Kuluin State School

Student
Code of Conduct
2020-2023
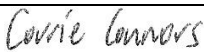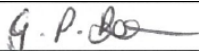
Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Corrie Connors
Principal Signature:	*Corrie Connors*
Date:	26/11/2020

P/C President Name:	Georgia Benson
P/C President Signature:	*G. P. Bo*
Date:	26/11/2020

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Purpose

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

Our aim is to create conditions for each learner to progress towards responsible self-management. Because we focus on catering for individual differences, we realise that all children will move towards this goal at a different pace and that they will have individual needs along the way.

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

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

Principal's Foreword

At Kuluin School, we aim to provide a high quality education for all of the students in our school. We have high expectations of our staff and students to ensure that everyone performs to the very best of their ability. We endeavour to develop the whole child intellectually, socially, emotionally, physically, culturally and creatively to ensure that each child at our school is given the opportunity to reach his/her full potential.

Our strength in academic outcomes as well as the active teaching of KAGAN Co-operative Learning structures, social skills, and team work makes Kuluin a place "where people want to be." We pride ourselves on educating our students with skills and knowledge to allow them to fully participate in an ever changing world.

Our aim is to create conditions for each learner to progress towards responsible self-management. Because we focus on catering for individual differences, we realise that all children will move towards this goal at a different pace and that they will have individual needs along the way.

Kuluin State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Kuluin State School has three school rules

Be Safe
Be Responsible
Be a Learner

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

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

P&C Statement of Support

As the Executive Committee of the Kuluin State School, we are proud to support the Student Code of Conduct. The inclusive, transparent consultation process led by the School wide Positive Behaviour for Learning Committee, has ensured that parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Kuluin State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Kuluin State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Kuluin State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the Kuluin State School Parents &Citizens Executive Committee or to join the Kuluin State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Learning and Behaviour Statement

All areas of Kuluin State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing unproductive behaviour and responding to unacceptable behaviours. This document outlines shared expectations for student behaviour so that they are clear for everyone, assisting Kuluin State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

At our school the staff, students and the wider community have the right to be safe, the right to be respected and the right to learn. These rights and their associated responsibilities are visible in our three school rules:

Be Safe
Be Respectful
Be a Learner

These rules have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that effective communication with other people and the growth of respect for others and for our school and community, are valuable skills our communities need now and in the future and contribute to the academic, social and emotional growth for students.

The principles underlying our Student Code of Conduct are reflected in our clearly articulated and shared beliefs about behaviour:

- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students
- Positive behaviour is enhanced through a consistent whole school approach and effective school leadership and management
- Consistent behavioural expectations need to be shared and explicitly taught

Student learning and behaviour are fundamentally linked. Optimal learning outcomes occur most frequently in an environment where positive behaviour expectations are not only shared and explicitly taught but are expected by the entire school community.

A consistent whole school approach is the key to both effective teaching and learning, exceptional learning outcomes for students and positive school wide behaviour for learning.

At Kuluin State School we understand that 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 the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Kuluin State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. The MTSS Kuluin State School uses as a basis for support for discipline is School Wide Positive Behaviour for Learning (SWPB4L).

To support and enhance our beliefs about SWPB4L we have collaboratively formulated a number of beliefs:

- Learning is the construction of knowledge and the making of meaningful connections through active and engaging participation.
- Learning programs need to be inclusive, equitable and supportive. At Kuluin State School we achieve this through acknowledging and valuing diversity and cultural backgrounds.
- Every child's learning journey is different. We all learn in different ways and at different rates.
- Optimal learning takes place when an environment is safe, supportive, motivating and challenging.

SWPB4L is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in SWPB4L, school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and SWPB4L expectations. 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
2	Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services at either a classroom teacher level or from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. The types of interventions offered at this level will

	vary according to the needs of each school's student body, but all have certain things in common: • There is a clear connection between the skills taught in the interventions and the school-wide expectations. • Interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) 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 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Kuluin State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to

practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

Student Wellbeing

Kuluin State School offers a range of approaches and support to access services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer 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.

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.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

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
Kuluin 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
Kuluin 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, the College 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.

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

Mental health
Kuluin 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
Kuluin State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate 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, Kuluin 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, Kuluin 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, Kuluin 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 Network

Kuluin State School facilitates a network of student support to help the academic, social, emotional and physical wellbeing of students.

Students at Kuluin are supported through systems of differentiated and explicit, focused and intensive behaviour supports by:

- Parents
- Teachers
- Student Support Services Committee
- Leadership Team Staff
- School Guidance Officer
- School Chaplain

Kuluin State School may also liaise with the following government and community agencies in supporting students:

1. Child and Youth Mental Health
2. Queensland Health
3. Department of Child Safety, Youth and Women
4. Queensland Police Service
5. AIM Team
6. Child Development Service
7. Family and Child Connect

It is also important for students and parents to understand there are regional and state-wide 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 contact the school.

Whole School Approach to Discipline

Kuluin State School uses School Wide Positive Behaviour for Learning (SWPB4L) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all settings throughout the school, including sporting activities and excursions.

SWPB4L is an evidence-based framework used to:
- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

Our belief is 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 development of the Kuluin State School Student Code of Conduct is an opportunity to explain the SWPB4L framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of SWPB4L can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or SWPB4L are encouraged to speak with the class teacher or make an appointment to meet with the principal.

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SWPB4L Expectations

Our staff are committed to delivering a high quality of education for every student, and believe that an elementary part facilitating standards for positive behaviour is communicating these standards to **all** students. A set of behavioural expectations in specific settings has been attached to our three school rules and is outlined in our Kuluin School Behaviour Expectations Matrix. *See Appendix 1*

Every classroom in our school uses the SWPB4L Kuluin School Behaviour Expectations Matrix, as a basis for developing their behaviour standards. Lessons have been designed by teachers based on Kuluin's School Behaviour Expectations Matrix. These lessons explicitly teach students the behaviours we expect to be demonstrated at school. Similarly, the Kuluin School Behaviour Expectations Matrix provides context to be revisited to address any new or emerging issues.

Reinforcing expected school behaviour

At Kuluin State School communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Kuluin State School Whole School Acknowledgement System

Staff members hand out '*Green Cards'* (acknowledgement reinforcement cards) each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a *Green Card*.

Each week the *Green Cards* are tallied on the *Green Card Register*. When a student reaches identified goals they will receive recognition. These are in the form of a *certificate*, *postcard* sent home, *morning tea with Leadership team members* and a *badge* presented on assembly. Cards are never removed as a consequence for problem behaviour.

Differentiated and Explicit Teaching

Kuluin State School creates 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.

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

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These three layers relate directly to the tiered approach discussed earlier in the Whole School Approach to Discipline section. For example, in the SWPB4L approach, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Teachers at Kuluin 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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
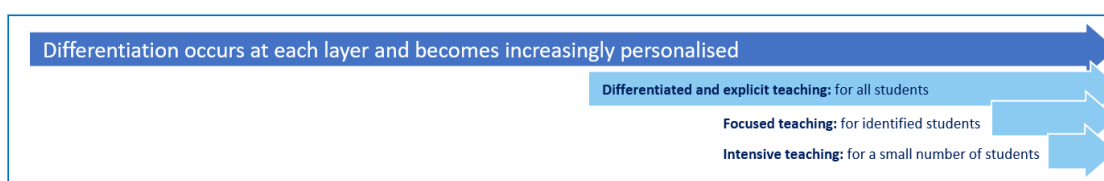
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the SWPB4L framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

In the differentiated and explicit teaching for all students, teachers at Kuluin State School use a wide range of sound instructional practices to engineer various types of learning experiences for our students. The use of Kagan Cooperative Learning structures supports students to acquire knowledge, skills, develop multiple intelligences, think critically and creatively and acquire social and emotional skills. With co-operative learning structures, students practise leadership, thinking, creativity, social skills and character virtues every day while they are focusing on the curriculum.

A strong pedagogical approach which promotes high levels of student engagement in learning is implemented at Kuluin State School. Kuluin is committed to the implementation of a wide variety of Kagan Cooperative Learning Structures in the teaching and learning process in order to maximise student engagement. Cooperative learning structures (Kagan) positively impact on classroom climate, student self-esteem, empathy, internal focus of control (self-regulation), role taking responsibilities, time on task and attendance.

The use of cooperative learning structures in the differentiated and explicit teaching for all students provides a safe environment where positive social interactions are valued and opportunities for development in this area is supported. Cooperative learning structures in practice at Kuluin State School are designed to increase student engagement and cooperation, for example,

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- Co-operative structures provide greater number of students greater access to the curriculum through their preferred learning style and intelligences
- Communication skills and self-esteem are developed, increased student motivation observed, reduction in discipline problems may be noted and cognitive development is promoted
- Students are provided opportunities to develop capacity to manage their own behaviour and regulate their emotions.
- Cooperative learning provides multiple opportunities for students to interact in positive ways with their peers
- Teachers coach, assist and explicitly teach students to work and learn together in teams

By using co-operative structures, we improve academics and simultaneously deliver a rich social skills curriculum through:

- Using structures to develop personal and social skill building and understanding of others and empathy
- Daily practice engaging and developing the range of thinking skills

Each co-operative learning structure presents different situational variables to provide the opportunity for specific positive behaviours.

Focused Teaching

Statistically, approximately 10-15% of all students in any school or classroom may require additional support and focused teaching to meet behaviour expectations. This focused teaching is developed to support the differentiated and explicit teaching that has been delivered. Students identified as having needs that may be met by focused teaching may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success in engaging productively in learning/classroom and/or play settings.

Focused teaching is informed by student performance data and by evidence based practices. Staff may vary what students are taught, how they are taught or how the student demonstrates what they have learned.

Focused teaching is aligned with the class program and with the Kuluin School Behaviour Expectations Matrix, and student progress is monitored by the classroom teacher/s and the Support Services Committee to assess progress and identify ongoing or further needs.

At Kuluin State School, focused teaching includes a commitment to understand the students requiring additional support and developing an

understanding of how they learn using the Win-Win [1]philosophy. The Win-Win philosophy includes the following premises:

Almost all behaviour disruptions can be categorised into four types. – ABCD
- Aggression
- Breaking Rules
- Confrontation
- Disengagement

Almost all behaviour disruptions spring from one of seven student positions
- Attention-Seeking
- Avoiding Failure
- Angry
- Control-Seeking
- Energetic
- Bored
- Uninformed (Socially)

Teachers at Kuluin State School have an understanding that these positions are part of the universal human condition. Students sometimes engage in disruptive behaviour in an attempt to meet the needs of their position. Teachers will seek to use this understanding of the seven student positions to support students to successfully and productively engage in learning and/or at play. Kuluin State School does not accept disruptive behaviours, but we always accept and validate student positions.

Teachers, teach students responsible alternatives to disruptive behaviours and how to meet their needs in responsible and productive ways.
In the delivery of focused teaching our ultimate goal is not ending disruptive behaviours but teaching autonomous responsibility[2].

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school approximately 2-5% of the student population require intensive teaching to successfully achieve behavioural expectations. Intensive teaching may involve 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; individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be

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[1] Kagan, S; Kyle, P and Scott, S 2004 *Win-Win Discipline* Kagan Publishing, CA

[2] Kagan, S; Kyle, P and Scott, S 2004 *Win-Win Discipline* Kagan Publishing, CA

provided to support the student. Students who require intensive teaching will be assigned a case coordinator through the Support Services Committee. The support developed will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issue and will involve consultation with the student's family or carers.

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Legislation

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

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

Delegations

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Kuluin 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. Approximately 10-15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a class teacher may refer the student to the school leadership team immediately for determination of a disciplinary consequence.

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

The differentiated responses to problem behaviour can be organised into 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

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity to manage behaviour
- Tactical ignoring of inappropriate behaviour /Selectively attending to inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduced verbal language
- Break down of tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

Class teacher is supported by other school-based staff to address in-class or break time unproductive or problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Support Services Committee to address persistent or ongoing serious problem behaviour. This may include:
- Functional Behaviour Assessment based individual support plan
- Complex case management and review

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

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

Re-entry following suspension
Students who are suspended from Kuluin 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

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decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are relatively brief, taking generally no more than 15 minutes. The meeting is kept small with only the Principal or their delegate attending with the student and their parent/s. In some instances, the student's class teacher may also be included in the re-entry meeting.

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 focussed on making the student and their family feel welcome back into the school community.

Possible agenda:
- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Discuss student goals for re-entry and strategies and staff to support success
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up, if required
- Thank student and parent/s for attending

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 may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Kuluin State School:
- do not require the student's consent to search school property such as 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 Kuluin 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 Kuluin State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Kuluin 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 Kuluin 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 overshadowed by deliberate misuse which harms others or disrupts learning.

Kuluin State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. This policy reflects the importance the school places on students displaying safety and respect for others whenever they are using personal technology devices.

Responsibilities

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

Personal Technology Device Etiquette

Bringing personal technology devices to school 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 are to be turned off and placed in the school's Administration office each morning and collected at the end of each school day. Students' personal mobile phones and/or any other personal technology device are not to be kept in students' bags, lunch boxes, desk tidy trays or any other space, place or container or classroom. Personal technology devices are not to be used at school.

This decision is based on two significant considerations:-

1. mobile phones stored in students' bags could be damaged in the normal course of school activity, for example, students retrieving lunch boxes, hats or jackets from their bags could accidently cause other bags to fall to the ground possibly damaging the contents of the bag; similarly, while all efforts are taken to ensure students' bags are stored out of the weather and away from the impact of naturally occurring events, such as storms, the risk of damage to personal mobile phones cannot be entirely mitigated.

2. while acknowledging most students operate their personal mobile phones responsibly and with due consideration of the rights of others, the potential for misuse, for example recording visual images without permission, exists and must be managed to safeguard the well-being of all.

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

Recording voice and Images

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

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

Students must not record images at school unless it is part of an educational program. Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of

bringing the school into public disrepute is considered to be in breach of this policy. The school will not tolerate images or sound captured by personal technology devices, on the school premises or elsewhere being disseminated to others. If it is done for the purpose of causing embarrassment to individuals or the school; bullying [3] or harassment (including racial and sexual harassment) or where a reasonable person would conclude that such outcomes may or will occur.

Students involved in:
- recording; and/or disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording and thus breaching this policy, may be subject to disciplinary measures

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

Text communication

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

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 Kuluin State School Student Code of Conduct. In addition students and their parents should:
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities

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[3] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

- 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

Kuluin 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, parents and the broader community 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 Kuluin State School our staff will work to respond to matters raised of this nature in collaboration with students and parents as outlined in the **Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)**

Cyberbullying

Cyberbullying is treated at Kuluin State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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.

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 Kuluin State School may face disciplinary action, such as that outlined in the Kuluin State School Student Code of Conduct on pages 20 and 21, 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.

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

1. Kuluin State School strives to create positive, predictable environments for all students during the day. The safe, respectful and disciplined learning environment that we are creating is essential to:
    *   achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
    *   raising achievement and attendance
    *   promoting equality and diversity and
    *   ensuring the safety and wellbeing of all members of the school community.

2. There is no place for bullying at Kuluin State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Kuluin State School fall into four categories:
    *   Physical Bullying – for example; kicking, hitting, pushing, taking belongings
    *   Verbal Bullying – for example; mocking, making offensive comments, abuse, threats, unwanted requests
    *   Non-Verbal Bullying – for example; hand and body gestures, facial expressions, excluding people from groups, sending offensive or degrading images by phone or internet, producing offensive graffiti
    *   Rumours - for example; inappropriate text messaging, gossiping, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
    *   race, religion or culture
    *   disability
    *   appearance or health conditions
    *   sexual orientation
    *   sexist or sexual language
    *   young carers or children in care.

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

Rationale

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

The anti-bullying procedures at Kuluin State School are included within our research-validated School Wide Positive Behaviour for Learning processes. This means that all students are being explicitly taught the expected school behaviours and receiving social acknowledgement for doing so. Lessons on bullying and how to prevent and respond to it, are part of our School Wide Positive Behaviour for Learning Lesson Plans.

Prevention

Attempting to address specific problem behaviours will only be successful when a consistent approach is used throughout the school by all staff. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our differentiated and explicit behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the three school rules and have been taught the expected behaviours (*Appendix 1*) attached to each rule relating to all areas of the school
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours e.g. acknowledgments through praise and encouragement, YCDI Keys, Achievement Awards
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas where staff are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

2. An initial introductory lesson is delivered, which teaches the **Stop, Walk, Talk** strategy.

3. The introductory lesson is followed by connected lessons, which focus on the bullying behaviours that the school has identified and how to deal with the bullying behaviour. Based on the need identified, this focused teaching may be whole school, to specific year levels, specific classes, small groups or individuals.

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

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5. Kuluin State School uses behavioural data from OneSchool for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process and target particular behaviours which will then be addressed in explicit teaching in the classroom.

Kuluin State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.
Key contact for reporting bullying is the class teacher.

Student reports

Day 1

Reassure student that you will try listen them
Allow the student to share without interruption – find a suitable place to talk to or arrange a time to discuss.
Ensure immediate concerns for student safety are addressed.

Document report

Day 1

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

Collect and clarify

Day 2

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

Discuss

Day 3

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

Implement

Day 4

Document the plan of action in OneSchool
Monitor student and check in regularly on their wellbeing
Seek assistance from student support network if needed

Review and ongoing follow up

Day 5

Meet with the student to review situation
Report back to parent
Record discussion in OneSchool
Continue to check in with student on ongoing basis – OneSchool record of notes kept

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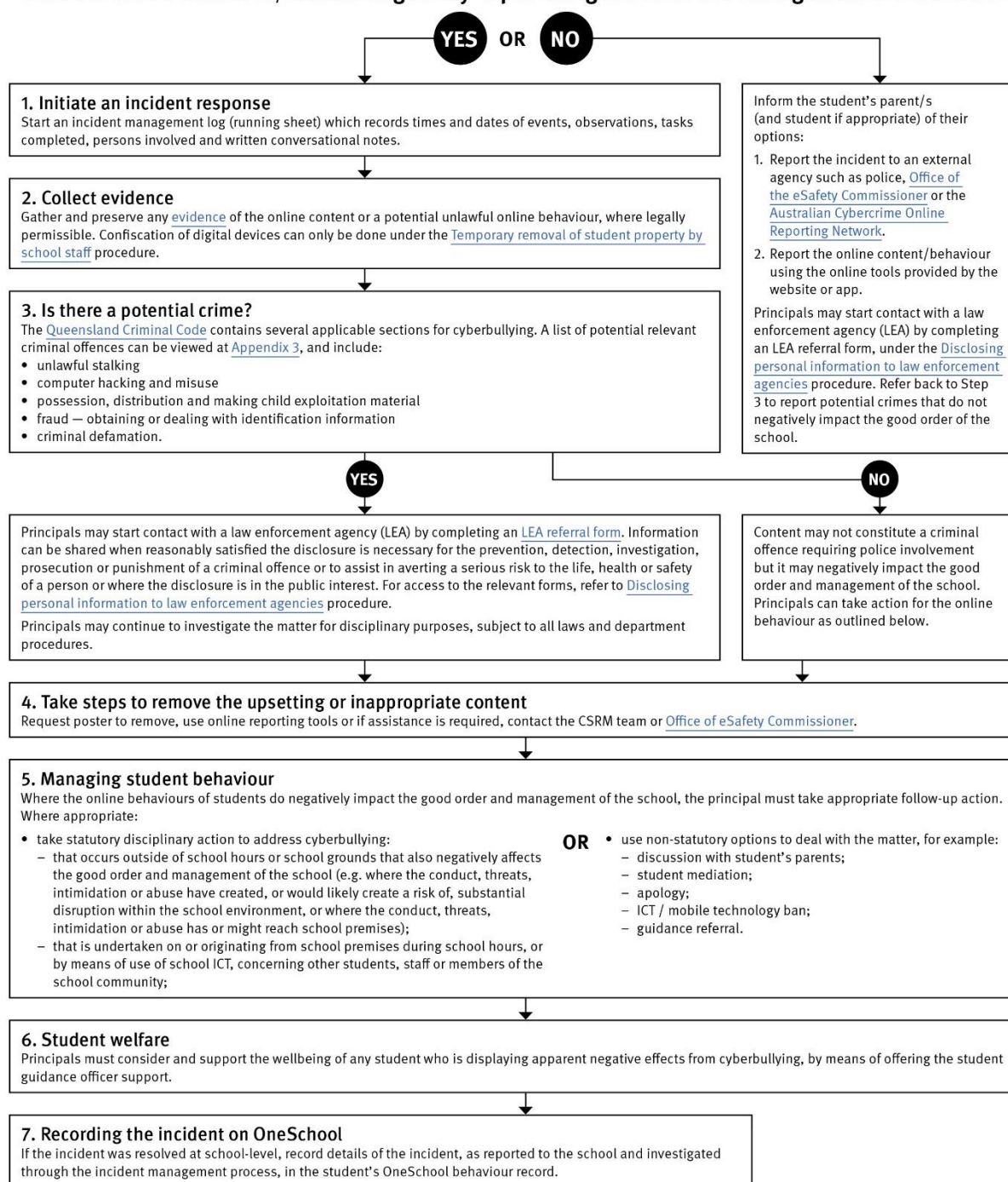
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

YES OR **NO**

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

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

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

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

YES

NO

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

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

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

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

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

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

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

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

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

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Cyber safety 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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety 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 cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Kuluin 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 Student Support Network 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 Kuluin State School are familiar with the response expectations to reports of bullying, and will act to ensure students' concerns are addressed.

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 may include, focused teaching and learning opportunities, 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.

Kuluin State School – Anti-Bullying Compact

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

Kuluin State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Kuluin 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

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.

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.

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Restrictive Practices

School staff at Kuluin 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

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

- 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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

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

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

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

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The Kuluin School Expectation Matrix

	Whole School	Classroom	Entering/ leaving school	Play/ Under- cover Area	Eating Areas	Toilets	Transition/ Lining Up	Tuckshop	Excursions/ Sporting Events	ICT
Be Safe	*I report any concerns *I keep my hands and feet to myself *I walk when moving around the school *I am in the right place at the right time *I only enter a learning space with appropriate supervision *I use STOP, WALK, TALK strategies *I ask permission before leaving an area	*I walk in the classroom *I use classroom equipment safely *I ask permission to leave the room *I keep the classroom tidy	*I follow Road and Bike Safety Rules *I follow the Bus Code of Conduct *I report to the office when arriving late *I only leave the school early when my carer signs me out *I enter the school immediately when arriving at school *I walk my bike in the school grounds *I stay in my designated area before and after school	*I wear a broad brimmed hat at all play times *I stay in bounds *I play school approved games *I stop play when the first bell rings	*I sit while eating *I only eat my own food *I use my own drink bottle *I put my lunchbox in my designated area *I ask permission to go to the toilet or get a drink.	*I take a buddy *I use toilets correctly *I wash my hands *I report damages or accidents *I return to class promptly	*I sit quietly in lines *I move safely between classes *I stay with the group	*I wait my turn *I return to my eating area after purchasing	*I stay with the group *I wear my school uniform *I follow all adult instructions *I am aware of my surroundings	*I keep my password secret *I keep my full name, address and photo off the Internet *I report inappropriate words and pictures to my teacher *I sit with good posture when using ICT and take regular breaks *I sit at a safe distance from the screen to protect my eyes *I keep the volume at a safe level to protect my ears
Be Respectful	*I follow adult instructions *I listen to others when they speak *I use my manners *I keep the school environment clean and tidy *I wear my school uniform correctly *I use positive language *I am honest *I consider others' personal space and property *I return resources I have borrowed	*I allow teachers to teach *I allow others to learn *I actively listen to others *I raise my hand to speak	*I am respectful to all adults when entering and leaving the school grounds. *I move quietly when entering and leaving school grounds *I sit and wait quietly for buses	*I allow others to join in *I share equipment *I return borrowed equipment *I play fairly and show good sportsmanship	*I wait to be dismissed *I put rubbish in the bin *I eat my own food *I eat food responsibly	*I respect the privacy of others *I use the toilet correctly *I turn taps off	*I walk quietly and in an orderly manner *I walk on pathways	*I line up quietly *I return the baskets when finished *I use my manners	*I am responsible for my equipment and belongings *I wear my uniform with pride *I use positive language	*I treat all ICT equipment with care *I am responsible for returning ICT equipment in the same condition as it was borrowed *I report damage to my teacher straight away *I respect others' rights by not using ICT to insult, bully or be hurtful to others
Be a Learner	*I follow school routines *I ask for help when needed *I am organised and on time *I complete set tasks *I am a problem solver *I am the best participant I can be	*I am an active learner *I display whole body listening *I am organised and ready to learn *I keep my workspace tidy		*I ask to join in games *I use 'STOP, WALK, TALK to solve playground problems	*I am organised with all my belongings *I make healthy choices	*I use the toilet before school and at break times	*I follow directions from supervising adults	*I order lunch before school *I make healthy choices	*I listen and participate *I am organised *I am responsible for my behaviour	*I use ICT for learning only *I store only my school work on school computers *I follow copyright laws and acknowledge sources