's clear expectations and maintain the calm, supportive and equitable learning environment we prioritise the Kedron State School P&C endorse the Student Code of Conduct.

Kedron State School P& C President

Patrick McDonald

Consultation

The consultation process used to inform the development of the Kedron State School Student Code of Conduct occurred with teaching staff, administration team, P&C and the wider community.

A review of the Responsible Behaviour Plan for Students occurred via internal meetings with staff. A range of data sets on attendance and student behaviour incidents were examined. As a school staff, we identified strengths and successes from our previous Responsible Behaviour Plan for Students as well as areas for further development.

Discussions also took place regarding the outcomes from the most recent School Opinion Survey. Data was analysed from the 2019 School Opinion Survey and compared to previous surveys to identify areas of strengths and weaknesses according to the opinions of various parents, students and staff. This informed the development of Kedron State School's Student Code of Conduct, which was presented to the P & C Association in February 2021. The P & C Association unanimously endorsed the Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Kedron State School Student Code of Conduct, including promotion through the school website and the weekly newsletter along with its presentation at Whole Staff Professional Development meetings and induction processes. Any families who require assistance to access a copy of the Student Code of Conduct, including translation to a suitable language, or to further discuss or clarify the information in the document are encouraged to contact the Principal or Deputy Principal.

Review Statement

The Kedron State School 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.

Data Overview

This section of Kedron State School's Student Code of Conduct reports the key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting instrument for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction Data is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

- parents
- students
- staff
- principals

These data sets are obtained from OneSchool, which contains information regarding curriculum, assessment and reporting along with school reports and records on students. These records capture students' details, academic and behaviour reports, absences, records of contact and extra-curricular activities. This information can be requested by parents for their own child or children though privacy will be upheld for other students and families.

School Opinion Survey

Parent Opinion Survey

Performance Measure	2017	2018	2019
Percentage of parents/caregivers who agree* that:			
their child is getting a good education at school (S2016)	93%	91%	96%
this is a good school (S2035)	93%	88%	97%
their child likes being at this school (S2001)	97%	94%	100%
their child feels safe at this school (S2002)	96%	99%	96%
their child's learning needs are being met at this school (S2003)	91%	86%	97%
their child is making good progress at this school (S2004)	93%	90%	96%
teachers at this school expect their child to do his or her best (S2005)	96%	96%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	91%	95%
teachers at this school motivate their child to learn (S2007)	92%	87%	95%
teachers at this school treat students fairly (S2008)	91%	88%	92%
they can talk to their child's teachers about their concerns (S2009)	95%	92%	99%
this school works with them to support their child's learning (2010)	90%	91%	93%
this school takes parents' opinions seriously (S2011)	89%	86%	86%
student behaviour is well managed at this school (S2012)	89%	89%	90%
this school looks for ways to improve (S2013)	91%	92%	95%
this school is well maintained (S2014)	95%	86%	97%

Student Opinion Survey

Performance Measure	2017	2018	2019
Percentage of students who agree* that:			
they are getting a good education at school (S2048)	99%	98%	96%
they like being at their school (S2036)	95%	93%	96%
they feels safe at their school (S2037)	97%	98%	98%
their teachers motivate them to learn (S2038)	100%	98%	96%
their teachers expect them to do their best (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	99%	96%	95%
teachers treat students fairly at their school (S2041)	94%	89%	94%
they can talk to their teachers about their concerns (S2042)	97%	88%	93%
their school takes students' opinions seriously (S2043)	94%	87%	90%
student behaviour is well managed at their school (S2044)	91%	85%	85%
their school looks for ways to improve (S2045)	98%	99%	94%
their school is well maintained (S2046)	97%	94%	94%
their school gives them opportunities to do interesting things (S2047)	93%	94%	96%

Staff Opinion Survey

Performance Measure	2017	2018	2019
Percentage of school staff who agree* that:			
they enjoy working at their school (S2069)	96%	92%	97%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	92%	97%
their school has an inclusive culture where diversity is valued and respected (S3202)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	96%	92%	100%
staff are well supported at their school (S2075)	96%	96%	97%
their school takes staff opinions seriously (S2076)	100%	96%	97%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	96%	96%	100%
their school gives them opportunities to do interesting things (S2079)	96%	96%	100%

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

School Disciplinary Absences (SDA)

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

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

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

Kedron State School Incidents resulting in disciplinary absences			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	1	9	5
Long Suspensions – 11 to 20 days	0	0	0
Charge-related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with a Deputy Principal or the Principal to discuss the model of behaviour support and discipline used at this school.

At Kedron State School, we believe:

- our whole school approach to behaviour and learning provides consistency, clear expectations and appropriate consequences for students and parents
- expected student behaviour should be explicitly taught
- high expectations are maintained
- students learn to the best of their ability when supported, accepted, challenged and engaged.

Kedron State School's four school expectations are:



Multi-Tiered Systems of Support

Kedron State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive intervention to the identified needs of individual students.

Prevention Description

Tier 1

All students in the school receive support for their academic and behaviour development. Focus is on the whole-school implementation of both the Australian Curriculum and the Code of Conduct. This involves:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- using feedback from students and their families on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be achieved.

The following proactive and preventative processes and strategies are implemented in the Tier 1 stage to communicate behavioural expectations:

- explicit teaching of the School Expectations
- timely debriefing of both positive and inappropriate behaviours
- classroom routines and expectations which align with the School Expectations
- consistent Classroom Management Plans across the school
- classroom reward systems to promote positive student behaviours
- Zones of Regulation are explicitly taught to all students to promote emotional regulation and enabling students to use strategies to choose positive behavioural choices to maximise learning
- Chill Out spaces in each classroom which enable students to have a quiet place to calm down and use strategies to regulate their emotions
- School-wide use of the High Five to assist students to solve minor social problems
- positive reinforcement for demonstrating expected behaviours, such as class rewards, individual student certificate of success celebrated at whole school assembly
- communication through the school newsletter
- comprehensive induction programs for new students, staff and relief staff.

Tier 2

Targeted instruction and supports for identified students are more intense than Tier 1 provisions, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tiers 2 supports building on the comprehensive support provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instructions on the Australian Curriculum or particular aspects of the school rules. The types of interventions offered at this level will vary according to the needs of the students, but all have certain things in common:

- there is a clear connection between the skills taught in the intervention and the school-wide expectations
- interventions are time-effective and sustainable
- consistency within each intervention is prioritised
- interventions are evidence-based models and are matched to each student's need.

If the school data indicates that more than 15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Selected students receive targeted support to assist them with their learning and behaviour in the following ways:

- Zones of Regulation focused groups
- Small focused groups with teacher, paraprofessionals, Inclusion Team
- Playground Plans
- Assessments from Guidance Officer and Speech Language Pathologist, including cognitive assessments and speech/language assessment
- Individual student monitoring records
- Individualise reward systems promoting repatterning of behaviour
- Support a Talker
- Referral to SWEL – Student Wellbeing Engagement and Learning, which comprises of the school Principal, Deputy Principal, Head of Teaching and Learning, Inclusion Leader, Speech Language Pathologist and Guidance Officer
- School Occupational Therapist – referral, observations, reports and recommendations when required.

Tier 3

Tier 3 outlines individualised services for identified students who require intensive support from which the school context can provide. These support avenues are delivered in student pairs or on an individual basis.

Tier 3 support continues to build on the lessons and foci provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is specifically required for a student to be most successful. Tier 3 support is based on the underlying functions and reasoning for a student's behaviour and may include the following processes:

- Individual Behaviour Support Plan
- Functional Behaviour Assessment
- Complex Case Team
- Risk Management and Safety Plan
- Individual Curriculum Plan.

All supports include strategies to:

- a. **Prevent** problem behaviour
- b. **Teach** the student an acceptable replacement behaviour
- c. **Reinforce** the student's use of the replacement behaviour
- d. **Minimise** the payoff for problem behaviour.

Tier 3 support exists along a continuum. Many students can benefit from a Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Kedron State School considers the individual circumstances of students when providing support and determining appropriate consequences for disciplinary matters. Consideration to students' individual circumstances is facilitated by:

- promoting a supportive environment which is responsive to students' diverse needs
- establishing procedures for applying fair, equitable and appropriate consequences to individual situations
- ensuring confidentiality of students by limiting discussions and not sharing information about individual circumstances of students, including the applied disciplinary consequences, with people other than the student's parent/s
- recognising and taking into account students' age, gender, behaviour history, disability, mental health and wellbeing, home environment and care arrangements, religion, socio-economic situation and cultural background
- 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 or socio-economic situation, and receive adjustments appropriate to their learning needs.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not equitable.

For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Student Wellbeing

Kedron State School is devoted to the collaboratively developed KSS Wellbeing Framework which outlines a range of focus areas and services to support the wellbeing of students. We encourage parents and students to speak with their class teacher or make an appointment to meet the Guidance Officer or Deputy Principal if they would like individual advice about accessing particular services.

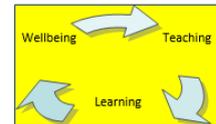
Learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [Student Learning and Wellbeing Framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.



Kedron State School Wellbeing Framework

Connecting every learner, every day in every way for success

This document has been informed by the Department of Education and Training, overarching Learning and Wellbeing Framework. Wellbeing is critical for learning, central to learning and an outcome of learning. It supports the Kedron State School value statement of connecting every learner, every day in every way for success.



<p>Learning Environment Core Statement: Kedron State School provides students with a rich learning environment that is respectful, supportive and safe. This optimizes academic engagement, social and emotional wellbeing.</p> <p>This is demonstrated by:</p> <p>1 Kedron State School Expectations of Behaviour</p> <p>2 Building Social Capital This includes: <ul style="list-style-type: none"> ✓ 10 Learning Behaviours ✓ Restorative Practice ✓ Intercultural connectivity ✓ Playground Rangers ✓ Building self-awareness and the development of a growth mindset </p> <p>3 Guidance Officer and Chaplaincy program</p> <p>4 Acknowledgement of student diversity This includes: <ul style="list-style-type: none"> ✓ Student Wellbeing, Enrichment and Learning Committee (SWEL) ✓ Celebrations of learning ✓ Special Education program ✓ Provisions for Gifted education ✓ Provisions for students with Learning Difficulties ✓ Instrumental music program and choir ✓ Interschool Sport ✓ Under 8s Day ✓ Celebration of the ARTS </p> <p>5 Workplace Health and Safety Committee</p> <p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ Daily opportunities for students to experience success across a range of learning environments ✓ Visual posters in every classroom articulating Schoolwide expectations of behaviour and learning behaviours ✓ Documented processes for referring students to Student Wellbeing, Enrichment and Learning Committee ✓ Regular meetings of Workplace Health and Safety committee ✓ Comprehensive school calendar that highlights a range of events that promote learning engagement and student diversity 	<p>Curriculum and Pedagogy Core Statement: Kedron State School acknowledges that quality classroom teaching has a significant influence on student learning and wellbeing. Wellbeing is enhanced when it is embedded in the curriculum and explicitly taught by the classroom teacher.</p> <p>This is demonstrated by:</p> <p>1 Implementation of the mandated curriculum This includes: <ul style="list-style-type: none"> ✓ Integration of the Personal and Social Capabilities of the Australian Curriculum into daily teaching practice ✓ Supportive schoolwide processes in relation to assessment and monitoring of student learning, inclusive of systemic and Whole School Assessment and Monitoring Guidelines ✓ Teacher acknowledgement of individual student variance through quality differentiation practice ✓ Implementation of individually negotiated curriculum plans (Individual Curriculum Plan, Individual Support Plan, Personal Learning Plan, Individual Health and Mental Wellbeing Plan) </p> <p>2 Building social capital This includes: <ul style="list-style-type: none"> ✓ Explicit teaching of the Schoolwide Expectations ✓ Explicit teaching of the 10 Learning Behaviours ✓ Explicit teaching of Restorative Practices ✓ Recruitment and training of Playground Rangers ✓ Explicit teaching of social skills through Boys' and Girls' Club ✓ Tuesday TED Talks ✓ Opportunities to access The Quiet Room </p> <p>3 Collaborative development of class expectations based on School Expectations and Learning Behaviours</p> <p>4 Student Leadership This includes teacher and student selection of: <ul style="list-style-type: none"> ✓ Year 6 Student Leaders ✓ School Vice Captain ✓ Music Captains ✓ Sports Captains ✓ Student Council Representatives ✓ School Leadership roles that promote academic and social wellbeing </p> <p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ Daily opportunities for students to demonstrate their knowledge and understanding in relation to the Curriculum ✓ Data literate teachers that use student evidence to drive teaching and learning ✓ Data used to inform holistic wellbeing processes ✓ Differentiation placements that acknowledge class and student profiles ✓ A range of co-operative learning groups operating across the school ✓ Varied pedagogies enacted to support students' preferred learning styles and strengths ✓ A consistent metalanguage used across the school in relation to expectations for learning and behaviour 	<p>Policies and Procedures Core Statement: Kedron State School has documented policies and procedures that describe and support the development of a positive school ethos that prioritises student learning and wellbeing.</p> <p>This is demonstrated by:</p> <p>1 School governance This includes: <ul style="list-style-type: none"> ✓ Kedron State School Leadership Team ✓ Kedron State School Parents and Citizens Association (P&C) ✓ Kedron State School Local Consultative Committee (LCC) ✓ Kedron State School Local Chaplaincy Committee ✓ Kedron State School Workplace Health and Safety Committee ✓ Kedron State School Wellbeing Committee ✓ Kedron State School SWEL Committee ✓ Kedron State School Student Council </p> <p>2 Department of Education and Teaching Mandated policies This includes: <ul style="list-style-type: none"> ✓ Code of Conduct ✓ Student Protection ✓ Responsible Behaviour ✓ Administration of Medications ✓ Smart Choices ✓ Sun Safe ✓ Road Safety ✓ Diversity Training ✓ Curriculum Activity Risk Assessment ✓ Health, Safety and Wellbeing ✓ Internal Controls ✓ Keys to Managing Information </p> <p>2 Kedron State School policies This includes: <ul style="list-style-type: none"> ✓ Kedron State School Responsible Behaviour Plan ✓ Kedron State Roll Marking and Absenteeism Plan - Student and Staff ✓ Kedron State School Sun Smart ✓ Kedron State School Digital and Online Publishing Protocol ✓ Kedron State School Professional Development Plans </p> <p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ School policies available on localised school intranet, school website and in Staff Strategic Documents folders ✓ The Kedron State School whole-school expectations are visible and set the tone for a calm and supportive learning environment ✓ Students, staff and parents/carers feel safe, valued and connected to Kedron State School ✓ Timely and ongoing monitoring and case management of individual student needs ✓ Bi-annual professional development conversations and a whole-school strategic professional development plan. Ongoing, individualized professional development aligned to professional development plans. ✓ Regular consultation and collaboration through school governance meetings ✓ Ongoing and timely quality induction processes 	<p>Partnerships Core Statement: Kedron State School prioritizes productive partnerships in order to enhance and support the wellbeing of students, staff and community members.</p> <p>This is demonstrated by:</p> <p>1 Community and Corporate Partnerships This includes: <ul style="list-style-type: none"> ✓ YMCA Before and After-School Care Program ✓ QLD Police Adopt-a-Cop ✓ Community welfare and mental health agencies ✓ Provision of opportunity for religious instruction ✓ Before and after school sporting affiliations for staff and students ✓ Establishing partnerships with local businesses ✓ Optum Employee Assistance Program </p> <p>2 Educational Institution Partnerships This includes: <ul style="list-style-type: none"> ✓ Kedron State High School and Wavell Heights State High School ✓ Kedron-Wavell Principals' Cluster ✓ Kedron-Wavell Cluster Student Leadership Network ✓ Early education and care partnerships (ECEC) ✓ Brisbane Inner-North Early Years Network (BINEY) ✓ Stafford State School English as an Additional Language/Dialect Cluster Class ✓ University partnerships - preservice teacher programs and school-based research programs </p> <p>3 Parent/Carer Partnerships This includes: <ul style="list-style-type: none"> ✓ Prep Information Evening ✓ Class Orientation Information Evening ✓ Parent-teacher interviews ✓ Class Newsletters ✓ Whole School Newsletters ✓ Class Parent Representative Scheme - social network ✓ Information-sharing via Kedron State School website ✓ A comprehensive suite of Parent Master classes – academic, learning behaviours, and social and emotional student wellbeing ✓ Parent Volunteer Network ✓ Delivery of Positive Parenting Program (Triple P) ✓ Parent collaboration in development of student individual support plans and curriculum plans </p> <p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ Collaborative responsibility for student wellbeing ✓ Shared continuity of curriculum, teaching and learning plans across educational institutions and junctures of schooling ✓ Quality transition processes across year levels and upon entry and exiting of primary school ✓ Respect for family diversity and multiple opportunities to make information about learning and wellbeing accessible for all ✓ Proactive use of school-based services and community agencies to advance student and family wellbeing
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Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#). We acknowledge the positive impact a meaningful relationship between teacher and students can have on students' academic and social outcomes. Kedron State School staff are proactive in forming professional, caring, supportive and positive relationships with students.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Kedron State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Kedron State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, office staff can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Kedron State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Kedron State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Kedron State School staff who notice suicide warning signs in a student will seek help immediately from the school Guidance Officer or other administration staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Kedron State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Kedron State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Kedron State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Services Network

Kedron State School is proud to have a comprehensive Student Wellbeing, Engagement and Learning Committee that prioritises the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Kedron State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the SWEL Committee.

Parents who would like more information about the student support roles and responsibilities are invited to contact Deputy Principal or the Inclusion Leader via email, phone or by making an appointment at the School Office.

Role	An overview of roles and responsibilities
Deputy Principal	<ul style="list-style-type: none"> • co-ordinates transition to secondary school for Year 6 students • collects and monitors academic data to identify areas of additional need. • oversees student behaviour management, school engagement and wellbeing • supports staff and students, particularly with behaviour and wellbeing • monitors attendance and behaviour data to identify areas of additional need • oversees pre-service teachers.
Inclusion Leader	<ul style="list-style-type: none"> • leadership of SWEL Committee to promote an inclusive, positive school culture • monitors support and students' needs • supports staff and students • works with staff to implement support programs • leadership of Special Education Program • advocate for students with special needs • oversees Inclusion Team staff to provide support for students with disabilities in the classrooms and playgrounds conducts verifications.
Head of Teaching and Learning	<ul style="list-style-type: none"> • mentors and supports new and established teachers and teacher aides • implements professional development with staff
Guidance Officer	<ul style="list-style-type: none"> • provides counselling and support services to students and their families • liaises with parents, teachers, and other external support agencies as needed as part of the counselling process • conducts assessments and guidance learning, behaviour, social and emotional wellbeing • works with students and staff to support school programs, such as Bounce Back, Peer Mediators and Friends for Life.
School Chaplain	<ul style="list-style-type: none"> • works with students and staff to support school programs such as 'Seasons for Growth' • liaises with parents, students and teachers
Speech Language Pathologist	<ul style="list-style-type: none"> • provides support and advice for students, staff and parents • conducts screeners and assessments to determine students' speech and language needs • works with staff to provide a range of programs, such as Support a Talker • works with the school community which includes creating home programs and working with local Early Childhood Education Centres.

Occupational Therapist	<ul style="list-style-type: none"> • provides guidance to teachers, students and families to support students with emotional regulation • conducts Functional Behaviour Assessments.
School Nurse	<ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides health management planning, training and ongoing support for students with specialised health needs.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal.

Whole School Approach to Discipline

Kedron State School uses a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. We aim to ensure each classroom is an inclusive, safe and supportive environment, where students are able to build positive relationships with staff and engage positively in their learning and behaviour.

At Kedron State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The first step in facilitating standards of positive behaviour is communicating those standards to all students and parents. Clear and open communication between school staff and parents is vital in building collaborative relationships where the school and parents work in partnership in the best interests of each child. At Kedron State School we emphasise the importance of directly teaching students how to demonstrate appropriate behaviours. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and to provide a framework for responding to unacceptable behaviour. Behaviour expectations will be consistently shared and explicitly taught through a range of forums including parades, daily debriefing sessions and individual classroom programs and routines. Kedron State School Behaviour expectations are aligned to the four school rules - I am Respectful, I am Responsible, I am Safe and I am a Learner.

These expectatons are explicitly taught so students know and understand how the rules apply in different contexts, including in the classroom, playground and various areas of the school. The following matrix shows an overview of the structure and components of teaching appropriate and expected behaviours.

School Expectations	Whole School	Indoor Learning Environments	Outdoor Learning /Play Environments	Cyber Safety	Transitioning & Kedron Kitchen	Toilets	Off Campus – Excursions & Camps	Arriving and Departing School
Be Respectful	<p>When I –</p> <ul style="list-style-type: none"> accept all people, including myself for who I am greet everyone with a smile and acknowledge them be present, initiate and personalise conversations recognise the way we communicate has an impact on others and our learning understand the diverse values of our community and world views wear my school uniform 	<p>When I –</p> <ul style="list-style-type: none"> follow direction use courtesies put my hand up to speak use equipment or property in the correct way 	<p>When I –</p> <ul style="list-style-type: none"> take care of equipment and our environment put my hand up to speak share school resources use a friendly voice when speaking to my others invite others to join in 	<p>When I –</p> <ul style="list-style-type: none"> am considerate and treat others the way I want to be treated always seek permission to access sites and files 	<p>When I –</p> <ul style="list-style-type: none"> walk quietly past other leaners listen to all instructions wait patiently move promptly to line 	<p>When I –</p> <ul style="list-style-type: none"> respect the privacy of others treat facilities with care practise good hygiene 	<p>When I –</p> <ul style="list-style-type: none"> accept teachers' and referees' decisions demonstrate good sportsmanship encourage all players and teams treat members of our community with Kedron courtesy 	<p>When I –</p> <ul style="list-style-type: none"> wait until the Crossing Supervisor indicates it is safe to cross use my Kedron courtesies when I speak to members of the community
Be Responsible	<p>When I -</p> <ul style="list-style-type: none"> encourage, include and support others take action to address potential difficulties before escalate express gratitude as often as you can use words to empower others practice positive, constructive talk demonstrate citizenship through compassion, empathy and concern for others 	<p>When I -</p> <ul style="list-style-type: none"> am organised attempt all tasks and try my best manage my homework am in the right place at the right time visit the toilet and access the bubblers during break time prepared to start learning on time 	<p>When I -</p> <ul style="list-style-type: none"> only access appropriate sites and always observe rules for online activities immediately report any incidences of inappropriate communication make a choice to block any person communicating inappropriately and do not respond to messages. 	<p>When I -</p> <ul style="list-style-type: none"> hand in property that is found keep my learning area tidy take care of school equipment and my belongings eat during eating time 	<p>When I -</p> <ul style="list-style-type: none"> move with purpose around the school am on time complete school tasks promptly e.g. delivering messages to the Office, collecting Tuckshop 	<p>When I –</p> <ul style="list-style-type: none"> go to the toilet during breaks let my teacher know when I have a need to use the toilet in class time take a buddy to accompany me return to my class promptly 	<p>When I –</p> <ul style="list-style-type: none"> look after equipment I use and return it to the correct place when finished have my permission notes in on time represent my school with pride 	<p>When I –</p> <ul style="list-style-type: none"> go directly to and from school each day always use a helmet when I come to school on a bike or scooter walk my bike or scooter to and from the bike racks
Be Safe	<p>When I -</p> <ul style="list-style-type: none"> ask permission to leave any setting am in the classroom only when a teacher is present follow instructions from all school staff use the High 5 	<p>When I –</p> <ul style="list-style-type: none"> make good choices about the people I sit next to and work with keep my hands, feet and objects to myself am tidy and environmentally aware work well with others take turns 	<p>When I –</p> <ul style="list-style-type: none"> only share my log-on and password with my parents and other trusted adults tell a trusted adult if someone is sending me unkind or bullying messages demonstrate an understanding that cyber space is for the public and that I don't disclose personal information 	<p>When I -</p> <ul style="list-style-type: none"> wear my sun safe school uniform play approved games only at the right time and place sit down to eat leave sticks and stones alone walk on paths and hard surfaces. 	<p>When I -</p> <ul style="list-style-type: none"> walk be part of my two class lines, stopping at the appropriate points along the way stay on the left side of the stairs and paths am careful to not bump anyone when transitioning wait patiently until it is my turn e.g. sport 	<p>When I -</p> <ul style="list-style-type: none"> understand that toilet play is not acceptable treat facilities with care wait for my buddy when I have gone to the toilet wash my hands in the basin with soap and water 	<p>When I -</p> <ul style="list-style-type: none"> remain with the group listen carefully to all instructions and follow explicitly am sure my teacher knows where I am at all times use all equipment appropriately 	<p>When I -</p> <ul style="list-style-type: none"> cross the road safely and use the crossing sit in the right area and talk to my friends while waiting for my room to be opened wait until I am dismissed by the teacher after the bell wait in the designated pick up zones to be collected after school

Be a Learner	<p>When I –</p> <ul style="list-style-type: none"> • make this the best place for learning and teaching • foster a growth mindset to unlock my potential • determine what my best is, and then pursue to relentlessly • understand that perseverance is an attribute that builds character and is rewarding • recognise that our learning is not fixed in time • seek support to remove obstacles that interfere with my educational goals • actively listen 	<p>When I –</p> <ul style="list-style-type: none"> • use Whole Body Listening and follow instructions – first time, every time • give my best • am an active learner who asks questions to clarify my understanding • use feedback from my teacher to improve my work 	<p>When I –</p> <ul style="list-style-type: none"> • use technology to enhance my learning • am a responsible user of technology and use it appropriately as outlined by my teacher 	<p>When I –</p> <ul style="list-style-type: none"> • listen and follow all staff members' instructions • am a role model for other students by playing in a respectful, responsible and safe way. 	<p>When I –</p> <ul style="list-style-type: none"> • show initiative by lining up independently and quietly • encourage others to meet our expectations of lining up and moving around the school 	<p>When I –</p> <ul style="list-style-type: none"> • independently and responsibly use the school facilities and encourage others to do the same 	<p>When I –</p> <ul style="list-style-type: none"> • use Whole Body Listening • try my best to be an active , courteous and responsible learner • make the most of learning opportunities 	<p>When I –</p> <ul style="list-style-type: none"> • use my time productively – read, complete work • follow instruction given by staff members
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Kedron State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular information shared in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Communication with parents to establish positive and collaborative relationships
- Explicit teaching of Kedron State School Expectations
- Consistent class, year level and whole-school routines that promote a strong culture of positive interactions between students and staff.
- Zones of Regulation are explicitly taught to all students to assist them with their emotional regulation which enables students to use strategies to make more positive behavioural choices and optimise learning engagement
- School-wide use of the High Five is explicitly taught to assist students to solve minor social problems
- Chill Out spaces are available in each classroom which enables students to have a quiet place to calm down and use strategies to regulate their emotions
- The School Leadership Team communicates information to staff and parents, and supports staff in sharing successful practices
- Comprehensive induction programs are delivered to new students as well as new and relief staff
- Consistent procedures for school-wide Classroom Management Plans
- School-wide language in all discussions about student behaviour
- Teachers use the Essential Skills for Classroom Management
 - Establishing expectations
 - Giving clear instructions
 - Waiting and scanning
 - Cueing with parallel acknowledgement
 - Body language encouraging
 - Descriptive encouraging
 - Selective attending
 - Redirecting to the learning
 - Giving a choice
- Individual Behaviour Support Plans are 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. Individual behaviour monitoring along with playground plans are also put in place to assist identified students
- Recording behaviour incidents as well as positive behaviour on One School as a way of tracking each student's behaviour and collating data in order to review, reflect and make improvements with students' behaviour
- Document support strategies and goals with students' learning and behaviour on One School in Personalised Learning and Support Provisions so this information can be shared and reviewed in order to meet students' individual needs
- Specific policies are enacted to address:
 - The Use of Personal Technology Devices at School
 - Procedures for Preventing and Responding to Incidents of Bullying, including Cyberbullying

Reinforcing expected school behaviour

The following strategies are used to reinforce expected behaviour across the school:

Feedback:

- prompt recognition and acknowledgement when students are engaging in positive and expected behaviours
- use of behaviour-specific praise

Debriefing:

- Takes place at timely intervals and as required, facilitate by teachers
- Includes explicit messages about a behaviour focus related to the School Expectations as well as specific messages to promote student resilience
- Weekly presentations of positive recognition certificates
- Provides a forum to identify and discuss playground issues
- Includes specific teaching of strategies to resolve playground issues, including the High 5

Assemblies:

Assemblies are hosted biweekly (Prep – Year 2 and Years 3 – 6).

- Assemblies include specific items delivered by the Student Executive and the Leadership Team. Messages promote school expectations and Positive Learning Behaviours



- Assemblies celebrate the achievements, efforts and successes of students within each class and Specialist lessons.
- Parents are invited to attend biweekly Celebration of Learning assemblies.

Feedback to parents:

- Regular and open communication from teachers and administration staff via telephone calls, emails, informal discussions and meetings to discuss students' behaviour, learning and supporting students' needs
- In Terms 1 and 3, mid-semester parent/teacher interviews are conducted to provide feedback and information to parents about their children's learning across the various areas of the curriculum as well as their behaviour
- At the end of each semester, a written report on the achievement of each student is issued via email, which provides ratings, subject learning statements, learning goals in English and Mathematics and comments about their learning, engagement and behaviour.

Differentiated and Explicit Teaching

Kedron State School 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 State School 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.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, the first tier of our whole school, integrated approach to learning and behaviour is differentiated and consists of explicit teaching for all students. Tier 2 involves focused teaching for identified students and finally, Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses consistent Classroom Rules as a basis for developing their behaviour standards. Using the Kedron State School Expectations Matrix, class teachers work with students to explain exactly what the expectations look, sound and feel like in and outside of the classroom. Along with the Kedron SS Behaviour Flowchart, Whole Body Listening Poster, Chill Out sign and Zones of Regulation visuals are on display in every classroom and are used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

The **ZONES** of Regulation®

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

Classroom Rules

I am a learner who manages and owns my own behaviour.

School Rules	This is how I follow our School Rules in the classroom
I am Respectful	<p>I</p> <ul style="list-style-type: none"> • follow directions. • use all property with care. • treat people with respect. • put my hand up to speak.
I am Responsible	<p>I</p> <ul style="list-style-type: none"> • use Whole Body Listening • am in the right place at the right time. • go to the toilet and get drinks during the breaks. • am ready to start straight away. • try my best with all my work.
I am Safe	<p>I</p> <ul style="list-style-type: none"> • keep my hands, feet and objects to myself. • use property in the right way. • work well with others. • am tidy and care for the environment. • take turns.
I am a Learner	<p>I ...</p> <ul style="list-style-type: none"> • focus on my work. • allow the teacher to teach and students to learn. • actively participate in all learning tasks. • use teacher feedback to improve. • work hard and try my best.

My best learning happens when I use

Whole Body Listening!

My...



eyes are looking at the person talking to me.



legs are folded when I am sitting on the carpet.



ears are ready to hear and listen.



feet are flat on the floor when I am at my desk.



hands are in my lap or on my desk with nothing in them.



...and I am facing the speaker with my brain thinking about what is being said.

Chill Out Space

Ways I can calm myself

Count slowly to ten

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Now count slowly backwards

10, 9, 8, 7, 6, 5, 4, 3, 2, 1

Blow into your hands
(*imagine you are blowing up a balloon*)



Use Strategies from the
Zones of Regulation
Toolbox

Have a drink



Try doing these:

1. Look around and find 5 things you can see.
2. Identify 4 things you can hear and listen to them.
3. Think 3 positive thoughts.

Do an activity



Focused Teaching

Some students 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, 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.

Support staff, including teachers and teacher aides, work collaboratively with class teachers at Kedron State School to provide focused teaching. Focused teaching is aligned to the school's Student Code of Conduct, and student progress is monitored by the classroom teacher/s to identify those who:

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

Kedron State School has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. Ways that some students are supported to address specific skill development are:

- Focused Groups to provide individualised explicit teaching of the Zones of Regulation
- Classroom Monitoring and Reward Charts to set goals and motivate students to improve classroom behaviours
- Playground Plans to provide structure to students' play and improve social skills
- Supported Play for students to engage in play in a smaller, safe and supportive environment
- Specialist Lessons Behaviour Cards that are linked to the classroom reward system to provide students with goals to work towards when in specialist lessons, including PE, Music, Dance and Languages
- Functional Behaviour Assessment by Occupational Therapist to gain a deeper understanding of the reasons behind a student's behaviour and to develop strategies to assist the student to improve.

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.

The Deputy Principal will oversee the co-ordination of an Individual Behaviour Support Plan which may also include a Risk Management and/or Safety Plan. This involves open communicate with stakeholders and direct and regular consultation with the student.

Legislative Delegations

Legislation

This section of the Kedron State School Student Code of Conduct contains 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](#)

Disciplinary Consequences

The disciplinary consequences model used at Kedron State School 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 and meet the stated expectations, and even with focused 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 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 three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

All teachers follow the Kedron State School Classroom Management Plan and practise the Essential Skills for Classroom Management. A detailed induction process for new staff takes place as well as ongoing mentoring from the Leadership Team and year level mentors. Class and specialist teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. These may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection during break playtime.

Focused

Teachers are supported by other school-based staff to address in-class or in-school problem behaviour. This may include:

- Individual student behaviour support strategies (e.g. Classroom Monitoring and Reward Charts, Specialist Lessons Behaviour Card)
- Targeted skills teaching in small group
- A brief Functional Behaviour Assessment from the Occupational Therapist
- Reflection during first break playtime
- Time out from play on the Red Seat or other area in proximity to the teacher
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services Committee for team based problem solving, which involves the Principal, Deputy Principals, Head of Special Education Services, Guidance Officer, Speech and Language Pathologist. Links are also made with providing support from external agencies
- Stakeholder meetings with parents and external agencies.

Intensive

School leadership team work in consultation with Student Support Services Committee to address persistent or ongoing serious problem behaviour. This may include:

- A comprehensive Functional Behaviour Assessment based Individual Behaviour Support Plan, Risk Management and/or Safety Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Discuss strategies to support the student's behaviour
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a screw driver. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

Responsibilities

School staff at Kedron State School:

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

Parents of students at Kedron State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Kedron State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- collect 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 State School:

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

Use of mobile phones and other devices by students

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

Kedron State School recognises that the explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

Bringing personal technology devices, such as mobile phones, to school by students is not encouraged by the school because of the potential for theft, damage and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in at the Office for safe-keeping and collected after the school day concludes.

There are special circumstances where a personal technology device may be used at school, such as to assist with a medical condition or disability. This can be discussed with the Principal, Deputy Principal or Head of Inclusion.

The responsibilities for students accessing technology are outlined below.

It is unacceptable for students at Kedron State School to:

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

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

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

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

Preventing and responding to bullying

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

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

Kedron State School has leadership forums consisting of the **Student Council**, **Student Leadership Team**, **Year Level Leaders** and **Leadership Team**. The Student Council comprises of student representatives from Years 3 - 6 who regularly meet with a mentor teacher. Year Level Leaders and the Leadership Team also meet regularly to discuss and promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for these leadership forums are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

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

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

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

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for our leadership forums is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Kedron State School we believe it is essential for students to advise parents and staff about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Kedron State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Kedron State School - Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teachers
The Executive Leadership Team

Step 1: Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Step 2: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Step 3: Collect

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

Step 4: Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Step 5: Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from the SWEL as required

Step 6: Review

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

Ongoing Follow up

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

Cyberbullying

Cyberbullying is treated at Kedron State School 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 the regular class teacher. If the problem persists, the Deputy Principal can be approached directly by students or staff for assistance in preventing and responding to cyberbullying. Parents may also make an appointment or phone to discuss their concerns.

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

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

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

Kedron State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

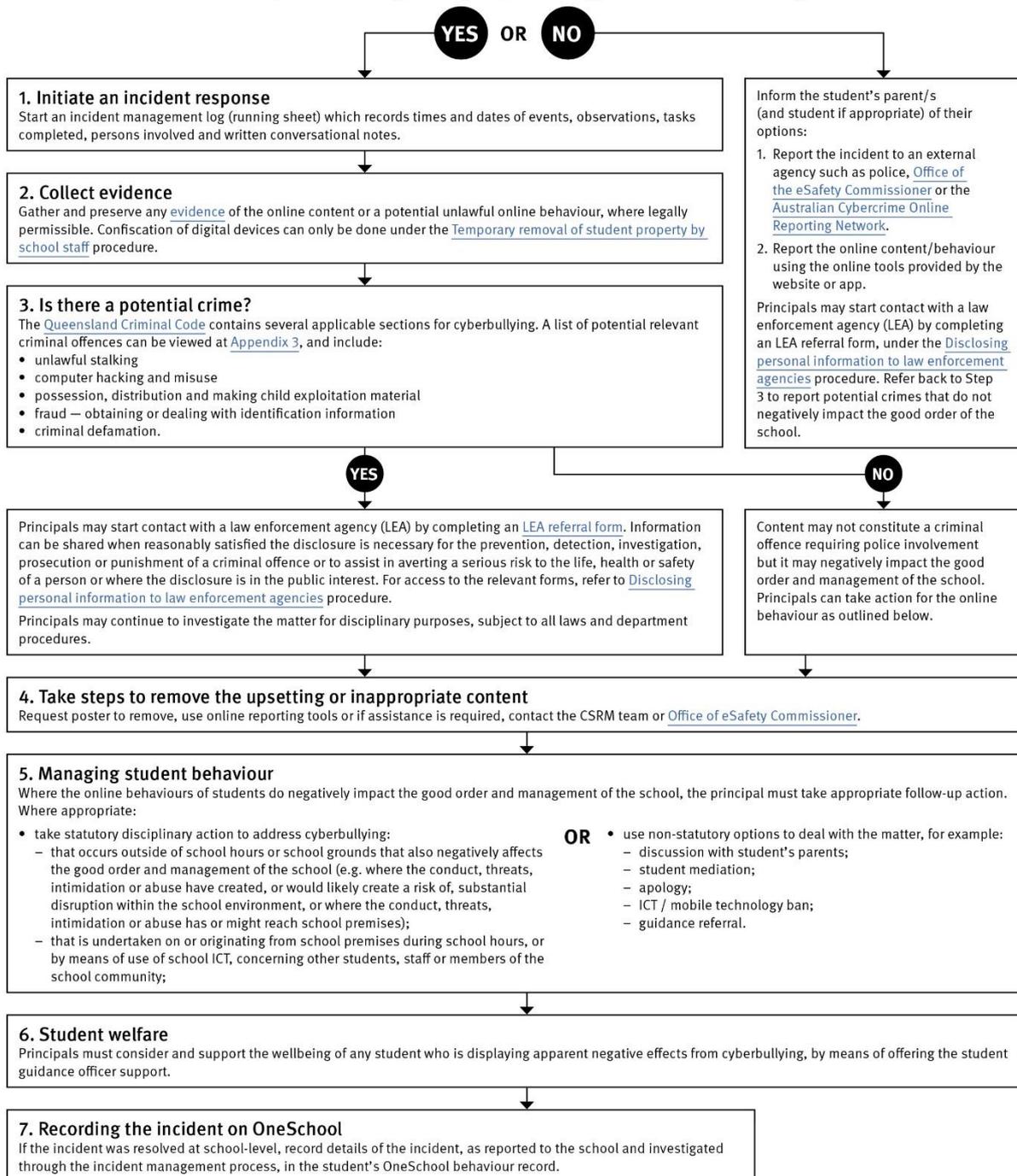
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the SWEL section earlier in this document. 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 State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Kedron State School – Anti-Bullying Agreement

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

Kedron State School – Anti Bullying Agreement

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour:

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

2. Maintain calmness, respect and detachment:

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

3. Approach the student in a non-threatening manner:

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

4. Follow through:

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

5. Debrief:

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

Related Procedures and Guidelines (Optional)

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

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

Resources

Below are links to government resources that may assist school staff, students and parents in the area of student behaviour or wellbeing.

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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

3. External review: contact a review authority

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

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

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

MOBILE and OTHER ELECTRONIC DEVICES POLICY AND PERMISSION FORM

Kedron State School recognises that the explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

It is clearly outlined in the Kedron State School Student Code of Conduct that bringing personal technology devices, such as mobile phones, to school by students is not encouraged due to the potential for theft, damage and general distraction and/or associated disruption. However, if they are brought to school, they must be handed in at the Office for safe-keeping and collected after the school day concludes.

A separate form is required for each child.

Student's Name	Type of device	Year / Class

I request permission for my child to bring a mobile / electronic device to school for the following reason-:

Students:

- Mobile / electronic devices are brought to school at entirely the owner's risk. The school will not be involved in disputes and/or investigations over damage, loss or theft.
- Unless it is a watch, devices must be handed in to the Office between 8:30 – 8:40am.
- Watches must be kept on silent at all times during the school day.
- Devices may not be used during the school day under any circumstance to communicate with parents / carers or anyone else.
- Due to privacy considerations, any device that records audio or video may not be used. Images or footage of Kedron State School students may not be taken or disseminated to others by direct sharing or posting online.
- Devices may not be used during the day or outside school hours to harass, bully or threaten others. This includes use of the device to access apps e.g. Snapchat.
- Phones and other devices may not be taken on excursions or camps.
- Students breaching the policy will be subject to the regular Student Code of Conduct consequences, with the device stored in the office for the rest of the day.
- Persistent misuse will result in permission being withdrawn.

Parents / Carers:

- Unless it is a watch, reinforce that devices are to be handed into the Office.
- Parents and children are not to have contact via the device during the school day.

I have discussed these expectations with my child.

Parent / Carer name	Signature	Date

OFFICE USE ONLY

	Principal/Deputy Principal	Signature	Date
APPROVED			
NOT APPROVED			

Regards,

Susie Randel Kneipp
Principal