KELSO STATESCHOOL

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

Kelso State School is committed to providing a responsible, respectful and safe learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

We aspire, as part of Kelso’s nurturing of a Supportive School Environment, to develop within children increasing levels of self-reliance enabling them to behave appropriately and to problem-solve interpersonal conflicts with minimal/appropriate adult intervention.

This Responsible Behaviour Plan for Students is designed to facilitate the highest standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The aim of our Responsible Behaviour Plan for Students is to provide focused learning opportunities that enable students to accept ownership of their behaviour and to develop a realization of the effect that their behaviour has on others. The plan endorses:

- promoting a supportive community to create a caring, productive and safe environment for innovative teaching and learning practice;
- promoting skills for lifelong learning;
- fostering mutual respect, constructive communication and relationships among all members of the school community;
- encouraging the development of responsible self-management skills;
- encouraging and providing opportunities for all individuals to participate in engaging educational and cultural activities.

The school endeavours to achieve this through programs which develop social skill and self-esteem building such as:

- Bullying- Bullying No Way Program;
- Sexual Harassment Guidelines and Protective Behaviours;
- Anti – Discrimination Guidelines.

Kelso State School is a PBL (Positive Behaviour for Learning) School and this is reflected in all aspects of our Responsible Behaviour Plan for Students.

2. Consultation and data review

The development of this plan was facilitated by Kelso State School’s PBL team, in collaboration with our school community. Consultation with parents, staff and students was undertaken through a variety of forums during 2015 to ensure informed and collaborative decisions were made.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents were integral elements used in the collaborative processes.

The Plan was endorsed by the Principal, the President of the P&C and (Assistant Regional Director or Executive Director (Schools) in December 2015, and will be reviewed in 2018 as required in legislation.
3. School Beliefs about Learning and Behaviour

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Kelso 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.

The Kelso Way (Every Day in Every Way we do things the Kelso Way) is based on our collective beliefs about behaviour and learning. Our core business is learning, and behaviour management in Kelso’s supportive school environment is based on the following beliefs drawn from models of behaviour:

**We believe that…**
- children in general choose their behaviours and have the capacity to be responsible for their own behaviour;
- all students can learn, enjoy learning and have the potential to succeed;
- all students have a right to learn and teachers have a right to teach without persistent disruption;
- all students can reach potential given an environment that suits their individual needs/backgrounds;
- learning is lifelong process and every situation is a learning situation;
- children learn at different rates and in a variety of ways;
- education is a community partnership involving teachers, students and parents; and
- teachers have a significant impact on children’s learning.

The Future is in our Hands: at Kelso State School our children learn to develop socially and emotionally guided by the National Framework for Values Education in Australian Schools.

We believe that building positive relationships with our children enables us to cater to individual needs and develop potential. At Kelso, we strive to create a learning environment that supports and respects the rights of students to learn, the rights of teachers to teach and the rights of all to be safe.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. This belief forms the basis of our school rules:

- **Be responsible:** be responsible for your own learning and behaviour;
- **Be respectful:** respect everyone’s right to learn;
- **Be safe:** always act in a safe and calm manner.

These 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.

Fundamental to the success of the Responsible Behaviour Plan is the decision to operate as a PBL school. Kelso’s commitment to **Positive Behaviour for Learning (PBL)** recognises that the engaged learning necessary to achieving positive future outcomes for all our students occurs best in a positive learning environment free from challenging social behaviours.

**We endorse the perspectives of PBL and the beliefs that:**
- children can learn to recognise and choose their behaviours;
- behaviours are learnt and children need to be specifically taught appropriate behaviours;
- children need to have a clear understanding of appropriate behaviour;
- children need limits and consequences for inappropriate behaviour;
- children are responsible for their behaviour and any subsequent consequences;
- children need positive recognition and support of appropriate behaviour;
- administrative and parental support is an integral part of behaviour management.
The success of PBL at Kelso State School is underpinned by:

- building a relationship of trust, mutual respect and friendship with children;
- having a challenging curriculum which is relevant to the needs and interests of all children;
- focusing on and reinforcing positive behaviours;
- having clear behavioural expectations, limits and consequences and communicating them;
- involving children in the development of behavioural expectations;
- ensuring consistency and persistence across the whole school community;
- skilling children to enable them to behave appropriately;
- ensuring all members of the community provide appropriate models of behaviour; and
- lessons are explicitly taught and focus rules are implemented as a result of whole school data and revised as necessary.

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

Parents/Carers are provided with a copy of the school’s Responsible Behaviour Plan and are specifically informed of the policy document when enrolling a student. Parents/Carers will be asked to sign in acknowledgement of being advised of the policy. In the event of a parent/carer refusing to sign acknowledgement, the Principal will advise of the policy and will sign in acknowledgement that this has been completed.

Roles

**Students:**
- participate actively in the school’s education program;
- take responsibility for their own behaviour and learning;
- demonstrate respect for themselves, other members of the school community and the school environment;
- behave in a manner that respects the rights of others, including the right to learn; and
- co-operate with staff and others in authority and members of the school community.

**Parents and Carers:**
- show an active interest in their child’s schooling and progress;
- co-operate with the school to achieve the best outcomes for their child;
- support school staff in maintaining a safe and respectful learning environment for all students;
- initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour;
- contribute positively to behaviour support plans that concern their child; and
- ensure their child attends school every school day for the education program in which the child is enrolled. Provide advice to school with reason for any non-attendance.

**Staff:**
- provide safe and supportive learning environments;
- provide inclusive and engaging curriculum and teaching;
- initiate and maintain constructive communication and relationships with students and parents/carers;
- promote the skills of responsible self-management; and
- reflect on their practice to ensure that their teaching is meeting the needs and learning styles of students.

**Kelso State School implements the following proactive and preventative processes and strategies to support student behaviour:**
- school newsletter items enable parents to be actively and positively involved in school behaviour expectations;
- PBL team members’ regular provision of information to staff, to support others in sharing successful practices;
- comprehensive induction programs in the *Kelso State School Responsible Behaviour Plan for Students* delivered to new and relief staff;
• individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
• “Big Buddy Programs” using senior students in playground and classroom settings to model and display appropriate behaviour and positive choices;
• development of specific policies to address:
  o The Use of Personal Technology Devices at School (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Including Cyberbullying (Appendix 2)

**Universal Behaviour Support**

**Positive Behaviour for Learning (PBL)** is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour. It is a whole school approach which details a process for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. With PBL at Kelso State School:

- expectations for student behaviour are clearly defined based on full staff input;
- effective behavioural support is implemented consistently by staff and administration;
- appropriate student behaviour is explicitly taught;
- positive behaviours are publicly acknowledged;
- problem behaviours have clear consequences;
- student behaviour is monitored and staff receive regular feedback;
- effective behavioural support strategies are implemented at the school-wide, specific setting, classroom, and individual student level; and
- effective behavioural support strategies are designed to meet the needs of all students.

**THE PBL INTERVENTION PYRAMID** effectively addresses the range of student behavioural needs, from those needing only minor support to those needing intensive in-depth supports.

**WHOSCHOOL**
Primary Prevention: School Wide Systems for all Students and Staff in all School Settings, including classrooms, designated play areas, grounds, etc.

**TARGETED**
Secondary Prevention: Specialized Group Systems for Students with at-Risk Behaviour

**INTENSIVE**
Tertiary Prevention:
Specialised
Individualised
Systems for Students

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

These expectations are communicated to students via a number of strategies, including:
• behaviour lessons conducted by classroom teachers;
• reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
Staff Professional Development and Training
Staff will be provided with ongoing access to professional development opportunities and will be involved in regular data analysis in order to implement successful behaviour management practices within the framework of PBL. Key staff within the school have been identified to provide and develop this training.

Reinforcing Expected School Behaviour
At Kelso State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Whole School Reward Systems include:

Kelso State School Gotcha Tokens
Gotchas are awarded to any students caught in the act of following the school rules. Gotchas can be awarded at any time and in any place by anyone. Staff members hand out Gotcha Tokens to students they observe following the school rules and displaying our school values in and out of the classroom setting. This reinforcement occurs continuously throughout the day. When teachers ‘catch’ a student following the rules they can give them a Gotcha token. When students are given a Gotcha they drop the slip in the class collection box.

Each class draws a ‘Gotcha’ from the box and then the student whose name has been drawn is publicly acknowledged at the whole school assembly which is held weekly. The students are then further identified in the school newsletter. The students are issued with a ‘Gotcha’ voucher which in Prep – Year 2, they take to the tuckshop to be exchanged for an ice cream, and Years 3-7 spend in the Rewards Room with the principal every Friday fortnight. The underlying values reflect the ethos principles of the school. Tallies are maintained on a weekly basis and used to promote ongoing success.

Positive Acknowledgement
The Gotcha token data is collected and reviewed weekly. Any classes that have NO RECORDED detentions for a calendar month is openly acknowledged in the school newsletter and on assembly. Classes who have had no recorded detentions are rewarded with a whole class school certificate or reward. On an individual basis, students are rewarded for having No Detentions or for Significant Improved Behaviour by attending the rewards room or class ‘break-up’ at the end of each school term.

Student of the Week
A Student of the Week from every class is celebrated on School Assembly each week. The Student of the Week awards reflect curriculum achievements, weekly PBL focus behaviours/lessons or the values that underpin the schools social ethos.

End of Term Class Rewards
At the end of each school term individual classes will celebrate student successes and achievements in the learning environment. Students who have had less than three Better Behaviour Room detentions in the term are able to participate in this event.

Teachers also have the option to discuss/conference individual class reward celebrations such as the completion of homework or achievement of goals as encouragement for students to engage in internal and external learning activities. This may be established as a year level goal to encourage unity or as an individual class.

Rewards Room
Kelso has a Rewards Room for students to engage in technology, games and activities under the supervision of teachers. The room is an incentive to encourage positive and appropriate behaviour within the school environment. It can be used to reward students who follow school, classroom or negotiated rules and goals. Access to the room is through the use of the ‘Booking Manager’ program.

Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.
Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first 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. Teachers will use a familiar script to redirect children by asking questions such as: “What are you doing? What should you be doing?”

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

Relating problem behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; or
- identify what they will do to change their behaviour to bring it in line with expected school behaviour.

Should problem behaviour be repeated, staff members do not repeat the discussion/explanation process, but simply remind the student of the consequences of their choices.
<table>
<thead>
<tr>
<th>Learning Time / Community Time</th>
<th>Break Time</th>
<th>Before &amp; After School / in the Community</th>
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<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
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<tr>
<td>• Follow teacher directions first time every time</td>
<td>• Follow teacher directions first time every time</td>
<td>• Use manners and friendly talk and keep put downs to yourself</td>
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<tr>
<td>• Use manners and friendly talk and keep put downs to yourself</td>
<td>• Use manners and friendly talk and keep put downs to yourself</td>
<td>• Use appropriate language at all times</td>
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<tr>
<td>• Use appropriate language at all times</td>
<td>• Use appropriate language at all times</td>
<td>• Respect others property</td>
</tr>
<tr>
<td>• Whole body listening when others are talking</td>
<td>• Play fairly: take turns, share equipment, invite others to join and follow the rules</td>
<td>• Respect the environment. Walk on paths and don’t drop rubbish</td>
</tr>
<tr>
<td>• Hand up to talk, wait for the teacher to say your name before speaking</td>
<td>• Include others and be co-operative</td>
<td>• Walk bikes and scooters when entering and exiting the school grounds and in front of the school at all times</td>
</tr>
<tr>
<td>• Respect others property and ask before you use it</td>
<td>• Treat people how you would like to be treated</td>
<td>BEFORE &amp; AFTER SCHOOL</td>
</tr>
<tr>
<td>• Show good audience manners</td>
<td>• Care for our environment and respect our trees &amp; plants and animals</td>
<td>• Get to school on time and leave school promptly</td>
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<thead>
<tr>
<th>Be Responsible</th>
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<tbody>
<tr>
<td>• Follow teacher instruction first time every time</td>
<td>• Follow teacher instruction first time every time</td>
<td>• Use appropriate Language at all times</td>
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<tr>
<td>• Use appropriate Language at all times</td>
<td>• Use appropriate Language at all times</td>
<td>• Wait to be dismissed from eating time, put rubbish in a bin and visit the tuckshop after the end of eating bell</td>
</tr>
<tr>
<td>• Be on time and prepared for learning</td>
<td>• Wait to be dismissed from eating time, put rubbish in a bin and visit the tuckshop after the end of eating bell</td>
<td>• Go to the toilet, get a drink and line-up after 1st bell and before 2nd bell</td>
</tr>
<tr>
<td>• Do your best work and be engaged</td>
<td>• If someone does something you don’t like:</td>
<td>• If someone does something you don’t like:</td>
</tr>
<tr>
<td>• Have all equipment ready tidy and organised</td>
<td>1 STOP (say stop with hand up)</td>
<td>1 STOP (say stop with hand up)</td>
</tr>
<tr>
<td>• Bring your homework every day</td>
<td>2 WALK (walk away)</td>
<td>2 WALK (walk away)</td>
</tr>
<tr>
<td>• Accept consequences and bounce back</td>
<td>3 TALK (tell the teacher on duty)</td>
<td>3 TALK (tell the teacher on duty)</td>
</tr>
<tr>
<td>• Walk responsibly around the school</td>
<td>• Use the toilet sensibly, conserve soap and water</td>
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</tr>
<tr>
<td>• Put newsletters and notes in your bag to take home</td>
<td>• • BEFORE &amp; AFTER SCHOOL</td>
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<table>
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<tr>
<th>Be Safe</th>
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<tbody>
<tr>
<td>• Follow instructions the first time every time</td>
<td>• Follow teacher instruction first time every time</td>
<td>• Keep hands and feet to yourself</td>
</tr>
<tr>
<td>• Use appropriate Language at all times</td>
<td>• Keep hands and feet to yourself</td>
<td>• Wait until asked to board the bus</td>
</tr>
<tr>
<td>• Keep hands and feet to yourself</td>
<td>• Wait patiently in single line for games and tuckshop</td>
<td>• Play on playground equipment only when a teacher is on duty</td>
</tr>
<tr>
<td>• Enter and leave the classroom in an orderly manner</td>
<td>• Walk sensibly on the cement</td>
<td>• Don’t talk to strangers</td>
</tr>
<tr>
<td>• Use equipment appropriately</td>
<td>• Play in the correct areas</td>
<td>• Walk across the road at the crossing only</td>
</tr>
<tr>
<td>• Ask for the teacher’s permission before you leave the room and always use a lanyard</td>
<td>• Use playgrounds and equipment safely (Remember, sticks and rocks are not for play)</td>
<td>• Follow pedestrian rules (walk on foot paths at all times)</td>
</tr>
<tr>
<td>• Walk sensibly in the classroom</td>
<td>• No hat, no play. Tied up shoes or no play</td>
<td>• Be safe on the near roads</td>
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(EVERY DAY IN EVERY WAY, WE DO THINGS THE KELSO WAY)
Ensuring consistent responses to problem behaviour
At Kelso State School, 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 about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. Teachers will use a familiar script when responding to behaviour e.g. “You have 2 choices”.

Whole school response systems are based on a three level process.
Kelso three step process in classrooms:
- Warning;
- Thinking Chair;
- Buddy Class.

Stop 1 2 3 in the playground
- Warning;
- Restricted Play / Restitution / Individual Play Plan;
- Better Behaviour Room.

Clearly defined four level process for managing behaviour:

<table>
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<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>Student self-managed</td>
<td>Positive Behaviour Reinforced 100% of students</td>
<td>Behaviour Support Approx 80% of students</td>
<td>Intensive Behaviour Support Approx 5% of students</td>
</tr>
</tbody>
</table>

| One person involved | Teachers to use professional judgement about parent involvement. | Parent involvement | Parent involvement mandatory |
| Class room teacher or Playground teacher | | | |

| Two people involved | Teachers use professional judgement about parent involvement. | Parent involvement | |
| Buddy teacher | | | |

| Better Behaviour Room | Parent involvement | Targeted Behaviour Support Approx 10 -15% of students |
| | | |

| Principal or Deputy Principal | Parent involvement mandatory | |

**Note:** At any stage before Level 4, teaching staff may seek informal support from the SST (Student Support Team), Guidance Officer or Administration team.

Targeted Behaviour Support
At Kelso State School we provide targeted support for student behaviour in class and the playground through the development of **Individual Behaviour Support Plans**.

The process of developing an **Individual Behaviour Support Plan** is a dynamic and ongoing process involving all stakeholders (student, parents/carers, classroom teacher and administration). To ensure that all students are learning, the strategies being implemented are constantly modified and adapted. Parents are kept informed as to the progress of their child and the strategies being used to maximise their child’s potential.

A team approach is utilised to support students who may need more targeted behaviour support. This is the Student Support Team (SST).

Case management is shared across members of the SST (Student Support Team). Members and case managers monitor specific students at risk. Strategies are implemented utilising all necessary human resources to support identified students. All stakeholders are involved in this process including the classroom teacher.

Positive reinforcements, curriculum adjustments, direct human resource support and open communication are the key elements in supporting student’s behaviour so that improved outcomes are achieved.
Whole School Programs for Targeted Behaviours
Kelso State School’s whole school approach includes the adoption of specific stance on a range of unacceptable behaviours including bullying.

**Bullying** involves a series of hurtful actions by the bully to the victim over a period of time. Actions may be verbal (such as name-calling, teasing), physical (punching), psychological (silent treatment, death stares, spreading rumours) and threats (extorting money) and usually the victim has difficulty in coping with such attacks.

Kelso State School has adopted a very visual **Bullying, No Way** approach. The school has implemented the, proactive **Bully Prevention in Positive Behaviour Support** classroom activities which are aimed at supporting students who are both victims and perpetrators.

The incident of **cyber bullying** is an integral part of this program in the school. Any inappropriate use of social media is addressed within the Responsible Behaviour Plan for Students. Social media such as Facebook, Twitter, Skype etc. on electrical devices such as phones, PC’s, tablets, iPod’s or iPads is not acceptable, and may result in suspension or exclusion from school. See Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying) *(Appendix 2)*

Parent and community involvement is also an important aspect of the program.

As most bullying occurs in the playground, student involvement is essential. Students are more likely to be aware of and be witness to bullying if they have been taught to identify bully behaviours.

Students at Kelso understand that they can:
- Inform teachers of places in the school grounds where bullying occurs;
- Inform the classroom teacher or playground duty teacher where children are being bullied;
- Witness incidents of bullying and report:
  - Who was bullying;
  - Who was being bullied;
  - What happened;
  - Where the incident took place;
- Offer support and friendship to the child who has been bullied; and
- Understand that telling the teachers is not “dobbing”.

**BULLYING POLICIES :**
- Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying) – *(Appendix 2)*
- **BULLYING NO WAY!** *(Appendix 3)*

**Intensive Behaviour Support**

Students who are considered seriously at risk of significant educational under-achievement or interruption to teaching and learning in any classroom as a result of inappropriate behaviour are supported by implementing an **Individual Behaviour Support Plan** that is overseen by a case manager, usually an administrator, consulting with all stakeholders.

The **Individual Behaviour Support Plan** (which includes a Risk Assessment Form and Intervention Strategies), is designed for students requiring intensive behaviour support. It identifies what hazards exist, what harm may result and to whom, and what the consequences will be if an incident does occur. It is developed by the classroom teacher and is revised in conjunction with other members of the Student Support Team. It will include some or all of the following controls:

1. **Eliminate** - some activities during the day may need to be eliminated if the risks cannot be controlled e.g. before school, unstructured time.
2. **Substitute** - lower risk activity with the same educational outcome e.g. delay the arrival to school till class time.
3. **Redesign** - change or reorder activities e.g. structures/supervised activities at lunchtime e.g. a play plan.
4. **Isolate** - provide clear instructions to students at the start of an activity e.g. have a daily plan visible.
5. Administration Controls - plan and coordinate each phase in the day e.g. clearly communicated Behaviour Monitoring Card, with student support team, student (individual and class where necessary), parents and any classroom helpers who may work with the child.

The process is managed by the Student Support Team (SST). This team collaboratively discusses, collates data, refers to Guidance Officer, including appropriate external agencies if necessary and the case manager liaises with parents/carers throughout the process.

An Individual Behaviour Support Plan is designed, implemented, utilised and modified as necessary to support the student at risk.

5. Emergency responses or critical incidents

Professional discussions with Kelso State School staff reinforce their understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. Staff are provided with information regarding critical incident procedures at staff induction and annually as an ongoing review of school operations.

**An emergency situation or critical incident** is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action.

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

In such situations, the following guidelines apply:
- have an established process for calling for assistance;
- avoid escalating the problem behaviour;
- maintain calmness, respect and detachment;
- approach the student in a non-threatening manner;
- only use restraint as a last resort and if you are trained;
- follow through;
- debrief.

**Basic defusing strategies**

**Avoid escalating the problem behaviour**

Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

**Maintain calmness, respect and detachment**

Model the behaviour you want students to adopt, stay calm and controlled, use a serious yet measured tone, choose your language carefully, avoid humiliating the student, be explicit, clear and concise and avoid responding emotionally.

**Approach the student in a non-threatening manner**

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

**Follow through**

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

**Debrief**

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. See Debriefing Report. ([Appendix 4])
In the event of an extreme critical incident, staff are encouraged to complete a Critical Incident Report (Appendix 5) and save it on One School. Following a critical incident, staff are supported and provided with debriefing opportunities which may involve the school Guidance Officer, chaplain or outside agency support.

**Physical Intervention**
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; and
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Kelso State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation; and
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident report (One School and Appendix 5)
- Health and Safety incident record (link)
- Debriefing Report (for student and staff) (Appendix 4)
- Risk Assessment Form.
6. Consequences for unacceptable behaviour

KELSO STATESCHOOL

FLOW CHART FOR ACTION

Level 1

Instruction given
E.g. “Open your book and begin writing, thankyou”

Level 2

Redirection to task,
Proximity, non-verbal, verbal prompt
E.g. “Do you need help with anything?” or “Do you understand?” Approach student, restate expectation or tap work.

Offer Choice
E.g. “I’ve asked you to start work. If you choose not to, you will move to the next step and be on step 1.” OR “You need to start your work. If you choose not to, you will need to go to the thinking chair.”
Allow 1 minute take up time. Praise children doing the right thing. Be specific.

Thinking Chair
Say to student, “You need to go to the Thinking Chair.”
Write student’s name on the board. Allow 1 minute take up time. Reflection time of 5mins then offer choice to re-join the class.

Buddy Class
- Student returns to class after 20 minutes and has short discussion with teacher and begins work.
- Class Teacher records incident on One School.

Level 3

Non Compliance- refusal to go to buddy class
- Make the statement, “You are refusing to follow my instructions. There will be a consequence, which I will discuss with you later.”
- Turn and walk away.
- Inform Admin who will support you reinstating the process.

ESCALATION TO LEVEL FOUR BEHAVIOUR
TO BE DEALT WITH BY ADMINISTRATION

Level 4

Major Non Compliance: go directly to Administration

Compliance: Student starts work 😊
Non Compliance: Student not engaged in task 😍

1. Parents informed.
2. Missed work completed.
3. Lost learning time restored through negotiation with family.
4. Re-Entry to class.
<table>
<thead>
<tr>
<th>SCHOOL VALUES</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVE SCHOOL RULES ⇒⇒ ⇒⇒</td>
<td>• Discuss behaviours with student</td>
<td>• Discuss behaviours with student</td>
<td>• Discuss behaviours with student</td>
<td>• Record name and behaviour</td>
</tr>
<tr>
<td>S</td>
<td>• Optional logical consequence</td>
<td>• Record name and behaviour</td>
<td>• Record name and behaviour</td>
<td>• Public Service / Restitution</td>
</tr>
<tr>
<td>L</td>
<td>• No recording in Duty Folder e.g. -walk with teacher -pick up litter -sit out and watch play -go back and walk -play in undercover area only</td>
<td>• Immediate logical consequence e.g. -walk with teacher -pick up rubbish -sit out and watch play -go back and walk -play in undercover area -remove object</td>
<td>• 20 min detention/BBR</td>
<td>• Administration Intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Parent notified via Behaviour Management Record Sheet</td>
<td>• Follow up sessions by Admin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Public Service / Restitution</td>
<td>• Parent notified / Interview held if required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Behaviour contract if required</td>
<td>• 20 minute detention in office</td>
</tr>
</tbody>
</table>

### SCHOOL VALUES

<table>
<thead>
<tr>
<th>SCHOOL VALUES</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF ESTEEM</td>
<td>• Be Safe 1. Work and play safely</td>
<td>• Be Safe 2. Always be in the appropriate area</td>
<td>• Be Safe 3. Follow supervisor’s directions first time and act respectfully at all times</td>
<td>• Be Respectful 4. Use non-abusive and non-threatening language</td>
</tr>
<tr>
<td></td>
<td>• Be Responsible 5. Be prepared for learning</td>
<td></td>
<td></td>
<td>• Be Respectful 6. Care and appropriate use of all personal and school property</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Care</td>
</tr>
</tbody>
</table>

#### LEVEL 1 - SCHOOL RULES

**R1:L1**
- Not wearing hat / shoes correctly
- Running on paved areas or around buildings
- Eating gum/lollies
- Sitting on port racks/tables
- Shoelaces untied

**R1:L2**
- Spitting on the ground
- Throwing objects at ground
- Carrying sticks
- Rough play
- Riding bike/skateboard/scooter/roller blades on school grounds

**R1:L3**
- Bullying: physically bullying, threatening or excluding
- Actions that resulted in an injury
- Deliberately hurting or intending to hurt
- Damaging other student’s clothing
- Throwing objects with potential to hurt
- Spitting on others or school property

**R1:L4**
- Possession of unlawful objects or substances
- Having dangerous objects at school eg matches, knives, screwdrivers
- Violent acts causing injury
- Throwing objects causing injury

#### LEVEL 2 - SCHOOL RULES

**R2:L1**
- Not waiting in Main CPA before 8.30am
- Playing on play equipment before or after school

**R2:L2**
- Eating outside of area
- Walking and eating
- Playing in and around toilets
- Leaving desk for inappropriate reason

**R2:L3**
- Being in an out of bounds area
- Playing outside own play area
- Playing on adventure playground, courts or oval before school
- Leaving room without permission

**R2:L4**
- Leaving school grounds during school hours

#### LEVEL 3 - SCHOOL RULES

**R3:L1**
- Ignoring a direction

**R3:L2**
- Repeated offence

**R3:L3**
- Continual insolence / disobedience

**R3:L4**
- Deliberate physical, verbal or written abuse

#### LEVEL 4 - SCHOOL RULES

**R4:L1**
- Responding with disrespectful tone

**R4:L2**
- Hostile to others e.g. pulling faces, laughing/pointing at, low level name calling

**R4:L3**
- Swearing at someone causing offence
- Offensive actions, verbal/written comments
- harassment/teasing/ threats
- Encouraging someone to break a rule

**R4:L4**
- Deliberate verbal or written abuse (including MSN, email and text).
- Deliberate harassment towards others
- Creating/spreading malicious rumours

#### LEVEL 5 - SCHOOL RULES

**R5:L1**
- Not wearing correct school uniform (studs, sleepers, watch, signet ring are acceptable)
- Bringing inappropriate toys to school

**R5:L2**
- Late to class
- Not seated and lined up ready for class after second bell
- Mobile phone not handed in to Office
- Loitering after school
- Playing with toys in class

**R5:L3**
- Work refusal
- Inappropriate use of toys / iPod’s etc.

**R5:L4**
- Continuous refusal to work
- Use of mobile phone during school hours
- Stealing items

#### LEVEL 6 - SCHOOL RULES

**R6:L1**
- Littering
- Inappropriate use of resources e.g. water, paper, paint
- Jumping and swinging off school structures

**R6:L2**
- Unnecessary movement of property and fixtures (pushing, pulling, touching, kicking)
- Engaging with or causing harm to wildlife in school grounds

**R6:L3**
- Touching / using others’ or school’s property without permission
- Misusing own property/equipment
- Misusing toilets – running, playing and using soap inappropriately

**R6:L4**
- Stealing items
- Vandalsing school or private property
- Misuse / fouling of toilets or deliberate vandalism making environment unsafe for public use
WHOLE SCHOOL RULES
Our vision of the school is one where children can have fun, learn and interact with their peers in a safe and co-operative environment.

We believe that at Kelso State School:
- **everyone has the right to:**
  - feel safe, cared for and respected;
  - learn and play without disruption.
- **everyone is expected to:**
  - be responsible for their own behaviour;
  - respect the rights of others.

To help ensure a safe, supportive environment, the following co-operative behaviours are essential both in the classroom and the playground.

All children will:
1. follow supervisor’s directions first time, every time and be respectful;
2. work and play safely;
3. use non-abusive and non-threatening language;
4. be prepared for learning;
5. use all property or equipment appropriately;
6. always be in the appropriate area

Each week teachers will be required to teach a PBL focus behaviour expectation in accordance to the Kelso State School: School Expectations Chart.

INDIVIDUAL CLASSROOM MANAGEMENT PLANS (CLASSROOM RULES)
The school requires that each teacher, taking into account their particular class, develops a classroom management plan which meets the following criteria:
- clear observable behavioural expectations;
- up to four or five rules framed in a positive manner (displayed in the classroom);
- a systematic approach to the reinforcement of appropriate behaviour;
- a set of logical, appropriate consequences which progress from least intrusive to most intrusive and are not psychologically and physically harmful. First intervention must be a warning/reminder: e.g. questioning, name, notes. A severe clause must be included which outlines the consequences for extreme behaviour;
- detention as a consequence should only be used in the latter stages of the plan;
- plan is to be submitted to administration for approval;
- a copy of the plan needs to be clearly labelled and available for relief staff to view.

Recommendations
- Involve children in negotiating behavioural expectations, rules and possible consequences.
- Ensure that rules, consequences and rewards are clearly understood by children and revised frequently. i.e. display rules in written form, discuss, model and role play them often

INDIVIDUAL PLAYGROUND BEHAVIOUR RECORDS
Each day a list of the children in each class who have engaged in unacceptable behaviours (level 3 and above on School Behaviour Record) during breaks, will be placed in each teacher’s pigeon hole in the staff room after school. The incident must be discussed with the student and then written onto a ‘green behaviour record card’ and given to the student to complete his/her consequence. Following the completion of the consequence all information must then be entered into Education Queensland ‘One School’ data program. It is the class teacher’s responsibility to enter all class and playground behaviour incidences into One School.

In the event where a specialist teacher (Music, PE, LOTE, etc.) is the issuer of a ‘green behaviour card’, it is their responsibility to enter all the details of the incident into the student’s One School profile. The upkeep of these records is vital because all decisions concerning children’s behaviour will initially refer to these records for accurate and current information.
THE WHOLE SCHOOL PLAN IN PRACTICE

The plan consists of a two phase approach.

LEVEL 1 BEHAVIOURS
These behaviours are generally perceived.

In the classroom
The supervisor will initially give a reminder for any first offence involving a level 1 or 2 behaviour and then apply consequences in accordance with the classroom management plan with each succeeding level 1 or 2 behaviour.

In the playground
The supervisor will speak to the student regarding the breach, but recording is not necessary.

No further follow up is required other than normal classroom reminders or discussions concerning school rules, particularly where a specific behaviour is being frequently reported. Class teachers need to ensure students are aware of any breaching of these levels.

LEVEL 2 BEHAVIOURS
These behaviours are potentially serious.

In the classroom
These behaviours are acted upon as outlined in Level 1 above.

In the playground
The supervisor on playground duty will record the child’s name and the behaviour in the duty folder.

LEVEL 3 BEHAVIOURS
These are serious behaviours and will result in the supervisor, both in the classroom and in the playground, recording the name of the child and the behaviour. These behaviours must be investigated before a detention is issued. The child will later be issued a BM Record Sheet by their classroom teacher, once the teacher receives notification, and have 20 minutes detention the next day. Parents will be notified via the BM Record Sheet. When children repeatedly use the same Level 1 or 2 behaviours, despite reminders, this is to be treated as continual disobedience (R1 L3).

IMPORTANT
If the Behaviour Management Record Sheet is not returned within two school days, the classroom teacher must ring the parents to ensure that they are aware of the detention issued.

It is the class teachers’ responsibility to complete the BM Record Sheet. The incident details need to be written on the sheet so that the parents/guardians get a clear picture of what the incident entailed.

LEVEL 4 or SEVERE CLAUSE BEHAVIOURS
These are very serious behaviours and will result in the supervisor, either in the classroom or in the playground, referring the incident to an administration member immediately. The student will be escorted to the office so that the matter can be investigated, dealt with and appropriate follow up and/or consequences can be applied. The administrator is to contact the parents. The class teacher or administrator is to complete the BM Record Sheet.

RECOGNITION OF APPROPRIATE BEHAVIOURS

In managing children's behaviour, it is essential that a balanced approach be followed. The crucial factor in managing behaviour is what we do, when children exhibit appropriate behaviour. An over-reliance on limit setting / undesirable consequences is adopting a hostile approach to children and is in no one’s best interest and is likely to result in ineffective behaviour management.

Therefore it is strongly recommended that recognition of appropriate behaviours occur frequently.

Some suggested approaches are:

- verbal recognition i.e. giving feedback on specific behaviours with every child receiving praise every day, where possible;
- issuing of positive slips and certificates;
• whole school recognition e.g. certificates given on assembly, celebrating in school newsletter; positive notes home to parents with every child receiving this kind of recognition every week where possible;
• quiet achievers morning tea; and
• positive recognition from administration.

These are to be recorded on One School.

BEHAVIOUR MANAGEMENT PLAN – PHASES

PHASE 1

This phase involves the implementation of school and classroom rules.

PHASE 1 CONSEQUENCES

The non-compliance flow chart for action/steps is undertaken in the classroom or teaching environment. Consequences range from verbal reminder/redirection to a 20 minute Better Behaviour Room session. At all steps children are reminded of the consequences that will follow further misbehaviour.

PHASE 2

Children are placed in this phase if they have been to Better Behaviour Room four or more times in one calendar month, or if they have been involved in a severe behaviour incident that has been addressed by administration and is considered above a level three consequence.

PHASE 2 CONSEQUENCES

The consequences for this phase are discussed with all stakeholders and school administration shares with the student actions to be taken.

STEP 1

• withdrawal from three full play sessions and supervised by administration;
• a play plan is written up for 5 days and is to be signed by teacher, parent and administrator.

Progression beyond Step 1 is subject to review by administration and is not necessarily step by step. Students in Phase 2 are monitored by the class teacher and school administrators. Play Plan strategies are often put into place to support students in Phase 2 during the monitoring.

If students enter Phase 2 on three separate occasions during the school year, suspension may result. Suspension will be determined on each individual student case. All stakeholders will be kept informed of progress of students in Phase 2 by Administration.

BEHAVIOUR MANAGEMENT RECORD SHEET (Green Card)

Whenever a Level 3 or 4 behavioural consequences is applied, whether as a result of classroom incidents or due to a playground infringement, a Better Behaviour Record Sheet (Appendix 6) is issued by the class teacher to the child/children involved. The sheet must record the child’s name, the class, the date, the teacher’s name, referring teacher’s name, the reason for the consequence and whether the incident occurred in the classroom or the playground. All Better Behaviour Room consequences are of 20 minutes duration and are supervised in a classroom at first break from 11:00am-11:25am daily (allowing 5 minutes to transition to the Better Behaviour Room from eating areas).

A 20 minute detention can result from any:

• Level 3 or Level 4 behaviour in the playground or in the classroom;

In addition to a 20 minute detention, a behaviour contract can result from any:

• Level 4 or severe clause behaviour in the playground or the classroom;
• four occurrences in a month of the same Level 3 behaviour in the playground or the classroom.

RECORDING BULLYING

If a student is involved in any type of bullying towards another student/s, the class teacher must complete the Incident Report on One School.

Administration to provide verbal/written feedback to referring teacher.
1st Referral:
Student to discuss incident with administration staff and the student will complete a 20 minute Better Behaviour Room detention.

Further referrals:
- staff will refer the student to administration if further incidences occur involving the same student;
- students bullying will be monitored;
- administration and school staff to support the student bullying and the victim;
- administration staff will contact parents involved in any bullying issues and continue to liaise with all stakeholders;
- administration staff to support class teacher and class if necessary;
- classroom teacher to track data involving bullying referrals.

CONFISCATION OF BANNED ITEMS
Students in possession of banned or inappropriate items will have them confiscated and returned at the end of the day or directly given to their parent or guardian. See Temporary Removal of Student Property by School Staff (Appendix 7).

GROUNDS FOR SCHOOL DISCIPLINARY ABSENCE (SUSPENSION)
- Disobedience
- Misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school or state schools.

There are two types of suspension: 1-10 days and 11-20 days.

The principal will consider
- the welfare of the student, teachers and other students;
- immediate suspension where the safety of staff and students is considered at risk; and (Discussions with student and parents will be held as soon as possible after the student is suspended); and
- that suspension must be completed in the current year.

If reasonably satisfied that grounds for suspension exist, the principal may suspend a student for
- not more than 10 school days or;
- more than 10 school days, but no longer than 20 school days.

If suspension occurs, the principal will give the student a written notice stating
- that the student is suspended;
- the reason for the suspension; and
- the period of the suspension.

If suspension is for more than 10 school days the notice will also state:
- that the student may make a submission against suspension to the principal’s supervisor; and
- the way in which the submission may be made.

Alternate Education Program
If a student is suspended for more than 10 school days, the principal will coordinate:
- arrangements for placing the student in an alternative educational program; and
- a meeting, including parents and student, to discuss an alternative program for the student.

Outcomes for this meeting will be
- management of the student’s suspension;
- strategies to address the student’s behaviour difficulties and learning needs; and
- strategies to assist the student’s re-entry to school.
Following formal suspension:
- students who have been on a suspension, their parents and relevant school staff need to
- attend a re-entry meeting before the student can return to school;
- at this meeting, a re-entry plan will be discussed to support the student’s re-entry into the school.

**GROUNDS FOR EXCLUSION**

The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student’s disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. These may include:
- persistent physical and verbal misconduct
- excessive physical and verbal misconduct
  - fighting resulting in serious injury
  - use of inappropriate and highly sexualised language towards staff and students
- ongoing disruptive behaviours prejudicial to the good order and management of the school
  - persistent disruptive classroom behaviours
  - persistent refusal to participate in program of educational instruction
  - property misconduct (serious vandalism to school property)
  - substance misconduct

Additionally, the principal can suspend with a proposal to exclude for the student’s contravention of a behaviour improvement condition. The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

**GROUNDS FOR CANCELLATION OF ENROLMENT**

The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

**DISCIPLINE IMPROVEMENT PLAN**

A Discipline Improvement Plan is an option to be used only when the student’s behaviour warrants grounds for exclusion i.e. if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour.

### 7. Network of student support

A network of personnel and support programs, both internal and external provide support for students at Kelso State School.

Kelso State School Student Support Team meets fortnightly to consider student needs and coordinate support services listed below:

<table>
<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>DISTRICT &amp; OTHER E.Q. SERVICES</th>
<th>COMMUNITY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Officer</td>
<td>Behaviour Support Teacher</td>
<td>Department of Communities (Child Safety Services)</td>
</tr>
<tr>
<td>HOC</td>
<td>Senior Guidance Officer</td>
<td>Child and Youth Mental Health</td>
</tr>
<tr>
<td>Parents</td>
<td>Advisory Visiting Teachers</td>
<td>St Vincent De Paul Communities Program</td>
</tr>
<tr>
<td>Teachers</td>
<td>Access to Behaviour Management Funding</td>
<td>Red Cross/ Lifeline</td>
</tr>
<tr>
<td>ST:L&amp;N</td>
<td>Alternative Schooling Provisions</td>
<td>PCYC</td>
</tr>
<tr>
<td>Support Staff</td>
<td>School Chaplain</td>
<td>Qld Health Services (Nurse)</td>
</tr>
<tr>
<td>HOSES: Special Education Program</td>
<td>Visiting School Nurse</td>
<td>Qld Disability Services</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td>Adopt - A - Cop</td>
</tr>
<tr>
<td>Student Support Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous Support Teacher</td>
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</tbody>
</table>
Online support services are available through the Bullying No Way website www.bullyingnoway.com.au.

PLAYGROUND RECREATION PLAN

With approximately 500 Students in Prep – Year 6 wishing to access space for before, after school activities and morning tea and lunchtime pursuits, there is a need to identify appropriate play zones, activities and equipment to maximise student outcomes in a safe and supportive environment.

These coloured play zones have been identified where students in each sector: Prep, Years 1-2, 3-4, and 5-6 can play, using a variety of play equipment that can be borrowed from a borrowing room accessible to the junior and senior areas of the school. This play equipment is managed by a teacher with the year 6 sports house captains rostered on duty during play times. Sports equipment is lent out so students can have access to a variety of available activities and resources during break times. Administration oversees the purchase of new resources to build upon and maintain equipment.

Each play zone has an open area, a covered area and an adventure playground. The Year 3/4, 5/6 students have access to a multipurpose court. Sufficient seating is also available for students.

The computer lab and library are locations where extra curriculum lunch time activities operate. Both locations provide students with a place to go to if they wish to chat to a teacher or engage in quiet inside activities.

The Concept

- Students will be encouraged to pre-plan recreation time, have access to resources/equipment and utilise the most appropriate play location within their zone for the activity/game selected.
- Class teachers will encourage ongoing ‘discussions’ around the concepts of activity identification, sharing, choice of location, sun safety, conflict resolution, bullying strategies, games rules and school rules.
- Teachers will consult with the HPE Specialist if necessary to identify and introduce new game skills to assist with lunchtime play.
- Students will also be challenged regularly in class and via school assemblies and newsletters to develop and maintain attitudes and behaviours that value care, cooperation, sharing of resources, and personal responsibility for equipment that has been borrowed. Incentives can be introduced to promote responsibility.

The Recreation Plan is reviewed regularly so that proactive strategies can be included to continue to improve outcomes for students during playtime.

Big Buddies

- A group of senior children from year 5 and 6 will be trained in peer mediation/conflict resolution as part of the Big Buddies Program each year (Terms 2 and 4).
- These children will be rostered on in the prep and junior playground and provide support and friendship to junior school children, helping them to deal with conflict and other issues arising during playtimes.
- These children provide excellent role modelling to younger children, facilitating effective communication, listening, assertiveness and problem solving.
- The Big Buddies Program also provides a means for awareness raising and reducing bullying in the school culture.

Sports Equipment Borrowing Program and Extra Curricular Activities

Sports equipment is available for students in Years 1-2 and 3-6 to borrow and participate in sporting games and activities over the first play session. These include a variety of balls for games such as soccer, basketball, football and netball, cricket sets and a variety of hand-eye co-ordination equipment.

Over the course of the year the following alternative activities may also be offered to students: Auskick, interschool sport, fitness sessions, instrumental music, Student Representative Council, Big Buddies, Litter Busters and Reef Guardian.

Students and parents are advised when these opportunities to participate become available.
8. Consideration of Individual Circumstances

It is vital that individual differences are taken into account when supporting students e.g. life experiences, family background, culture, academic and physical abilities, emotional wellbeing, gender, race, socio-economic situation and impairment.

At Kelso State School, ‘The Kelso Way’ is paramount within our school community – we aim at promoting good quality education so that excellent student outcomes are achieved to prepare our students in becoming valued members of our wider community. When supporting students at risk with behaviour the needs and wishes of our school community are considered before individual student support is implemented.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Kelso 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
- 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.
- ensuring 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 and taking into account factors including:
  - intent of the action;
  - degree of provocation;
  - level of remorse;
  - severity of incident;
  - previous behaviour record;
  - availability of reliable evidence; and
- ensuring consequences meet and reflect the ideals of natural justice and logical consequences.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Child Protection Act 1999
- Criminal Code Act 1899
- Crime and Misconduct Act 2001
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Evidence Act 1977
- Public Interest Disclosure Act 2010

10. Related policies

- Safe Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
• Student Dress Code
• Student Protection
• Hostile People on School Premises, Wilful Disturbance and Trespass
• Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions
• Acceptable Use of Department’s Information Communication and Technology (ICT) Network and Systems
• Managing Electronic Identities and Identity Management
• Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• Temporary Removal of Student Property by School Staff

11. Some related resources

• National Safe Schools Framework
• National Framework for Values Education in Australian Schools
• National Framework for Values Education in Australian Schools – Queensland
• National Safe Schools Week
• Bullying. No Way!
• Mind Matters
• Positive Behaviour for Learning
• Code of Conduct for School Students Travelling on Buses

Endorsement

Principal _______________ P&C President _______________ Assistant Regional Director _______________

Date effective:

from __________________________ to __________________________
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras, mobile phones, tablets, iPads or iPods to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary action.

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

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

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

Personal Technology Devices
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. Devices must be handed into the school office upon arrival to school and will be returned at the end of the school day.

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

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

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:
- recording and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording
are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the classroom teacher who will refer to Administration.

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 2

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

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

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

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

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

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

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again. 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.

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

Prevention
8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   • Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
• All students know the school rules and expectations. Students have been taught the expected behaviours attached to each rule in all areas of the school.
• All students have been or are being taught the specific routines for non-classroom areas. This includes expectations for exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
• A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

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

10. Lessons are regularly delivered by class teachers that explicitly teach appropriate strategies and processes that are to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

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

13. Kelso State School uses behavioural data for decision-making. This data is entered into our One School data base and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
‘At Kelso we take Bullying Seriously

Steps Followed When Complaints Are Reported

Step 1: Interviews occur involving all concerned parties to determine the underlying problem and discuss the consequences of bullying behaviour

* Student to discuss incident with administrator and the student (bully) will complete a 20 minute detention. Incident will be discussed with Behaviour Support Teacher (BST) and the student will be monitored

Step 2: Ongoing bullying will involve meetings with the Principal or Deputy Principal. Parents are notified.

* Administrator will refer to BST if further incidences occur involving same student. Students bullying will liaise with BST and be monitored. BST and class teacher will provide a support plan and implement to support the student bullying. BST will liaise with all stakeholders and support class teacher and class if necessary.

Step 3: Further or more serious bullying will be referred immediately to the Principal. An interview with parents will occur and may result in suspension from class

Step 4: Students involved in repeated serious bullying of others may be immediately suspended or excluded from school.

What should You Do If You are Being Bullied?

**REMEMBER:** that bullying is NOT OK and is unacceptable at Kelso State School. Try not to show that you are upset. STOP, WALK, TALK.

**REPORT:** Talk to one of the teachers about what you have seen and what concerns you!

**ASSURE:** if you are being teased, assure yourself that you are OK and that they have the problem

**TALK:** to your parents or a friend

**CONSIDER:** if you have been a bully yourself and if you have changed your behaviour.

---

**TAKE A STAND AGAINST BULLYING!**

Kelso State School
Principal: Patrick McDonnell
23 Yvette St
Kelso QLD 4815
Phone: (07) 47896222
Email: the.principal@kelsoss.eq.edu.au
Fax: 47896200
Email: xyz@microsoft.com
At Kelso State School every student has the right to feel safe both physically and emotionally. Any student who bullies another is denying them that right. Our school will not tolerate any action that undermines a student’s right to feel safe and it will take whatever steps are necessary to prevent and stop such behaviour.

www.bullyingnoway.com.au

"Do to others as you would have them do to you."

AIM: We aim to promote Behaviour Management in a Supportive School Environment where all members of the school community have the right to work and interact without disruption in a safe, supportive environment which promotes cooperation and learning.

What is Bullying?

“Bullying is when someone (or a group of people) with more power than you, repeatedly over a period of time (intentionally or unintentionally) uses negative words and/or hurtful actions against you” (National Centre Against Bullying 2011). These actions cause you distress and risks your wellbeing. Distress can be either physical hurt or emotional pain.

Bullying can be:-

• Physical
  E.g. pushing, hitting, kicking, tripping, pinching or crashing on purpose, property damage, throwing items to cause physical harm, stand over tactics
• Verbal
  E.g. threatening, verbal intimidation, rude remarks, ridicule, demanding money or services, using words that suggest weakness, ugliness, name calling, teasing, sexual reference or which attack ethnic or religious characteristics
• Emotional
  E.g. gestures, repeating whispering, exclusion, spreading nasty rumours or gossip, passing notes, manipulation of friends, teasing, exclusion, silent treatment, death stares, threats, extorting money and cyber bullying

Examples of Harassment may include:

• Gender
• Racial Background
• Religious or Cultural beliefs
• Ability and Disability
• Socioeconomic Status

What to do if you feel Intimidated!

You need to talk to someone about how you are feeling. You could choose from the following list
1. Class teacher
2. Teachers on duty
3. Any staff member you feel comfortable talking to
4. Member of the Administration team

OR you can send an email to the: the.principal@kelsoss.eq.edu.au

TALK TO YOUR PARENTS

If you don't feel comfortable talking about this matter with adults at school make sure you talk to your parents and they can speak to the school about how you are feeling.

What are we doing at Kelso to prevent bullying from happening?

• Share bullying information with the school community on awareness raising through the school newsletter, forums, assemblies and displays
• Continue to educate students by providing lessons that provide them with information about bullying, the different types of bullying and strategies to deal with bullying (e.g. conflict resolution, problem solving)
• Promote values and virtues education
• Provide a consistent school process (PBL) for reporting and investigating any type of bullying with the school
• Reward students who have been supportive and caring
Debriefing Report

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

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved?
- What happened?
- Where it happened?
- Why it happened?
- What we learned?

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

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

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

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- Was there anything that made it worse?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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

Critical Incident Report
Appendix 5
Critical incident Report

Name of student: ___________________________ Date: ___________________

Person Completing Form: ___________________________ ___________________

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the student doing at the time of the incident?

What occurred immediately before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
This Behaviour Management Record Sheet must be signed by a parent/guardian and returned the day after issue.

*Thank-you for your support.*
Confiscation of Banned Items

Purpose
Outlines the procedure for state school principals and staff to follow when temporarily removing property from students.

Overview
This procedure outlines the conditions under which a principal or staff member of a state school has the power to temporarily remove property from a student and outlines the procedures to follow when property is temporarily removed.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. 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). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.

Responsibilities

Principals:
- ensure staff are aware of their powers and responsibilities to temporarily remove property from students
- ensure parents and students are:
  - informed of the powers and responsibilities of staff to temporarily remove property from students;
  - aware of the expectations in relation to property students may bring to school.
- include within their Responsible Behaviour Plan for Students (http://education.qld.gov.au/studentservices/behaviour/bm-plans.html):
  - examples of property that may be temporarily removed;
  - examples of the amount of time certain property may be temporarily removed.

Staff members (including principals):
- follow appropriate processes regarding:
  - confiscation of property;
  - return of confiscated property;
  - circumstances where confiscated property need not be made available for collection; and
  - deciding a reasonable time to make property available for collection.

Students:
- ensure they do not bring property onto school grounds that:
is illegal;
- puts at risk the safety or wellbeing of other students or staff;
- does not preserve a caring, safe, supportive or productive learning environment;
- does not maintain and foster mutual respect;
- is prohibited according to the school’s Responsible Behaviour Plan for Students; and

- collect their property when advised by staff.

### Parents:

- ensure children do not bring property onto schools grounds that:
  - is illegal to possess;
  - puts at risk the safety or wellbeing of other students or staff;
  - does not preserve a caring, safe, supportive or productive learning environment;
  - does not maintain and foster mutual respect;
  - is prohibited according to the school’s Responsible Behaviour Plan for Students; and

- collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.

### Process

#### Confiscation of property

- Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
  - preserve the caring, safe, supportive and productive learning environment of the school;
  - maintain and foster mutual respect among staff and students at the school;
  - encourage all students to take responsibility for their own behaviour and the consequences of their actions;
  - provide for the effective administration of matters about the students of the school; and
  - ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

#### Return of confiscated property

- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
  - its condition, nature or value; and/or
  - to ensure the safety of the student or staff; and/or
  - for the good order and management, administration and control of the school.

- Where the child is an independent student it may not be appropriate to make the property available for collection by the student’s parents and the property should be returned to the student.

- Ensure property made available for collection is in the same condition as when the property was removed.

#### Circumstances where confiscated property need not be made available for collection

- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
  - if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so; or


- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
• Where staff have made reasonable efforts to notify the student or the student’s parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
• Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.

**Deciding a reasonable time to make property available for collection**

- Factors considered when making decisions for property collection:
  - reasonable time for making property available for collection;
  - the condition, nature or value of the property;
  - the circumstances in which the property was removed;
  - the safety of the students from whom the property was removed, other students or staff members; and
  - good management, administration and control of the school.

**Kelso State School list of Banned Items and Confiscation Periods**

<table>
<thead>
<tr>
<th>Item</th>
<th>Time/Arrangements for return of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toys and Collection cards</td>
<td>At the end of the day to child (if first time) At the end of the day to parent (for repeated offences)</td>
</tr>
<tr>
<td>Jewellery in contradiction to Uniform Policy</td>
<td>At the end of the day to child (if first time) At the end of the day to parent (for repeated offences)</td>
</tr>
<tr>
<td>Electronic Devices: mobile Phones, iPods, iPads, hand held gaming devices etc.</td>
<td>At the end of the day to child (if first time) At the end of the day to parent (for repeated offences)</td>
</tr>
<tr>
<td>Books and Magazines of a sexually explicit or violent nature</td>
<td>At the end of the day to parent</td>
</tr>
<tr>
<td>Food items e.g. chewing gum, cola, energy drinks, lollies</td>
<td>At the end of the day to child (if first time) At the end of the day to parent (for repeated offences)</td>
</tr>
<tr>
<td>Illegal substances including aerosols, cigarettes, alcohol and drugs</td>
<td>After notification of police and parents and under advisement</td>
</tr>
<tr>
<td>Weapons: knives, firearms, explosive devices etc.) Dangerous objects: sharp or inappropriate items</td>
<td>After notification of police and parents and under advisement</td>
</tr>
</tbody>
</table>