KINGSTHORPE STATE SCHOOL

Student Code of Conduct

2020-2023

Every student succeeding

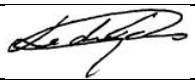
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	50 Goombungee Road, Kingsthorpe 4400
Phone:	46 992 333
Email:	principal@kingsthorpess.eq.edu.au
School website address:	www.kingsthorpess.eq.edu.au
Contact Person:	Lars de Gier (Principal)

Endorsement

Principal Name:	Lars de Gier
Principal Signature:	
Date:	10/05/2022

P/C President Name:	Sue Lister
P/C President Signature:	
Date:	10/05/2022

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Purpose

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

The Kingsthorpe 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.

Whole School Approach to Discipline

Kingsthorpe State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL 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.

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

The development of the Kingsthorpe State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL 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 PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

All areas of Kingsthorpe 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 school-wide framework for managing behaviour is Positive Behaviour for Learning.

The Kingsthorpe State School Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Kingsthorpe 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.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

- **Be Safe**
- **Be Respectful;**
- **Be Responsible.**

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Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Kingsthorpe State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school expectations. The Schoolwide Expectations Teaching Matrix below (also see Appendix 1) outlines our agreed rules and specific behavioural expectations in all school settings.

KINGSTHORPE STATE SCHOOL - EXPECTATIONS MATRIX

To be a learner at Kingsthorpe, everyone in our school is committed to providing a safe, respectful and responsible environment for all, leading to quality behaviour and academic success.

AT KINGSTHORPE STATE SCHOOL, WE ARE SAFE, RESPECTFUL AND RESPONSIBLE.

EXPECTATIONS	WHOLE SCHOOL	CLASSROOMS	PLAYGROUND / HALL	TRANSITIONS / LINING UP	EATING AREAS/ TUCKSHOP	TOILETS	EXCURSIONS/ OFF CAMPUS
BE SAFE	• Hands, feet and objects to yourself • Walk at all times on concrete • Stay in correct areas • Use equipment as intended • Ask permission to leave	• Only be in a room with a teacher present	• Play school approved games • Wear shoes and hat	• Move patiently • Carry objects with care	• Eat your own food • Sit for eating time	• Use toilets, paper and taps as intended	• Stay with your teacher/instructor • Stay sitting while on the bus • Follow instructions • Wear hat and shoes as instructed
BE RESPECTFUL	• Keep the school tidy • Use kind actions, words and manners • Look and listen when others speak • Encourage others • Allow personal space • Be accepting of myself and others	• Raise your hand and wait to speak • Use an appropriate voice • Knock then wait to be invited into a room • Cooperate with others	• Solve problems with polite words and tone	• Be quiet and calm • Walk to the left	• Place rubbish in bins as directed • Wait to be dismissed	• Help keep toilets clean for others • Use toilet equipment correctly	• Use your manners • Care for all property • Show pride in yourself and our school • Wear correct school uniform as directed
BE RESPONSIBLE	• Follow staff directions • Wear approved uniform • Own your actions and words • Care for property • Only bring approved items from home • Always give your best effort	• Be ready for every lesson, every day • Ask for help when needed • Try to learn something new in every lesson (never give up)	• Return equipment to the correct place • Follow game rules	• Two class lines every time • Go straight there and straight back	• Use a talking voice • Wait in line patiently	• Use toilets before eating and during breaks • Use the correct toilets	• Look after equipment • Care for others

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These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Kingsthorpe State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Kingsthorpe State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 4);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 5); and
- Appropriate Use of Social Media (Appendix 6).

Reinforcing expected school behaviour

At Kingsthorpe State School, communication of our key messages about behaviour is backed up 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.

Kingsthorpe State School 'Super Doopers'

Staff members hand out Super Doopers to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can give them a 'Super Dooper' token. Students given a 'Super Dooper' token 'bank' them weekly into their personal 'bank passbook' The balance in their bankbooks is then available to redeem when they attend the school Super Store.

At regular intervals students are given the opportunity to redeem their tokens for either an intrinsic or extrinsic 'reward'. The more powerful reinforcers (determined by a survey conducted on students) require more tokens. 'Super Dooper' tokens are **never** taken from students as a consequence for problem behaviour.

Some classrooms have specific class rewards that are negotiated by the class teacher. The criteria and process used to issue these rewards are explained at the initial parent meeting held at the beginning of each year.

Class Super Cup

Each week, classes may be nominated by a staff member or parent for exhibiting expected school behaviour. Nominations are collected and then a 'winner' is 'drawn' on parade. The class that wins the cup gets to keep the 'Super Cup Trophy' in their classroom for the week.

'Super Work' Postcards

Students that exhibit appropriate behaviours corresponding with our 3 expectations may be singled out for special recognition through the issuing of a 'Super Work' postcard. Staff issuing these postcards to students write on the back of the card what behaviour they were particularly impressed with and the context in which they saw the behaviour.

Student of the Week
Each week one student from each class is recognised for appropriate positive academic work or effort, positive social interactions or positive behaviour. This student is presented with a certificate signed by the Principal and Classroom Teacher on parade.

Termly Whole School Celebration
In addition to Super Dooper tokens students are acknowledged for their positive behaviour by being invited to participate in a term whole school celebration event. To be eligible for this invitation, students are to have fewer than 3 major behaviours recorded against their name in One School. Students are also ineligible to participate if they have more than 9 minor behaviour infringements recorded against their name in that term or any combination that equates 3 majors (i.e. 3 minors is equal to 1 major.).

Responding to Unacceptable Behaviour

1. Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then discuss with them how to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. **Targeted behaviour support**:
Each year, a small number of students at Kingsthorpe State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.
Classroom teachers, in consultation with the principal and the PBL team, may place the student on a 'Behaviour Contract' – in which daily behaviours are recorded and sent home to the parents to view. The benefit of these 'contracts' is it records the success of students managing targeted behavioural challenges (see Appendix 3 for an example).

Students requiring more support are discussed at the PBL team meetings (held regularly) and ideas for responding to their needs are shared. Strategies to support them include (with parent permission and input) referrals to the G.O, the chaplain, the Regional Behaviour Support team and in some instances referrals to doctors and paediatricians.

3. Intensive behaviour support: Behaviour Support Team
Kingsthorpe State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

5. Consequences for unacceptable behaviour

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Kingsthorpe State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. One School is used to record all minor and major problem behaviours. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team either directly or through One School.

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then either escorts the student to Administration or phones detailing an alternative. The staff member then enters the incident on One School.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to buddy classroom, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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KINGSTHORPE STATE SCHOOL - BEHAVIOUR FLOWCHART

KINGSTHORPE STATE SCHOOL - EXPECTATIONS MATRIX

EXPECTATIONS	WHOLE SCHOOL	CLASSROOMS	PLAYGROUND / HALL	TRANSITIONS / LINING UP	EATING AREAS/ TUCKSHOP	TOILETS	EXCURSIONS/ OFF CAMPUS
BE SAFE	• Hands, feet and objects to yourself • Walk at all times as directed • Stay in correct areas • Use equipment as intended • Ask permission to leave	• Only be in a room with a teacher present	• Play school approved games • Wear shoes and hat	• Move patiently • Carry objects with care	• Wash hands before eating • Eat your own food • Sit for eating time	• Use toilets, paper and taps as intended	• Stay with your teacher/instructor • Stay sitting while on the bus • Follow instructions • Wear hat and shoes as instructed
BE RESPECTFUL	• Keep the school tidy • Use kind actions, words and manners • Look and listen when others speak • Encourage others • Allow personal space	• Raise your hand and wait to speak • Use an appropriate voice • Knock then wait to be invited into a room	• Solve problems with polite words and tone	• Be quiet and calm • Walk on the left	• Place rubbish in bins as directed • Wait to be dismissed	• Help keep toilets clean for others • Use toilet equipment correctly	• Use your manners • Care for all property • Show pride in yourself and our school • Wear correct school uniform as directed
BE RESPONSIBLE	• Follow staff directions • Wear approved uniform • Own your actions and words • Care for property • Leave personal items at home	• Be ready for every lesson, every day • Ask for help when needed • Try to learn in every lesson	• Return equipment to the correct place • Follow game rules	• Two class lines every time • Be straight there and straight back	• Use a talking voice • Walk in line patiently	• Use toilets before eating and during breaks • Use the correct toilets	• Look after equipment • Care for others

Am I following our School Expectations?

NO

YES

TEACHER TALK

What are you doing?
What are you meant to be doing?
Show me the expected Behaviour

RULE REMINDER

Is your Behaviour:

Safe?
Respectful?
Responsible?

STUDENT GIVEN CHOICE

Follow instruction or:

- *Time out*
- *Buddy Class*
- *Out of Play*
- *Reflection*
- *Loss of privilege*

PRINCIPAL

- Withdrawal from class/playground
- Loss of privileges (Sport/Camps)
- Parent contact (Phone/Email/Meeting)

POSITIVE ACKNOWLEDGEMENT

Verbal:
Descriptive encouraging
Praise
Non-verbal:
Body language encouraging
Smiles/gestures/eye contact
REWARDS:
Super Doopers
Superstore
Postcards Home
Positive Email
Positive Phone Call
Rewards/Prizes/Stickers
Certificates/Awards
Celebration Days

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KSS STAFF FLOWCHART – ENCOURAGING POSITIVE BEHAVIOUR

Proactive Behaviour Management Strategies

(Use of ESCM - Non verbals, Body language encouraging, Gestures, Praise, Proximity, Cueing with acknowledgement, Waiting and Scanning, Pause in Talk)

Positive Acknowledgement when student complies

Redirection of Behaviour

(Individual close talk- What are you doing?, What are you meant to be doing? Show me expected behaviour – Allow take up time for student)

Positive Acknowledgement when student complies

Rule Reminder

School Expectation reminder and take up time given.
Is the behaviour Safe?, Is the behaviour Respectful?, Is the behaviour Responsible?
Record on OneSchool if a student frequently reaches this point (minor)

Positive Acknowledgement when student complies

Student given Choice

Expectation reminder again, choice given to comply or consequence –eg, time out, buddy class, post lesson discussion, out of play, reflection sheet. *When student does not choose to be on task - staff member to OneSchool and contact parent.*

Principal

Principal or admin staff may be called to collect a student or a student may be sent up to the principal for continued non-compliance or for a major incident. Student may be withdrawn from class/playground, lose privileges, sent home, suspension etc. Parent to be contacted and incident recorded on OneSchool.

POSITIVE ACKNOWLEDGEMENT

VERBAL:
- Descriptive encouraging
- Praise

NON-VERBAL:
- Body language encouraging
- Smiles/gestures/eye contact

REWARDS:
- Super Doopers
- Superstore
- Postcards Home
- Positive Email
- Positive Phone Call
- Rewards/Prizes/Stickers
- Certificates/Awards
- Celebration Days

EXPECTATIONS

Rules clear? (No more than 5)
Rules displayed?
Consequences displayed?
Rules referred to?
Expectations/rules reinforced through modelling/language?

REMEMBER

Stay **calm**, use a **firm voice** and **maintain consistency**
Use **peripheral vision**
Selectively attend – follow up with post lesson discussion
Avoid being sucked into **secondary behaviour**
Say **"thanks"** after verbal redirection and turn away
Follow through with consequences

OneSchool

Staff to record incidents on OneSchool and refer to class teacher and Principal. Parents are to be contacted for repeated minor behaviours and all major incidents (phone call/email/or meeting are preferred methods of contact).
Staff member responsible for student at time of incident to record on OneSchool and contact parent.
Positive student behaviours and contact with parents are also to be recorded on OneSchool.

The following table outlines examples of minor and major problem behaviours:

Kingsthorpe State School
Minor & Major Categories

Behaviour	Minor		Major	
	Definition	Examples	Definition	Examples
Bullying/Harassment	Low level disrespect of others through name calling, threats, use of digital devices, social exclusion, intimidation, etc.	- idiot, stupid - you're not playing - I don't like you - constant pushing in	Repeated or serious verbal, physical, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group toward one or more people. Ongoing/major disrespect shown to others by way of repeated threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.	- deliberate destruction of game/sand play, etc - stand over tactics - If you say something I'll hurt you/If you tell a teacher - posse/gang behaviour
Defiant/Threats to adults			Repeated refusal to follow adult directions. Student threatens harm to an adult either directly or indirectly.	- You can't make me - object throwing - running away - wailing
Disruption	Low intensity, inappropriate behaviour that disrupts learning and/or teaching.	- calling out - out of seat - touching others/belongings - noises (tapping, whistling, humming, etc) - chair rocking	Repeated or sustained inappropriate behaviour e.g.	- loud talking, yelling or screaming, - making repeated noises using materials - rough play or physical contact - continually out of seat - severely interfering with learning process

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Behaviour	Minor		Major	
	Definition	- Examples	Definition	Examples
Dress Code	Wearing clothes or accessories that are near to, but not within the schools dress code e.g. shoes, jewellery, hair, uniform.	- Winter apparel - bling - nail polish / make-up - temporary tattoos - drawing on self - short shorts/hat rolling/sleeve rolling - singlets/thongs/inappropriate shoes - flat caps - make up	Clothing or accessories that do not approximate or obviously violate schools dress code. Repeated minor infringements.	- offensive language or symbols on clothing or accessories - age appropriate - repeated minor
IT Misconduct	Non-serious but inappropriate use of a digital device.	- off task - touching others computers - wrong site - changing settings - inappropriate images/songs	Serious inappropriate use of digital devices as detailed in schools RBP.	- illegal use of devices - using device to cheat during test/exam - using another's log on - inappropriate use of social media - accessing inappropriate websites, etc
Late	Arrives at class after the scheduled commencement time without a reasonable excuse.	- playing in toilets/taps - hanging around port racks - playing on oval/play equipment	Pattern of repeated late arrivals, after problem solving strategies have been implemented.	- continued minor offences
Lying/Cheating	Copies the work of another student during regular class time.	- changes answer after corrected - deliberately marks incorrect answer right - denial	Deliberately and consciously implicating a student in a behaviour incident when they were not involved. Deliberately and consciously telling an untruth in order to minimise the involvement of a fellow student in a behaviour incident. Deliberately misleading by giving incorrect information about a behaviour incident. Copies or plagiarises the work of others for an assessment piece. Copies the work of another student or inappropriately uses a digital device	- blaming others - repeated minors - threatening denials - tone - remorseless

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			during an examination or test.	
Behaviour	Minor		Major	
	Definition	Examples	Definition	Examples
Misconduct involving object	Low level inappropriate use of object without intended harm. Using objects to disrupt others learning.	- throwing stones into garden or target - running around with stick during a game - flicking pen lids at others/across room - throwing paper balls - flicking sand in sand pit - throwing own belongings – bag, lunchbox, hat, books, etc - pens as pea shooters, spit balls, rubber bands - pulling equipment apart (pens, sharpeners)	Possess a weapon or other object which could cause harm or physical injury to another person. Uses a weapon or object (stick, stone, etc) to threaten or cause harm or physical injury to another person.	- sharpener blades as weapons - stabbing with pencil, other object - knife, gun, etc - deliberately throwing stones at others
Noncompliant with routine	Low level failure to respond to reasonable instructions given by an adult. Found in an area of the school grounds that is deemed to be out of bounds.	- not following before school routines - not following routines matrix	Actively or continually refusing to follow reasonable instructions from adults. Leaves the school grounds without permission. Repeatedly plays in or frequents areas deemed to be out of bounds.	- leaving school grounds - consistently out of bounds - continual refusal to follow directions and complete work (teacher judgement with supporting statement) - on-going failure to engage with the curriculum - disrespectful behaviour towards adults.

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Other conduct prejudicial to the good order and management of school			Involvement in an out of school hours, behaviour incident for which an in-school consequence is applied.	- smoking outside school grounds in uniform - inappropriate behaviour outside of school while in school uniform - inappropriate behaviour at a planned out of school event (disco, camp, swimming, excursions, etc)

Behaviour	Minor		Major	
	Definition	Examples	Definition	Examples
Physical misconduct	Inappropriate physical contact/touching which does not result in physical injury.	- wetting others with taps/water bottles (spraying) - barging past others - pulling clothes, bags, hat strings - wiping mucus on others unwanted physical/affectionate attention (kissing, hugging, squeezing)	Inappropriate, direct or indirect, physical contact which results in injury or offence to another person or persons	weeing on others/on floor/up wall/in bin, hitting, kicking, tripping, punching, scratching, wrestling, hair-pulling, spitting, pushing a person into the path of, or at another person, which may cause injury
Possess prohibited items	Student continues to bring low level prohibited items to school after warnings	toys, flat caps, electronic devices (mobiles, ipods, ipads, etc in bags during school hours), rocks, sticks, rubber bands, pea shooters, chewing gum, trading cards, adult toys, aerosols	Student brings dangerous or illegal items to school.	knives, shiv, cigarettes, aerosols, lighters, matches, drugs, prescription medications, modified objects intended to cause harm
Property misconduct	Inappropriate use of equipment or treatment of property which doesn't result in damage. Use of someone else's property without their permission.	swinging on chairs, kicking tables, throwing balls in trees/on roof/shade cloth, mistreating class resources	Participation in an activity which results in damage to or destruction of property. Takes and/or passes on the property of others without permission.	damaging property, writing on surfaces, toilet roll in sink & toilet, soap on floor, throwing rocks , deliberately taking and receiving others property

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			Possesses the property of others knowing it to be stolen.	
Refusal to participate in program of instruction	Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions	- "I'm not doing this" - Task avoidance - Refusing to bring required materials - Arms folded, head on desk - Walking away or around classroom - "You can't make me"	Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks	- Leaving class without permission - Continuing verbal defiance/ refusal - Temper tantrums
Behaviour	Minor		Major	
	Definition	Examples	Definition	Examples
Substance misconduct involving tobacco and other legal substances			Uses or possesses alcohol, tobacco or another legal substance. Supplies such legal substances to others.	alcohol, tobacco, petrol, paint, lighter fluid, aerosol spray
Third minor referral			A student receives a third minor referral within a ten week period	- referral is for continual behaviour that is a minor offence
Threat/s to others			Threatens harm to another student either directly or indirectly	- encourage others to fight - I'll get you after school - You're dead
Truant/skip class			Leaves or misses class or a school activity without permission but remains on school grounds or within expected boundaries. Failure to attend school, without permission or a reasonable excuse, for scheduled classes or other school activity.	- Leave school grounds without permission - repeated failure to attend class or school without reasonable explanation - early departure without permission or being signed out - repeated absences without careers permission

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			Leaves the school grounds or expected boundaries of a school activity without permission or a reasonable excuse.	- leaving expected boundaries of school event
Verbal misconduct	Low intensity use of inappropriate or offensive language – low level swearing or name calling which causes offense.	- shut up - emotive language (piss off, get lost) - yelling	High intensity use of inappropriate language including swearing, use of offensive or discriminatory language and name calling which is defamatory.	- discriminatory language - 'f' bomb - 'c' bomb - ranting & raving (loss of verbal control) - disrespectful tone
Other	Any minor problem behaviour not listed as a category.	- rolling eyes - inappropriate hand gestures	Any major problem behaviour not listed as a category. Takes and/or passes on the property of others without permission.	- aggressive body language

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At Kingsthorpe State School, staff members are authorised to issue consequences for problem behaviour and are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Critical Incidents

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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

Restrictive Practices

School staff at Kingsthorpe 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.

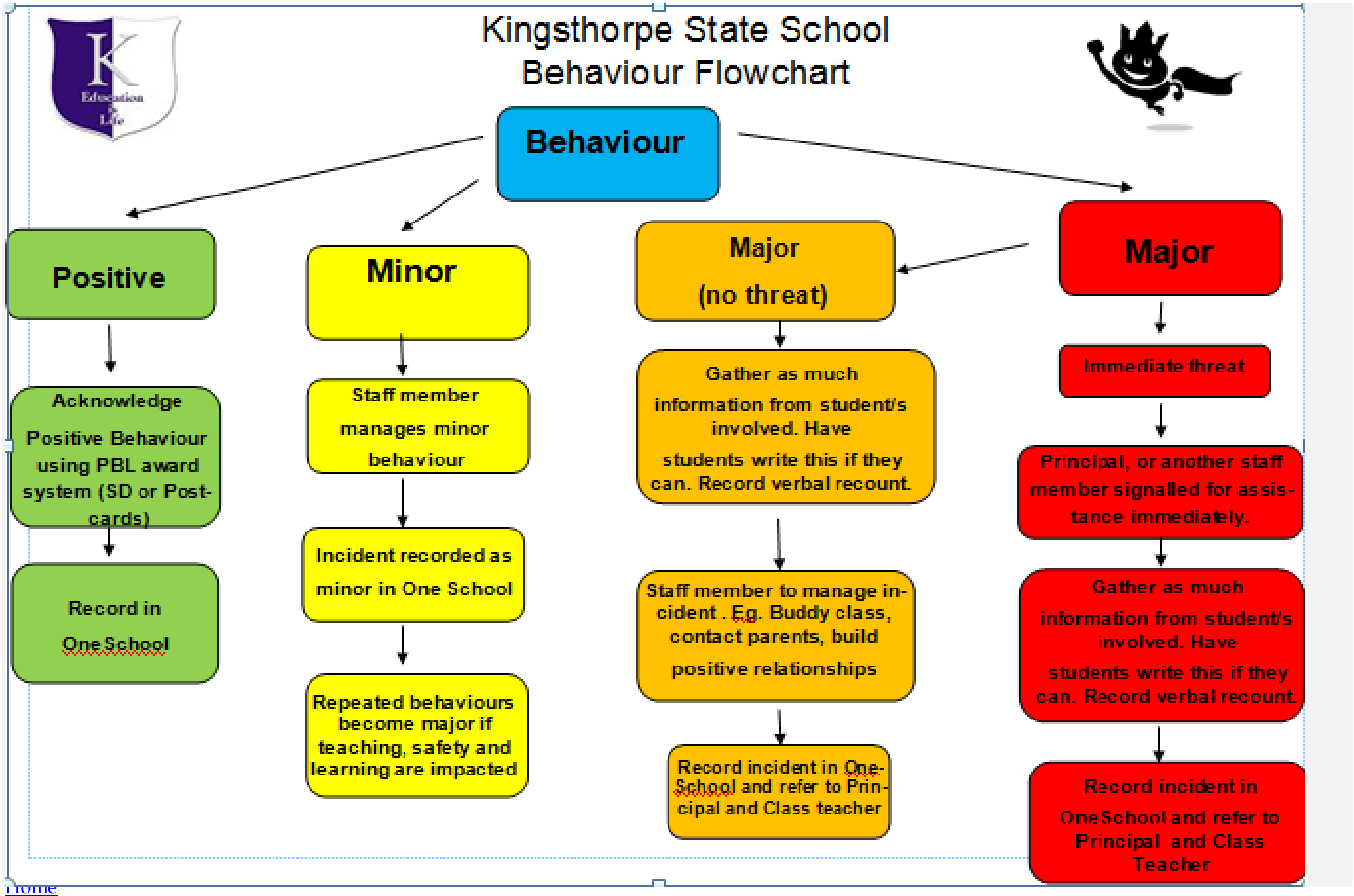
Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned 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.

Kingsthorpe State School
Behaviour Flowchart



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Kingsthorpe State School
Behaviour Management

Staff Managed

Running on concrete

Riding bike/scooter in school grounds

Playing in toilets

Incorrect use of equipment

Minor physical contact (pushing, shoving)

No hat in playground

Refusing to work

Not completing set tasks in a reasonable time

Not being punctual after breaks

Non compliance

Uncooperative behavior

Minor dishonesty

Inappropriate language

Calling out

Office Managed

Throwing objects with intent to harm

Possession of dangerous items

Serious physical aggression

Fighting

Consistently refusing to work

Leaving school without permission

Major dishonesty

Offensive Language

Verbal abuse

Stealing

Willful property damage

Vandalism

Major bullying (on going)

Major harassment, defiance disruption to class.
Blatant disrespect

Consideration of Individual Circumstances

Staff at Kingsthorpe 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 punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

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

Teachers at Kingsthorpe State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive

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teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Exemplar State College to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Kingsthorpe State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Pause Program
- You can do it!
- Zones of Regulation
- Bella Girl & Strength Programs
- Friends Program
- Functional Based Assessment.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the

approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

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

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

The differentiated responses to problem behaviour can be organised into 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 problem behaviour. This may include:

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

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

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- 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 Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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

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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 Kingsthorpe 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 Kingsthorpe State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a 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 short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

The structure of the re-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

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- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

Kingsthorpe 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 Kingsthorpe 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.

** 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**).

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Responsibilities

State school staff at Kingsthorpe State School:

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

Parents of students at Kingsthorpe 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 Kingsthorpe 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 Kingsthorpe 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 Kingsthorpe State SchoolCode of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

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

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

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Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted mobile phones, used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed in at the office. At the end of the school day the student must sign the device back into their possession.

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

We uphold the value of trust and the right to privacy at Kingsthorpe 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.

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

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

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

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

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

Text communication
The sending of 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.

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Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

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

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

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

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 Kingsthorpe 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
- 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

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

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and

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- ensuring the safety and well-being of all members of the school community.

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

Bullying behaviours that will not be tolerated at Kingsthorpe State School include persistent name-calling, taunting, making threats, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping and spreading hurtful and untruthful rumours.

At Kingsthorpe 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 and the power of individuals involved. Whether bullying behaviour is observed between students of equal or unequal power, or whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

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

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

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school expectations and have been taught the expected behaviours attached to each, in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach

adults when faced with a bullying situation and also on what reactions and systemic responses they should expect from adults.

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 Kingsthorpe 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'.

Kingsthorpe State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into 'One School' as it occurs, and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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 Kingsthorpe State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Kingsthorpe State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

KINGSTHORPE 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.

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

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Cyberbullying

Cyberbullying is treated at Kingsthorpe 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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Kingsthorpe 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**

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.

YES

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

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

NO

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.

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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Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Kingsthorpe 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 Kingsthorpe State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

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Kingsthorpe State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Kingsthorpe 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.

Kingsthorpe State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17).

Home

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.

Related legislation

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

Related policies and procedures

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

Related resources

- Bullying. No Way!
- Positive Behaviour for Learning (formally - Schoolwide Positive Behaviour Support)

Home

ROUTINES MATRIX

BE SAFE, BE RESPECTFUL, BE RESPONSIBLE

BEFORE SCHOOL

- sit in the blue zone – wear a hat if not undercover
- sit quietly until the first bell rings
- go to the toilet **before** the first bell
- get a drink **before** the first bell
- keep my bag with me

LATE TO SCHOOL

- If just a few minutes late I may walk to class and explain to my teacher why I am late
- If I am later than half past nine, a parent should go to the office with me and sign the register
- teacher will mark roll with time I arrived

LATE TO CLASS

- knock on classroom door and wait for your teacher
- apologise and explain why you are late
- follow teacher direction to make up any missed work

SPORTS SHED

- wait in line for my turn
- speak politely
- return items I borrow

AFTER SCHOOL

- walk quickly and quietly to my pick up area
- walk to OSHC or wait to be collected outside my room

TUCKSHOP

- walk to the tuckshop when the bell rings
- wait quietly in the correct line
- use my manners – "Please" & "Thank you"

PORT RACKS

- wait to take my turn to put my bag away
- only touch my bag
- leave appropriate space between my bag and another's
- place my bag in the correct area
- make sure all my belongings are in my bag
- zip my bag closed

EATING AREAS

- wear my hat
- walk to my eating area
- carry my lunch
- sit while eating in my area
- use a talking voice
- keep rubbish with me until a teacher tells me to put it in the bin
- keep eating areas clean
- put my hand up to ask to leave
- place lunch box in correct crate and move safely to play areas

SAND PIT

- keep my shoes on
- outside play – wear my hat
- ask politely for toys
- return my toys to cage when I am finished
- keep sand in the sandpit, keep it low

FIRE DRILL/LOCKDOWN

- be calm and quiet
- follow teacher direction
- move to directed area
- listen and reply to my name when called
- wait to be told when safe to move

LINING UP

- two class lines every time – space permitting
- sit in line
- allow personal space
- wait quietly
- be on time
- have all belongings ready for lessons

FIRST BELL

- ask myself – Do I need to go to the toilet and/or get a drink of water?
- leave area immediately
- return any borrowed equipment
- walk to my classroom
- be lined up and ready **before** 2nd bell

BIKE RACKS

- walk my bike from the gate to the bike racks
- place my bike appropriately in the racks
- only touch my bike
- walk my bike from the bike racks to the gate

OFFICE

- use the correct door to enter the office
- wait at front desk
- speak politely
- place scooter or skateboard in appropriate area neatly

TRANSITIONS

- walk in 2 lines
- walk to the left
- use quiet voices
- stay with my class

SECOND BELL

- be in class ready to learn

Appendix 2

Example Behaviour Contract

Date _____

Be Safe, Be Respectful, Be Responsible

My Jobs	Student name	TEACHER
First Session • Politely follow all the instructions of the staff • Put hand up to speak • Remain seated unless given permission to move by teacher	☺ 😐 ☹ ☺ 😐 ☹ ☺ 😐 ☹	☺ 😐 ☹ ☺ 😐 ☹ ☺ 😐 ☹
At Morning tea • Politely follow direction of the staff on duty Signed _____	☺ 😐 ☹	☺ 😐 ☹
Middle session • Politely follow all the instructions of the staff • Put hand up to speak • Remain seated unless given permission to move by teacher	☺ 😐 ☹ ☺ 😐 ☹ ☺ 😐 ☹	☺ 😐 ☹ ☺ 😐 ☹ ☺ 😐 ☹
Lunch & play • Politely follow direction of the staff on duty Signed _____	☺ 😐 ☹	☺ 😐 ☹
Last session • Politely follow all the instructions of the staff • Put hand up to speak • Remain seated unless given permission to move by teacher Classroom Teacher Comment & signature	☺ 😐 ☹ ☺ 😐 ☹ ☺ 😐 ☹	☺ 😐 ☹ ☺ 😐 ☹ ☺ 😐 ☹

How did you go with each of these throughout the day?

☺ Great – did really well!

😐 Okay

☹ Not Good

What worked well for you today?

What didn't go well today?

Parent / Caregiver signature & comment (if necessary)

PLEASE NOTE

This form must be signed by a parent and returned to the classroom teacher at the beginning of the next school day.

Signed _____

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