



**Queensland
Government**

Kolan South 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: Jeff Searle

Principal Signature:

Date: 20-10-2020

P&C President Name: Kirstine Lythall-Webb

P&C President Signature:

Date: 20-10-2020

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Purpose

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

The Kolan South 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.

Consultation

Kolan South State School developed this plan in collaboration with our school community – parents, staff and students. Consultation was undertaken in Semester 2, 2020. This Plan has been endorsed by the Principal and the President of the P&C.

Review Statement

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

Learning and Behaviour Statement

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.

All areas of Kolan South State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. The school's learning approach to behaviour:

1. Parent and Community engagement
2. Clear consistent expectations for behaviour and
3. Explicit teaching and of appropriate behaviour to all students

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

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

- **Be Safe**
- **Be Responsible**
- **Be Respectful**

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

Consideration of Individual Circumstances

Staff at Kolan South 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. For example, some students need additional support to interpret or understand an expectation. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to personal or family circumstances. These are all matters that our Principal and teachers will 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 and parents to know what punishment a student might have received, it is not appropriate to discuss this information with them. We expect that parents and students will respect the privacy of other students and families.

Whole School Approach to Discipline

A matrix of behavioural expectations in specific settings has been attached to each of our three school values. This matrix outlines our agreed rules and appropriate behaviours for all school settings.

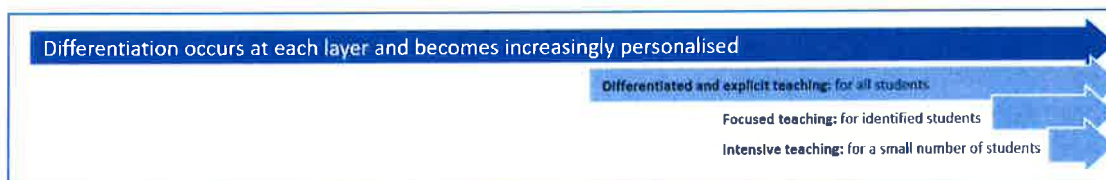
SCHOOLWIDE EXPECTATIONS MATRIX					
ALL AREAS	CLASSROOM / BUILDINGS	PLAYGROUND / SPORTS EQUIPMENT	EATING TIMES	TOILETS	TRAVEL / ARRIVAL & DEPARTURE
BE RESPECTFUL	<ul style="list-style-type: none"> Use appropriate, polite and courteous language Respect others Respect all property Demonstrate school pride by wearing uniform with pride, shirt tucked in 	<ul style="list-style-type: none"> Care for sports and play equipment and facilities Care for the environment 	<ul style="list-style-type: none"> Touch only your own food and lunch items Ensure all scraps and litter go into bins Maintain quiet behaviour Keep passage ways clear at all times 	<ul style="list-style-type: none"> Respect the privacy of others Be considerate by behaving in an hygienic manner, having respect for others use of, and the cleaning of, the amenities 	<ul style="list-style-type: none"> Use own bike only Demonstrate care and respect for the property of bus operators Display courtesy and respect to bus drivers
BE RESPONSIBLE	<ul style="list-style-type: none"> Follow instructions Be on time Line up, assemble or return to class quietly Use 'Common Sense' 	<ul style="list-style-type: none"> Follow equipment borrowing and return procedures Play fairly – take turns, invite others to join in, and follow agreed rules Play 'school approved' games 	<ul style="list-style-type: none"> Be responsible with food items – they are not for play! Ensure lunch boxes are returned to classroom areas before play Students are not allowed in classrooms without permission Students are to eat lunches in designated areas 	<ul style="list-style-type: none"> Behave quietly and sensibly – it is not a play area! Use consumables (ie toilet paper and soap) for their intended use Use toilets during breaks, where possible 	<ul style="list-style-type: none"> Arrive at school after 8.00am, unless permission provided Walk bikes in school grounds Follow bus rules and procedures, and the directions of drivers If riding or walking, leave school promptly following approved activities
BE SAFE	<ul style="list-style-type: none"> Stay away from out-of-bound areas (behind toilets, grounds shed, bore pump shed, gardens Remain in the school grounds unless permitted to leave Behave safely at all times 	<ul style="list-style-type: none"> Be sun safe; wear a broad-brimmed hat and sunscreen Wear shoes and socks unless permitted otherwise Use sports equipment safely – no running or chasing on adventure playgrounds 	<ul style="list-style-type: none"> Eat only your own lunch items – <u>No sharing of lunches!</u> 	<ul style="list-style-type: none"> Display hygiene by washing hands with soap 	<ul style="list-style-type: none"> Use the school crossing if walking or riding to or from school Walkers and riders use the walking/bike path Wait at the designated area, if being collected by car

Differentiated and Explicit Teaching

Kolan South 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 practice.

Teachers at Kolan South 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 a tiered approach to managing learning and behaviour. For example, Tier 1 involves differentiated and explicit teaching for all students, Tier 2 involves focused teaching for identified students and Tier 3 involves intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Behaviour Expectations Matrix, illustrated above, 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 matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

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

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

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

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

Network of student support

Kolan South State School has a network of support in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

- Parents
- Teachers
- Other Staff
- Principal
- Guidance and Senior Guidance Officers
- Advisory Visiting Teachers
- Engaging Early Learners - Positive Learning Centre
- External 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
- Others relevant to Kolan South State School

Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- A caring, productive and safe environment for learning and teaching
- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- collaboratively developed procedures;
- regular monitoring and review of school procedures and programs;
- professional development and support for all staff;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- an approach that values relationships between staff, students and parents as pivotal for success

Schoolwide Positive and Proactive Strategies

• School Values and Behaviour Expectations

The first step in facilitating standards of positive behaviour is communicating those standards to all students. School values and behaviour expectations are reinforced regularly with students at weekly assemblies, within the classroom, and throughout all school activities. Early in the year, targeted school behaviour procedures are a coordinated focus with all classes on a weekly basis eg line-up and movement procedures. These are revisited throughout the year on a needs basis. A school matrix is available in all classrooms for referral by staff.

• Quality Curriculum and Teaching Practice

Implementation of the school curriculum program in hand with effective teaching practice, along with differentiated support and consideration, provides the basis for a successful learning environment. Staff are supported in their roles through access to relevant professional development.

• Staff Professional Development

Staff are involved in regular discussion about behaviour management approaches, while reviews of class management micro-skills are undertaken at appropriate intervals.

• Extra-Curricular Activities

A diverse range of extra-curricular activities and programs foster a positive learning environment and attitudes, cooperation, and self-esteem. These include:

- | | |
|------------------------------|---|
| - Excursions | - Lunchtime sports and options programs |
| - Corps of Drums | - After School Programs |
| - Instrumental Music Program | - Discos |
| - Choir | - Special days and events eg Free Dress, Colour Fun Run |
| - Competitions | - Community events eg Fair, Family Night |
| - Dance | - Tuckshop |

- **SUPER Program** – This is a schoolwide class-based positive behaviours incentive system. Students earn points towards a whole class reward activity.
- **Positive Box**
Each week, positive acts and efforts are read out and celebrated on assembly. These are also highlighted in the weekly newsletter. Students, staff and parents are welcome to post positive acts in the Positive Box. This contributes to the positive culture within the school.
- **Sport and Physical Activity**
Students at Kolan South are strategically and regularly involved in lunchtime sports and competitions. Students in Year 4-6 traditionally participate in interschool or school sport throughout the year. Various competitions and organised activities are coordinated by staff for other year levels, as well. Classes participate in Running Club throughout the year in the cooler months. Students enjoy their sport and physical activity, and there are a range of positive outcomes.
- **Assembly**
Weekly assembly is an opportunity to discuss current events and issues, share group and individual class items, and recognise positive efforts and achievements. School community values are promoted, and school rules and procedures are reinforced. Class awards are presented each week on Assembly and the Positive Box entries are shared. These are published in the weekly newsletter.
- **Leadership Opportunities**
Leadership is promoted and modelled around the school through the student leaders' program, by the students being rostered on various school and classroom duties, during team sports and activities, helping younger students at lunchtime games and after school sport, buddies program, etc.
- **Communications**
The weekly newsletter is a regular means for communicating information regarding procedures and current and future issues eg positive achievements, attendance data, school agendas and priorities, etc. The school website, Facebook and roadside message board pass on positive messages and reminders of school events and achievements.

Disciplinary Consequences

Minor, Moderate and Major Behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Moderate** problem behaviour is handled by staff members at the time it happens, may involve referring directly to Principal, but must also be referred to Admin (and Principal)
- **Major** problem behaviour is referred directly to the Principal

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

	Area	Minor	Moderate	Major
			Record on OneSchool	
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete, around or in buildings Not walking bike in school grounds 		
	Play	<ul style="list-style-type: none"> Careless use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Playing dangerously (repeated) 	
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Moderate physical aggression Fighting (repeated) 	<ul style="list-style-type: none"> Serious and dangerous physical aggression
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside Shirt untucked (repeat offender) 	<ul style="list-style-type: none"> Wearing provocative or inappropriate dress and/or clothing not in line with uniform and dress code 	
	Other			<ul style="list-style-type: none"> Possession or selling of drugs Possession of weapons
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level 	<ul style="list-style-type: none"> Refusal to complete a set task that is at an appropriate level 	<ul style="list-style-type: none"> Refusal to work
	Being in the right place	<ul style="list-style-type: none"> Not being on time (eg: lateness after breaks) Being in an out-of-bounds area 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) 	<ul style="list-style-type: none"> Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Uncooperative behaviour 		<ul style="list-style-type: none"> Refusal to follow directions Non-compliance
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty 	
	Rubbish	<ul style="list-style-type: none"> Littering or food throwing 	<ul style="list-style-type: none"> Repeated littering or food throwing 	
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive or aggressive language or verbal abuse directed at another student 	<ul style="list-style-type: none"> Offensive or aggressive language or verbal abuse directed at staff member
	Property	<ul style="list-style-type: none"> Lack of care for school or others' property Lack of care for the environment 	<ul style="list-style-type: none"> Petty theft Minor wilful property damage 	<ul style="list-style-type: none"> Stealing / major theft Major wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance 	<ul style="list-style-type: none"> Bullying / harassment Disruption to class Blatant disrespect Continued defiance Lewd Behaviours (eg exposing privates) 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect (ongoing) Major defiance (ongoing) Repeated lewd behaviours

Consideration of Individual Circumstances

When deciding on consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Kolan South State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

The disciplinary consequences model used at Kolan South 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. A small number of students may experience difficulty with meeting the stated expectations, and even with focused 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 administration team immediately for determination of a disciplinary consequence.

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

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

Differentiated Support

Kolan South State School makes systematic efforts to maximise positive student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When an unacceptable behaviour occurs, staff consider all the circumstances surrounding an incident and those involved in order to decide on suitable consequences. Our school seeks to ensure that responses to unacceptable behaviour are tailored to maximise support for a student or students. OneSchool is used to record moderate (including multiple minor) and major problem behaviours.

Tier 1 'Universal' behaviour support

Re-directing low-level (minor) and infrequent problem behaviour

Staff at Kolan South State School apply 'least to most intrusive' micro-strategies based on the Essential Skills for Classroom Management. '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 a reflection area for repeated low-level problem behaviours.

Continued low-level problem behaviours are referred to the Principal.

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
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class incentives eg SUPER program points
- 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
- Warning of more serious consequences (e.g. removal from classroom)
- Detention or time out

Tier 2 'Targeted' behaviour support

Occasionally, a student at Kolan South State School is identified as needing extra in the way of targeted behaviour support due to not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. 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.

Features of these Tier 2 supports include:

- class teacher is supported by other school-based staff to address in-class problem behaviour
- timely contact with parents following moderate or repeated incidents
- a whole school or team approach to supporting students

- making adjustments for individual needs
- Individual behaviour plans as required
- targeted / small group social skilling
- Detention / Time out
- 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

Tier 3 'Intensive' behaviour support

Kolan South State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The school leadership team work in consultation with the Student Support Network to address persistent or ongoing serious problem behaviour. These include:

- a whole-school approach to developing appropriate behaviour support strategies;
- stakeholder meeting with parents and external agencies including regional specialists
- monitoring the impact of support for individual students;
- making adjustments as required for the student;
- developing an individualised behaviour or intervention plan;
- identifying flexible / alternative learning options;
- accessing regional behaviour support staff and resources.
- Temporary removal of student property
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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

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

Arrangements

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

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused 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. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Legislative Delegations

Legislation

In this section of the Kolan South State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [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](#)

School Policies

Kolan South State has designed school discipline policies 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 Personal Technology Devices at School
- Preventing and Responding to Incidents of 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 Kolan South 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 Kolan South State School:

- do not require the student's consent to search school property such as 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 Kolan South 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 Kolan South 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 Kolan South 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 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 their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Personal Technology Devices

Personal technology devices are not to be brought to school because of the potential for theft and general distraction and/or disruption associated with them. On occasions, there are special circumstances, and the Principal would give considerations to these.

Personal technology devices include mobile phones, ipads, laptops, etc. Digital cameras may be allowed to be brought to school on special situations, such as school excursions or graduation ceremonies. Mobile phones may only be brought to school in special circumstances, possibly for after school contact with parents, with the permission of the Principal. In this case, the mobile phone would be kept at the office throughout the school day.

Confiscated 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.

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.

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.

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

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

Preventing and responding to bullying

Purpose

Kolan South 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.

There is no place for bullying in Kolan South 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.

What is 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.

Rationale

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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Kolan South State School are an addition to our 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.

Prevention

Attempting to address bullying 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 bullying
- All students know the 3 overarching school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours
- A high level of supervision is a permanent staff routine in the non-classroom areas. Playground duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move around the designated supervision areas.

Anti-bullying sessions will be conducted at assemblies and in classrooms as required. The 4-step process is to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying, or bystander.

Kolan South State School reviews the effectiveness of its anti-bullying process, as required, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised.

Kolan South State School - Bullying response flowchart guide for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Jeff Searle



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.

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'. 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 Kolan South 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.

Resources

- [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](#)

