



Kawana Waters State College

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 2019-2023

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Endorsement

Principal Name: Colin Allen-Waters

Principal Signature:

Date: 25 June 2020

P/C President and-or School Council Chair Name: Peta Boboe

P/C President and-or School Council Chair Signature:

Date: 25 June 2020

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Purpose

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

The Kawana Waters State College 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

Kawana Waters State College has a long and proud tradition of providing high quality education. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

At Kawana Waters State College, we are R.E.D.E. to learn when we show Respect, strive for Excellence, value Diversity, and experience Enjoyment.

***Respect
Excellence
Diversity
Enjoyment***



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.

Kawana Waters State College 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.

I thank the students, teachers, parents and other members of the community for their work in bringing this Kawana Waters State College Student Code of Conduct together. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Kawana Waters State College P&C Committee, I happy to endorse the revised 2020 *Student Code of Conduct*. The consultation process in the development of this final product was inclusive, transparent and led by Mr Colin Allen Waters and the Administrative team. Students, teachers and the college community have contributed and provided feedback. This feedback has been an important aspect in the development of the *Student Code of Conduct*, as the awareness and involvement of our College community is critical to ensuring all adults are able to support the students of the school to meet the college expectations around student code of conduct.

We encourage all parents to familiarise themselves with the *Student Code of Conduct*, and to take time to talk with their child/children about college expectations and discuss any support their child/children may need.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child in our College community knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 35 provides an excellent starting point to understand how to approach the school about these types of problems.

Parents who wish to discuss the *Student Code of Conduct* and the role of families in supporting the behavioural expectations of students are welcome to contact myself or a member of our Administration Team. Or alternatively join the P&C, as with your support we can work collaboratively with the College staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Yours sincerely,



Peta Boboe

P&C President

25/06/2020

School Captains' Statement

On behalf of the student body at Kawana Waters State College, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Kawana Waters State College P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Senior Secondary Captain:

Date:

Learning and Behaviour Statement

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

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our Code, shared expectations for student behaviour are explained to all, assisting Kawana Waters State College to create and maintain a positive and productive learning and teaching environment, where ALL College community members have clear and consistent expectations (REDE expectations) and understandings of their role in the educational process.

Multi-Tiered Systems of Support

At Kawana Waters State College our approach shapes, supports and recognises appropriate behaviours in all students. We follow a tiered support approach.

Tier 1 WHOLE COLLEGE GREEN ZONE

All students are provided with Tier 1 interventions. REDE expectations and acknowledgements are explicitly taught and are used to encourage all students to want to continue these behaviours.

Tier 2 TARGETED SUPPORT YELLOW ZONE

At Kawana Waters State College, we use data to provide specifically targeted support and/or programs for students who require additional adjustments or intervention.

Tier 3 INTENSIVE SUPPORT RED ZONE

Flexible learning options are available to assist students who need intensive support with highly challenging and complex behaviours.

Consideration of Individual Circumstances

Staff at Kawana Waters State College 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.

Student Wellbeing

Kawana Waters State College 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 or Head of Department Student Services 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.

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 Kawana Waters State College, we provide age-appropriate education that reinforces health, wellbeing and respectful relationships.

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.

Drug education and intervention

Kawana Waters State College implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

This means 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

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

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.

Kawana Waters State College 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

Kawana Waters State College implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Kawana Waters State College school staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, School Nurse, Head of Department Student Support, School Based Police Officer or other appropriate Support Services 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, Kawana Waters State College staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

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

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

Student Support Network

Kawana Waters State College 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 Kawana Waters State College 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 Head of Department Student Services by phone or email support@kawanawaterssc.eq.edu.au.

Support Services Staff
support@kawanawaterssc.eq.edu.au

Role	What they do
Head of Department Student Services	<ul style="list-style-type: none"> • Leadership of Student Support Network to promote an inclusive, positive school culture • Monitors attendance, behaviour and academic data to identify areas of additional need.
Head of Department Learning Enhancement	<ul style="list-style-type: none"> • Leads and monitors the inclusivity practices on the secondary campus for learning support, gifted and talented and EAL/D support. • Leads learning support and gifted and talented teaching staff for student management and attainment.
Community Education Counsellor	<ul style="list-style-type: none"> • Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Chaplain	<ul style="list-style-type: none"> • Monitors the social and emotional wellbeing of students • Enhances awareness and appreciation of the unique spiritual lifestyle in schools and communities • Provides support to families.
Guidance Officer	<ul style="list-style-type: none"> • 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 • Education Support Plans for students in out of home care • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Department Junior Secondary	<ul style="list-style-type: none"> • Coordinate transition to secondary for students moving from Year 6 to Year 7 • Positive culture • Monitors student engagement data for students in Years 7 to 9 and arranges appropriate support
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> • Healthy eating and exercise • Relationships • Personal and family problems • Feeling sad, worried and angry • Sexual health • Smoking, alcohol and other drugs education
School Based Police Officer	<ul style="list-style-type: none"> • Provides education programs to students on: cyber safety, smoking, alcohol and other drugs, Rock and Water, family and individual support, student protection.
Year Level Coordinators	<ul style="list-style-type: none"> • Responsible for student welfare at each year level • Provides continuity of contact for students and their families through the six years of schooling • Ensures students feel safe and comfortable and want to come to school • Nurtures a sense of belonging to the home group, year level and school.

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

- Disability Services Queensland
- Child and Youth Mental Health / SCEDLINQ
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service
- Sunshine Coast Council
- Community Solutions
- IFYS – Integrated Family and Youth Services
- Reconnect
- Other external support agencies

Whole School Approach to Discipline

Positive Behaviour for Learning Expectations

Tier 1 Whole College Support Pro-active Processes

At Kawana Waters State College, we implement the following proactive and preventative processes and strategies to support all students across the whole college:

- Provide and train staff to facilitate quality pedagogy that engages all students
- Train and implement ***Essential Skills for Classroom Management*** available for all staff
- Provide meaningful positive relationships with all students
- Train staff in Marzano's- ***New Art and Science of Teaching***
- Explicitly teach all students what is expected in all environments of the college through our REDE lessons and the REDE matrix (see below).

Positive Behaviour Learning Expectations Matrix

REDE to learn

	Respect	Excellence	Diversity	Enjoyment
REDE to Learn in every part of the college. Expectations of all students.	RESPECT for ourselves, others and the environment by: <ul style="list-style-type: none"> • Allowing others to learn • Being safe • Following the college rules and instructions • Follow all adult directions. 	EXCELLENCE in learning by: <ul style="list-style-type: none"> • Attending every day and being on time • Always doing our best in all that we do • Wearing our uniform with pride • Effort equalling outcomes. 	DIVERSITY in the college by: <ul style="list-style-type: none"> • Being prepared and working together • Being a positive role model • Celebrating our differences • Representing KWSC positively in our community. 	ENJOYMENT and celebration through: <ul style="list-style-type: none"> • Celebrating success • Thinking positively • Being involved in college life.

- Reinforcement of our or REDE expectations on parades and during active supervision by staff during classroom and non-classroom activities
- Supporting staff in pro-active strategies of improving their pedagogical skills through Classroom Profiling and Instructional Rounds and coaching others.
- Regular communication with our community through principal updates, school newsletter and Facebook, enabling parents to be actively and positively involved in college behaviour expectations
- REDE Positive Behaviour Learning team members' regular provision of information to staff and parents and sharing successful practices
- Comprehensive induction programs in the Kawana Waters State College Student Code of Conduct delivered to new students as well as new and relief staff
- REDE values are embedded in the Health and Physical Education Curriculum through the personal and social capabilities curriculum. This forms basis of our social and emotional education program.
- A range of projects around the school and local area with members of the community are offered. Guest speakers are invited in to present about a range of topics related to our values of Respect, Excellence, Diversity and Enjoyment.
- Members of the Support Services team (Chaplain, Nurse, Police Officer, and Community Education Counsellor) meet weekly and work with staff to respond to data trends in student pastoral care.

The following programs are delivered every year:

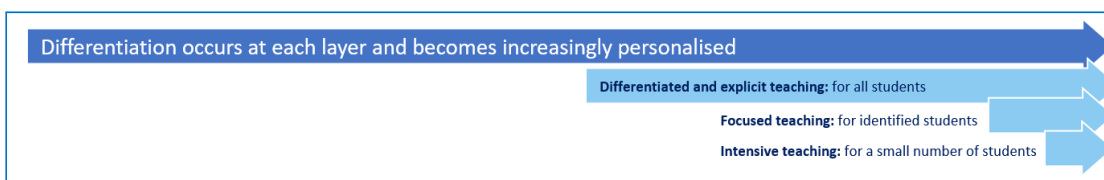
- *Think U Know* – cyber safety
- Brainstorm Productions – respectful relationships
- *Rock and Water* – all year 7 students – social emotional regulation strategies
- *You Can Do It* – resilience program

Differentiated and Explicit Teaching

Kawana Waters State College 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 Kawana Waters State College 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.



Every classroom in our school uses the REDE Expectations Matrix (page 14) 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.

Responding to Unacceptable Behaviour

Tier 1 Whole College Support

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Staff at Kawana Waters State College apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management.

Least intrusive strategies include:

- pre-correction
- prompts
- selective attending
- proximity
- non-verbal cueing.

When students' exhibit low-level and infrequent problem behaviour, the first response of college staff is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our REDE expectations.

Most intrusive strategies include:

- giving choices
- following through
- reset to re enter
- use of buddy class.

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 Kawana Waters State College to provide focused teaching. Focused teaching is aligned to the REDE Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Kawana Waters State College has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following programs to address specific skill development for some students:

- Rock and Water (targeted small groups)
- Better Man
- SHINE
- Challenge Trust Cooperation – Camp (targeted small groups)
- Bike Program
- Garden Program.

For more information about these programs, please speak with the Head of Department Student Services (Secondary) or Deputy Principal (Primary).

Tier 2 Targeted Behaviour Support

Students are identified through data as needing targeted behavioural support. Students requiring targeted support are managed by a line-manager (HOD, DP) who implements a variety of strategies to support them including:

- Use of behaviour data to accurately identify students requiring Tier 2 support
- Daily monitoring cards
- Seating plan
- Check in and Check out
- Targeted small group social skilling programs
- referral to Student Support Services
- Support education programs
- referral to Learning Enhancement
- Parental contact
- External counselling
- Students are provided with positive feedback via acknowledgements

All staff are provided with ongoing professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of the staff and of the students being supported.

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.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Tier 3 Intensive Behaviour Support

Kawana Waters State College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Support Services team/s work together with staff, parents/carers and community to manage and support students by;

- Parental meetings and involvement in support plans
- Work with other staff members to develop appropriate behaviour support strategies
- Restorative Justice conversations/meetings
- Individual Behaviour Support Plans (based on data) which enable staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Monitor the impact of support for individual students through continuous data collection
- Make adjustments as required for the student, such as a Part Time Education Plans (reduced timetables)
- Work with the Leadership Team to achieve continuity and consistency
- Work with parents and families to support students

- Case manage these students with a collaborative approach, linking with outside agencies for support
- External alternative programs.

Disciplinary Consequences

Kawana Waters State College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our College seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff are required to enter inappropriate behaviours onto OneSchool.

The College's approach is to unacceptable behaviour, what strategies can be implemented to provide opportunities for students to display appropriate behaviours and also how any student can achieve positive behaviours is detailed below.

The individual circumstances and actions of the student and the needs and rights of the school community members are considered at all times. The consequences for unacceptable behaviour endeavours to ensure that:

- are commensurate to the negative behaviour and there is a focus on the use of consequences to teach students appropriate ways to get their needs met
- students are encouraged to own their responsibilities through using Restorative Practices and alternative positive behaviours taught and modelled
- use of behavioural data is used to evaluate both the effectiveness of consequences
- school processes and decisions are clearly communicated to all relevant stakeholders ensuring the best outcome for our students and school community.

Minor and major behaviours

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

Minor Behaviours	
<ul style="list-style-type: none">• Minor problem behaviour is handled by staff members at the time it happens	
Minor behaviours are those that:	Minor problem behaviours may result in the following consequences:
<ul style="list-style-type: none">• Are minor breeches of the school expectations• Do not seriously harm others or cause you to suspect that the student may be harmed	<ul style="list-style-type: none">• Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)

<ul style="list-style-type: none"> • Do not violate the rights of others in any other serious way • Are not part of a pattern of problem behaviours • Do not require involvement of specialist support staff or Administration. 	<ul style="list-style-type: none"> • A re-direction procedure. The staff member takes the student aside and: <ol style="list-style-type: none"> 1. Names the behaviour that the student is displaying 2. Asks the student to name expected REDE behaviour 3. States and explains expected school behaviour if necessary 4. Gives positive verbal acknowledgement for expected school behaviour.
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Major Behaviours	
<ul style="list-style-type: none"> • Major problem behaviour may be handled by a staff member or referred directly to the College Leadership Team. 	
<p>Multiple Incidents of Minor Behaviour are those that:</p> <ul style="list-style-type: none"> • Follow the recording of persistent minor behaviours. 	<p>Single Incident - are those that:</p> <ul style="list-style-type: none"> • Significantly violate the rights of others • Put others / self at risk of harm • Require the involvement of school Administration.

When unacceptable behaviour occurs, students experience predictable consequences. Including is the use of reset and re-enter, Buddy Class, reflections rooms, detentions, community service and suspension.

Reset

Reset is a behaviour management strategy used by teachers to give a student short time away from their regular class/program/routine, to calm a student (no more than 10 minutes). It can also be used to reduce the frequency of a particular behaviour.

Reset Procedures:

All staff, students and parents are made aware of the appropriate use of, and procedures for, Reset. These include:

- Giving the student opportunity to re-join class at intervals of no more than ten minutes
- Provide the student with opportunities to complete assessments to fulfil educational requirements
- Ensure when using Reset as a management technique that it is consistent with:
 - Developmental stage of the student

- Any special needs that the student may have
- Ensuring the student is safe and under supervision at all times
- Ensuring emergency procedures are in place for students 'out of class'
- The regular review of Reset procedures, frequency of use with particular students, and effectiveness measured using data.

Buddy Class:

- used to temporarily remove students who are disrupting the learning and teaching environment (parent/carer contacted)
- is set up prior to incident with agreement between referring teacher and buddy class teacher
- still allows students to continue with class work or assessment
- ensures the student is safe and under supervision at all times
- is regularly reviewed for frequency of use with particular students, and effectiveness measured using data.

Reflection Room/Detentions:

- teachers are responsible for giving and supervising
- Lunchtime Detention for Lateness/Uniform/Truancy (Secondary)
- Afternoon Detention (Secondary) – Head of Department or Deputy Principal only
- Lunchtime Reflection Room (Primary)
- detentions can be given during the school day during breaks (20 minutes)
- out-of-school hours detention can be given and parents notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent. It is the parents' responsibility to arrange travel to and from the detention.

Community Service:

The Principal or delegated staff member reserves the right to select appropriate responsive strategies in accordance with relevant Legislation and Regulations.

Suspension:

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.

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 use to achieve this is to have students:

- Articulate the relevant expected school behaviour;
- Explain how their behaviour differs from expected school behaviour;
- Discuss who is affected by their choices;
- 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.

At Kawana Waters State College, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students also receive training in how to respond appropriately 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.

The disciplinary consequences model used at Kawana Waters State College 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 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
- Class wide 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)
- Detention

Focussed

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- 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:

- An Individual Behaviour Support plan based on data
- Part Time Education 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)
- 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 Kawana Waters State College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal or delegate 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 Kawana Waters State College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. 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. However it is considered an integral part of 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 One School, 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.

School Policies

Kawana Waters State College 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 Kawana Waters State College 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, e-cigarettes, 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 Kawana Waters State College can:

1. Search school property such as <u>lockers, desks or laptops that are supplied to the student through the school</u>	Prior consent is not required
2. Seize a student's <u>bag</u> 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	Prior consent is not required
3. In <u>emergency circumstances</u> 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)	Prior consent is not required

State school staff at Kawana Waters State College **cannot**:

4. Examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not	Consent required from student or parent
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authorised to unlock the phone or to read, copy or delete messages stored on the phone	
5. 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.	Consent required from parent or carer

Parents and carers of students at Kawana Waters State College

- 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 Kawana Waters State College 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 Kawana Waters State College

- 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 Kawana Waters State College 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, smart watches 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, Kawana Waters State College has determined that explicit teaching of responsible use of mobile phones, smart watches and other 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 mobile phones, smart watches or other devices at school or during school activities, are outlined below.

- phones to be turned to silent mode and out of sight or switched off in the classroom (unless given explicit permission to use them)
- on the Primary Campus phones must be signed into the office at the beginning of the day and signed out at the end of the day
- calls or text messaging is prohibited during class time on any device unless by prior arrangement with Administration
- no photos or video recording of any kind on student phones or devices (unless explicit permission for use for learning)
- head phones or ear buds are not to be worn when communicating with any school staff at any time on school grounds.

It is **acceptable** for students at Kawana Waters State College to:

- use laptop 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
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Kawana Waters State College to:

- 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 a normal camera would be considered inappropriate, such as in change rooms or toilets

- 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 Kawana Waters State College 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

Kawana Waters State College 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.

Kawana Waters State College has a Student Leadership Forum, with representatives from a number of year levels 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, and 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 sub group of the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and discourage 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 Kawana Waters State College 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 Kawana Waters State College 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 Kawana Waters State College 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.

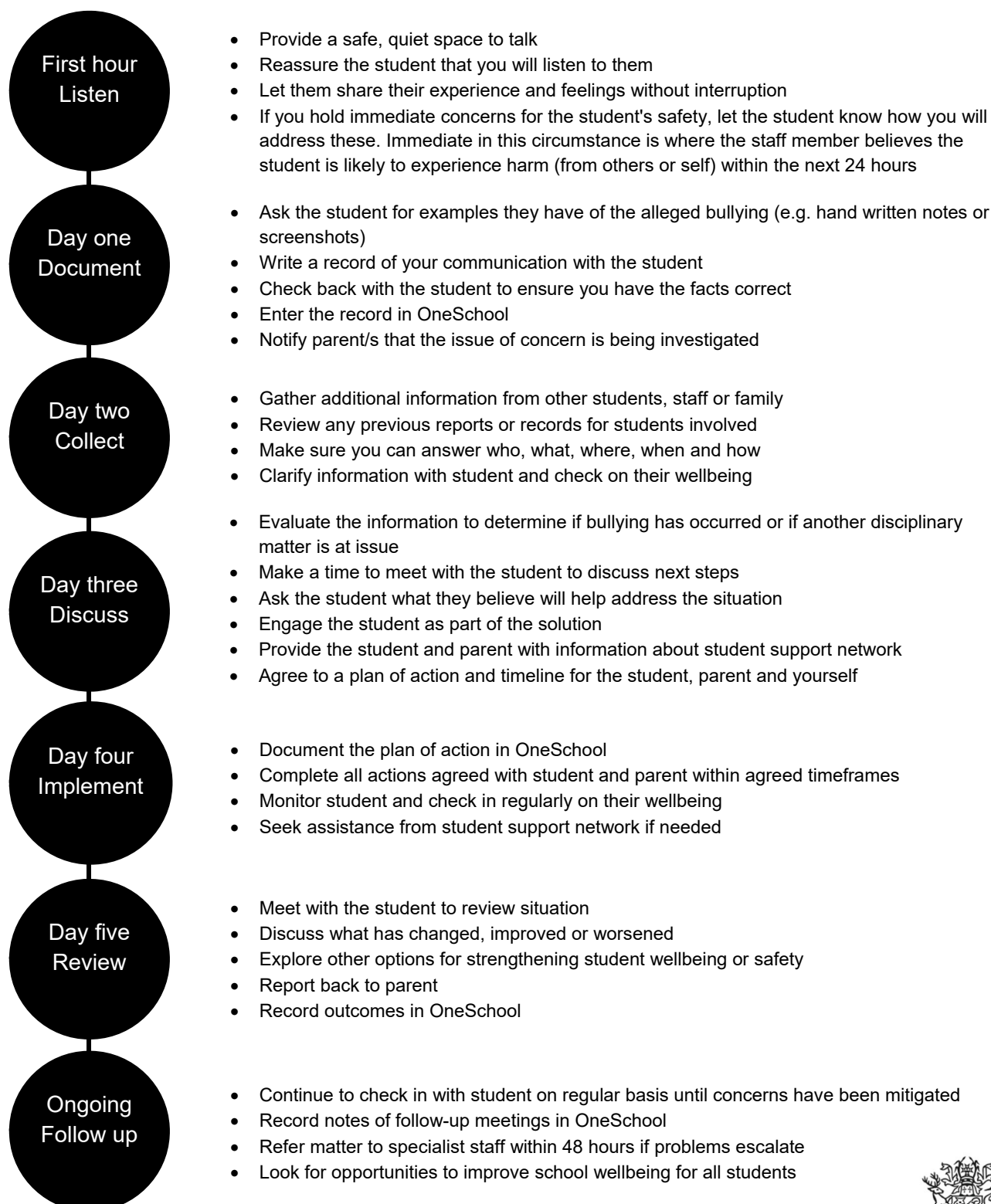
Kawana Waters State College - Bullying response flowchart for teachers

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 or Deputy Principal (Primary)

Year 7 to Year 12 – Form teacher or Year Level Coordinator or Deputy Principal or Head of Department Student Services (Secondary)



Cyberbullying

Cyberbullying is treated at Kawana Waters State College with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels). HODs or Deputy Principals can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying or email support@kawanawaterssc.eq.edu.au.

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 Kawana Waters State College 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 Deputy Principal or Head of Department Student Services.

Kawana Water State College - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

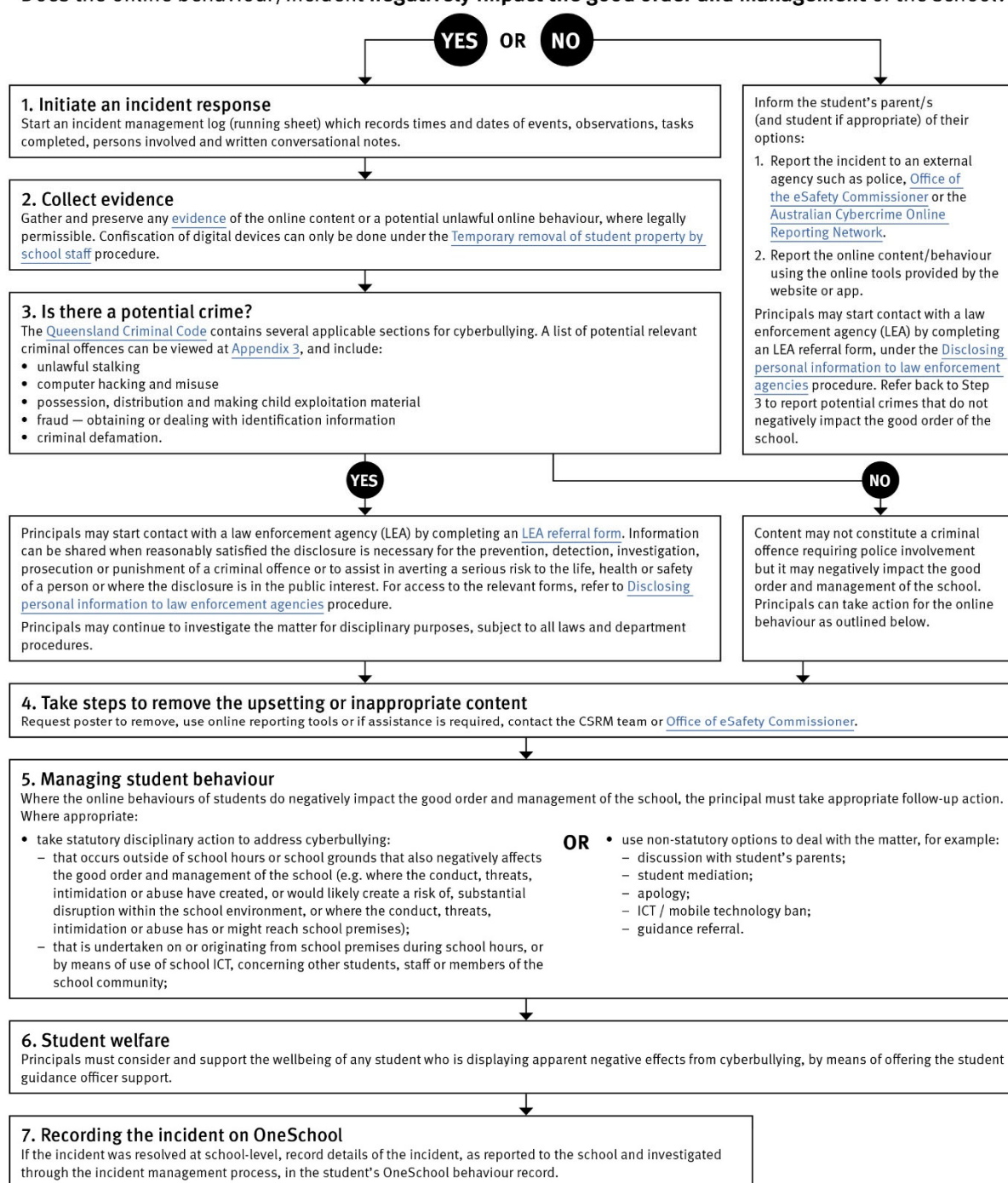
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



Student Intervention and Support Services

Kawana Waters State College 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 Kawana Waters State College 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 Kawana Waters State College 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.

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.

- Cancellation of enrolment
- 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

- [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](#)