KELVIN GROVE STATE COLLEGE
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*

▪ Purpose

Kelvin Grove State College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

▪ Consultation and data review

Kelvin Grove State College has developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken.

A review of the following important data sets for this school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process. Consultation with the P & C occurs annually whereby it is minuted that the community support the Principal with respect to compliance.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2012, updated in February 2014 to include legislative changes and were reviewed in 2016 as required in legislation.

▪ Learning and behaviour statement

All areas of Kelvin Grove State College are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Kelvin Grove State College 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 rules to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be responsible**
- **Be respectful**

It is expected that students' behaviour in the wider community reflects our college values:

▪ Respect	▪ Courage and resilience
▪ Responsibility	▪ Integrity and honesty
▪ Valuing Diversity	▪ Happiness
▪ Creative and Critical Thinking	

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

▪ Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

1. Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Kelvin Grove State College 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 designed to prevent inappropriate behaviour and 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 rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

EXAMPLES OF SCHOOLWIDE EXPECTATIONS						
	ALL AREAS	**CLASSROOM**	**PLAYGROUND**	**STAIRWELL**	**TOILETS**	**BUS LINES/BIKE RACKS**
BE RESPECTFUL	▪ Treat KGSC staff, students and others in the college community with courtesy and respect ▪ Accept individual difference	▪ Cooperate with staff and other students ▪ Respect the rights of others to learn ▪ One person speaking at a time ▪ Be honest and cooperative	▪ Respect and protect others' rights ▪ Students are not permitted near any car parked in the school grounds	▪ Stay to one side when using stairwells	▪ Respect the privacy of others	▪ Allow passengers to exit the bus by lining up to one side
BE RESPONSIBLE	▪ Care for the college environment ▪ Promote the college positively in the community ▪ Litter to be placed in bins	▪ Be punctual ▪ Have appropriate equipment ▪ Complete set tasks ▪ Food and drink not to be taken into rooms	▪ Clean up after yourself ▪ Handball is only permitted in designated areas	▪ Students are not to sit on stairs during break and keep the approaches to stairs clear of bags	▪ Use during scheduled breaks ▪ Toilet breaks during class times to be requested in an emergency only	▪ Have bus card ready ▪ When on the bus speak quietly and do not create unnecessary noise
BE SAFE	▪ Avoid dangerous practices ▪ Observe safety standards and procedures ▪ Report harassment and bullying	▪ Know and follow classroom rules ▪ Enter and exit the room in an orderly manner ▪ Students are not permitted in a classroom without a supervising teacher	▪ Remain in designated year level area ▪ Be sunsafe ▪ Stay away from the fence line of the college and do not interact with members of the public	▪ Move with care	▪ Maintain safe hygiene practices – wash hands	▪ Bikes must not be ridden on school grounds ▪ Know your bus departure times ▪ Junior School students remain in pick up zone until called

These expectations (together with specific classroom rules) are communicated to students via a number of strategies, including:
- ▪ Behaviour lessons conducted by classroom teachers;
- ▪ Reinforcement of expectations on year level and Sub School assemblies and during active supervision by staff during classroom and non-classroom activities.

Kelvin Grove State College implements the following proactive and preventative processes and strategies to support student behaviour:

- A College (P-12) student Welfare Support (WS) team inclusive of: Behaviour Support Coordinator; Guidance Officers, Youth Workers, Chaplains, School Based Police Officer, School Based Health Nurse, Vocational Education Coordinator and Year Level Coordinators who provide collaborative programs who support individual students as well as providing information to staff, parents and students.
- A College (P-12) Inclusive Curriculum Support (ICS) team with personnel (Special Education Program, Diverse Learners; International Schools Program; Behaviour Support Coordinator) to provide leadership and support to teachers to improve pedagogy, planning and cater for the needs of diverse learners.
- Regular recognition of student effort and achievement through 'All Thy Might Awards', sporting, cultural and other academic awards, student and star of the week awards, postcards sent home recognising successes.
- Regular articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Sub school support members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Kelvin Grove State College Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- A dedicated program for communicating the Kelvin Grove State College Values – done by peer mentoring, assemblies, newsletters and classroom activities.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 2) - Mobile Phone and Electronic Devices
  - procedures for preventing and responding to incidents of bullying (including cyberbullying) (Appendix 3)

Reinforcing expected school behaviour

At Kelvin Grove State College 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.

This is done in a variety of ways including, but not limited to the following: All Thy Might Awards recognising both positive behaviour and work ethic; Student of the Week Awards, Merit Awards, postcards sent home to parents, Principal's morning teas, class rewards, phone calls home, newsletter and chronicle items recognising student social achievements, leadership opportunities, involvement in special events, running of weekly year level and sub school assemblies, P-12 college assemblies, performances within and outside the school promoting our school, greeting visitors, participation in student representative council meetings and activities.

Responding to unacceptable behaviour

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

2. 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 ask them 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 how they might be able to act more safely, more respectfully or more responsibly and is the behaviour a reflection of our values. 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.

3. Targeted behaviour support:

Teachers at Kelvin Grove State College use a variety of strategies, programs and processes to facilitate acceptable standards of behaviour with students who may require additional support. Successful targeted behaviour support programs require an analysis of the problem behaviour and an identification of any medical, emotional, environmental, organisational or relationship factors behind the underlying student behaviour.

School practices may include daily behaviour monitoring which involves the active participation of parents and teachers to assist young people in developing self management skills. Some students may also be temporarily supported in the Behaviour Support Room or an adjoining buddy class until their behaviour becomes self regulated. The intervention of a Head of Department may be required.

Early contact with parents is sought to elicit their support in modifying the student's behaviour.

Students who consistently display behaviour that is inappropriate after intervention from class teachers and Heads of Department may be supported via the Year Level Coordinator, Behaviour Coordinator, the College Executive and the College's Inclusive Welfare Support team / Inclusive Curriculum Support team to redirect their behaviour. A number of strategies may be utilised including:
- Use of specific behaviour strategies incorporated in a negotiated behaviour plan for students. Such plans may include adjustments to the environment the student is exposed to; the curriculum tasks being delivered and their appropriateness, interactions with other teachers and peers and any particular needs the student may have.
- Students should be referred through the Inclusive Welfare Support and there would be input from the parents, teachers, administration and the behaviour management support personnel to develop and monitor the behaviour modification processes implemented.
- Students who exhibit ongoing behavioural issues will work closely with the Sub School Administration teams and members of the Welfare Support Team. Support may also be provided by Government and community agencies.

4. Intensive behaviour support: Welfare Support Team

Kelvin Grove State College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The school Welfare Support Team:
- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.
- Coordinate with external agencies and relevant stakeholders

The Welfare Support Team at Kelvin Grove State College has a simple and quick referral system (Appendix 4) 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.

5. Consequences for inappropriate or unacceptable behaviour

Kelvin Grove State College makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

The table on page 7 provides examples of minor, major and significant behaviours. Appendix 1 - The 'Guidelines for Managing Student Behaviour' outlines college processes for managing inappropriate or unacceptable behaviour.

<u>Minor and major behaviours</u>

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate 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 process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  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
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. If appropriate, the staff member then escorts the student to Administration or enlists the assistance of another member of staff or student to immediately notify the relevant Sub School Administration of the incident. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege and ability to represent the college, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, Community Service Intervention, Discipline Improvement Plan or referral to Welfare Team and/or Behaviour Support Teacher and/or the Year Level Coordinator.

  AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Welfare Team, referral for specialist behaviour services, Community Service Intervention, Discipline Improvement Plan, Suspension from school, Exclusion or Cancellation of Enrolment.

- **Level Three (Significant):** Students who engage in serious unacceptable behaviours may receive a Discipline Improvement Plan, Cancellation of Enrolment or a School Disciplinary Absence (suspension or exclusion) as a consequence of unacceptable behaviour.

Definition of consequences*

Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed). A detention can be applied on non-school days within the parameters outlined in the Safe, supportive and disciplined school environment procedure.
Temporary Removal of Property	A principal or staff member of Kelvin Grove State College has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*.
Community Service Intervention	A Community Service Intervention is an early intervention strategy that may be used by a school principal in consultation with students and parents to address behaviour concerns. A Community Service Intervention is a positive, productive alternative to other disciplinary actions such as detention, suspension or exclusion and requires the student to perform tasks outside of school hours that are beneficial to the community.
School Disciplinary Absences (SDA)	
Discipline Improvement Plan	A Discipline Improvement Plan can be initiated by the principal with the support of staff in partnership with the parents and the student. A parent may also approach the school to request the process be initiated if they are concerned about their child's behaviour. Discipline Improvement Plans outline clear expectations of the student's behaviour for a fixed period of time.
Suspension	A principal may suspend a student from school under the following circumstances: ▪ disobedience ▪ misconduct ▪ conduct that adversely affects, or is likely to adversely affect, other students ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ the student is charged with a serious offence (as defined in the *Commission for Children Young People and Child Guardian Act 2000*) ▪ the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending
Proposed exclusion or recommended exclusion	A principal of a state school can exclude a student from their school on the following grounds: ▪ persistent disobedience ▪ misbehaviour ▪ conduct of the student, including conduct occurring outside of school grounds and outside of school hours that: -adversely affects, or is likely to adversely affect other students enrolled at the school -adversely affects, or is likely to adversely affect the good order and management of the school ▪ the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school ▪ the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school
Cancellation of enrolment	The principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program. If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age or complete Year 10, whichever comes first.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

The following table outlines examples of minor, major and significant behaviour incidents*

	Area	Minor	Major or Significant
Being Safe	Movement around school	▪ Running on concrete or around buildings ▪ Running in stairwells ▪ Not walking bike in school grounds	
	Play	▪ Incorrect use of equipment ▪ Not playing school approved games ▪ Playing in toilets	▪ Dangerous or threatening behaviour
	Physical contact	▪ Minor physical contact (eg: pushing and shoving)	▪ Serious physical aggression ▪ Fighting, violence or assault
	Correct Attire	▪ Not wearing a hat in playground ▪ Not wearing shoes outside	

	Other		▪ Throwing objects
			▪ Possession, distribution, sale, purchase and/or use of drugs/alcohol/illicit substances or paraphernalia
			▪ Possession, distribution, sale, purchase and/or use of a weapon or incendiary device
			▪ Possession, distribution, sale, purchase and/or use of cigarettes
			▪ Unlawful / illegal behaviour
			▪ Aggressive or intimidating behaviour
			▪ Weapons including knives and any other items which could be considered a weapon being taken to school
			▪ Student engages in misbehaviour
			▪ The conduct of the student, including conduct occurring outside of school grounds and outside of school hours that:
			  - adversely affects, or is likely to adversely affect other students enrolled at the school
			  - adversely affects, or is likely to adversely affect the good order and management of the school
			▪ The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
			▪ The student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school

Being Responsible	Class tasks	▪ Not completing set tasks that are at an appropriate level ▪ Equipment not brought ▪ Homework not done	▪ Absenteeism greater than 30% (refer Course Credit Policy)
	Being in the right place	▪ Not being punctual (eg: lateness after breaks) ▪ Not in the right place at the right time.	▪ Leaving class or school without permission ▪ Persistent truancy
	Follow instructions	▪ Low intensity failure to respond to adult request ▪ Minor non compliance ▪ Unco-operative behaviour	▪ Persistent non compliance
	Accept outcomes for behaviour	▪ Minor dishonesty	▪ Major dishonesty that impacts on others
	Rubbish	▪ Littering	
	Mobile Phone or personal technology devices	▪ Inappropriate use of mobile phone (refer Mobile Phone and Electronic Devices Policy)	▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation ▪ Inappropriate use of personal technology devices or social networking sites, which adversely or is likely to adversely affect the good order and management of the school (refer Mobile Phone and Electronic Devices Policy) ▪ Repeated previous misbehaviour (see appendix)
Being Respectful	Language	▪ Inappropriate language (written/verbal) ▪ Calling out / disrespectful tone ▪ Wandering around the room	▪ Offensive language ▪ Aggressive language ▪ Verbal abuse / directed profanity
	Property	▪ Petty theft ▪ Lack of care for the environment	▪ Stealing / major theft ▪ Vandalism ▪ The student engages in wilful and/or significant destruction of property
	Others	▪ Not playing fairly ▪ Minor disruption to class ▪ Minor defiance ▪ Minor bullying ▪ Eating in class ▪ Inappropriate noises	▪ Major bullying ▪ Major disruption to class ▪ Blatant disrespect ▪ Persistent disruptive behaviour ▪ Persistent non compliance ▪ Offences of a sexual nature ▪ Major defiance and/or gross insolence ▪ Student engages in persistent disobedience ▪ The student refuses to comply or participate in a learning program ▪ The student engages in significant violence/ harassment of others

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.
Major or significant behaviours may result in Community Service Intervention, a Discipline Improvement Plan, Suspension, Exclusion or Cancellation of Enrolment.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 such or refer to the Behaviour Support Room/Process if appropriate.

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

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

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

- Approach the student in a non-threatening manner
  Move slowly and deliberately toward the situation or incident, 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.

<u>Reinforcement and Correction Strategies</u>
- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

<u>Follow Up Strategies</u>
- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

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

Appropriate physical intervention may be used to ensure that Kelvin Grove State College's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

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

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

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- School Incident Report (Appendix 5); Interview Report (Appendix 6)
- Student Record of Incident (OneSchool)

7. Network of student support

Students at Kelvin Grove State College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Student leaders/mentors
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Inclusive Welfare Team

- Inclusive Curriculum Support Team
- Behaviour Coach / HOSES
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Targeted support organisations

Support is also available through the following government and community agencies:

- Queensland Health
- Department of Communities (Child Safety Services)
- Behaviour Support Services
- Police
- Local Council
- Child and Youth Mental Health
- Disability Services Queensland
- Community Connections
- Outdoor education Providers

8. Consideration of individual circumstances

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

Kelvin Grove State College considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Weapons Act 1990*
- *Work Health and Safety Act 2011*
- *Work Health and Safety Regulation 2011*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

10. Related procedures

- *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*

11. Some related resources

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

12. Endorsement

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Principal   **P and C President**   **College Council Chair**

Effective Date: January 2017 to January 2019