Kawungan State School 2015-2018
Responsible Behaviour Plan for Students
based on *The Code of School Behaviour* and
Safe , Supportive and Disciplined School Environment
(Version 7.3 Implementation Date 4/2/15)

1.   Purpose

Kawungan State School 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.

All members of our school community are expected to uphold the responsibilities defined in the *Code of School Behaviour* to ensure the best possible outcomes for students, staff and parents.

This *Responsible Behaviour Plan for Students* is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and all students can participate positively in our school community.

2.   Consultation and data review

Kawungan State School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation with parents, staff and students was undertaken throughout the period from 2012 to 2015. The ongoing review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) as well as the annual School Opinion Survey continually inform the development process.

A team with parent, staff and administration leads the school's Behaviour Management Committee. This lead group meet approximately once per term and regularly consult with staff and community. Their collective work drives the review of this school plan and the key strategies that arise from it.

This plan has been endorsed by the Principal and the President of the P and C and will be reviewed as required (most likely at each term's Behaviour Management Committee meeting), and / or as deemed appropriate by Education Queensland and in 2018 as required by legislation.

3.   Learning and behaviour statement

All areas of Kawungan State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

This plan reflects the core elements of statement of expectations for a disciplined school environment as outlined in the *Safe, Supportive and Disciplined School Environment* policy. Our commitment is to ensure that every day, in every lesson, every student is learning and achieving within a safe, supportive and disciplined environment. To do this, everyone works together and adopts a whole-school approach to promote positive behaviour and learning. The key principles for developing and maintaining a safe and supportive school environment are:

- a whole school approach
- school leadership
- parent and community engagement
- using data to inform decision making
- clear and consistent expectations for behaviour
- effective teaching.

Our *Responsible Behaviour Plan* outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Kawungan State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Be safe
- Be responsible
- Be respectful.

In summary at Kawungan we all work and learn together in a safe, happy, courteous and friendly environment. Our key message is: **I have no right to spoil another person's day.**

Our school 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 and Safe, Supportive and Disciplined School Environment* policy.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

A matrix of behavioural expectations in specific settings has been attached to each of our three school rules. This Schoolwide Expectations Teaching Matrix outlines our behaviour curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

The well referenced and researched PBL/SWPBS framework uses a three-tiered continuum of evidenced based supports (**Level 1 'Universal'**; **Level 2 'Targeted'**, and **Level 3 'Intensive'** levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.
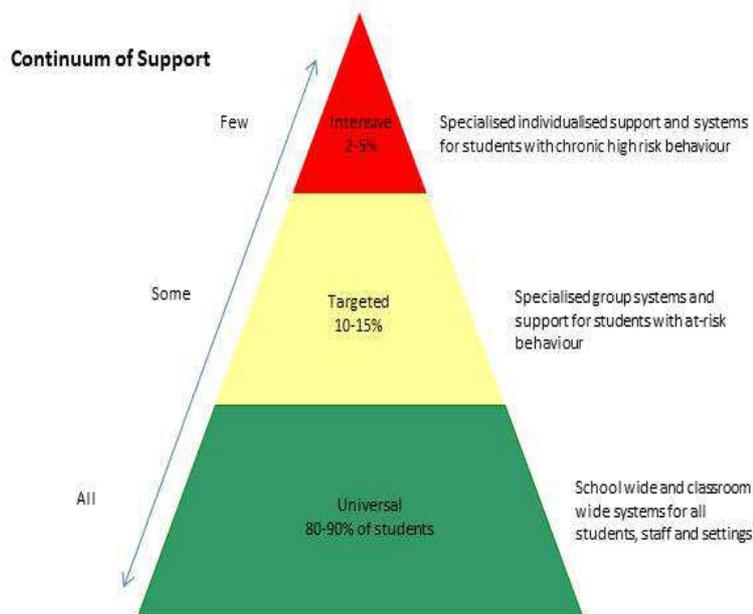
Level 1 (Universal), Level 2 (Targeted) and Level 3 (Intensive) behaviour supports includes:

- Quality learning and teaching practices
- A balanced, relevant and engaging curriculum
- Supportive and collaboratively developed procedures
- The implementation of evidence-based programs
- Regular monitoring and review of school procedures and programs (as outlined in section 2)
- Professional development of all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour
- Adoption of practices that are non-violent, non-coercive and non-discriminatory and
- A continuum of whole school positive preventative action for all students.

The matrix of behavioural expectations below outlines our agreed rules and specific behaviours in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX			
	BE SAFE	**BE RESPECTFUL**	**BE RESPONSIBLE**
ALL AREAS	- Respect others' personal space and property - Wear correct uniform - Wear minimal jewellery – a watch, sleepers or studs in the lower lobe of the ear, chains for religious / medical purposes - Care for equipment - Clean up after yourself - Use polite language - Wait your turn	- Use good manners - Co-operate with others and follow instructions given by staff - Use equipment appropriately - Keep hands, feet and objects to yourself	- Ask permission to leave the classroom - Be on time - Be in the right place at the right time - Follow instructions straight away - Leave all valuable items including mobile phones at the office during the school day
CLASSROOM	- Walk in classrooms and around the school - Sit still on chair/floor - Enter and exit rooms in an orderly manner	- Enter and exit rooms in an orderly manner - Raise your hand to speak - Respect others' right to learn - Talk in turns - Be a good listener	- Be prepared and prompt - Complete set tasks - Take an active role in classroom activities - Keep work space tidy - Be honest - If absent catch up on missed work
ONLINE	- Respect others' right to use online resources free from interference and bullying - Keep any usernames or passwords private - Follow all teacher instructions about keeping private information off online sites	- Participate in use of only approved online sites and educational games - Be courteous and polite in all online communications	- Use only your username / password - Report any unacceptable behaviour to a teacher - Post only appropriate content online
EATING AREAS / PLAYGROUND	- Remain seated at all times during the eating time. - Place all rubbish in the bins provided - Be sun safe; wear a broad brimmed hat	- Wait until the staff member on duty signals for you to leave the eating area - Participate in school approved games - Wear shoes and socks at all times - Play fairly – take turns, invite others to join in and follow rules - Care for the environment	- Wait until play time to go to the bin with rubbish and to the toilet. - Be a problem solver – report any issues to teacher - Return equipment to appropriate place at the end of play time - Play in the appropriate parts of the school
MOVEMENT AROUND THE SCHOOL	- When moving around the school without a staff member, students must be accompanied at least by 1 other student - Rails are for hands – not for sitting or standing on - Do not run on concrete areas or between buildings - Carry items carefully - Keep passage ways clear at all times	Walk quietly and orderly so that others are not disturbed	Move peacefully in ordered lines when under the instruction of a staff member
TOILETS	- Wash hands after using toilets and before eating food - Walk safely - Toilets are not for playing - Ensure the toilets are left in a clean and tidy state	- Respect privacy of others - Respect school property	- Use toilets during breaks - Use toilets promptly
HILL / BUS LINE / BIKE RACKS	- Promptly collect bike / scooter /skateboard and exit school grounds - Use own bike / scooter /skateboard only - Walk bike / scooter / skateboard to the gate - Wait inside the school gate until the bus stops	- Consider others - Wait your turn - Keep your belongings nearby - Have money / bus pass ready	- Wait in an orderly manner - Pay attention to all staff on duty and follow instructions promptly - Leave the school promptly

These expectations are communicated to students via a number of strategies, including:
- Ongoing review of behavioural expectations by classroom teachers;
- Reinforcement of learning from behaviour on school assemblies and during active supervision by all staff during classroom and non-classroom activities.

Tier 1: Universal Behaviour Support

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

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

- Frequent articles in the school newsletter and discussions on parades and at P and C meetings, enabling parents to be actively and positively involved in school behaviour expectations.
- Behaviour Management Committee team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Professional development opportunities (including ESCM, classroom profiling and NVCI training) are offered to staff as appropriate, all teachers undertake a minimum of annual professional development session by a trained Classroom Profiler (a number of our teachers are trained as Classroom profilers at either a basic or advanced level)
- Comprehensive induction / refresher programs in the Kawungan State School *Responsible Behaviour Plan for Students* delivered to new students as well as new and relief staff. All teachers are provided with a classroom Behaviour Management folder with key documents included such as *Behaviour Referral Form* and *ESCM Core Learning Component* booklet. Emphasis in these induction / refresher programs will be on ensuring consistency of understanding and application by all staff – reinforcing the expected high standards of behaviour
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings (these may include the use of an Individual Behaviour Support Plan (IBSP) sample in Appendix 7, OneSchool Personalised Learning support / ICP / Complex Case Management)
- Development of specific policies/procedures to address:
  - The Use of Personal Technology Devices* at School (Appendix 1.1) and 1:1 Device Program (Appendix 1.2)
  - Procedures for Preventing & Responding to Incidents of Bullying including Cyber bullying (Appendix 2)
  - Appropriate Use of Social Media (Appendix 3)
  - *Behaviour Referral Form* (Appendix 4)
  - *Physical Restraint / Intervention Report* (Appendix 5)
  - Debriefing Report (Appendix 6)
  - *Sample IBSP-Individual Behaviour Support Plan* (Appendix 7)
  - Working together to keep Kawungan SS safe – possession and use of knives at school (Appendix 8)

Reinforcing expected school behaviour

At Kawungan State School, communication of our key messages about behaviour is backed up through reinforcing 'instructional feedback' for students engaging in the expected school behaviour. The system of 'instructional feedback' includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system. 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 reinforcers / rewards through the use of ESCM strategies, feedback from classroom profiling PD (for teachers), staff meetings and induction / refresher sessions. This is also part of our *Art and Science of Teaching (ASoT) Pedagogical Framework*.

Free and frequent

Teachers can access through OneSchool (positive behaviours tab) or in an individual manner, forms of classroom acknowledgement of good behaviour. In addition the school has an overarching Values Framework that provides for a consistent and uniform approach to Principal Awards and the focus on manners. These are recorded as a positive behaviour by the teacher in OneSchool.

Medium / long term

Kawungan State School acknowledges positive student achievements on weekly school assemblies, to which parents are invited. In addition, staff members can nominate students for a KOBA (Kawungan Outstanding Behaviour Award) as appropriate to students they observe **consistently** following school rules in both classroom and non-classroom areas. When they 'catch' a student continually following the rules they can choose to give them a KOBA nomination slip which the student is then responsible for leaving in the box at the office. If the nominating teacher is not the class teacher, please consult with the class teacher about the suitability of the nomination.

Administration staff review the submitted nominations and identify the nominated students on the following week's parades. These students are provided through their class teacher with a certificate identifying this achievement. This will be sent home with the child for the parent/s to see. The nominating staff member is required to enter this positive behaviour in OneSchool.

Responding to unacceptable behaviour

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

Tier 1 'Universal' behaviour support

Redirecting low-level and infrequent problem behaviour
Staff at Kawungan State School apply a preventative approach to redirection and make appropriate use of least to most intrusive redirection strategies based on the *Essential Skills of Classroom Management (ESCM)*. "Precorrection' and 'prompts' are examples of preventative strategies. 'Least intrusive; strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low level (minor) and infrequent problem behaviour, the initial verbal 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. "Most intrusive' strategies include redirections, giving choices and following through, and removal to withdrawal spaces for repeated low-level problem behaviours.

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

Ongoing and / or major problem behaviours are referred to members of the administration team for further action.

Level 2 'Targeted' behaviour support
Each year a small number students at Kawungan State School are identified by staff and through our data as needing extra in the way of targeted behavioural support due to them not fully responding to the Level 1 behaviour support processes and strategies outlined above. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Features of Tier 2 supports include:
- Use of behaviour data to accurately identify students requiring level 2 supports
- A school based referral process for teachers seeking assistance to support the identified students (including Behaviour Management Committee, Social Justice Committee)
- A team approach to supporting students on targeted programs (including case meetings with parents / students as well as , where appropriate, other staff and / or outside agencies – in which case the *Complex Case Management* records and *Individual Behaviour Support Plan* (IBSP) and / or *Discipline Improvement Plan* are utilised - this may be recorded in the *Personalised Learning* section of OneSchool
- Use of data decision rules for evaluation and exits from targeted support programs
- Making adjustments for individual needs (considering ICP and IEP)
- The use of the *Personalised Learning* section in OneSchool supports to identify students and their behaviours as well as recording responses and evidence (in some cases records may be maintained through OneSchool *Complex Case Management*)
- Using research-validated program options for targeted support interventions such as:
  - Adult mentoring (organised through the Neighbourhood Centre by the Guidance Officer)
  - Check in / check out with a specific adult / staff member
  - Targeted / small group social skilling (e.g. Friendship Group as run by the Chaplain / Guidance Officer)
  - 'Buddy' programs for new students - facilitated by class teachers with responsible peers.
- All staff members are provided with ongoing professional development opportunities including the review of this *Responsible Behaviour Plan for Students*, the referral and response processes and the reporting responsibilities of the staff in regards to the students being supported.

Tier 3 'Intensive' behaviour support

Kawungan State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

We work with all available personnel to ensure this support is utilised. Members of the school's **Intensive Behaviour Support Team** may include our Special Education staff (co-ordinated through our HOSES), Administration team, Guidance Officer, Senior Guidance Officer, Regional Office personnel in addition to community and other government agencies.

Together these personnel will:
- Work with other staff members to develop appropriate behaviour support strategies (and record these appropriately e.g. DIP (Discipline Improvement Plan), *IBSP*, OneSchool *Personalised Learning, Complex Case Management* sections)
- Monitor the impact of support for individual students through ongoing data collection (this can be done through the *Personalised Learning* section of OneSchool supports and / or though the student's IBSP (*Individual Behaviour Support Plan* – see Appendix 7) and / or, in more complex cases the *Complex Case Management* section of OneSchool
- Make adjustments as required by the student
- Work with all staff involved to achieve continuity and consistency
- Investigate if a FBA (Functional Behaviour Assessment) is appropriate for a student to guide an individualised intervention plan (these are co-ordinated through the Guidance Officer / HOSES)

- Identify flexible / alternate learning options including flexible arrangements and negotiated attendance (appropriate documentation to be completed)
- Organise referral to further behaviour support resources.

Once students are identified through current school behaviour data, then a member of the student's **Intensive Behaviour Support Team** will contact parent/s and any relevant staff members (if not already done) to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family and a representative from the school's administration. Additional support may be sought from Regional Office personnel.

Physical Restraints: (if ongoing must be noted in Individual Behaviour Support Plan -IBSP)
The *Safe, Supportive and Disciplined School Environment* policy states:

" *provision for the use of Physical Restraint, involving the manual restriction of a student's movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage. It is used only as an immediate or emergency response or as part of a student's individual plan, including prevention of selfharming behaviours."

At Kawungan State School, physical restraint will only be used when verbal strategies and other lower level physical interventions have not been successful.

When provision is made for the use of physical restraint in a student's *Individual Behaviour Support Plan* (ISBP - sample Appendix 7) as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:
- be approved by the Principal with a copy provided to the Principal's supervisor (e.g. ARD) – both of these are to be recorded as contacts in OneSchool
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint
- in preventing self-harming behaviours, strategies may include:
    o restoring safety in other practicable ways such as removing harmful objects;
    o employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
    o use of movement limiting and / or protective devices at times of high risk.
- complete documentation according to Student Protection requirements (see Appendix 5)

Where physical restraint within a student's *IBSP* is deemed necessary due to the frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:
- be provided with physical restraint training and professional development that is documented by the Principal
- complete the required documentation following a physical restraint (see Appendix 5)
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. Emergency 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 problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. This also aligns with the learnings from within *Art and Science of Teaching (ASoT)* developed by Robert Marzano and the basis of *Kawungan State School's Pedagogical Framework*.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. A School Incident Alert Notification (copy available in Coredata / Admin / Behaviour Management folder on server) will need to be completed and attached to the student's OneSchool record (where appropriate) and a copy sent to Regional Office.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies
Avoid escalating the problem behaviour
> Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

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

Debrief (see Appendix 6)
> Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention and Restraints – Immediate or Emergency Response

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate 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
- to prevent serious property destruction.

Appropriate physical intervention may be used to ensure that Kawungan State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraint (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of self or others is threatened and the strategy is used to prevent injury. Physical intervention will **only** be engaged when the risk of restraint is less than the risk the student is experiencing / exhibiting.

Staff will:

- give clear verbal instruction **before** physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the Principal (if not directly involved) and the student's parent of the incident and the need for physical restraint detailing:
    - the behaviour that preceded the use of physical restraint
    - the type and duration of restraint used
    - staff members and other witnesses present during the period of the restraint
    - student's physical condition before and after the period of physical restraint
    - planned future action to prevent further incidents of the behaviour.
    - counselling provided to the student following the period of physical restraint (record this within OneSchool as a contact)
    - prepare an incident report **http://education.qld.gov.au/health/safety/managing/accidents.html** and note this in the incident details within OneSchool
    - provide debriefing for the student and any other staff members after a suitable interval of time has elapsed (see Appendix 6) and record this within OneSchool as a contact
    - hold a debriefing meeting with the relevant staff members (see Appendix 6) and record this within OneSchool as a contact
    - develop an ISBP (see sample in Appendix 7) if physical restraint is necessary as an ongoing strategy, ensure this is recorded in OneSchool as a support strategy, within the contact details of the meeting where it was discussed with parents and possibly (if relevant) in *Personalised Learning* tab of *Support* and / or the *Complex Case Management* section within OneSchool. A copy of the ISBP must be signed by the Principal and parent and a copy provided to the Principal's supervisor (e.g ARD)
    - **It is important that this information be recorded using the *Physical Restraint / Intervention Report* (see Appendix 5) and that this record then be uploaded into OneSchool as well as a copy provided to the parent at the debrief contact/meeting.**
    - Further guidelines in regards to responsibilities are included within the *Safe, Supportive and Disciplined School Environment* policy on pp 2-3, 10-11) and in the debriefing section within this policy.

More moderate 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 – unless serious
- 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 achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student
- only be engaged in when the risk of restraint is less than the risk the student is experiencing / exhibiting..

Where physical restraint is considered appropriate for the ongoing management of behaviours, it will be noted in a student's *IBSP* (see sample Appendix 7) and be signed by all parties including the Principal and parent and a copy forwarded to the Principal's supervisor (e.g. ARD) for further monitoring. The contact with the Principal and ARD are to be recorded in OneSchool contacts in addition to the ISBP being uploaded into OneSchool support provisions.

Debriefing
Following each instance involving the use of physical intervention:
Refer to information on previous page in regards to staff actions.
- counselling provided to the student following the period of physical restraint (record this within OneSchool as a contact)
- prepare an incident report **http://education.qld.gov.au/health/safety/managing/accidents.html** and note this in the incident details within OneSchool
- Parent contact / meeting is recorded in OneSchool and parent will be provided with a copy of *Record of Physical Restraint* (see Appendix 5)
- Debriefing to be provided for the student and any other students after a suitable interval of time has elapsed and recorded in OneSchool as a contact (see Appendix 6)
- A debriefing meeting with the relevant staff members will be held and recorded in OneSchool as a contact
- If physical restraint is deemed necessary as an ongoing strategy an individual plan (*IBSP* – see sample Appendix 7) is to be developed (and signed by the Principal and parent) and a copy provided to the Principal's supervisor (e.g. ARD). If appropriate the use of this physical restraint within the IBSP should be reviewed.
- Consideration should be given to the use of OneSchool *Complex Case Management* recording and the associated involvement of a team of support personnel including parents/caregivers and/or other sections of OneSchool such as *Support, Personalised Learning*.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online. Following each instance involving the use of physical intervention, the following records are to be maintained:
- *Physical Restraint / Intervention Report* (see Appendix 5) – recorded into OneSchool as well as the resulting parent contact (copy of report to also be given to parent)
- *Debriefing Report* (see Appendix 6) completed in regards to contact with student (and other students if appropriate) and staff involved – recorded in OneSchool including the parent contact
- If necessary a Health and Safety incident record (refer incident to office staff)
- OneSchool behaviour and / or contact entries as necessary.

6. Consequences for unacceptable behaviour

Kawungan State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Minor behaviours are monitored through the use of regular communication between teachers and their supervisors and/or support staff, OneSchool data and in the Behaviour Management Committee meetings. A *Behaviour Referral Form* (Appendix 4) is used to when a student display ongoing / emergent unacceptable behaviour.

Specific policies/procedures have been developed to address:
- The Use of Personal Technology Devices* at School (Appendix 1.1) and 1:1 Device Program (Appendix 1.2)
- Procedures for Preventing & Responding to Incidents of Bullying including Cyber bullying (Appendix 2)
- Appropriate Use of Social Media (Appendix 3)
- Working together to keep Kawungan SS safe – possession and use of knives at school (Appendix 8)

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

- **Level 1 (minor)** problem behaviour is handled by staff members at the time it happens
- **Level 2 (major)** problem behaviour is referred directly to the school Administration team

Level 1 (minor) behaviours are those in the classroom and playground 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 problem behaviours
- do not require involvement of specialist support staff or Administration.

Level 1 (minor) problem behaviours may result in the following consequences:

- Staff will use Essential Skills for Classroom Management (ESCM) to correct students exhibiting minor behaviours (least to most intrusive)
- a re-direction procedure. The staff member takes the student aside and:
  - o names the behaviour that the student is displaying;
  - o asks the student to name expected school behaviour;
  - o states and explains expected school behaviour if necessary; and
  - o gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence that is logically connected to the problem behaviour, such as withdrawal from an activity or event for a specified period of time, the issue of a *Behaviour Referral Form* (and resulting required follow up), use of a buddy teacher (also part of the process of withdrawal), individual meeting with the student, apology, restitution, detention for work completion, referral to Chaplain, meeting and / or contact with parent, behaviour contract / monitoring with student. (Please note specific procedures re withdrawal below)

N.B. Specialist teachers can refer a student with ongoing level 1 behaviour to the relevant DP for actioning in regards to the detention room given the number of children and limited contact they have. This will occur only after contact has been made to the parent on a number of occasions by the specialist teacher.

Level 2 (major) behaviours - multiple incidents of minor behaviour are those that:

- Ongoing behaviour issues as recorded within OneSchool
- Follow the recording of a series of minor (level 1) incidents and follow up contact by teachers with parents / carers.
- 3 occasions within one term of the use of the *Behaviour Referral Form* for playground behaviours.

Level 2 (major) behaviours – single incident – are those that:

- occur outside the school (on the way to and from the school)
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Level 2 behaviours result in an immediate referral to Administration because of their seriousness. A *Behaviour Referral Form* (Appendix 4) and/or detailed OneSchool entries should accompany the child so specifics of the referral are available to admin when discussing with the student. When level 2 problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. As part of the follow up of level 2 behaviours, consideration should be given to the development of a DIP (Discipline Improvement Plan), an *IBSP*, use of *Personalised Learning* and / or *Complex Case Management* within OneSchool.

Level 2 problem behaviours may result in the following consequences:

- **Minor:** Withdrawal to / detention (see procedures below) at the office, withdrawal to a buddy class, detentions in detention room (following parent contact), detentions in SEP room, alternate lunchtime activities, loss of privilege (including participation in extra-curricular activities e.g. camps, excursions and sports days), restitution, withdrawal from break times, warning regarding future consequence for repeated offence, and/or referral to Tier 2 'Targeted' behaviour supports, (please note there will be occasions when these level 2 consequences will take precedence over level 1 consequences), referral to Chaplain, Guidance Officer. When level 2 behaviours are of an ongoing nature and the least intrusive consequences have been applied (e.g. withdrawal / detention), more intrusive consequences such as suspension can be possible actions. Suspensions will be implemented in line with the *Safe, Supportive and Disciplined School Environment* policy pp 4-6.

AND/OR

- **Major:** Parent contact, referral to School Adopt-A-Cop / Guidance Officer / Chaplain, managed attendance / flexible arrangements in regards to attendance, involvement of external various support agencies, suspension from school. Suspensions will be implemented in line with the *Safe, Supportive and Disciplined School Environment* policy pp 4-6.

AND/OR

- **Severe:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension. Exclusions will be implemented in line with the *Safe, Supportive and Disciplined School Environment* policy pp 6 - 9.

Withdrawal / detention procedures

These involve students being removed from an activity e.g. movement to another part of the classroom, move to a 'buddy class', sitting in the office and includes detention (which is not be to greater than 20 minutes and always allows the student the opportunity to eat their lunch) and aim to reduce the frequency of a particular behaviour. Detentions are considered to be a last resort alternative to suspension or exclusion and are conducted in line with stated EQ guidelines.

Withdrawal provides an opportunity for a student to:
- Manage their own behaviour
- Calm down.

Specific procedures for withdrawal include:
- Giving the student the opportunity to rejoin the class / activity at intervals
- Providing the student with opportunities to complete assessments to fulfil educational requirements
- Ensuring when using withdrawal as a management strategy that it is consistent with:
  o The developmental stage of the student
  o Any special needs the students may have
- Ensuring the student is safe and under supervision **at all times**
- Ensuring emergency procedures are in place for students out of class i.e. during an evacuation / lock down
- Regularly reviewing withdrawal procedures in general, the frequency of use with particular students (and if necessary a review of their *ISBP*) and the use of data to measure its effectiveness
- Consideration will be given to the development of OneSchool Case Management procedures / recording if withdrawal is frequently required as a means of managing a student's behaviour.
- If after a period of 20 minutes of withdrawal a student does not calm / settle, their parent will be contacted to provide assistance
- If parent contact can not be made after the 20 minute period of withdrawal, continued efforts will be made until a total of 40 minutes has elapsed. Constant supervision / monitoring will occur during this 40 minute period.
- If after 40 minutes, parents have not been able to be contacted or are unable to assist (and the student has not calmed), Police will be called for further assistance.

Student disciplinary absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

The following table outlines examples of level 1 and 2 problem behaviours:

	Area	Level 1 (handled by staff member observing behaviour)	Level 2 (referred to administration staff)
Being Safe	Movement around school	• Running on concrete or around buildings • Not walking bike/ scooter in school grounds	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects with intent to injure • Possession of weapons including knives
	Physical contact	• Minor physical contact (eg: pushing and shoving)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	
	Other	• Inappropriate use of personal technology or social networking sites, which impact son the good order and management of the school	• Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devises or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work	
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time.	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	
	Accept outcomes for behaviour	• Minor dishonesty (including lying about involvement in an incident)	• Major dishonesty that has a negative impact on others
	Rubbish	• Littering	
	Mobile Phone	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• 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 impacts on the good order and management of the school

Being Respectful	Language (including while online)	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone / talking back	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment • Inappropriate use of personal technology devices, or social networking sites, which impacts on the good order and management of the school	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance • Serious, or continued, inappropriate use of personal technology devices, or social networking sites, which impacts on the good order and management of the school

Relate problem behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues and
- identify what they will do to change their behaviour in line with expected school behaviour.
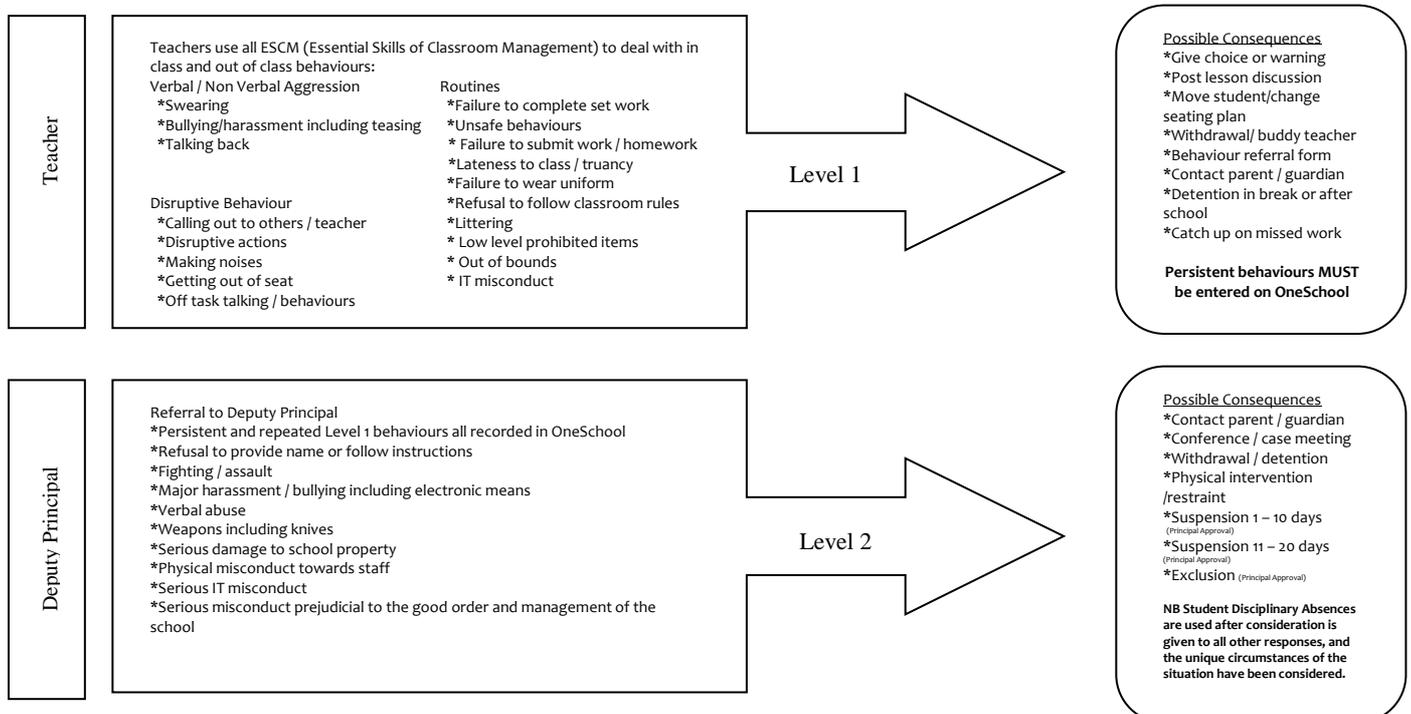
Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Kawungan State School staff members are provided with appropriate professional development and/or training (e.g. ESCM, classroom profiling and NVCI). Through training activities, we work to ensure **consistent** responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. This is done through class discussions, newsletter articles, general discussions on parades as well as individualised conversations in regards to specific and targeted behaviours and expected responses.

<u>Behaviour Levels and Consequences:</u>

Teacher

Teachers use all ESCM (Essential Skills of Classroom Management) to deal with in class and out of class behaviours:

Verbal / Non Verbal Aggression
 *Swearing
 *Bullying/harassment including teasing
 *Talking back

Disruptive Behaviour
 *Calling out to others / teacher
 *Disruptive actions
 *Making noises
 *Getting out of seat
 *Off task talking / behaviours

Routines
 *Failure to complete set work
 *Unsafe behaviours
 * Failure to submit work / homework
 *Lateness to class / truancy
 *Failure to wear uniform
 *Refusal to follow classroom rules
 *Littering
 * Low level prohibited items
 * Out of bounds
 * IT misconduct

Level 1

<u>Possible Consequences</u>
*Give choice or warning
*Post lesson discussion
*Move student/change seating plan
*Withdrawal/ buddy teacher
*Behaviour referral form
*Contact parent / guardian
*Detention in break or after school
*Catch up on missed work

Persistent behaviours MUST be entered on OneSchool

Deputy Principal

Referral to Deputy Principal
*Persistent and repeated Level 1 behaviours all recorded in OneSchool
*Refusal to provide name or follow instructions
*Fighting / assault
*Major harassment / bullying including electronic means
*Verbal abuse
*Weapons including knives
*Serious damage to school property
*Physical misconduct towards staff
*Serious IT misconduct
*Serious misconduct prejudicial to the good order and management of the school

Level 2

<u>Possible Consequences</u>
*Contact parent / guardian
*Conference / case meeting
*Withdrawal / detention
*Physical intervention /restraint
*Suspension 1 – 10 days (Principal Approval)
*Suspension 11 – 20 days (Principal Approval)
*Exclusion (Principal Approval)

NB Student Disciplinary Absences are used after consideration is given to all other responses, and the unique circumstances of the situation have been considered.

<u>Record keeping</u>
All staff will be provided with a clipboard with a number of *Behaviour Referral Forms* (Appendix 4) and these are expected to be taken to playground duty – along with the visibility vest and PGD waist bag. When a *Behaviour Referral Form* is written out, it will be placed in the pigeon hole of the student's teacher. Classroom teachers should then store the *Behaviour Referral Form* (if minor) and discuss with the student and/or parent when appropriate. If there is an ongoing

issue of poor behavioural choices in the playground, the class teacher is required to make contact with the parent/s. If 3 *Behaviour Referral Forms* are received **within one term** in regards to playground behaviours, the class teacher can then refer through OneSchool onto the relevant DP for possible actioning with a detention or withdrawal and the resulting parent contact. The *Behaviour Referral Form* is also to be used when sending students to the office after ongoing behaviour issues within the classroom. This contact must be recorded in OneSchool as a contact within a behaviour incident record. The *Behaviour Referral Forms* have been designed to allow for ease on scanning as evidence into OneSchool.

Ongoing behavioural concerns **must** be formally documented in OneSchool. Teacher contact with student and parents is expected to occur on a number of occasions and be recorded before referral is made through to Level 2 (administration).

If a serious incident occurs in the classroom or the playground, staff are to use the *Behaviour Referral Form* to provide information in regards to the incident and the strategies employed when referring the incident directly to administration staff.

7. Network of student support

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

- Parents / caregivers
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre (PLC) staff
- Senior Guidance Officer
- School Chaplain
- School Adopt – A - Cop
- Bay Safety Mates
- other available outside agencies

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Community based supports including mentoring program
- Neighbourhood Centre.

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.

Kawungan State School 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 students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs.

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
- Information Privacy (IP) Act 2009

- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
-

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code

- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

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

Endorsement

_____
Principal

_____
P&C President

Effective Date: 30 November 2015 to 31 December 2018

The Use of Personal Technology Devices* at School
(including incidents originating from outside school, impacting on the good order/management of the school)

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.
Mobile phones may be brought to school in accordance with the special circumstances arrangements noted in this Appendix. They must be kept at the school office during the school day.

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However if items such as mobile phones are brought to school, they must be turned off and kept at the school office during the school day (from when the student arrives at school to when they are exiting).

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

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication
The use of text messages/social networking or any other digital media that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such information at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office. Any messages originating from outside the school should be referred to the QLD Police Service for further action. Any behaviour bought into the school from outside influences will be dealt with according to the Kawungan Responsible Behaviour plan.

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

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

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

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

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

Terms and conditions –Student Resource Scheme : 1 to 1 Device Learning Program
(Part B) - Device Rules for Students

1. You can use the Device for your own <u>educational purposes</u>, both at home and at school. The Device may be used for limited personal use but not for commercial purposes (e.g. you cannot use the Device for a part-time job).
2. If you do not comply with these *Device Rules for Students*, you are not allowed to use the Device and the School may demand that you return the Device. There may be other disciplinary consequences under your School's Responsible Behaviour Plan for Students as outlined in *SMS-PR-021: Safe, Supportive and Disciplined School Environment* http://education.qld.gov.au/strategic/eppr/students/smspr021/
3. The *School's Student Network / Internet Access Agreement* and *Internet Usage Policy* also apply to your use of the network / internet when you are accessing the internet using the Device. You are reminded of your obligations under that agreement and policy.
4. You must not allow anyone else to use the Device for their own purposes, including family members and friends. You must not tell anyone else your account name and password.
5. You can only have and use the Device at the School and at home. Upon request, the School may give written approval for the Device to be used in other places.
6. You accept responsibility for the security and care of the Device.
7. You are responsible for backing-up all necessary data. The School is not responsible for any data loss. Therefore please ensure all your school work and important documents are backed up onto disc or other device.
8. The software/Apps loaded on the Device is licensed to the Department of Education and Training or the School. You must ensure that the software/Apps are not copied, deleted or transferred, for any reason at all. Unauthorised use may breach copyright laws.
9. All software/Apps installed on the device must have a legitimate licence. If you have been authorised as a Local Administrator on the device, you may install software provided you have a legitimate licence. The school has the right to inspect the licence for any software installed on the device at any time. If the school has not authorised you as Local Administrator, then all software must be installed by the School's Technical Administrator.
10. You may upload/download onto the device music, images, video and other data files provided you have a licence or ownership for such files. Any personal data files stored on the device are not to be uploaded to school server(s).
11. You must not open, or allow anyone else to open, the hardware case of the device to install additional hardware (including video card, sound card, network card, modem or disk drive), or, to alter the hard drive specifications of the Device, without the School's written consent.
12. You must take all reasonable steps to prevent a virus from infecting the Device, including never disabling the installed anti-virus software, monitoring any data that is downloaded or uploaded onto the Laptop from the Internet or any device and virus checking any USB drives in the Device.
13. You are responsible for the security of the device. When not in use, it is to be stored in its carry case and kept with you; or, if available, in a secure storage for activities as directed by a teacher or during morning tea and lunch breaks.
14. Images or sound captured by personal technology devices on the school premises or elsewhere must not be disseminated to others using the Device, for the purpose of causing embarrassment to individuals or the School for the purpose of bullying or harassment, or where without such intent a reasonable person would conclude that such outcomes may occur. The School has the right to invoke appropriate disciplinary processes to deal with such behaviour by a student.
15. You must not intentionally use the Device or internet services to which it may be connected:
    - for any illegal, pornographic, fraudulent or defamatory purposes;
    - for bulk transmission of unsolicited electronic mail;
    - to send or cause to be sent any computer worms, viruses or other similar programs;
    - to menace or harass another person (or use in a way that would be regarded by a reasonable person to be offensive);
    - to transmit any harassing, obscene, indecent, offensive, or threatening material or emails;
    - to reproduce, distribute, transmit, publish, copy or exploit any material that constitutes an infringement of any intellectual property rights (such as copyright) of a third party; or
    - in a way that violates any laws, such as privacy laws.
16. In particular you must not use the Device (or any internet services to which it may be connected) to bully, harass or be unkind to other persons.
17. The Device is to be returned in good condition to the School at the end of the agreement. If you cease to be enrolled for any reason before completing the agreement period, you must return the Device before leaving the School. If the Participation Agreement is ended, you must return the device.
18. The School can request the Device be returned for any reason at any other time.

(Taken from Kawungan State School Student 1-to-1 Learning Program : Participants Agreement (1) pp 17 and 18)

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

Purpose

1. Kawungan State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

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

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

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

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

Rationale

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

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school

- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

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

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

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

13. Kawungan State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appropriate use of social media

Kawungan State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Kawungan State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Kawungan State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2,** it is unacceptable for students to bully, harass or victimise another person whether within Kawungan State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Kawungan State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Kawungan State School engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media
Students of Kawungan State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Kawungan State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Kawungan State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Kawungan State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Kawungan State School expects its students to engage in positive online behaviours.

KAWUNGAN STATE SCHOOL –
Behaviour Referral Form (minor and major)

Student name:				Location (*please tick*)	
Date:	Time:		Class:	Classroom	
Referring staff member:				Playground	
				Specialist lesson	
School Expectation Category (please tick)	Be safe	Be respectful	Be responsible	Other details	

Problem Behaviour			
Minor (*Please tick*) *referral to class teacher*		**Major** (*Please tick*) *referral to DP*	
Defiance/Disrespect Low intensity, brief failure to follow directions.		**Defiance/Disrespect** Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact (e.g. touching, pushing).		**Physical Aggression** Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc).	
Inappropriate language Low intensity language (eg shut up, idiot etc).		**Inappropriate /Abusive language** Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.	
Disruption Low intensity but inappropriate disruption.		**Disruption** Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).	
Property Misuse Low intensity misuse of property.		**Vandalism** Student engages in an activity that results in substantial destruction or disfigurement of property.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		**Safety** Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		**Major Dishonesty** Student delivers message that is untrue and / or deliberately violates rules and/or harms others.	
Other		**Harassment / Bullying** Repeated teasing, physical and verbal intimidation of a student.	
		Other	
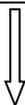
Action requested	Please tick	Action requested	Please tick
Class teacher to talk to student and monitor behaviours		Deputy to have a close talk and reminder of expectations and student to return to class	
Other:		Student to remain at office for CT or PGD staff member to follow up	
Strategy / ies employed related to above behaviour			
Least Intrusive	Please tick	**Most Intrusive**	Please tick
Establishing expectations		Individual close talk	
Tactical ignoring / ESCM Selective attending		Redirecting to the learning ESCM	
Previously understood signal		Giving choice or warning ESCM	
Giving instruction – verbal prompt ESCM		Withdrawal within classroom	
Giving instruction- non verbal prompt ESCM		Withdrawal to buddy class	
Eye contact ESCM		Detention during lunch break	
Wait and scan ESCM		Withdrawal from eating area / play activity	
Cueing with // acknowledgement ESCM		Following through ESCM	
Body language encouraging ESCM			
Descriptive encouraging ESCM			
Clarify expectations			
Others involved in incident (witnesses)			
Peers / other students		**Staff**	

Appendix 5
Kawungan State School
Physical Restraint / Intervention Report

Initial Report Compiled by		Date and Time Report Completed	
Signed		**Date:**	

Details of Student / s					
Name		Class		Teacher	
Name		Class		Teacher	

Details of Staff involved in / witness to incident		
Name		Role
Name		Role
Name		Role
Name		Role

Reason for restraint	
To cease the physical assault of another student or staff member	
To avert an immediate danger to him/herself or to others	
To avoid serious property damage	
Other	

Details of Incident					
Date		Time		Initial Location	
Initial Staff involved					
Behaviours preceding restraint					
Restraint Location					
Type and Duration of Restraint					
Student Removed to					

De-Escalation Strategies Used Prior to Restraint					
Distraction	Change of face, place, activity	Offer choices	Cool down time, place	Offer to talk	Reassurance

Physical Condition of Student Before Restraint	
Physical Condition of Student After Restraint	

Details of Any Injury				
Injury to Student	Yes □ No □	Incident Report Completed	Yes □ No □
Details of Injury				
Injury to Staff Name:	Yes □ No □	Incident Report completed	Yes □ No □
Details of Injury				

Details of Damage

Details of Trauma (evident / reported)			

Notifying Procedures

Incident Reported to	

Parent / Carer contacted (copy of this report to be provided)

Name		Time and Date	

Student/s: Post Incident Discussion / Debrief (see Appendix 6 of *Responsible Behaviour Plan*)

Location		Time and Date	
People Present			
Details			

Staff: Post Incident Discussion / Debrief (see Appendix 6 of *Responsible Behaviour Plan*)

Location		Time and Date	
Staff Present			
Details			

Other Forms Completed

One School behaviour incident completed and this document scanned into as an attachment □	Individual Behaviour Support Plan □	Individual Behaviour Support Plan including Physical Restraint □	Other e.g. Personalised Learning within support tab of OneSchool □

Follow Up Report – to be completed by Form Recipient (Case manager of student involved)

Follow up call (to parent /staff)

Made by:		Made to:	

Post Investigation

Necessary □ No □	Completed by:	Recorded in:	

Damage Repair

Necessary □ No □	Organised by:	

Entered on MYHR / WHS

Necessary □ No □	Completed by:	

Entered on OneSchool

Necessary□ Not □	Completed by:		
As contact □	Completed by:	On Student Profile of	
As single student incident □	Completed by:	On Student Profile of	
As multiple student incident □	Completed by:	On Student Profile of	

Other Forms completed

Debrief Report □	Physical Restraint / Intervention Report □	Individual Plan (IBSP) including Physical Restraint □

Signed:		Date:

Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report **are not required to be documented**, however it should be noted on the *Physical Restraint / Intervention Report* should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Kawungan State School
Individual Behaviour Support Plan (sample)

STUDENT NAME: **YEAR:**

EQ ID Number: **Date of Birth:**
Case Manager:
Commencement Date:
Review Date: *(at least once / term)* Ongoing consideration needs to be given to the use of OneSchool Complex Case Management

MEETING DATE: **TIME:**   **VENUE:**

PERSONS INVOLVED WITH THE TEAM WHICH WILL WORK TOWARDS DEVELOPING AN IBSP:
Parent, CT, GO, D/Principal, Principal, HOSES, SEP staff

PURPOSE OF MEETING: Initial stages of gathering data to assist in developing an IBSP for name of student.

The Team *Persons invited to become part a team which will work towards developing an IBSP*	Present at Meeting: *Parent, CT, GO, D/Principal, Principal, HOSES, SEP staff*

Student Profile/Background:

Behaviours of Concern: *If necessary, consideration should be given to the use of OneSchool Complex Case Management procedures.*

Goals for this plan:

Environmental Adjustments: *Reducing the likelihood of the problem behaviour*

What	Who	When
Curriculum adjustments *(What we teach. How we teach it)* **Possible examples:** ▪ *Short, clear directions* ▪ *Verbal/gestural prompts* ▪ *Adjusted worksheets* ▪ *Set expectation of achievable amount of work to be completed to allow for success* ▪ *Incorporating the child's interest area in a specific curriculum area* ▪ *Simplified texts* ▪ *Modify length of assignments* ▪ *Use of concrete materials to reinforce concepts* ▪ *Use of graphic organisers* ▪ *Guided reading and comprehension groups* ▪ *Modified class groupings for specific subjects* ▪ *As per ICP and / or OneSchool recorded differentiation*		
Communication adjustments *(How we ensure the message we send is the one received by the student)* **Possible examples:** ▪ *Home-School communication book* ▪ *Regular personal contact / email contact with parent– recorded in OneSchool* ▪ *Regular scheduled meetings with parent - recorded in OneSchool* ▪ *Provide prompts and reminders for times of change* ▪ *Visual timetable of the day's plan*		

Learning Environment adjustments *(inc. playground, classroom and non-classroom settings)* **Possible examples:** - *Short, clear directions* - *Verbal/gestural prompts* - *Adjusted worksheets* - *Set expectation of achievable amount of work to be completed to allow for success* - *Incorporating the child's interest area in a specific curriculum area* - *Simplified texts* - *Modify length of assignments* - *Use of concrete materials to reinforce concepts* - *Use of graphic organisers* - *Guided reading and comprehension groups* - *Modified class groupings for specific subjects* **Playground** - *Restricted play area* - *Temporary withdrawal from the playground* - *Supervised play with SEP staff (verified students only) as negotiated with SEP staff*	26	
Organisational adjustments *(inc. transitions, arrivals, departures and supervision)* - *Visual timetable of the day's plan* - *Provide prompts and reminders for times of change*		

Replacement Behaviour Teaching: *Increasing the student's range of acceptable behaviours*

What	Who	When
Possible examples: - *Teach language models for the child to use and strategies to avoid negative consequences when frustrated; eg. Say "Cut it out" if being bothered, walk away, tell identified teachers,* - *Feeling thermometer on the child's desk – when getting in the high zone to take agreed upon action discussed previously* - *Teach student to use an exit card when their frustration level is building and behaviour is likely to escalate* - *Use of social stories* - *Teach appropriate social interactions* - *Use of privately understood signals*		

Response Adjustments: *Effective staff responses to student behaviour*

What	Who	When
Problem Behaviour - *Details* **In-class Correction Plan (least to most intrusive)** **Possible Strategies:** - *Tactical ignoring if appropriate* - *Selective attending* - *Cueing with parallel acknowledgement* - *Simple instruction – redirect to learning* - *Wait and scan, give take up time* - *Give a time encourager* - *Questioning to redirect* - *Rule restatement* - *Give first choice then follow through after take up time* - *Give 2nd choice then follow through* - *Implement school's responsible behaviour plan for students* - *Name on board and first indicator (eg tally/tick)* - *Second indicator on board and student sent to withdrawal area in class* - *Third indicator on board and student is withdrawn to buddy class* - *When child complies at any stage - provide encourager for making a good choice* - *Failure to comply – behaviour referral form to office* - *Child withdrawn to office / SEP*		

Desired Behaviour		
Verbal Acknowledgement • *Provide specific praise and encouragement; e.g. "You're working very hard on that, keep up the good work", "You are listening very well", "I can see it's hard for you at the moment, you are controlling yourself well"* • *Catch the child when they are showing positive behaviours; "You are speaking very nicely to others", "Good on you for helping". Accompany this with a tangible at times; e.g. A ticket in a class draw for a prize* **Nonverbal Acknowledgement** • *Smile and nod for appropriate behaviours,* • *Thumbs up, high 5* • *Short written note of positives noticed* **School reinforcement system** • *Principal's Award* • *Parade certificates and acknowledgement e.g. KOBA* **Whole Class reinforcement system** • *Token economy – the student collects points that can be traded for various chosen rewards (tangible or activity, e.g. free time, use of computer game)* • *Class negotiation of reward for completion of activities* • *Free time* **Individual reinforcement system for desired behaviour** • *Behaviour Chart – reward system based on students interests/likes* • *Visual schedule of behaviour achieving and progress towards selected incentive* • *Token economy – points collected to exchange for an incentive* • *Photo/picture prompt of the child making a good choice*		

Crisis Management Strategies: *Bringing unsafe behaviour under safe and rapid control*

What	Who	When
(high level behaviours) • *Contact office - Send Behaviour Referral Form to office with / without student* • *Ensure student/class safety – Remove the class if necessary* • *Admin to withdraw student from class/playground)* • *Withdraw student for the day* • *Physical intervention / restraint – used as a last resort in an immediate/emergency situation following staff giving clear verbal instruction (unless impractical), conducted within the procedures outlined in pp 5 – 7 of Kawungan SS's Responsible Behaviour Plan, if used must be completed on Physical Restraint / Intervention Report (Appendix 5 of RBP – copy of which must go to the Principal and if it is planned part of this IBSP a copy **must** be sent to the Principal's supervisor (e.g. ARD)* • *Suspension* • *Re-entry program*		
Restitution Plan • *Apology if appropriate – written or verbal* • *Help fix broken items if appropriate* • *Complete missed work*		

Measures of Success: *How will we know the plan is working?*

What	Who	When
• *Frequency Sheet (How many times did the behaviour occur and how many times is it occurring now.* • *Review Meetings (to discuss effectiveness of plan)*		

Other Information: *Relevant case issues not noted above*

	Who	When
Other Agencies ▪ *Involvement with other agencies; for example, Community Health, Counsellors, Paediatrician, other support agency.* **Other Possibilities** ▪ *Detention* ▪ *Give choices of cooling off – "I see you're angry. You can go and sit in the beanbag or get a quick drink and we will talk later"* ▪ *Give a distracting activity until the child has calmed down,* ▪ *Reflection sheet – when a child is calm, a few written questions for the child to reflect on their behaviour (what was I doing, how did I feel, how did others around me feel, what happened to me, what I can do next time instead)* ▪ *Modified school attendance* ▪ *Alternate pathways for student achievement* **Family Support** ▪ *Provide reminders of the expected behaviours at school,* ▪ *Provide prompts and encouragement for positive behaviours at school* ▪ *Allow engagement in a preferred activity for displaying positive behaviours at school* ▪ *Limit fun activities for inappropriate behaviour* ▪ *Suggest no fun activities if suspended between 9-3*		28

Risk Management

Observed Behaviour	Triggers/Antecedents	Behaviour Cycle	Risk Control (preventative)	Emergency (re-active)

This *Individual Behaviour Support Plan* is aligned with the school's *Responsible Behaviour Plan* for Students and meets the requirements of Education Queensland policy.

Signatures of all parties:

_____ _____ _____
        D/Principal   **Classroom Teacher**   **Parent**

_____ _____ _____
     Student (if appropriate)   **Case Manager**   **Other**

Date:

WORKING TOGETHER TO KEEP KAWUNGAN STATE SCHOOL SAFE

We can work together to keep knives out of school. At Kawungan State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school
- It is against the law for a student to have a knife at school.
- If a student has a knife a school, they can expect serious consequences.

What kind of knife is banned?

- No knives of any type are allowed at school, including flick knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

What will happen if a student brings a knife to school?

The Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Police can search a student and their property at school if they suspect a student has a knife.
- Possessing a knife at school may result in serious disciplinary consequences such as detention and suspension – or in extreme cases recommendation for exclusion
- If the student does have a knife at school, it can be confiscated by the principal and given to the police
- A student may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail
- School property such as desks can be searched if the Principal suspects a student has a knife on or in school property
- If the Principal thinks a student has a knife in their bag, the bag can be confiscated until the police arrive
- A student may face serious disciplinary consequences if they bring a knife to school.

How can students help to keep Kawungan State School safe?

Students can:

- Make sure they know the rules and laws about knives
- Ask their parents not to put knives or knife tolls into their lunchbox, pencil case or craft kit
- Contact their teacher if they are being threatened or bullied at school
- Immediately tell a teacher or other adult if they think someone has a knife at school, or if they have heard another student saying they will bring a knife to school
- Immediately tell a teacher if a student if threatening anyone with an object that could injure them.

How can parents help to keep Kawungan State School safe?

- Make sure your child knows what the laws and rules are about knives
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits
- Contact your school Principal if you believe your child is being bullied or threatened at school
- If you want to talk about students and knives at school, please contact the Principal.