Queensland Government

Kawungan State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Mark Jones
Principal Signature:	
Date:	20-11-2020

P/C President and-or School Council Chair Name:	Alyson Lewis
P/C President and-or School Council Chair Signature:	
Date:	20-11-2020

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Purpose

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

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

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

Principal's Foreword

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

Kawungan State School has three core values, Be Safe, Be Respectful and Be Responsible.

Respect	for self and others
Responsibility	be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment
Safety	use different areas appropriately and use equipment safely.

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

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

Consultation

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 leading into 2021. 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.

Information regarding the Student Code of Conduct has been shared with teachers and parents and was prepared and distributed for comment to all members of the school community. In November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Kawungan State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Kawungan State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails. Any families who require assistance to access a copy of the Kawungan State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page.

School Opinion Survey

Department of Education

SCHOOL OPINION SURVEY – Parent/Caregiver school report, 2015–19.

(1987) Kawungan State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.
Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2001	My child likes being at this school.	40	100.0	53	94.3	84	98.8	63	92.1	57	96.5
S2002	My child feels safe at this school.	40	95.0	54	92.6	84	96.4	63	95.2	57	93.0
S2003	My child's learning needs are being met at this school.	40	100.0	54	96.3	84	97.6	63	93.7	57	93.0
S2004	My child is making good progress at this school.	40	100.0	54	96.3	84	96.4	63	95.2	57	94.7
S2005	Teachers at this school expect my child to do his or her best.	40	100.0	53	100.0	83	100.0	63	98.4	57	94.7
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	39	94.9	51	94.1	79	94.9	62	93.5	56	92.9
S2007	Teachers at this school motivate my child to learn.	40	100.0	52	98.1	83	97.6	63	96.8	57	89.5
S2008	Teachers at this school treat students fairly.	40	97.5	52	96.2	81	95.1	63	92.1	56	91.1
S2009	I can talk to my child's teachers about my concerns.	40	97.5	53	96.2	84	95.2	63	96.8	57	94.7
S2010	This school works with me to support my child's learning.	40	97.5	52	94.2	84	95.2	63	96.8	57	94.7
S2011	This school takes parents' opinions seriously.	40	92.5	51	90.2	79	98.7	60	93.3	56	91.1
S2012	Student behaviour is well managed at this school.	40	92.5	51	88.2	83	91.6	61	86.9	57	86.0
S2013	This school looks for ways to improve.	40	100.0	51	98.0	81	98.8	61	95.1	52	92.3
S2014	This school is well maintained.	40	100.0	54	96.3	84	97.6	62	100.0	57	98.2
S2015	This school gives my child opportunities to do interesting things.	40	100.0	53	94.3	84	97.6	63	100.0	57	98.2
S2016	My child is getting a good education at this school.	40	100.0	54	96.3	83	98.8	63	95.2	57	94.7
S2017	My child's English skills are being developed at this school.	40	97.5	53	98.1	82	96.3	63	95.2	57	94.7
S2018	My child's Mathematics skills are being developed at this school.	40	97.5	53	96.2	83	97.6	63	93.7	57	94.7
S2019	I understand how my child is assessed at this school.	40	92.5	52	96.2	83	97.6	63	92.1	57	93.0
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	39	97.4	52	92.3	82	93.9	63	96.8	57	93.0
S2021	Teachers at this school are interested in my child's wellbeing.	40	100.0	54	98.1	82	98.8	63	95.2	57	94.7
S2022	Staff at this school are approachable.	40	97.5	54	96.3	83	97.6	63	98.4	56	92.9
S2023	Staff at this school are responsive to my enquiries.	39	97.4	54	96.3	83	96.4	63	93.7	57	93.0
S2024	This school asks for my input.	40	87.5	52	86.5	83	89.2	62	82.3	55	85.5
S2025	This school keeps me well informed.	40	100.0	54	94.4	83	89.2	63	92.1	56	91.1
S2026	This school encourages me to take an active role in my child's education.	40	100.0	54	98.1	83	96.4	63	93.7	56	96.4
S2027	This school encourages me to participate in school activities.	40	97.5	53	94.3	83	98.8	62	96.8	56	94.6
S2028	This school provides me with useful feedback about my child's progress.	40	97.5	54	94.4	83	95.2	63	90.5	56	96.4
S2029	This school provides useful information online.	40	92.5	51	90.2	78	94.9	63	88.9	52	96.2
S2030	This school is environmentally friendly.	37	97.3	43	97.7	77	98.7	56	94.6	55	98.2
S2031	This school is well organised.	40	97.5	54	94.4	82	100.0	62	98.4	56	96.4
S2032	This school has a strong sense of community.	40	97.5	54	92.6	82	100.0	62	95.2	55	98.2
S2033	This school celebrates student achievements.	40	100.0	51	98.0	83	97.6	63	100.0	56	98.2
S2034	I would recommend this school to others.	40	100.0	52	94.2	83	100.0	63	93.7	56	96.4
S2035	This is a good school.	40	100.0	53	94.3	83	100.0	63	95.2	56	96.4

Department of Education

SCHOOL OPINION SURVEY – Staff school report (all staff items), 2015–19.

(1987) Kawungan State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.
Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero. * Responses are presented with historical data of a similar survey item.

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2069	I enjoy working at this school.	75	94.7	82	98.8	83	97.6	60	100.0	72	98.6
S2070	I feel this school is a safe place in which to work.	75	98.7	82	100.0	83	97.6	60	98.3	72	98.6
S2071	I receive useful feedback about my work at this school.	75	96.0	82	96.3	83	96.4	60	93.3	72	97.2
S2072	Students are encouraged to do their best at this school.	75	98.7	81	100.0	82	98.8	60	100.0	72	97.2
S2073	Students are treated fairly at this school.	75	98.7	80	100.0	82	97.6	60	96.7	72	93.1
S2074	Student behaviour is well managed at this school.	75	98.7	80	100.0	82	91.5	60	91.7	72	90.3
S2075	Staff are well supported at this school.	75	94.7	82	97.6	82	95.1	60	96.7	72	95.8
S2076	This school takes staff opinions seriously.	74	93.2	82	91.5	82	97.6	59	94.9	72	95.8
S2077	This school looks for ways to improve.	74	98.6	82	100.0	83	98.8	59	100.0	72	98.6
S2078	This school is well maintained.	75	97.3	82	96.3	83	95.2	60	98.3	72	100.0
S2079	This school gives me opportunities to do interesting things.	75	92.0	80	96.3	82	91.5	60	91.7	72	97.2
S3201*	Students with a disability are well supported at my school.	74	97.3	81	100.0	82	97.6	60	100.0	71	100.0
S3202	My school has an inclusive culture where diversity is valued and respected.	0	NA	0	NA	82	97.6	60	98.3	72	98.6
S3203	People are treated fairly and consistently at my school.	0	NA	0	NA	82	90.2	60	91.7	72	93.1
S3204	My school is well managed.	0	NA	0	NA	83	98.8	59	98.3	72	98.6
S3207	I am confident that poor performance will be appropriately addressed in my school.	0	NA	0	NA	81	91.4	56	87.5	70	88.6
S3208	I have choice in deciding how to do my job.	0	NA	0	NA	82	96.3	59	93.2	72	97.2
S3209	I have the authority necessary to do my job effectively.	0	NA	0	NA	82	95.1	59	94.9	72	97.2
S3210	My school inspires me to do the best in my job.	0	NA	0	NA	83	97.6	59	98.3	72	95.8
S3211*	My school encourages me to take responsibility for my work.	74	98.6	82	100.0	82	98.8	59	100.0	72	100.0
S3212*	My school encourages me to undertake leadership roles.	71	93.0	75	93.3	80	92.5	56	94.6	65	95.4
S3213*	My school encourages coaching and mentoring activities.	73	100.0	78	98.7	79	93.7	57	94.7	69	95.7
S3252	My workplace culture supports people to achieve a good work-life balance.	0	NA	0	NA	0	NA	0	NA	72	98.6
S3253	My workplace offers flexible work arrangements.	0	NA	0	NA	0	NA	0	NA	67	95.5
S3214	I am satisfied with the opportunities available for career development.	0	NA	0	NA	80	91.3	59	91.5	70	97.1
S2086	I have access to quality professional development.	74	94.6	79	96.2	82	86.6	59	93.2	71	94.4
S3215	Staff at my school are actively involved in Developing Performance discussions.	0	NA	0	NA	79	93.7	59	96.6	70	95.7
S3216*	I can access necessary information and communication technologies to do my job at my school.	75	96.0	79	96.2	80	93.8	59	100.0	72	97.2
S3217*	Information and communication equipment is well maintained at my school.	75	84.0	82	91.5	82	93.9	59	96.6	72	98.6
S3218*	My school provides useful information online.	73	97.3	82	100.0	83	97.6	59	100.0	72	100.0
S3219*	My school keeps me well informed about things that are important to my work.	74	97.3	82	100.0	83	97.6	60	96.7	72	100.0
S3220*	There is good communication between all staff at my school.	74	93.2	82	95.1	83	89.2	60	90.0	72	95.8
S3221	Staff at my school work as a team to deliver improved outcomes.	0	NA	0	NA	82	97.6	60	98.3	72	97.2
S3222*	I feel that staff morale is positive at my school.	75	89.3	82	96.3	83	90.4	58	94.8	72	94.4
S3223*	Staff at my school are interested in my wellbeing.	75	96.0	82	98.8	83	95.2	59	94.9	71	97.2
S3224	The wellbeing of employees is a priority for my school.	0	NA	0	NA	83	95.2	59	96.6	72	98.6
S3225	I can cope with the pressures of my workload.	0	NA	0	NA	83	86.7	60	91.7	72	95.8
S3226*	I am aware of occupational health and safety procedures at my school.	75	98.7	82	100.0	83	98.8	60	100.0	71	100.0

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Department of Education

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Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S3227	I am proud to tell others I work for my school.	0	NA	0	NA	83	97.6	59	98.3	72	95.8
S3228	My work has a direct positive impact on the community.	0	NA	0	NA	83	96.4	57	98.2	70	100.0
S3229	I feel a strong personal connection to my school.	0	NA	0	NA	82	96.3	60	96.7	72	97.2
S3230	I am satisfied with my job at my school.	0	NA	0	NA	83	96.4	60	96.7	72	98.6
S3231*	I would recommend my school as a good place to work.	75	96.0	82	100.0	83	97.6	59	98.3	72	97.2
S2108	This is a good school.	75	97.3	82	100.0	83	98.8	59	100.0	72	98.6
S3232	My school has taken action as a result of last year's School Opinion Survey.	0	NA	0	NA	58	94.8	38	94.7	53	96.2
S3233	The last week of a school term is generally as productive as the rest of the term.	0	NA	0	NA	81	87.7	59	93.2	72	91.7

SCHOOL OPINION SURVEY – Student school report, 2015–19.

(1987) Kawungan State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.
Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2036	I like being at my school.	118	96.6	118	98.3	119	93.3	117	95.7	85	96.5
S2037	I feel safe at my school.	118	96.6	119	95.8	117	89.7	117	97.4	85	96.5
S2038	My teachers motivate me to learn.	118	99.2	116	99.1	117	97.4	117	98.3	85	100.0
S2039	My teachers expect me to do my best.	118	98.3	117	100.0	117	98.3	117	99.1	85	97.6
S2040	My teachers provide me with useful feedback about my school work.	118	95.8	118	98.3	117	93.2	117	98.3	85	97.6
S2041	Teachers at my school treat students fairly.	118	91.5	119	89.1	116	92.2	115	93.9	85	89.4
S2042	I can talk to my teachers about my concerns.	117	91.5	118	91.5	116	91.4	115	91.3	84	95.2
S2043	My school takes students' opinions seriously.	118	90.7	119	93.3	114	86.8	117	94.0	85	97.6
S2044	Student behaviour is well managed at my school.	118	88.1	119	81.5	119	84.0	116	88.8	85	95.3
S2045	My school looks for ways to improve.	118	97.5	119	95.8	117	97.4	116	99.1	84	100.0
S2046	My school is well maintained.	118	98.3	116	99.1	116	93.1	117	99.1	82	98.8
S2047	My school gives me opportunities to do interesting things.	118	95.8	119	94.1	114	90.4	117	99.1	84	96.4
S2048	I am getting a good education at my school.	118	99.2	118	99.2	117	94.9	117	99.1	84	98.8
S2049	My English skills are being developed at my school.	117	99.1	119	100.0	119	95.0	117	100.0	84	96.4
S2050	My Maths skills are being developed at my school.	118	98.3	118	99.2	118	91.5	117	97.4	84	100.0
S2051	I understand how I am assessed at my school.	118	96.6	119	94.1	117	94.9	117	99.1	83	97.6
S2052	I can access computers and other technologies at my school for learning.	117	98.3	115	100.0	116	97.4	117	97.4	84	98.8
S2053	I am encouraged to use computers and other technologies at my school for learning.	118	90.7	118	98.3	118	94.1	116	94.0	83	97.6
S2054	I use computers and other technologies at my school for learning.	118	98.3	118	98.3	117	91.5	116	96.6	84	98.8
S2055	I enjoy using computers and other technologies at my school for learning.	118	96.6	117	97.4	116	92.2	117	99.1	83	95.2
S2056	I feel accepted by other students at my school.	117	91.5	118	84.7	116	87.1	115	95.7	84	88.1
S2057	My schoolwork challenges me to think.	118	98.3	119	95.8	118	94.1	116	97.4	84	95.2
S2058	My teachers challenge me to think.	118	98.3	118	98.3	117	95.7	116	98.3	83	98.8
S2059	My teachers encourage me to do my best.	117	100.0	115	100.0	117	96.6	116	99.1	84	98.8
S2060	My teachers clearly explain what is required in my school work.	117	95.7	119	97.5	117	93.2	116	99.1	84	98.8
S2061	My teachers help me with my school work when I need it.	117	96.6	118	98.3	116	94.8	115	97.4	84	96.4
S2062	My teachers use a variety of resources to help me learn.	117	96.6	119	99.2	117	98.3	116	95.7	84	97.6
S2063	My teachers care about me.	118	93.2	117	95.7	115	91.3	116	94.8	84	94.0
S2064	My school encourages me to participate in school activities.	117	97.4	119	100.0	118	94.9	116	96.6	84	97.6
S2065	My school encourages me to be a good community member.	118	99.2	119	95.8	115	93.9	115	97.4	83	100.0
S2066	My school celebrates student achievements.	118	96.6	119	98.3	117	88.9	116	96.6	81	98.8
S2067	I would recommend my school to others.	117	95.7	118	96.6	116	92.2	116	97.4	84	97.6
S2068	This is a good school.	118	93.2	119	93.3	116	94.8	114	97.4	84	94.0

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2017**	**2018**	**2019**
their child is getting a good education at school (S2016)	98.8	95.2	94.7
this is a good school (S2035)	100	95.2	96.4
their child likes being at this school* (S2001)	98.8	92.1	96.5
their child feels safe at this school* (S2002)	96.4	95.2	93
their child's learning needs are being met at this school* (S2003)	97.6	93.7	93
their child is making good progress at this school* (S2004)	96.4	95.2	94.7
teachers at this school expect their child to do his or her best* (S2005)	100	98.4	94.7
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94.9	93.5	92.9
teachers at this school motivate their child to learn* (S2007)	97.6	96.8	89.5
teachers at this school treat students fairly* (S2008)	95.1	92.1	91.1
they can talk to their child's teachers about their concerns* (S2009)	95.2	96.8	94.7
this school works with them to support their child's learning* (S2010)	95.2	96.8	94.7
this school takes parents' opinions seriously* (S2011)	98.7	93.3	91.1
student behaviour is well managed at this school* (S2012)	91.6	86.9	86
this school looks for ways to improve* (S2013)	98.8	95.1	92.3
this school is well maintained* (S2014)	97.6	100	98.2

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions and exclusions of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

KAWUNGAN STATE SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	**2017**	**2018**	**2019**
Short Suspensions – 1 to 10 days	54	61	76
Long Suspensions – 11 to 20 days	0	1	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Whole School Approach to Discipline

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school

Kawungan State School uses a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

This framework is used to:

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

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

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

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

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Behaviour Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour expectations in place for students, being Respectful, Responsible and Safe.

Students
Below are examples of what these Positive Behaviour expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Kawungan State School.

Respectful
- Listen to fellow students' questions in class.
- Use G rated language at school.
- Say "please" and "thank you".

Responsible
- Be prepared for class.
- Follow teacher directions.
- Be honest

Safe
- Respect others space and belongings.
- Use classroom equipment for intended purpose.
- Follow the rules for using playground equipment.

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

Respectful

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.

You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Responsible

What we expect to see from you	*What you can expect from us*
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Safe

What we expect to see from you	*What you can expect from us*
Move safely when entering and exiting school	We will promote and reinforce safe behaviour when entering and exiting school for staff, students and parents.
You reinforce conversations with your child about safe behaviour at school.	We will promote safe use of school facilities and teach rules to reinforce safe use of school equipment
If you notice a hazard you will report this immediately to a staff member to take appropriate action.	We will complete regular checks of school equipment and complete an Annual Safety Assessment.

Differentiated and Explicit Teaching

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

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

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

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

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX			
	BE SAFE	**BE RESPECTFUL**	**BE RESPONSIBLE**
ALL AREAS	▪ Respect others' personal space and property ▪ Wear minimal jewellery – a watch, sleepers or studs in the lower lobe of the ear, chains for religious / medical purposes ▪ Clean up after yourself ▪ Wait your turn ▪ Use equipment safely ▪ Move safely	▪ Use good manners ▪ Co-operate with others and follow instructions given by staff ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself ▪ Wear correct uniform ▪ Use polite language ▪ Respect the environment	▪ Ask permission to leave the classroom ▪ Be honest ▪ Use courage, courtesy & compassion ▪ Take responsibility & accept consequences ▪ Make good choices ▪ Follow school routines ▪ Be in the right place at the right time ▪ 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 classroom only if teacher is present	▪ Raise your hand to speak ▪ Respect others' right to learn ▪ Talk in turns ▪ Be a good listener ▪ Follow classroom rules ▪ Ask before using others' proprerty	▪ Be prepared and on time ▪ Complete set tasks ▪ Take an active role in classroom activities ▪ Keep work space & classroom tidy ▪ Follow class routines ▪ Ask for help ▪ Give your best effort ▪ 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/ LIBRARY / COVERED AREAS	▪ Remain seated at all times during the eating time. ▪ Eat your own food ▪ Play by the rules ▪ Be sun safe; wear a broad brimmed hat ▪ Wear shoes and socks at all times	▪ Wait until the staff member on duty signals for you to leave the eating area ▪ Place all rubbish in the bins provided ▪ Follow library rules ▪ Play fairly – take turns, invite others to join in and follow rules	▪ 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 ▪ Participate in school approved games ▪ Move to the toilet/drink/line-up when the bell rings ▪ Use STOP/WALK/TALK
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	▪ Keep to the left and move peacefully in ordered lines when under the instruction of a staff member ▪ Use stopping points
TOILETS	▪ Wash hands after using toilets and before eating food ▪ Walk safely ▪	▪ Respect privacy of others ▪ Respect school property ▪ Ensure the toilets are left in a clean and tidy state ▪ Use quiet voices	▪ Use toilets during breaks ▪ Use toilets appropriately & promptly ▪ Report issues
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.
- Lessons as required and principal talk in weekly assemblies.

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) are offered to staff as appropriate, all teachers undertake a minimum of one 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 key documents. 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 6, 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)
    - *Behaviour Referral Form* (Appendix 4)
    - *Sample IBSP-Individual Behaviour Support Plan* (Appendix 4)
    - Working together to keep Kawungan SS safe – possession and use of knives at school (Appendix 5)
    - Flexible Arrangement (Appendix 6)

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.

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 of 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)
- 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.
    - Drumbeat Program
    - Playground Supports – Steam Room, Junior Games Room, Supported Play, Playground timetable
- 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 – copy to Support Provisions on One School) 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 reduced 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.

Student Wellbeing

Kawungan State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Kawungan State School, we provide age-appropriate health education that reinforces a positive sense of wellbeing and smooth transition to high school.

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

- Parents / caregivers
- Teachers
- School Values
- Social Emotional Learning programs
- Social Skills
- Behaviour Discussion and Feedback sessions through activity eg. cooking
- Support Staff
- Administration Staff
- School Chaplain
- STEM room
- Junior Games Room
- Staff support at break time
- Youth Mentoring
- Drumbeat
- Playground Plans
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Adopt – A - Cop

- other available outside agencies eg. Red Cross, Youth Justice, Family and Child Connect

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
- Hervey Bay Neighbourhood Centre

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

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

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications
Kawungan State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

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

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

Suicide prevention
Kawungan State School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Kawungan State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention
In the case of a suicide of a student that has not occurred on school grounds, Kawungan State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Kawungan State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Kawungan State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Kawungan State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer, Erin Graham on the school phone number.

Role	What they do
Principal	• leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Registered Nurse	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Year Level Deputy Principal	• coordinate transition to secondary for students moving from Year 6 to Year7 • lead role for implementation of Positive Behaviour for Learning (PBL) • monitors student attendance data • responsible for student welfare at each year level • provides continuity of contact for students and their families through the seven years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the class, year level and school.
Family Support Coordinator	• support families to overcome barriers to education such as o attendance at school o drug and alcohol support needs o suspension/exclusion/referral for behaviour support o relationships/social skills o conflict with family/peers/teachers o social/emotional/physical wellbeing.
Chaplain	• provides support and advice for students, staff and parents

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Guidance Officer, Erin Graham.

Disciplinary Consequences

The disciplinary consequences model used at Kawungan State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour. The principal may delegate staff to undertake a suspension for a student (Instrument of Authorisation – Appendix 10)

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection Time

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan, Discipline Improvement Plan)
- Targeted skills teaching in small group
- Token economy
- Reflection Time
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan

- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Kawungan State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension
Students who are suspended from Kawungan State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure
The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a

later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

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

Reasonable adjustments

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

Withdrawal / Detention / Reflection time 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 reflection time (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. Detention time 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:
    - The developmental stage of the student
    - 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 impacts on 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

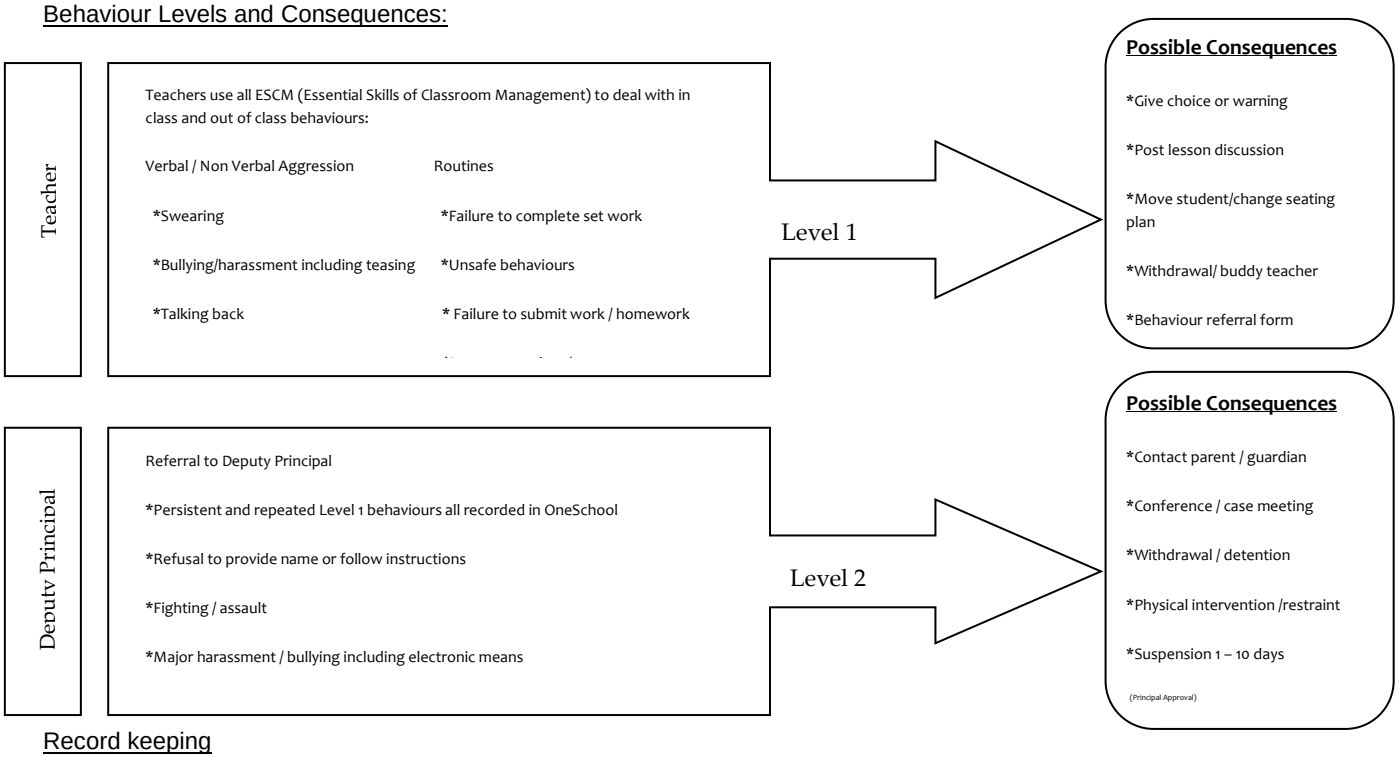
Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- 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 Restrictive Practices). 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.

Behaviour Levels and Consequences:



Record keeping
All staff will be provided with a duty bag with a number of *Behaviour Referral Forms* (Appendix 4) and these are expected to be taken to playground duty – along with the visibility vest. 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 reflection time 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* or a *One School Entry* on that day to provide information in regards to the incident and the strategies employed when referring the incident directly to administration staff. Verbal contact with year level Deputy Principal / Principal is required that day to ensure appropriate follow up.

School Policies

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

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

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

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

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

Responsibilities

State school staff at Kawungan State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;

- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Kawungan State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Kawungan State School Student Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Kawungan State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Kawungan State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Kawungan State School has determined that explicit teaching of responsible use devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

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

It is **acceptable** for students at Kawungan State School to:

- use devices for
- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- mobile phones or personal mobile devices must be handed in at the office on arrival and picked up after 3pm
- mobile phones or personal mobile devices must be in bags when moving through school grounds
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Kawungan State School to:

- use a mobile phone

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere in the school grounds
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Kawungan State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Kawungan State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Kawungan State School has a **Student Leadership Team**, with representatives from year six meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. **Leadership**
   Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. **Inclusion**
   All members of the school community actively participating in building a welcoming school culture that values diversity, fosters positive, respectful relationships.

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Kawungan State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Kawungan State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Kawungan State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher
Year Level Deputy Principal – Prep-Yr2, Yr3-4, Yr5-6

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

Cyberbullying

Cyberbullying is treated at Kawungan State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

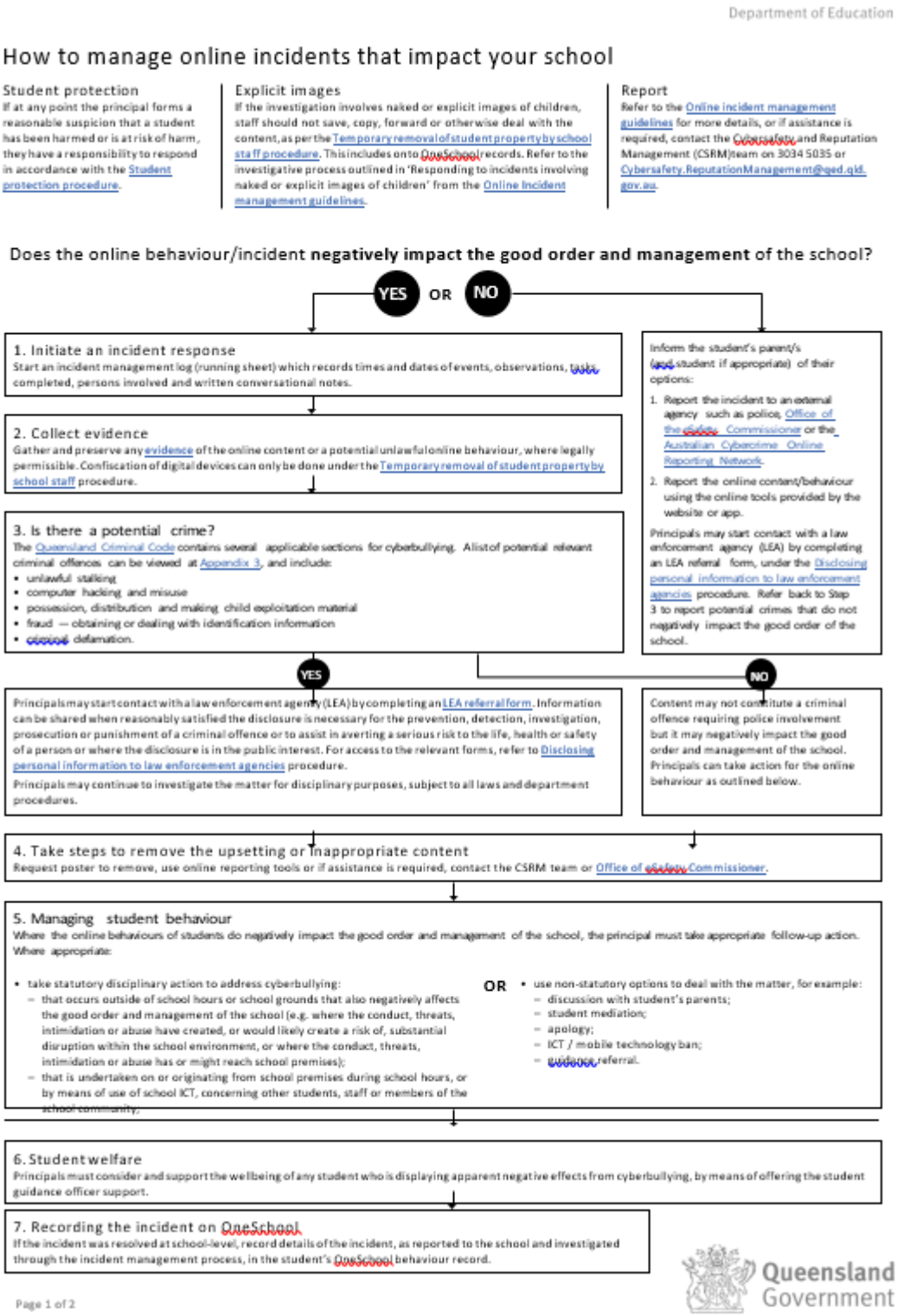
In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Parents can also contact the year level Deputy Principal, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

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

Kawungan State School - Cyberbullying response flowchart for school staff



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Kawungan State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Kawungan State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Kawungan State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

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

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

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

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

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Legislative Delegations

Legislation

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources (Optional)

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub
- Positive Behaviour for Learning
- Code of Conduct for School Students Travelling on Buses

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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

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

Kawungan State School offers a range of programs and services to support the wellbeing of students in our school. We take great pride in working with all our families to bring out the best in their children. We look forward to having a positive relationship with all our families as your children move through their primary years of schooling.

Appendix 1.1

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 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.

Appendix 1.2

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 educational purposes, 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)

Appendix 2

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 frequently or less often, 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.

Appendix 3

KAWUNGAN STATE SCHOOL –

Behaviour Referral Form (minor and major)

Student name:			**Location**		
Date:	**Time:**	**Class:**	CLASSROOM		
Referring staff member:			**School Expectation Category** (please circle)		
			Be safe	Be respectful	Be responsible

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*
Descriptive encouraging ESCM		Individual close talk	
Clarify expectations		Giving choice or warning ESCM	
Giving instruction – verbal prompt ESCM		Detention during lunch break	
Giving instruction- non verbal prompt ESCM		Withdrawal from eating area / play activity	
Eye contact ESCM			
Wait and scan ESCM			
Cueing with // acknowledgement ESCM			
Body language encouraging ESCM			

Others involved in incident (witnesses)

Peers / other students	**Staff**

Relevant Information:

Behaviour Referral Form (minor and major) – PLAYGROUND / SPECIALIST

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

Problem Behaviour			
Problem Behaviour	**Minor** (*Please tick*) *referral to class teacher*	**Major** (*Please tick*) *referral to DP*	
Defiance/Disrespect		**Defiance/Disrespect**	
Physical Contact		**Physical Aggression**	
Inappropriate language		**Inappropriate /Abusive language**	
Disruption		**Disruption**	
Property Misuse		**Vandalism**	
Safety		**Safety**	
Dishonesty		**Major Dishonesty**	
Harassment / Bullying		**Other**	

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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 circle)	**Most Intrusive (Please circle)**
1 .Descriptive encouraging ESCM / 2. Clarify expectations	1.Individual close talk 2. Giving choice or warning ESCM
3 Giving instruction – verbal prompt ESCM / non-verbal prompt ESCM	3. Detention during lunch break
4. Body language encouraging ESCM	4. Withdrawal from eating area / play activity
5 Eye contact ESCM / Wait and scan ESCM	
6. Cueing with // acknowledgement ESCM	

Others involved in incident (witnesses)	
Peers / other students	**Staff**

Appendix 4

Kawungan State School

Individual Behaviour Support Plan

Student:	**Year level:**	**Commencement Date:**
EQ ID Number:	**Date of Birth:**	**Proposed Review:**

Complex case team:	**Meeting dates:**	**Data collected to inform Plan:**

Behaviour/s of Concern:

Hypothesis:

Behaviour Goal/s for this plan:

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

What	**Who**	**When**
Curriculum adjustments *(What we teach. How we teach it)*		

Communication adjustments *(How we ensure the message we send is the one received by the student)*		
Learning Environment adjustments *(inc. playground, classroom and non-classroom settings)*		
Organisational adjustments *(inc. transitions, arrivals, departures and supervision)*		

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

What	Who	When

Response Adjustments: *Effective staff responses to student behaviour*

What	Who	When
Problem Behaviour		
Desired Behaviour		

Escalated Behaviour Strategies:

Strategies to bring unsafe behaviour under safe and rapid control

What	Who	When

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

What	Who	When

Other relevant information: *Relevant issues not noted above*

Risk Management Plan:

Observed Behaviour:	Triggers/Antecedents:	Behaviour Cycle:	Risk Control:	Emergency response:

Proposed review cycle: *Weekly/fortnightly/monthly?*

Scheduled review meeting/s:	Other circumstances that may result in a review of the Plan:

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:	**Role:**	**Date:**
	Principal/Deputy Principal	
	Classroom Teacher/s	
	Parent/Carer	
	Student	
	Guidance Officer	

Appendix 5

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 tools 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.

Flexible Arrangement: Assessment, Plan and Agreement

Flexible Arrangement: Assessment – Part A

Student's Name:	
School:	
Date of Flexible Arrangement:	From / / To / /

Privacy Notice

The Department of Education, Training and Employment (DETE) is collecting this information in accordance with Chapter 9 (Part 2) of the *Education (General Provisions) Act 2006* (Qld) in order to approve flexible arrangements in relation to a student's educational program during compulsory schooling or the compulsory participation phase. This information will be accessed by authorised departmental employees and may also be disclosed to third parties as required or authorised by law.

Student's educational and other needs

Learning outcomes the flexible arrangement is intended to achieve

Suitability of alternative educational providers

Provider's name	Affiliation/Type of organisation	Suitability of provider

Flexible Arrangement: Plan – Part B

Following assessments conducted by _____, the school has identified the following as educational and other needs:

The school has proposed the following flexible arrangement.

	Program	Provider
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Assessment conducted by:	Staff member's name:	
	Position:	
	Date:	
Plan designed by:	Staff member's name:	
	Position:	
	Date:	

Note: Please attach any documentation that supports assessment, including student achievement records and reports, documentation of career discussions and attendance records

Uncontrolled copy. Refer to the Department of Education, Training and Employment Policy and Procedure Register at http://ppr.det.qld.gov.au to ensure you have the most current version of this document.

Queensland Government

Flexible Arrangement: Agreement – Part C

To be signed by the parent if the student is in compulsory schooling.
To be signed by the student if in the compulsory participation phase.

I agree to _____ participating in the flexible arrangement as outlined in the form *Flexible Arrangement: Plan – Part B* for the period from __/__/__ to __/__/__.

Parent's name:	
Parent's signature:	
Date:	

I agree to participate in the flexible arrangement as outlined in the form *Flexible Arrangement: Plan – Part B* for the period from __/__/__ to __/__/__ while in my compulsory participation phase.

Student's name:	
Student's signature:	
Date:	

To be signed by the alternative education provider

I agree to deliver the education program to _____ as outlined in the form *Flexible Arrangement: Plan – Part B* for the period from __/__/__ to __/__/__.

Name of alternative education provider:	
Name of person:	
Position:	
Signature:	
Date:	

PRINT RESET

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Queensland Government

Appendix 7

INSTRUMENT OF AUTHORISATION

Department of Education

Kawungan State School

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Mark Jones, Principal of Kawungan State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

Mark Jones
Kawungan State School
QUEENSLAND DEPARTMENT OF EDUCATION

DATE 1/08/2020