Student Code of Conduct

2021-2024

Every student succeeding

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

Queensland Department of Education

Kelvin Grove State College

The Pursuit of Excellence With All Our Might

Purpose

At Kelvin Grove State College we are committed to providing a safe, respectful and inclusive learning environment for all. We value and celebrate our diversity, and abide by all legislative requirements.

Our 'Just Cause' focuses on 'A Prep to Pathways learning community delivering wellness and excellence, guided by our College Values'.

This Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to behaviour development that is age appropriate and recognises individual circumstance.

Contact Information and Endorsement

Postal address:	L'Estrange Tce, Kelvin Grove, Queensland, 4059
Phone:	(07) 3552 7333
Email:	info@kelvingrovesc.eq.edu.au
School website address:	https://kelvingrovesc.eq.edu.au/
Contact Person:	Llew Paulger (Executive Principal)
Principal Name:	Llew Paulger
Principal Signature:	
Date:	23 February 2022
P&C President:	Grant Asser
Signature:	
Date:	23 February 2022

Table of Contents

Principal's Foreword

Our goal 'is not to be better than anyone else, but to be better than I used to be' (Dr Wayne W. Dyer).

Introduction

At Kelvin Grove State College we consider the Student Code of Conduct to be an opportunity for a holistic approach to student development as a means of maximising the success of every student's learning pathways.

By adopting Restorative Practices as one of our signature practices, we take an evidence-based approach to behaviour development - that behaviour can be taught and that mistakes are opportunities for everyone to learn.

Our three school rules set the expectation that all members of our community can demonstrate that:

♦ I am Safe
♦ I am Responsible
♦ I am Respectful

The Student Code of Conduct also details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

P&C Statement of Support

The members of the P&C Executive have all read the new Student Code of Conduct and are fully supportive of its intent. The document was moved as a motion at the P&C meeting on Monday 21/2/22 and passed unanimously.

School Captain's/Leaders' Statement

Students in roles as School Captain's or leader's represent the student body view of the Student Code of Conduct, and were engaged in aspects of the consultation and approach taken by the staff to provide a safe, supportive and disciplined learning environment for all on site.

Senior School Captain	Claudia Czerniawski	_____	_____
Senior School Captain	Nick Petko	_____	_____
Middle School Captain	Ranudi Wimalasena	_____	_____
Middle School Captain	Peter Edwards	_____	_____
Junior School Captain	Lily Hotchin	_____	_____
Junior School Captain	Daniel Mathew	_____	_____

Consultation

The consultation process used to inform the development of the Kelvin Grove State College Student Code of Conduct occurred in three phases.

In the first phase, a survey was distributed to the school community (parents and staff) to baseline perspectives about current systems and processes and to identify community support for and understanding of Restorative Practices. Emails were sent to 1100 family contacts, and 440 responses were received.

In the second phase, separate surveys were developed for parent consultation (phone calls made to three families in each year level – 39 respondents in total), student consultation (survey implemented through Student Representative Councils for Senior, Middle and Junior sub-schools), and staff consultation (survey response invited from all school staff). This phase informed the strategic direction for the Student Code of Conduct and the operational structures and procedures to support student behaviour learning, leading to the development of a draft version for the P&C and school leaders to provide review and feedback.

The third phase of consultation was completed when the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting on 21 February 2022 and to the School Council meeting on 10 March 2022 for endorsement and implementation.

A communication strategy has been developed to support the implementation of the Student Code of Conduct, including promotion through the school website, around the campus and through Schoolzine newsletters. Any families who require assistance to access a copy of the Student Code of Conduct, including translation to a suitable language, are encouraged to contact the appropriate Sub-school Principal.

Review Statement

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

Learning and Behaviour Support

All areas of Kelvin Grove State College (KGSC) are learning and teaching environments. Behavioural expectations present an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Growth in behaviour development is achievable when all members of our school community are involved in accepting collective responsibility for and being accountable to *their relationships* as individuals . Our goal is to support student wellbeing, so that they develop as confident, inclusive and resilient individuals and socially responsible citizens.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. The shared expectations for student behaviour are clear and consistent to everyone, assisting KGSC to create and maintain positive and productive learning and teaching environments, where all College community members understand their role in the educational process.

At Kelvin Grove, we promote a set of guiding principles that underpin our learning and behaviour expectations:

- ●Students know and demonstrate the three College rules and our College values .
- ●Students will attend KGSC daily and actively engage in all learning experiences. *Every Day Counts*.
- ●Students will strive to be safe and supportive members of the school community (online/onsite/offsite).

<u>Student Wellbeing and Support Network</u>

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need an ever evolving set of cognitive, social and emotional skills for success. Healthy, confident and resilient young people who can successfully navigate a more complex world are vital for our future. Responding to individual and group differences, promoting collaborative learning, building authentic relationships that support a sense of belonging, and teaching students how to manage their wellbeing, are just some of the ways our teachers promote opportunities for students to thrive.

KGSC provides an inclusive school environment that nurtures the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

Learning and wellbeing are inextricably linked - students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The <u>student learning and wellbeing framework</u> supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Consideration of Individual Circumstances

At Kelvin Grove State College we take into account students' individual circumstances (e.g. their behaviour history, health and wellbeing, gender identity, religious/cultural considerations and socio-economic background) when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, 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 consequence 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 also expect that parents and students will respect the privacy of other students and families.

Student Wellbeing

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum we provide age-appropriate social and emotional programs to build healthy relationships and individual wellbeing.

KGSC Approaches to Wellbeing

P—12	Junior School	Middle and Senior School
♦ Brain Health ♦ Calmer Classrooms ♦ Zones of Regulation ♦ Restorative Practices ♦ House Connectedness	♦ Kidsmatter ♦ Engine Room	♦ Student Wellbeing Centre ♦ Wellbeing and My Personal Best Program ♦ CARE program

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

Student Protection

Staff must follow legislated mandatory reporting requirements about significant student harm. Staff receive training in Student Protection and the Code of Conduct annually.

Emergency Procedures

Kelvin Grove State College has emergency response plans in place for *Lockdown, Evacuation* and *Critical Incident.* Every term, whole school training is conducted.

Specialised Health Needs

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

This means appropriate medical health plans (developed and signed by a medical professional(s)) are followed for students with specialised health needs. Where necessary/ required an appropriate number of staff will have the training required to support the student's health condition.

Medications

Kelvin Grove State College requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the College can provide further information and relevant forms. These forms can be collected from the Junior School Administration or Student Services on the Middle/ Senior Campus.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner. Please note medications must be within the valid use-by date. Kelvin Grove State College maintains a minimum of two adrenaline auto-injector and asthma reliever/puffer (one stored in the Junior School and one in the Middle/ Senior School's/campus first aid kit). Auto-defibrillators are also available at multiple locations across the College.

Mental Health

Kelvin Grove State College implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a *Student Plan.*

Drug Education and Intervention

Kelvin Grove State College implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community. Drug education and information programs are also included in our Wellbeing and Global Citizenship Programs.

Suicide Prevention

Kelvin Grove State College school staff who notice suicide warning signs in a student should seek help immediately from one of the Guidance Officers, Administration or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Kelvin Grove State College staff follow suicide intervention and prevention advice by ensuring:
- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide Postvention (refer to Appendix 'x')

In the case of a suicide of a student that has not occurred on school grounds, Kelvin Grove State College enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected. Where a suicide has occurred on school grounds or at a school event, Kelvin Grove State College staff immediately enact the *School Emergency Management Plan* and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Support Network

Kelvin Grove State College offers a comprehensive range of programs and services to support the wellbeing of students in our school. For information regarding programs and support services we encourage you to access the College website.

We encourage parents and students to communicate with their class teacher (or CARE/ MyPB teacher/ Year Level Coordinators (YLCs)) in the first instance.

When a student requires additional support the following may occur:

♦ Junior School: teachers refer students to the Student Support Team. Speech Pathologist and Guidance Officer appointments, where required, will be organised through referral to the Student Support Team by the classroom teacher (Student Support Team - Referral Process). This referral requires parent consent.

♦ Middle and Senior School: students and parents can make an appointment to meet with the relevant Year Level Coordinator(s), Year Level Deputy Principal or Guidance Officer if they would like individual advice about accessing particular services. **Note**: Students in Year 6 require parent consent to access Guidance Officer support.

♦ When required, our Student Support Team (Junior School), Inclusive Support Team and Student Wellbeing Team (Middle and Senior School) provide support and guidance for students, staff and the wider school community. These teams comprise of: Deputy Principals, Guidance Officers, Heads of Department (International, Learning Enhancement and Pedagogical Practices), Speech Pathologists, Behaviour Support Teacher, Learning Support staff,   Inclusive Support Teachers, EALD Teacher, School Based Health Nurse and Police Officer, Defence Force Student Mentor and Chaplain.

Support Network Staff

Role	What they do
Defence School Mentor (P-12)	♦ Monitors the social and emotional wellbeing of Defence students. ♦ Enhances awareness and appreciation of the unique Defence lifestyle in schools and communities. ♦ Provides support to children during times of parental absence.
Guidance Officers (P-12)	♦ Provides a comprehensive student support program within the school environment. This may include counselling, assessments, critical/ intensive support etc. ♦ Assists students with specific difficulties, acting as a mediator or providing information on other life skills. ♦ Liaises with parents, teachers, Senior Guidance Officer, or other external health providers as needed.

School-Based Youth Health Nurse (Yr 7-12)	♦ Provides individual health consultations with assessment, support, health information and referral options related to:
	    ♦ healthy eating and exercise
	    ♦ relationships
	    ♦ personal and family problems
	    ♦ feeling sad, worried and angry
	    ♦ sexual health
	    ♦ smoking, alcohol and other drugs.

Role	What they do
Year Level Coordinators (Yr 6-12)	♦ Responsible for student social and emotional welfare at each year level. ♦ Provides continuity of contact for students and their families. ♦ Ensures students feel safe and comfortable and want to come to school. ♦ Nurtures a sense of belonging to the home group, year level and school.
Chaplain (P-12)	♦ Provides a comprehensive student support service within the school environment. ♦ **Note**: any spiritual support requires parental consent.
Behaviour Support Teacher (P-12)	♦ Provides support and intervention for identified students with behavioural challenges and disengagement. ♦ Liaises with stakeholders and refers to external support agencies and programs.
Speech Pathologist (P-12)	♦ Provides educational assessment, support, targeted intervention and programs for identified students.
School Based Police Officer (P-12)	♦ Provide education, direction and support to students, staff and community about policing and the law. ♦ Liaises with the school community to promote trust.

It is also important for students and parents to understand there are regional and state-wide support services available to supplement the school network. These may include Principal Advisors, Student Advisory Visiting Teachers, Occupational Therapists, Senior Guidance Officers, external programs facilitated by Metropolitan Region Behaviour Support Services (i.e. STIP, LASER and GGG), and other government agencies such as Youth and Family Support Services, Child Family Connect etc.

Parents who would like more information about the student support roles and responsibilities are invited to contact the relevant Classroom Teacher (Junior School), Year Level Coordinators (Middle/ Senior School) or Year Level Deputy Principal.

Examples of Schoolwide Expectations

Junior School

	I AM RESPONSIBLE	I AM RESPECTUL	I AM SAFE
DURING THE DAY	I listen and speak with respect using my whole body. I use a growth mindset. I always have a go. I try to use positive language throughout the school day I am a problem solver.	I treat other people the way I expect to be treated. I wear my uniform with pride	I think about my own safety and of others around me. I take the time to respond rather than react.
ARRIVAL AT & DEPARTURE FROM SCHOOL	I prepare myself for the day before I play. I wait in the JK block undercroft until the bell rings to line up.	I greet adults and students respectfully. I sit quietly until the bell rings and I am directed to play.	If I have to be at school before 8.30am, I sit with my bag in the JK block undercroft until the bell rings to line up. I play safely in the designated play area. I stay away from "Out of Bounds" areas, including verandas and play forts. When the 3pm bell rings, • I go home immediately, or • to the pick up zone (where I sit quietly and follow directions) or • I go directly to OSHC.
CLASSROOM LEARNING	I follow school bookwork expectations. I am aware of my learning preferences and avoid distraction. I follow teacher instructions.	I ask for help when needed by raising my hand. There is always one voice in the classroom. I share my ideas when appropriate. I respect the opinions of others.	I walk when inside the classroom. I keep my hands and my feet to myself. I use equipment safely and appropriately. I abide by the digital technology rules.

Kelvin Grove Junior School Behaviour Matrix

Examples of Schoolwide Expectations

Middle and Senior School

	I AM RESPONSIBLE	I AM RESPECTFUL	I AM SAFE
ALL AREAS	I care for the College environment. I promote the College positively in the community. I place rubbish in bins.	I treat KGSC staff, students and others in the College community with courtesy and respect. I accept and value individual difference.	I avoid unsafe and dangerous practices. I follow safety standards and procedures. I report harassment and bullying.
CLASSROOM	I am punctual. I have all necessary equipment. I complete set tasks. I do not take food and drink into my classrooms.	I cooperate with staff and other students. I respect the rights of others to learn. I am honest and cooperative.	I know and follow classroom rules. I enter and exit the room in an orderly manner. I do not enter a room without the supervising adult.
PLAYGROUND	I clean up after myself. I play handball only in designated areas.	I respect and protect others' rights. I stay well clear of any vehicle parked in and around the school grounds.	I remain in my designated year level area. I am sun safe. I stay away from the College fence line, and I do not interact with members of the general public. I report unsafe situations which may cause harm.
STAIRWELL	I keep the approaches to the stairs free of bags, and I do not sit on stairs, including during breaks.	I stay to one side when using stairwells.	I move with care.
TOILETS	I use toilets only during scheduled break. I request toilet breaks during class only when required.	I respect the privacy of others. I respect the space and its furnishings	I maintain safe hygiene practices e.g. washing hands. I avoid unsafe and dangerous practices.
TRANSIT	I have and use my Go card appropriately. On public transport, I speak quietly and do not create unnecessary noise. I vacate my seat for full fare passengers.	I allow other passengers to exit buses and trains by lining up to one side. I wait for buses and trains by lining up one meter back from the curb/safety line.	I do not ride my bike within College grounds or along footpaths bordering KGSC. I know my public transport timetables. I remain in pick-up zones until called.

Parents and Staff

The table below explains the expectations *for parents* when visiting our school and the standards we commit to **as staff**.

	What we expect from you	*What you can expect from us*
I am Respectful	Respectful conversations with and about all school community members.	Ensure positive behaviours are modelled. We will follow legislation in relation to Hostile Persons (when needed).
	Take a positive, solution-focused approach to resolving complaints.	A nominated contact person for you to work with to resolve a school related complaint. Complainant process and guidelines when needed (Managing Unreasonable Complaint Conduct)
	Respect staff obligation to maintain student and family privacy.	Maintain confidentiality about information relating to your child and family.
	Respect school, student and staff privacy in person and through your online communications.	Act quickly to address social media issues that affect staff, students or families.
I am Responsible	Approach a Deputy Principal or Principal if you are concerned about the behaviour of a staff member or parent.	Address any complaints or concerns about the behaviour of staff or other parents.
	Ensure your children attend school every day (Every Day Counts) and notify the school promptly of any absences or changes in contact details.	A safe, supportive and inclusive environment for every student. We will enforce attendance as required by legislation.
	Recognise people are different. Be ethical, non-judgemental, fair and equitable to others in the school community.	Welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
	Support and encourage your child to meet the learning and behavioural expectations at school.	Clarity about our learning and behavioural expectations, and contact you to provide feedback about your child's progress.
	Stay informed about school news and activities and other materials sent home by school.	Notify parents through multiple means e.g. Schoolzine, College Website, social media pages, Attendance SMS etc.
	Share relevant information about your child's learning, social and behavioural needs with school staff.	Share relevant information with you about your child's learning, social and behavioural progress at school.
I am Safe	Leave and collect your child from a designated area e.g. OHSC.	Provide designated areas for parents to leave and collect students.
	Use safe transit practices: follow school zone road rules and supervised crossings.	Provide clear guidance and appropriately trained staff and reminders.
	Make an appointment to speak with staff members if you wish to discuss any matters relating to your child.	Respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.

Behaviour Development Framework

Our behaviour development framework uses a three level approach to assist students to identify and modify any unacceptable behaviours. Refer to Student behaviour referral process flowcharts on page x and y

	Characteristics
Level 1	Use of proactive strategies by teachers to communicate high behavioural expectations and planning of engaging lessons using our Signature Practices.
Level 2	Minor and unresolved behaviours may be handled by teachers, or Administration personnel using a variety of strategies which may involve monitoring processes, intervention strategies, family meetings or referrals to support staff or administration staff.
Level 3	Continual or serious behaviour issues are handled by administration staff using referrals to internal or external agencies, alternate programs, monitoring processes or school disciplinary absences procedures.

Behaviour Processes

Use of OneSchool

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent   reporting and administrative processes. Each Queensland state school student has a secure profile within OneSchool. Individual student infomation is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

P—12	Junior School	Middle and Senior School
♦ Enforcement of Attendance	♦ JS Behaviour Development-Rethink Protocols-Referral Process	♦ Detention/ Reflection ♦ Reflect, Repair, Reconnect (RRR) Room ♦ Select Excellence Program Demerit System

The Role of Restorative Practices at KGSC

'Restorative practices … results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Through restorative practices, members of the school community will:

1. have an opportunity to be heard

2. understand the greater impact of one's actions

3. learn to take responsibility

4. repair the harm one's actions may have caused

5. recognise one's role in maintaining a safe school environment

6. build upon and expand on personal relationships in the school community

7. recognize one's role as a positive contributing member of the school community.'

(SFUSD Student, Family, Community Support Department
© Kerri Berkowitz, Restorative Practices Coordinator (berkowitzk@sfusd.edu P. 17)

For both positive and negative actions, recognising impact helps to teach that one's actions affect the greater community. It is equally important to reinforce positive impact, as it is to teach that negative behaviour harms relationships and the health of the community.

Relationships sit at the core of what we do. Where harm is done, our priority is to **Reflect** on the cause of harm, to accept accountability for that harm and plan how best to **Repair** the relationship, and to **Reconnect** with a commitment to engage in productive behaviour choices moving forward.

Differentiated and Explicit Teaching

Kelvin Grove State College provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for student to practise these behaviours. Teachers reinforce expected behaviours provide feedback and correction and opportunities for practise. Every classroom in the school uses our three College Rules as a basis for developing the expected standards of behaviour.

Teachers at KGSC 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 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. The model below highlights the layers of differentiation that can

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
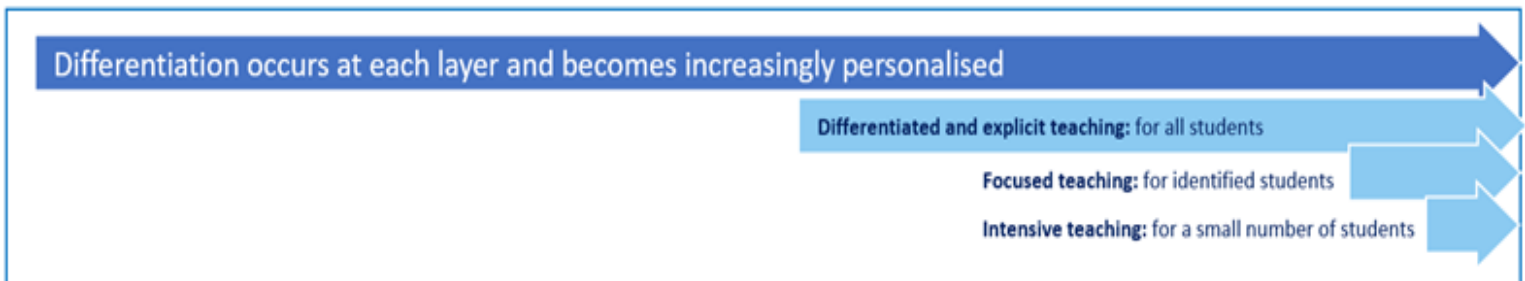
Why Do We Explicitly Teach Our Expected Behaviours?

Research shows that students are more likely to respond positively when they know what is expected of them and when responses to behaviour are fair and consistent. Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Explicitly teaching our behavioural expectations and acknowledging students for demonstrating them is key to our success. **They are necessary skills for success in life.**
They are the basis for a positive and safe environment.
Doing so increases opportunities to teach other skills.

When Do We Teach Our Expected Behaviours?

♦ Every school day
♦ Ongoing throughout the year
♦ At teachable moments.

How Do We Teach Social Behaviours?

♦ Teach – Introduce the expected behaviours and discuss why it is important
♦ Model – Demonstrate and model
♦ Practice – Role play expected behaviours in the relevant contexts
♦ Reinforce – Encourage expected behaviours
♦ Monitor – Cue, supervise and provide positive feedback
♦ Reteach – Practise throughout the day

Where Do We Teach Our Expected Behaviours?

♦ In every classroom throughout the school.
♦ Everywhere in the school.
♦ It is embedded in other school activities.

We can no longer assume:

♦ Students know the expectations/rules and appropriate ways to behave
♦ Students will learn appropriate behaviours quickly and effectively without consistent practice and modelling

We must assume:

♦ Students will require different levels of support and intervention, and instructional models to learn appropriate behaviour
♦ We need to teach expectations/rules and appropriate behaviours as effectively as we teach academic skills

Focused Teaching

There will be some students in any school or classroom that require additional support to meet behavioural expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behaviour expectations in a particular part of the day or as part of a learning area/subject, and focussed teaching is provided to help them achieve success.

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

Support staff with specialist expertise work collaboratively with class teachers at Kelvin Grove State College to provide focussed teaching.

Kelvin Grove State College has a range of support programs available. Students are directed to relevant programs through the EALD teacher, Student Support Team (Junior School), Inclusive Support Team and Student Wellbeing Teams (Middle/ Senior School) to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be a small percentage 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.

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

Individualised, function-based behaviour assessment, support plans and multi-agency collaboration may be provided to the small number of students who continue to display behaviours that are challenging and/or deemed complex. 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 a case manager at the school that will oversee the coordination of the program, communicate with stakeholders and directly consult with the student.

Junior School

Kelvin Grove State College – Junior School: Student Behaviour Referral Process

STUDENT WELL-BEING:
Learning difficulties, behavioural, social and emotional concerns must be referred to Student Support Team.

SUPPORT FOR STUDENTS:
Level 2 and 3

STUDENT SUPPORT TEAM:
Includes:
- STL&N
- Inclusion Support Coordinator
- Guidance Officer (GO)
- Speech Pathologist (SLP)
- Executive Representative

Process
- Refer to Student Support Team- Referral Process
- Work collaboratively with all stakeholders
- Monitor performance
- Review sessions scheduled
- Referral to outside support / services / alternate programs
- Social emotional well-being
- Consultation with JS Principal

TEACHERS AND SUPPORT STAFF – LEVEL 1

PROACTIVE STRATEGIES
- Know your students – access data to ensure you are providing the best instruction for the learner in your room.
- Enact KGSC's Pedagogical Framework and Signature Practices
- Plan engaging lessons where students are able to learn successfully
- Display daily timetable, Learning Goals and Success Criteria for each lesson
- Explicitly teach our College Values and Three School Rules: I am Safe, I am Responsible and I am Respectful - focussed on behaviours outlined in JS Behaviour Matrix
- Follow the Junior School Classroom and Playground Management Plan – as set out in the JS Rethink Protocols – Referral Process
- Communicate high expectations of behaviour and consequences explicitly to all students. Refer to Essential Skills: Better Behaviour Better Learning
- Use Zones of Regulation
- Develop a set of classroom rules and ensure all students are aware of the 'Rethink' process and philosophy
- Use a positive behaviour reinforcement system that is known and understood by all students
- Actively seek opportunities to encourage and reinforce positive behaviour
- Document positive behaviours on One School

UNACCEPTABLE BEHAVIOUR – Actions and Consequences
- Follow steps for classroom and playground management. Refer to JS Rethink Protocols
  1. Rule reminder – ask : "What are you doing?", "What should you be doing?", "Are you choosing to stay in the classroom to continue learning?"
  2. Classroom Time Out – up to 10 minutes. Time to reflect on behaviour, brief Restorative Conversation (Reflect, Repair and Reconnect) with teacher, continue class work.
  3. Buddy Class Time Away – up to 10 minutes. Assigned class, engage in brief Restorative Conversation with buddy teacher, continue class work
  4. On return to class, student engages in a Restorative Conversation with the teacher and or support staff involved
- KG Teacher enters incident onto One School and refers incident to the DP: Behaviour, classroom teacher and year level line manager. Keep parent/carer informed.
- Support staff and relief teachers must complete Behaviour Slip. Classroom Teachers must enter incidents on One School for support staff and relief teachers.

REPEATED and UNRESOLVED BEHAVIOURS: Disruption, non-compliance, and refusal to follow reasonable instruction

SERIOUS / LIFE-THREATENING BEHAVIOURS:
Any action / behaviour that places students and others at risk or in danger

TEACHERS AND SUPPORT STAFF INCLUDING ADMIN SUPPORT – LEVEL 2

Actions and Consequences
- Follow Level 1 steps for classroom and playground management: Refer to JS Rethink Protocols as above.
- If unacceptable behaviour continues: The DP: Behaviour will investigate the incident further to determine if the child/children will attend Rethink.
- Classroom Teacher must contact student's parent advising student's attendance at Rethink.
- Student/s and, where necessary, staff involved, will engage in a Restorative Conversation with DP:Behaviour
- Administration to enter Follow-up action on One School including notification letter sent home to parent/carer.
- Parent/carer to return signed letter to school. Upload onto One School.
- When required, teacher to refer student to Student Support Team for consideration of Playground Management Plan and/or Positive Behaviour Support Plan (PBSP).

ADMINISTRATION – LEVEL 3

Actions and Consequences
- Referral to Student Support Team.
- Respond to emergency situations
- Implement suspensions, cancellations and exclusions
- Implement Case Management - Manage/liaise with Stakeholders including student, parent/carer, KG staff/specialist staff, Department specialists, outside agencies and alternate programs eg: ROCKET Program

NB: Each incident will be reviewed with individual circumstances taken into consideration

Middle and Senior School

Kelvin Grove State College - Middle & Senior Student Behaviour Referral Process

Classroom Teachers: Level 1

Proactive Strategies
- Know your students-access data to ensure you are providing the best instruction for the learner in your room
- Plan engaging lessons that differentiate to meet all students' needs
- Use the Essential Skills framework to help with promoting a positive classroom climate
- Enact KGSC's Pedagogical Framework and Signature Practices
- Celebrate and document positive behaviours (record on OneSchool and contact parents as appropriate)
- Encourage positive behaviour using positive reinforcement strategies
- Display and regularly communicate expectations of behaviour and consequences explicitly to all students
- Collaborate with peers and colleagues.

Teacher Strategies for Unacceptable Behaviour
- Regular verbal cues, reminders and redirections
- Reinforce expectations, rules, procedures
- Restorative practice conversations
- Lunchtime detention with teacher
- Direct persistent disruptors to RRR
- Reinforce expectations, rules, procedures
- Consult Behaviour Support Teacher/YLC/DP/HoD
- Record OneSchool behaviour incident

Student Wellbeing
Social and emotional concerns: Student Wellbeing Support/ Inclusion Support Referral

Non-curriculum issues
Truancy, failure to follow uniform procedures, PGD/ other low-level OneSchool behaviours

Student Wellbeing Support/ Inclusion Support
- Referral to support services/alternate programs
- Individual programming and flexible arrangements
- Advise—academic or personal
- Subject/pathway changes
- Referral or consultation with HoD/DP/GO/Principal

Year Level Coordinator: Level 2

Actions and Consequenses:
- Monitor absenteeism/truancy
- Contact with parents
- Lunch detentions
- Communicate with HoDs
- Refer to ICS/Student Wellbeing Support
- Liaise with GO/DP/Principal

Curriculum— repeated/unresolved/ Major
Following teacher use of ESCM:
OneSchool behaviour incident (refer to HoD)

Head of Department: Level 2

Actions and Consequenses:
- Respond to teacher referrals
- Student Intervention Strategies
- Class Commitment Contract
- Monitor performance
- Contact with parents
- Communicate with HoDs/YLC's
- Liaise with DP/YLC's regarding alternate programs
- Lunch detentions
- Communicate outcomes with teacher and facilitate restorative conversations as appropriate

Destructive/harmful/ critical Any action/ behaviour that places students and others at risk or in danger:
OneSchool behaviour incident (refer to DP)

Administration: Level 3

Actions and Consequenses:
- Referral to Student Wellbeing Support Team /Inclusion Team
- Implement appropriate responses e.g. Community Service Intervention, suspensions, cancellations and exclusions
- Respond to emergency situations
- Monitor overall performance
- Contact with parents
- Manage alternate programs
- Long term removal from classroom/playground
- Communicate outcomes with teacher and facilitate restorative conversations as appropriate

Time out ♦ Junior School: In class, Buddy Class, Playground ♦ Middle/ Senior: Includes RRR Room, time out, time away	A Principal or school staff member may use time out as a purposeful strategy for students to manage their own behaviour and to assist the student to calm down.
Detention/ Reflection (known as "Rethink" in Junior School)	A Principal, DP, YLC or HOD 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). *In Middle and Senior School, a detention can be applied on non-school days and out of timetabled hours within the parameters outlined in the Principal Guidelines – Student Discipline.* Students in Junior School are not kept after school or required to come in on non-school days.
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 **(Year 6—12)**	A Community Service Intervention is an early intervention strategy that may be used by a 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.
Discipline Improvement Plan	A Discipline Improvement Plan is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.

School Disciplinary Absences (SDA)

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).

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.

Suspension	A Principal may suspend a student from school under the following circumstances:
Short suspension (1 to 10 school days) Long suspension (11 to 20 school days)	♦ 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 As outlined in s.282 of the Education (General Provisions) Act 2006 (Qld) (EGPA), a charge-related ground is where the student is either charged with a serious offence or 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 of 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 provided by the school. This is the only ground for cancellation of enrolment under the EGPA. 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.
Refusal to enrol – Risk to safety or wellbeing	The Director-General or their delegate can refuse the enrolment of a prospective student if they reasonably believe that, if enrolled, the prospective student would pose an unacceptable risk to the safety or wellbeing of members of the school community. A Principal who reasonably believes that the enrolment of a prospective student poses an unacceptable risk to the safety or wellbeing of members of a school community must consider the following in relation to any charges or convictions listed in the prospective student's criminal history to determine the risk posed by the prospective student: ♦ whether the offence is a serious offence ♦ when the offence was committed or alleged to have been committed ♦ the nature of the offence and current age of prospective student ♦ for a conviction, whether a penalty was imposed and the nature of the penalty.

Examples of Minor Inappropriate Behaviour

The list of responses is not exhaustive and one or more responses may be applied depending on the situation.

Examples of Inappropriate Behaviours (but not limited to)	Possible Responses (but not limited to)
- littering - required resources and equipment not brought to class - failing to complete homework / classwork - persistent talking in class - moving around teaching area without permission - rudeness towards a teacher - failing to follow teacher directions or minor non – compliance - lateness to class - failing to attend detention - Uniform Policy infringements - inappropriate language (written or verbal) - minor harassment - inappropriate lunchtime behaviour - minor physical misconduct (e.g. pushing or shoving) - out of bounds - off school premises without permission - minor dishonesty - petty theft - minor public transport inappropriate behaviours - inappropriate mobile phone usage (refer to mobile phone policy) - misuse of the device (including internet misconduct—refer to ICT agreement).	- Change of seating arrangement - Withdrawal from activity or class - Verbal/written apologies - Removal or cover-up of uniform infringement - Detention - Record of behaviour on OneSchool - Contact with parents/guardians - Referral to YLC, HOD or Deputy Principal - Lunch-time withdrawal - Student Wellbeing support and intervention - Temporary removal of device or equipment - Internet and/or email suspension - Loss of privileges (i.e. participation in extra-curricular activities) - Restorative Practices Conference - Community Service Intervention - Short Term Suspension.

Major Unacceptable Behaviours

Major unacceptable behaviours are those that:

- significantly violate the rights of others including the right of others to learn and teachers to teach
- disadvantage the wellbeing of self or others
- are illegal
- are repeated minor infringements
- are deliberately and disrespectfully defiant
- bring the name of the school into disrepute
- require the involvement of school administration.

Major unacceptable behaviours result in an immediate referral to school Administration (Deputy Principals or Principal). When Major Unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then arranges for the student to be escorted to Administration or calls Administration for support. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences: parent contact; withdrawal from class; disciplinary absence (1 to 10 day suspension); loss of privilege; restitution; warning of exclusion in the event of future repeated or persistent inappropriate behaviour; Discipline Improvement Plan; Community Service Intervention; referral to Guidance Officer or another member of the Team (Middle/ Senior School) or Student Service Team (Junior School); referral for specialist behaviour services; suspension from school.

Students who engage in very serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a more serious disciplinary consequence.

Examples of Major Unacceptable Behaviours

The list of responses is not exhaustive and one or more responses may be applied depending on the situation.

Examples of Unacceptable Behaviours (but not limited to)	Possible Responses (but not limited to)
♦ repeated previous misbehaviour ♦ major dishonesty (i.e. falsifying documents) ♦ unlawful or illegal action ♦ theft ♦ willful defiance ♦ violence - physical assault of staff/students abusive/inappropriate language ♦ Smoking/ vaping ♦ stealing / theft ♦ willful and/or significant destruction of property ♦ offensive and/or inappropriate language ♦ harassment, threats of violence ♦ possession, distribution, sale, purchase and/or use of alcohol/drugs/illicit substances or paraphernalia ♦ vandalism/graffiti ♦ deliberate and continued non-compliance ♦ possession, distribution, sale, purchase and/or use of a weapon or incendiary device ♦ use of mobile phone or device in any part of the school for voicemail, email, text messaging or filming purposes without authorisation ♦ conduct of the students, including conduct occurring outside of school grounds (or hours) that adversely affects, or is likely to adversely affect the good order and management of the school or brings the school into disrepute.	♦ verbal/written apology ♦ parents/guardians notified ♦ rules of engagement agreement ♦ behaviour monitoring program ♦ administration interview ♦ alternative program ♦ Student Wellbeing support and intervention ♦ Support services referral/s (internal/external agencies) ♦ withdrawal of non-essential extra-curricular activities ♦ Police notified (where applicable) ♦ Student Protection (where mandated) ♦ Individual Behaviour Plan (MS/SS) ♦ Positive Behaviour Support Plan (JS) ♦ Playground Management Plan (JS) ♦ Restorative Conference ♦ Community Service Intervention ♦ Discipline Improvement Plan ♦ Suspension (Short or Long) ♦ Cancellation of Enrolment ♦ Recommendation to Exclude/ Exclusion

Examples of Unacceptable Behaviours Disadvantaging the Wellbeing of Self and Others	Possible Responses (but not limited to)
♦ continued refusal to comply with the school's Student Code of Conduct ♦ persistent disruptive behaviours ♦ persistent non-compliance ♦ absenteeism (including truancy) ♦ Major defiance or gross insolence ♦ refusal to participate and engage in learning program ♦ cheating/plagiarism ♦ dangerous/careless actions at school or while travelling to and from school ♦ abusive language, directed profanity and/or threats of violence ♦ harassment / bullying / intimidation racist language or behaviour ♦ aggressive, dangerous or threatening behaviour ♦ fighting, violence and/or assault ♦ unacceptable immoral behaviour ♦ offences of a sexual nature ♦ Conduct of the students, including conduct occurring outside of school grounds (or hours) that adversely affects, or is likely to adversely affect other students or staff enrolled/working at the school ♦ 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 and/or affect other members of the school community ♦ 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.	♦ verbal/written apology ♦ Record of behaviour on OneSchool ♦ parents/guardians notified ♦ behaviour monitoring program ♦ administration interview ♦ alternative program ♦ Student Wellbeing support and intervention ♦ support services referral/s ♦ withdrawal of non-essential extra-curricular activities ♦ police notified (where applicable) ♦ Student Protection (where mandated) ♦ Individual Behaviour Plan (MS/SS) ♦ Positive Behaviour Support Plan (JS) ♦ Playground Management Plan (JS) ♦ Failure to Attend notification process ♦ Community Service Intervention ♦ Discipline Improvement Plan ♦ Restorative Conference ♦ Suspension ♦ Cancellation of Enrolment ♦ Exclusion

Student Disciplinary Guiding Principles

All state school employees are required to act in accordance with the Public Service Act 2008 as well as departmental policies and procedures, including the Student Protection procedure, the Code of Conduct for the Queensland Public Service and the Department's Standard of Practice.

In managing a student disciplinary matter, Principals and other school staff will:

- interact with students, families and staff in a friendly, courteous and professional way
- protect student and staff confidentiality and privacy as much as possible
- act independently, impartially and in the public interest
- act fairly and observe the rules of natural justice
- conduct investigations into reported behaviour incidents in a timely manner without undue delays in the investigation process
- inform any person who is the subject of an investigation (at an appropriate time) of the substance of any allegations against them, and provide them with a reasonable opportunity to respond to the allegations
- inform any other person whose interests or legitimate expectations are, or are likely to be, adversely affected by an investigation finding, and provide them with a reasonable opportunity to respond before a report is issued
- gather all relevant evidence and information to establish the facts of the matter under investigation
- apply an objective investigation standard equitably to all parties
- evaluate the effectiveness of processes established within the department and at educational institutions
- base investigation findings on sound reasoning and relevant evidence.

Procedural fairness

Procedural fairness (or natural justice) applies to any decision that can affect the rights, interests or expectations of individuals, including students. Procedural fairness is an integral element of a professional investigation and acts as a safeguard for the individual whose rights are being affected.

The rules of procedural fairness are:

- avoid bias
- give a fair hearing.

These rules have been designed to ensure that all decision-making is fair and reasonable. The success of an investigation will often rely on the integrity and ability of the person conducting it to ensure that individuals are afforded the opportunity to provide their version of events. This enables an individual to comment on any facts that might be detrimental or adverse to them.

Re-entry following suspension

Students who are suspended from Kelvin Grove State College 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.

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 a time** to review the decision to suspend, the student has already received a consequence through their disciplinary absence.

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, students and visitors.

Temporary removal of student property by school staff procedure may occur where:
●Students have been advised what items are considered inappropriate to bring to school
●state school staff may in certain circumstances remove student property without the consent of parents or students
●Regulatory limits direct state school staff on searching bags and accessing information from temporarily removed student property, such as mobile phones
●examples of property that may be temporarily removed, such as bags, mobile phones, jewellery or prohibited items such as knives
●certain property may be temporarily removed for a determined amount of time (e.g. end of day or school week)
●student property may be seized by the police.

Please see Temporary removal of student property by school staff procedure for more information.

What is it?
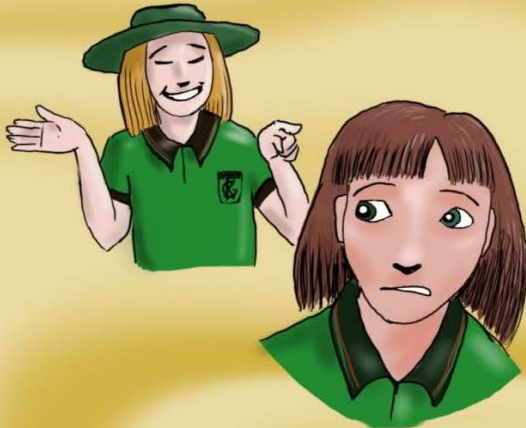
When someone does something rude and hurtful *unintentionally*, and they do it once, that's

RUDE

When someone says or does something *intentionally* hurtful, and they do it once, that's

MEAN

When someone says or does something *intentionally* hurtful, (physically, or verbally), even when you *tell them to stop* or *show them you are upset*, that's

SPITEFUL

When there is a 'repeated' pattern of harmful verbal, physical or social behaviour which involves the misuse of power this is

BULLYING

Bullying Response Flowchart for Teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Year 7 to Year 12 – Care teacher, Class teacher or Year Level Coordinator
　　　　　　　　　　　　Deputy Principal of relevant Year Level

**Step One
Listen**

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

**Step Two
Document**

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

**Step Three
Collect**

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

**Step Four
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
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself.

**Step Five
Implement**

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

**Step Six
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.

The College acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. **Refer to Mobile Phone and Electronic Devices Policy and ICT Network Access and Usage Agreement**

Cyber Bullying 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.

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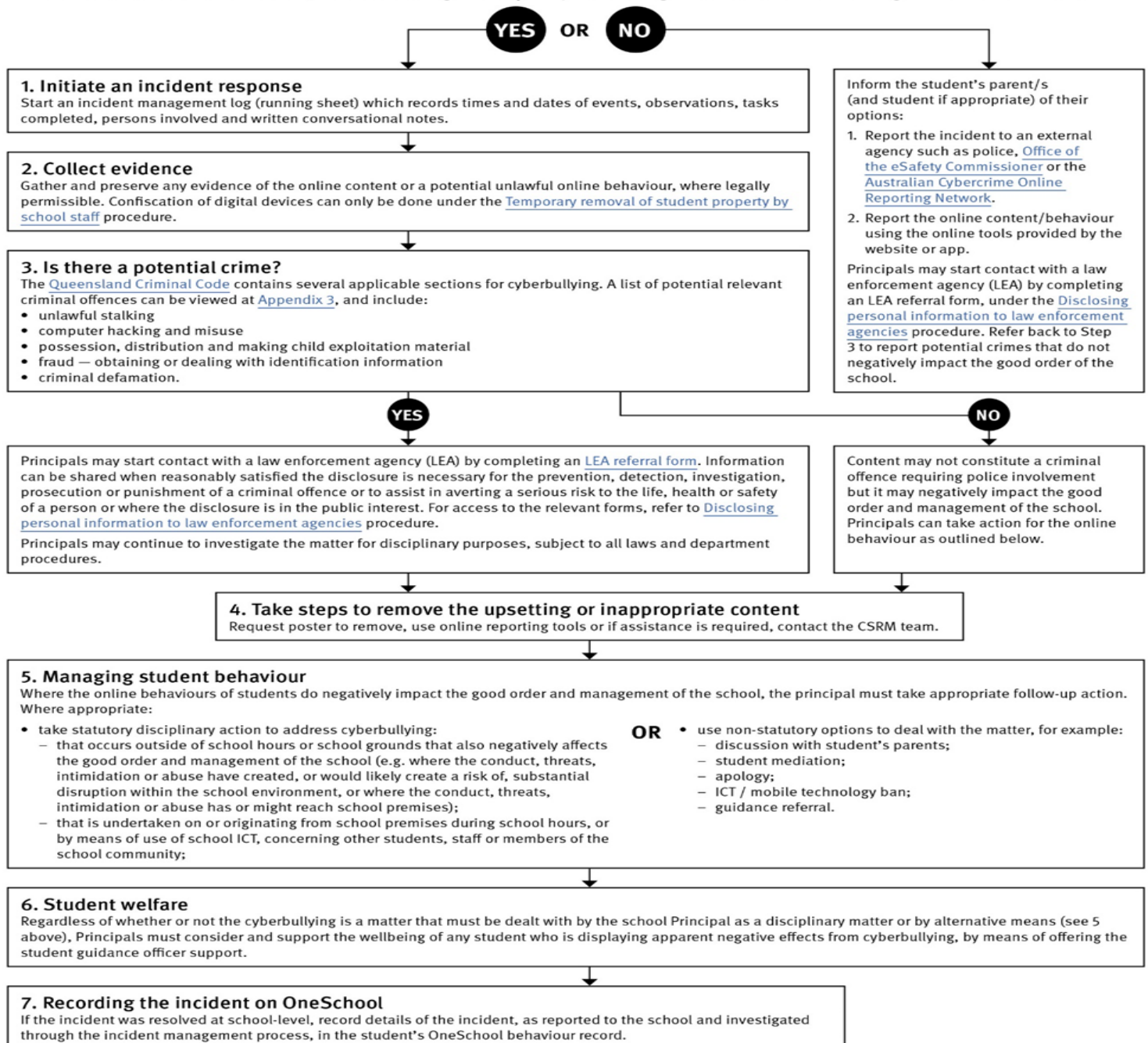Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

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.

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.

NO

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

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.

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
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), 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.

Restrictive Practices

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:

- Regard to the human rights of those students

- Safeguards students, staff and others from harm

- Ensures transparency and accountability

- Places importance on communication and consultation with parents and carers

- Maximises the opportunity for positive outcomes, and

- 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.
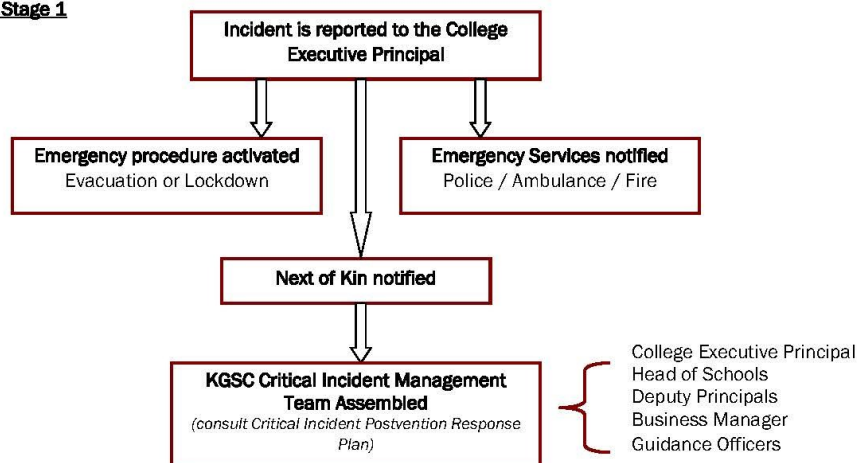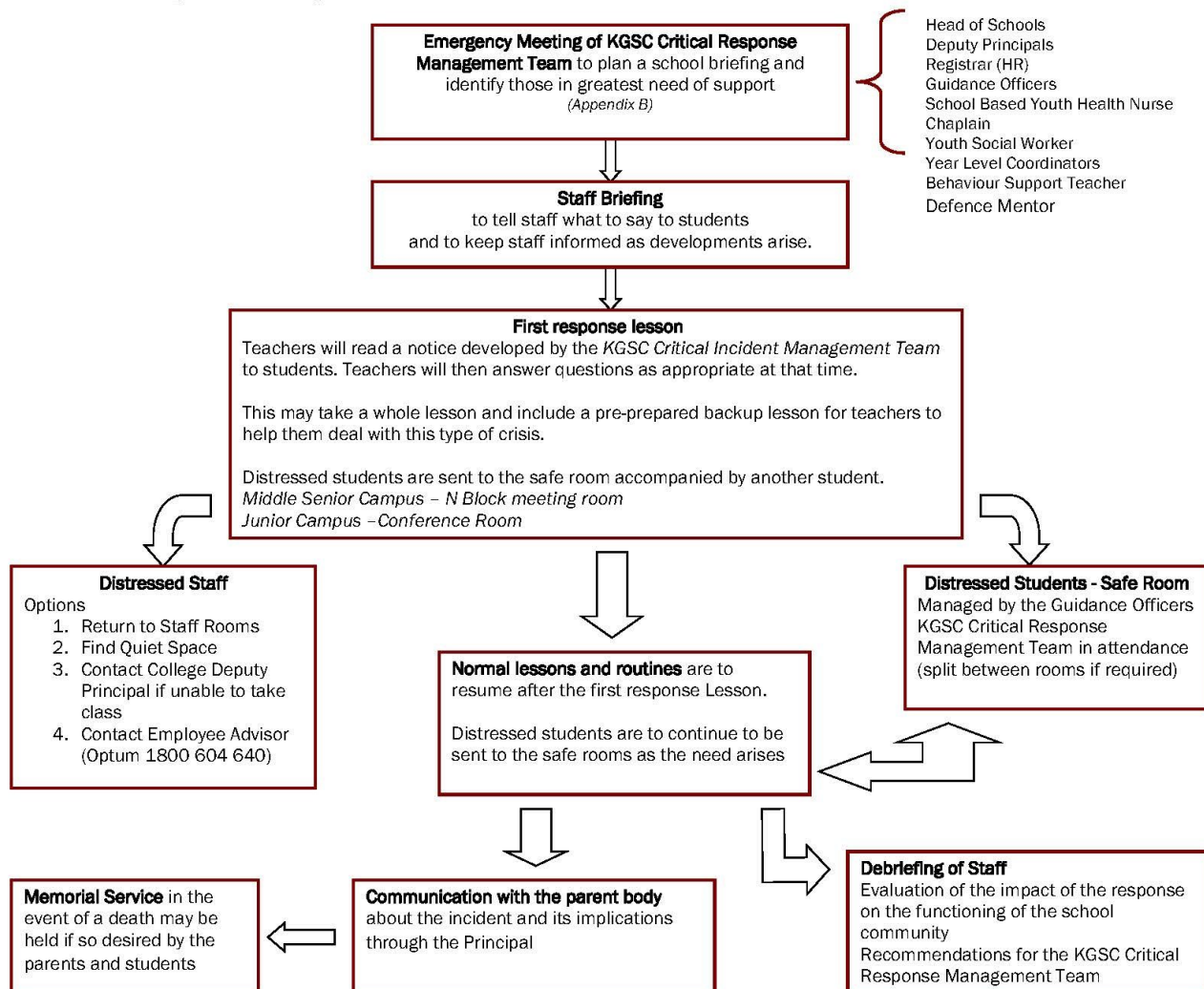
KGSC Critical Incident Flowchart

A critical incident is a major accident, disaster or traumatic event with serious effects on the school community, including personal injury, loss of life and damage to property. It may occur within the school campus, during off-campus school activities, or in the community.

Crisis Response Management Plan - Stage 1

Incident is reported to the College Executive Principal

Emergency procedure activated
Evacuation or Lockdown

Emergency Services notified
Police / Ambulance / Fire

Next of Kin notified

KGSC Critical Incident Management Team Assembled
(consult Critical Incident Postvention Response Plan)

- College Executive Principal
- Head of Schools
- Deputy Principals
- Business Manager
- Guidance Officers

Crisis Response Management Plan - Stage 2

Emergency Meeting of KGSC Critical Response Management Team to plan a school briefing and identify those in greatest need of support
(Appendix B)

- Head of Schools
- Deputy Principals
- Registrar (HR)
- Guidance Officers
- School Based Youth Health Nurse
- Chaplain
- Youth Social Worker
- Year Level Coordinators
- Behaviour Support Teacher
- Defence Mentor

Staff Briefing
to tell staff what to say to students
and to keep staff informed as developments arise.

First response lesson
Teachers will read a notice developed by the *KGSC Critical Incident Management Team* to students. Teachers will then answer questions as appropriate at that time.

This may take a whole lesson and include a pre-prepared backup lesson for teachers to help them deal with this type of crisis.

Distressed students are sent to the safe room accompanied by another student.
Middle Senior Campus – N Block meeting room
Junior Campus – Conference Room

Distressed Staff
Options
1. Return to Staff Rooms
2. Find Quiet Space
3. Contact College Deputy Principal if unable to take class
4. Contact Employee Advisor (Optum 1800 604 640)

Normal lessons and routines are to resume after the first response Lesson.

Distressed students are to continue to be sent to the safe rooms as the need arises

Distressed Students - Safe Room
Managed by the Guidance Officers
KGSC Critical Response Management Team in attendance
(split between rooms if required)

Debriefing of Staff
Evaluation of the impact of the response on the functioning of the school community
Recommendations for the KGSC Critical Response Management Team

Memorial Service in the event of a death may be held if so desired by the parents and students

Communication with the parent body about the incident and its implications through the Principal

IWS Team

headspace School Support

Critical Incident Postvention Response Plan

*Adapted from **headspace** School Support Suicide Postvention Response Plan.

Inform

Staff

	Who
After checking with the family about sharing information, inform staff ASAP and keep them well-informed about all available information regarding the incident and the response plan (recommend using Reach Our's Strategies for dealing with Grief and Loss)	College Executive Principal (CEP)
Inform staff of the option of not being involved if their own wellbeing is at risk	CEP
Inform staff of support they can access (Employee Assistance OPTUM 1800 604 640)	GOs/DPs/CEP
Inform staff that the students will be notified in small groups via script – see templates)	CEP
Arrange for TRS if staff need to go home	CDP

Parents

	Who
Inform the parents of close friends and vulnerable students to ensure support at home	GOs, DPs YLCs
Inform parents via letter/email to give them immediate and accurate information about the school's response (see template)	
Provide parents with contact information for support for them and their children (on the letter)	CEP

Students

	Who
Inform close friends and vulnerable students personally and provide sources of immediate and ongoing support	GOs/Chappy/IWS
Inform students using the agreed script in small groups, with consideration of: – Friends – Students in the same year level – Students in the same class as a sibling – Home groups or year level groups preferable	Teachers / DPs / GOs
Delivery in whole school assemblies is not recommended	
Use script templates	

Community

	Who
Inform all auxiliary adults who will have contact with students/staff in the following 24 hours	CEP / GOs
Inform Principals of schools within the area, specifically those attended by siblings or known close friends	CEP / DPs

Support

Staff

	Who
Identify and plan support for staff at risk (consider having OPTUM attend the school)	GOs/DPs/CEP
Encourage staff to contact Employee Assistance Program if they require additional support	All/Support Team CEP
Inform staff of identified liaison person if appropriate	CEP
Provide staff with the details of the information being provided to parents and students	CEP
Check in with staff at the start and end of the day for wellbeing and consistent messaging	Support Team/IWS

Parents

	Who
Establish a line of support with the family of the deceased person	CEP
Gather and protect person's belongings	DP/YLC
Encourage parents in the school community to access mental health services and referral pathways if needed	All
Determine time, location, and personnel for a parent information and support session if appropriate	CEP

Students

	Who
Follow up all unexplained student/staff absences	DPs/YLCs
Set up a student support room that is staffed with appropriate personnel, water, pens, drawing	GOs/IWS
Notify headspace so that students at risk can be supported	SGO
Monitor students identified as at risk	GOs /IWS/YLCs

Other Considerations

	Who
Consider who needs information on: – Understanding grief responses – Referral pathways to support services	Support team

Manage

Media

	Who
Consider the need for an appropriate media response	CEP/SGO
Contact School's Governing Body Media Unit for advice	CEP

Social Media

	Who
Consider the impact of social media	Support Team
If the use of social media escalates distress consider intervening	All

Emergency Response Team

	Who
Undertake self-care: – Debrief everyday – Identify a self-care activity for each member – Discuss coping mechanisms – Watch for signs of vicarious trauma – Ensure that staff can take a break from the response if required Recommend using Self Care for School Staff Factsheet	Support Team

Next Steps

	Who
Document the incident and all actions undertaken	GOs/SGO/CEP /DPs
Organise a meeting with key players to develop a plan for foreseeable future	Support Team

- Designate a team member to regularly 'roam' ensuring students are not out of class and unaccounted for.
- Support room needs to be staffed at all times – GOs and IWS if needed.
- SGO will staff Guidance room to direct students and staff to appropriate support.

School Policies

Middle and Senior School Uniform Policy

Junior School Uniform Policy

Middle and Senior School Assessment Policy

Mobile phones and Electronic Devices

Middle Senior Schools Student ICT Network Access and Usage

Junior School Behaviour Management Plan

Reflect, Repair & Reconnect (RRR) Room Policy

Sport Excellence Demerit Point Policy

KG Dance Excellence Demerit Point Policy

Legislative Delegations

Legislation

Anti-Discrimination Act 1991 (Qld)

Child Protection Act 1999 (Qld)

Commonwealth Disability Discrimination Act 1992

Commonwealth Disability Standards for Education 2005

Criminal Code Act 1899 (Qld)

Education (General Provisions) Act 2006

Education (General Provisions) Regulation 2017

Human Rights Act 2019 (Qld)

Information Privacy Act 2009 (Qld)

Judicial Review Act 1991 (Qld)

Right to Information Act 2009 (Qld)