Kelso State School

Student
Code of Conduct
2021-2025

Amended Term 4 2022 in preparation for the 2023 school year
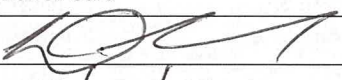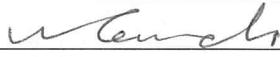
Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Contact Information

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Endorsement

Principal Name:	Darrell Sard
Principal Signature:	
Date:	17/10/2022
P/C President and-or School Council Chair Name:	Mylanie Corradi
P/C President and-or School Council Chair Signature:	
Date:	17/10/22

Contents

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Purpose

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

Kelso State School endeavours to provide students with opportunities to develop increasing levels of resilience, independence, critical thinking and problem-solving skills; the goal being to give students access to developing the tools they need to demonstrate appropriate socio-emotional behaviours with minimal adult intervention.

Kelso State School Student Code of Conduct is based on the foundations of:
- a relational pedagogical approach with a key focus on social and emotional wellbeing;
- the development of a supportive community to create a caring, productive and safe environment for innovative teaching and learning practice;
- the promotion of skills for lifelong learning and wellbeing;
- mutual respect, constructive communication and relationships among all members of the school community;
- the development of responsible and effective self-management skills;
- the encouragement and provision of opportunities for all individuals to participate in engaging educational and cultural activities and,
- individualised, student-centric systems for effective management of behaviours.

Kelso State School is a Positive Behaviour for Learning and Berry Street Educational Model school. Positive Behaviours for Learning is a research based, data-driven management approach. Positive Behaviours for Learning utilises data to guide the implementation of strategies, or procedures, designed to improve success through employing non-punitive, proactive and systematic techniques. The Berry Street Educational Model is a practical approach to teaching and learning that enables school staff to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices.

At Kelso State School, Positive Behaviour for Learning and Berry Street Educational Model practices are embedded at a whole school level.

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

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

Safe   choosing our agreed behaviours to
                                           safeguard oneself and others

Responsibility   being accountable for your actions, resolve
                                           differences in constructive, non-violent, calm
                                           and peaceful ways, contribute productively to
                                           society and the community, whilst also caring
                                           for the built and natural environment

Respectful   act in accordance with principles of moral and
                                           ethical conduct, ensure consistency between
                                           words and actions.

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

Kelso State School staff take an informed, evidence based, reflective and restorative, approach to discipline. We believe that pro-social behaviour can be taught and that mistakes are natural opportunities for everyone to reflect and learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of all forms of bullying (Cyber, Physical, Emotional etc). It details the steps school staff take to educate students about these policies and how students are explicitly taught the behaviours expected. Finally, it details the restitutions and consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank all staff, our students, parents and other members of the community for their work in bringing this Kelso State School Student Code of Conduct together over the last 12 months. Your interest and collective views, shared through the process of developing this document, have been invaluable. This provides a clear explanation of what we expect from our community and how we will support each other to meet these agreed expectations.

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The consultation process used to inform the development of the current Kelso State School Student Code of Conduct occurred in four phases.

In the first phase, we held a series of internal meetings with leadership and engagement and wellbeing, including PBL and Intensive Behaviour Support, teams throughout 2019. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we liaised with al staff to collaboratively to develop our core focus and procedures over a 7 week period. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to determine strengths and areas of improvement that they felt aligned with different areas of student support, wellbeing and inclusion. They were also offered the chance to comment and provide positive ideas and suggestions for improving the quality of relationships and communication in the school.

In phase 3, the 2021 version of the Student Code of Conduct was prepared and distributed for comment to representatives of the school community via the P&C Association. The third phase of consultation was completed in term 1 2021, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in February 2021. The P&C Association unanimously endorsed the Kelso State School Student Code of Conduct for implementation in 2021.

Finally, due to the installation of closed-circuit television and to ensure alignment to the Priority School Review – Action Plan, the Student Code of Conduct was reviewed during term 4 of 2022. Amendments were made to ensure the document was up to date in line with the review processes. This document was then presented to the Principal and P&C Association to be endorsed for with these minor amendments.

A communication strategy has been developed to support the implementation of the Kelso State School Student Code of Conduct, including provision of copies through the eldest or youngest student, promotion through the school website, weekly newsletter, social media and a text link.   Any families who require assistance to access a copy of the Kelso State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

Review Statement

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

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Data Overview

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

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

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

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

There are four different confidential surveys for
- parents
- students
- staff
- Principals.

School Opinion Survey

Parent opinion survey

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

(1960) Kelso State School

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

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	TOTAL AGREEMENT										
		2015		2016		2017		2018		2019		
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	
S2001	My child likes being at this school.	11	100.0	14	100.0	16	93.8	27	81.5	22	100.0	
S2002	My child feels safe at this school.	11	100.0	13	100.0	16	100.0	27	92.6	22	68.2	
S2003	My child's learning needs are being met at this school.	11	100.0	14	100.0	16	93.8	27	77.8	21	66.7	
S2004	My child is making good progress at this school.	11	100.0	14	92.9	16	100.0	27	81.5	21	76.2	
S2005	Teachers at this school expect my child to do his or her best.	11	100.0	14	100.0	16	100.0	26	100.0	21	95.2	
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	11	100.0	14	100.0	16	100.0	26	84.6	21	85.7	
S2007	Teachers at this school motivate my child to learn.	11	90.9	13	100.0	16	100.0	26	73.1	22	90.9	
S2008	Teachers at this school treat students fairly.	11	81.8	14	100.0	16	100.0	26	84.6	21	66.7	
S2009	I can talk to my child's teachers about my concerns.	11	100.0	14	100.0	16	100.0	26	92.3	20	80.0	
S2010	This school works with me to support my child's learning.	11	100.0	14	100.0	16	100.0	26	73.1	21	81.0	
S2011	This school takes parents' opinions seriously.	10	90.0	14	100.0	14	100.0	27	66.7	21	61.9	
S2012	Student behaviour is well managed at this school.	11	81.8	14	100.0	16	100.0	27	37.0	21	52.4	
S2013	This school looks for ways to improve.	11	90.9	14	100.0	15	100.0	26	80.8	21	71.4	
S2014	This school is well maintained.	11	100.0	14	100.0	15	93.3	27	77.8	21	57.1	
S2015	This school gives my child opportunities to do interesting things.	11	90.9	14	100.0	16	100.0	26	84.6	21	71.4	
S2016	My child is getting a good education at this school.	11	100.0	14	100.0	16	93.8	27	85.2	21	85.7	
S2017	My child's English skills are being developed at this school.	11	100.0	14	100.0	16	93.8	27	88.9	21	90.5	
S2018	My child's Mathematics skills are being developed at this school.	11	100.0	14	100.0	16	93.8	27	92.6	21	85.7	
S2019	I understand how my child is assessed at this school.	10	90.0	14	100.0	16	93.8	27	74.1	21	71.4	
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	10	100.0	13	100.0	15	93.3	27	70.4	21	66.7	
S2021	Teachers at this school are interested in my child's wellbeing.	11	100.0	14	100.0	16	100.0	27	85.2	21	85.7	
S2022	Staff at this school are approachable.	11	90.9	14	100.0	16	100.0	27	88.9	21	76.2	
S2023	Staff at this school are responsive to my enquiries.	11	90.9	14	100.0	15	100.0	27	77.8	21	76.2	
S2024	This school asks for my input.	11	90.9	14	100.0	16	93.8	26	50.0	22	59.1	
S2025	This school keeps me well informed.	11	90.9	14	92.9	16	100.0	27	51.9	22	68.2	
S2026	This school encourages me to take an active role in my child's education.	11	90.9	14	100.0	16	93.8	27	70.4	22	72.7	
S2027	This school encourages me to participate in school activities.	10	90.0	14	100.0	16	93.8	26	65.4	21	47.6	
S2028	This school provides me with useful feedback about my child's progress.	11	100.0	14	100.0	16	93.8	27	81.5	22	54.5	
S2029	This school provides useful information online.	8	87.5	9	88.9	15	86.7	26	65.4	20	55.0	
S2030	This school is environmentally friendly.	10	100.0	12	100.0	14	100.0	26	73.1	19	84.2	
S2031	This school is well organised.	10	90.0	14	100.0	15	100.0	27	59.3	22	54.5	
S2032	This school has a strong sense of community.	10	100.0	13	100.0	16	100.0	26	69.2	22	54.5	
S2033	This school celebrates student achievements.	11	90.9	14	100.0	16	100.0	27	92.6	20	75.0	
S2034	I would recommend this school to others.	10	100.0	14	100.0	16	100.0	27	63.0	21	66.7	
S2035	This is a good school.	11	100.0	14	100.0	15	100.0	27	70.4	21	61.9	

Student opinion survey

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

(1960) Kelso State School

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

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	TOTAL AGREEMENT										
		2015		2016		2017		2018		2019		
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	
S2036	I like being at my school.	113	93.8	86	91.9	55	89.1	102	87.3	103	88.3	
S2037	I feel safe at my school.	111	87.4	87	80.5	55	89.1	101	89.1	104	89.4	
S2038	My teachers motivate me to learn.	111	96.4	86	89.5	56	100.0	97	100.0	103	96.1	
S2039	My teachers expect me to do my best.	111	100.0	87	96.6	56	100.0	100	96.0	104	100.0	
S2040	My teachers provide me with useful feedback about my school work.	109	90.8	84	89.3	55	94.5	99	96.0	104	96.2	
S2041	Teachers at my school treat students fairly.	109	85.3	86	80.2	56	94.6	99	82.8	102	87.3	
S2042	I can talk to my teachers about my concerns.	111	85.6	84	86.9	55	85.5	95	78.9	98	89.8	
S2043	My school takes students' opinions seriously.	110	84.5	80	85.0	56	94.6	97	87.6	101	85.1	
S2044	Student behaviour is well managed at my school.	110	77.3	85	72.9	56	78.6	98	64.3	103	62.1	
S2045	My school looks for ways to improve.	109	92.7	86	87.2	56	94.6	101	93.1	103	94.2	
S2046	My school is well maintained.	110	90.0	85	84.7	55	89.1	99	88.9	104	77.9	
S2047	My school gives me opportunities to do interesting things.	111	93.7	86	89.5	56	91.1	100	93.0	101	90.1	
S2048	I am getting a good education at my school.	111	93.7	87	92.0	55	90.9	101	94.1	103	94.2	
S2049	My English skills are being developed at my school.	109	87.2	84	91.7	55	94.5	102	92.2	104	94.2	
S2050	My Maths skills are being developed at my school.	111	90.1	85	89.4	55	90.9	102	87.3	104	88.5	
S2051	I understand how I am assessed at my school.	112	92.0	83	94.0	54	94.4	100	85.0	101	90.1	
S2052	I can access computers and other technologies at my school for learning.	110	92.7	86	88.4	55	94.5	101	88.1	104	90.4	
S2053	I am encouraged to use computers and other technologies at my school for learning.	112	88.4	85	90.6	55	85.5	101	81.2	103	78.6	
S2054	I use computers and other technologies at my school for learning.	111	89.2	86	88.4	55	89.1	100	90.0	104	88.5	
S2055	I enjoy using computers and other technologies at my school for learning.	113	92.9	86	90.7	55	94.5	102	95.1	103	87.4	
S2056	I feel accepted by other students at my school.	109	80.7	85	82.4	55	85.5	100	82.0	102	78.4	
S2057	My schoolwork challenges me to think.	112	91.1	86	93.0	55	96.4	99	97.0	104	97.1	
S2058	My teachers challenge me to think.	112	95.5	87	88.5	54	96.3	102	96.1	103	97.1	
S2059	My teachers encourage me to do my best.	111	94.6	87	93.1	55	94.5	102	96.1	102	98.0	
S2060	My teachers clearly explain what is required in my school work.	113	91.2	86	91.9	54	98.1	100	96.0	104	91.3	
S2061	My teachers help me with my school work when I need it.	110	90.9	87	87.4	55	94.5	102	97.1	103	94.2	
S2062	My teachers use a variety of resources to help me learn.	111	89.2	85	89.4	55	92.7	99	93.9	103	95.1	
S2063	My teachers care about me.	107	90.7	83	84.3	52	96.2	102	94.1	104	87.5	
S2064	My school encourages me to participate in school activities.	112	92.9	86	96.5	53	96.2	100	96.0	100	95.0	
S2065	My school encourages me to be a good community member.	111	91.0	84	90.5	55	96.4	99	97.0	100	94.0	
S2066	My school celebrates student achievements.	111	88.3	85	92.9	55	98.2	101	91.1	93	88.2	
S2067	I would recommend my school to others.	110	88.2	85	89.4	55	90.9	98	82.7	100	87.0	
S2068	This is a good school.	112	89.3	83	91.6	55	90.9	100	87.0	101	88.1	

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Staff opinion survey

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2069	I enjoy working at this school.	33	97.0	37	100.0	37	94.6	40	85.0	40	92.5
S2070	I feel this school is a safe place in which to work.	33	97.0	37	100.0	37	100.0	40	85.0	40	85.0
S2071	I receive useful feedback about my work at this school.	33	97.0	37	97.3	36	94.4	40	90.0	40	75.0
S2072	Students are encouraged to do their best at this school.	33	97.0	37	100.0	37	100.0	40	100.0	40	95.0
S2073	Students are treated fairly at this school.	33	97.0	37	97.3	37	100.0	40	87.5	40	80.0
S2074	Student behaviour is well managed at this school.	33	97.0	37	100.0	37	100.0	40	50.0	40	60.0
S2075	Staff are well supported at this school.	33	97.0	37	100.0	37	100.0	40	70.0	40	65.0
S2076	This school takes staff opinions seriously.	32	96.9	37	100.0	37	100.0	39	76.9	38	68.4
S2077	This school looks for ways to improve.	33	97.0	37	100.0	37	100.0	40	100.0	40	85.0
S2078	This school is well maintained.	33	97.0	37	100.0	37	97.3	39	84.6	40	75.0
S2079	This school gives me opportunities to do interesting things.	33	97.0	37	100.0	37	94.6	40	85.0	40	80.0
S3201*	Students with a disability are well supported at my school.	33	97.0	37	100.0	37	100.0	39	92.3	40	80.0
S3202	My school has an inclusive culture where diversity is valued and respected.	0	NA	0	NA	37	100.0	40	92.5	40	87.5
S3203	People are treated fairly and consistently at my school.	0	NA	0	NA	36	100.0	39	82.1	39	74.4
S3204	My school is well managed.	0	NA	0	NA	36	100.0	39	74.4	39	69.2
S3207	I am confident that poor performance will be appropriately addressed in my school.	0	NA	0	NA	36	100.0	39	74.4	38	65.8
S3208	I have choice in deciding how to do my job.	0	NA	0	NA	36	100.0	40	87.5	39	82.1
S3209	I have the authority necessary to do my job effectively.	0	NA	0	NA	36	100.0	40	90.0	39	84.6
S3210	My school inspires me to do the best in my job.	0	NA	0	NA	36	100.0	40	77.5	39	89.7
S3211*	My school encourages me to take responsibility for my work.	33	97.0	37	100.0	36	100.0	40	97.5	39	97.4
S3212*	My school encourages me to undertake leadership roles.	32	96.9	36	100.0	35	91.4	38	84.2	37	70.3
S3213*	My school encourages coaching and mentoring activities.	32	96.9	37	97.3	36	94.4	40	87.5	38	81.6
S3252	My workplace culture supports people to achieve a good work-life balance.	0	NA	0	NA	0	NA	0	NA	39	82.1
S3253	My workplace offers flexible work arrangements.	0	NA	0	NA	0	NA	0	NA	38	81.6
S3214	I am satisfied with the opportunities available for career development.	0	NA	0	NA	34	94.1	40	80.0	39	84.6
S2086	I have access to quality professional development.	32	96.9	37	100.0	35	94.3	40	82.5	39	84.6
S3215	Staff at my school are actively involved in Developing Performance discussions.	0	NA	0	NA	36	97.2	39	84.6	37	62.2
S3216*	I can access necessary information and communication technologies to do my job at my school.	32	96.9	37	100.0	36	97.2	40	92.5	39	89.7
S3217*	Information and communication equipment is well maintained at my school.	33	97.0	37	94.6	36	88.9	40	90.0	39	87.2
S3218*	My school provides useful information online.	32	96.9	37	100.0	36	97.2	40	92.5	39	97.4
S3219*	My school keeps me well informed about things that are important to my work.	33	97.0	37	100.0	36	91.7	40	82.5	39	79.5
S3220*	There is good communication between all staff at my school.	33	97.0	37	94.6	36	94.4	40	47.5	39	61.5
S3221	Staff at my school work as a team to deliver improved outcomes.	0	NA	0	NA	36	97.2	40	80.0	39	74.4
S3222*	I feel that staff morale is positive at my school.	33	97.0	37	100.0	36	97.2	40	62.5	39	56.4
S3223*	Staff at my school are interested in my wellbeing.	33	97.0	37	97.3	35	100.0	39	84.6	39	76.9
S3224	The wellbeing of employees is a priority for my school.	0	NA	0	NA	36	97.2	40	60.0	39	71.8
S3225	I can cope with the pressures of my workload.	0	NA	0	NA	36	100.0	40	85.0	38	81.6
S3226*	I am aware of occupational health and safety procedures at my school.	33	97.0	37	100.0	36	100.0	40	95.0	38	89.5

School Disciplinary Absences (SDA)

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

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

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

KELSO STATE SCHOOL DISCIPLINARY ABSENCES 2019 – 2021			
Type	2019	2020	2021
Short Suspensions – 1 to 10 days	98	76	121
Long Suspensions – 11 to 20 days	5	0	4
Charge related Suspensions	0	0	0
Exclusions	0	0	1

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

Multi-Tiered Systems of Support

Kelso State School uses a multi-tiered systems of support (MTSS) as the foundation for our integrated approach to engagement and wellbeing. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description and Dissemination
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on a whole-school explicit implementation of the Australian Curriculum General Capabilities, Berry Street Pedagogical Model and Positive Behaviour for Learning (PBL) expectations. This involves: • explicitly teaching, modelling and practicing behaviours in the setting they will be used, through gradual release of responsibility, consistently and with fidelity, • implementing, within the daily routine, the relational and neuroscientific evidence based practices of the BSEM pedagogies with fidelity, • being consistent and equitable when addressing challenging behaviour, while taking developmental norms, individual context and behavioural function into account, • providing refresher lessons and targeted recognition, as required, so skills are ready to be used when students need them, • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports may be required for **some students** (10-15%) at a level that is more intensive than the Tier 1 services. This aims to provide more specialist support, and teacher capability building, from a range of school-based staff to enable students to meet the required academic and behavioural standards. Data, student records, focussed observations and collaborative consultation is used to determine when a student may need Tier 2 interventions. School-based Engagement, Wellbeing and Curriculum intervention specialists may become involved with a student who is receiving Tier 2 supports.

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Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for escalation to more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Berry Street Pedagogies and Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each student, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations,
- interventions are easy to sustain,
- variations within each intervention are limited to enable the student to see links and find success,
- interventions have a good chance of working as they evidence-based utilising a functional behavioural approach to match them to the student's needs.

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the schoolwide pedagogical process and fidelity.

3	Highly intensive individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Data, student records, focussed observations and collaborative consultation are used to determine when a student requires Tier 3 interventions. All Tier 3 interventions are led by School-Based Engagement and Wellbeing interventions specialists in collaboration with guardians, teachers and the student. Allied Health Professionals, Community Support Services and Departmental Specialist may become involved with a student who is receiving Tier 3 supports.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour, supported by the undertaking of a Functional Behavioural Assessment, by specialist-trained staff working under Principal direction. The developed strategies aim to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a brief Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving with assistance from external regional supports. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside allied health agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

Kelso State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with Key Educator Positive Behaviour for Learning, Head of Inclusion or Guidance Officer if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the

implementation of the [P–12 curriculum, assessment and reporting framework](#).

Kelso State School acknowledges the positive impact that a meaningful relationship between school staff and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Kelso State School, we provide age-appropriate social-emotional development lessons to assist students in building a toolkit of strategies. This is delivered using the Berry Street Educational Model.

We also understand not all students access learning success the same way, and differentiation to teaching and learning must occur in order to support all students to gain equitable academic access. Kelso State School employs a wide range of tiered curriculum supports and interventions to assist in providing all students with this equitable opportunity to gain academic success. If you would like to discuss specific curriculum supports or interventions please contact the school to make an appointment to speak with your child's teacher, our Key Educator PBL, Early Years Coach, Head of Department – Curriculum or Head of Inclusion.

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

Drug education and intervention
Kelso State School has access to drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

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

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

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

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

Kelso State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school office, and off campus excursion first aid kits, to provide emergency first aid medication if required.

Mental health

Kelso State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. These early intervention measures include staff professional development, on staff Mental Health First Aide officers and facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Kelso State School staff who notice suicide warning signs in a student should seek help immediately from the school mental health first aide officers, guidance officer, senior guidance officer or other appropriate staff.

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

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

Suicide postvention

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

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

Inclusion and Student Support Network

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal, Mr Darrell Sard, on the school phone number.

Roles within our Inclusion and Support Team may include:

Role	What they do
Chaplain	The role of our school Chaplain is to provide social, emotional and spiritual support to students, parents and staff, taking into account the specific needs of the school. Our Chaplain operates as a part of our student support team including the school's Guidance Officer, Community Liaison Officer, teaching staff and other support staff, working together towards the holistic care of the school community.
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Registered Nurse	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Inclusion Support Teachers	• provide in class support and resourcing directly related to specified curriculum or personal development needs in order to reach outcomes
Key Educator PBL	• Creation and monitoring of Personalised Learning Plans • Creation and review of Disciplinary Improvement Plans, Individual Behaviour Support Plans, Structured Play Plans, Part Time Educational Plans • Undertaking Functional Behaviour Assessments, Behaviour Risk Assessments and collaborating to develop Individual Student Behaviour Plans • Arrange transitioning plans and/or assisting students during transitions • Provide focused lessons/courses with selected groups of students in social emotional, self-regulation • Support students with intensive and diverse social-emotional and behavioural needs • Assist families to access support networks. • Develop, deliver and support staff professional development in response to student and school data
Occupational Therapist	Undertaken environment scans and student observations to: • Provide information or coaching staff to build their skills, plan and solve problems • Support the use of and advise on assistive technology, equipment or other personalised resources • Change students' learning activities or classroom environment • Support students to participate in school activities.
Social Worker	• Undertake individual and group counselling with students, parents and families to assist them in resolving personal or relationship concerns. • Provide professional social welfare assessments, interventions and follow up support to students, parents/carers and individuals as required. • Identify needs and participate in the referral and planning of services for children, parents and families to

Guidance Officer	Guidance officers are specialist teachers who deliver a broad range of services to school community members. They contribute to the development of a comprehensive student support and wellbeing program that is responsive to the needs of the school community.
	• work directly with students in addition to working with a student's teachers, school support personnel, family, other specialists or external support providers.
	• provide advice and counselling on educational, behavioural, vocational, personal, social, family, and mental health and wellbeing issues.
	• provide psychoeducational assessments to enhance positive educational outcomes and career pathways for all students.
	• complex case management in responding to some of the most complex and challenging of circumstances including student protection matters, critical incidents, mental health issues, and suicide prevention and postvention support.
	• form strong and productive relationships with key stakeholders in order to develop and implement plans and programs that are responsive to the needs of students.
Head of Special Education (Inclusion)	• Creation and monitoring of Personalised Learning Plans
	• Creation, adjustment and review relating to Individual Curriculum Plans
	• Creation, monitoring and maintaining complex cases.
	• Liaise with NSO's, NDIS and/or Allied Health agencies to ensure holistic support
	• Arrange transitioning plans and/or assisting students during transitions
	• Implement and resource interventions for students with specific learning, physical and developmental diagnosis
	• Liaising with specialist departmental support providers such as Occupational Therapists, Physical Therapists and Deaf and Hard of Hearing Specialists
	• Assist families to access support networks.
	• Liaise with School Based Nurse to ensure student health care plans are in place
	• Work collaboratively with staff to provide specific adjustments to meet students diverse learning needs
	• Management of students with complex individual learning needs
	• Creation and management of external service provider agreements

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

Kelso State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

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

At Kelso State School we believe discipline is about more than just reacting to behaviour with a punishment, and therefore work on a restorative approach to discipline, allowing students the support to make amends through restitution over consequence. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach, re-connect and re-engage students.

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

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students; being safe, responsible and respectful.

Below are these PBL expectations as they are displayed across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Kelso State School.

The table below explains the PBL expectations for all members of our school community.

At Kelso State School, we endeavour to create a successful and confident learning culture that is inclusive of all members of our school community. We value safety, responsibility and respect.

Be Safe	Be Responsible	Be Respectful
We follow instructions first time, every time.		
We move around safely. We keep our hands and feet to ourselves. We use equipment appropriately. We wear appropriate clothing. We use the appropriate areas.	We accept consequences and bounce back. We are role models for others. We clean up after ourselves. We are ready to learn. We use our time appropriately.	We use appropriate language. We listen to others. We take turns. We respect our environment. We respect property.

We are Kelso Proud.

The Future Is In Our Hands

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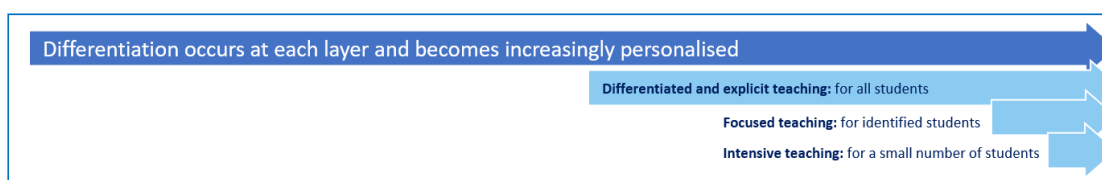
Differentiated and Explicit Teaching

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

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

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

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

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

Every classroom in our school uses the PBL Expectations Matrix as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The matrix is referred back to and revisited regularly to address any new or emerging issues.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in engagement and wellbeing areas, work collaboratively with class teachers at Kelso State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by an intensive support team to identify those who:

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

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

- Berry Street Educational Model.
- Functional Based Assessment.
- Restorative Practices.

For more information about these programs, please speak with our office staff who can connect you to the correct personnel.

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned a case manager at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

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

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:
- [Education (General Provisions) Act 2006 Director-General's delegations](#)
- [Education (General Provisions) Act 2006 Minister's delegations](#)
- [Education (General Provisions) Act 2006 Director-General's authorisations](#)
- [Education (General Provisions) Regulation 2006 Minister's delegations](#)
- [Education (General Provisions) Regulation 2017 Director-General's delegations](#)

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Disciplinary Consequences

The disciplinary consequences model used at Kelso State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. At Kelso State School we refer to these consequences as **restitutions,** as the intent is not to react punitively but to assist the student in making amends and developing appropriate behaviours.

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

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

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

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour aligning with the 10 Essential Skills for Classroom Management. This may include:
- 1. Establishing expectations– Making rules.
- 2. Giving instructions– Telling students what to do.
- 3. Waiting and scanning- Stopping to assess what is happening.
- 4. Cueing with parallel acknowledgement- Praising a particular student to prompt others.
- 5. Body language encouraging- Smiling, nodding, gesturing and moving near.
- 6. Descriptive encouraging- Praise describing behaviour.

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- 7. Selective attending- Not obviously reacting to certain behaviours.
- 8. Redirecting to the learning- Prompting on-task behaviour.
- 9. Giving a choice- Describing the student's options and likely consequences of their behaviour.
- 10. Following through- Doing what you said you would. Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Reminders of incentives or class goals
- Give 30 second 'take-up' time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class to reset
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Individual close talk
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Restitution or restorative actions that align with behaviour and aim to undo any harm caused.

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support plans
- Targeted skills teaching in small group
- Counselling and guidance support
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Intensive Behaviour Support team for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

Principal, student support teams, external agencies and stakeholders work together to address persistent or ongoing serious problem behaviour. This may include:
- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

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

Re-entry following suspension
Students who are suspended from Kelso State School will be invited to attend a re-entry meeting prior to their scheduled return to school. The main purpose of this meeting is to welcome the student back to the school and establish plans, supports and processes for student success. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a restitution through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

The student, parent, classroom teacher and a member of the leadership team will be invited to be a part of this meeting, to increase the likelihood of success and consistency in processes. However the student and parent will be given prior notice and right to reply regarding who will be present.

It is highly encouraged, but not mandatory, that the student and their parents to attend a re-entry meeting. It is a key support for the student to assist in their successful re-engagement in school following suspension. Where an invitation to re-entry is refused, or the meeting not attended, this will be noted in the student's OneSchool profile, under contacts. The Principal, or delegate, will follow this up by checking in with the student on their first day back post-suspension.

Re-entry Meeting Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and/or in writing, usually via email. Re-entry meetings are short, taking less than 30 minutes.

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

Re-entry Meeting Structure
The structure of the re-meeting follows a set agenda. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:
- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Unpack and sign the Disciplinary Improvement Plan and offer information about supports available (e.g. guidance officer)
- Set a date for follow-up if required
- Thank student and parent/s for attending
- Principal/Delegate to depart
- Teacher to walk with student to classroom when teacher is present

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

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

- Closed Circuit Television (CCTV) Policy
- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Closed Circuit Television (CCTV) Policy

Rationale

The purpose of the CCTV system at Kelso State School is to provide staff, students and visitors with a safe environment in which they can work and learn.

The visual presence of CCTV cameras provides a strong deterrence against inappropriate behaviour and vandalism and will often serve to reassure students, parents, staff and visitors that they are protected whilst within the Kelso State School boundaries.

The presence of CCTV provides an added layer of security for students and staff and it also plays a vital role in Kelso State Schools overall risk and harm minimisation strategy.

This policy details the delivery mechanisms the CCTV system will operate within providing real time security, whilst ensuring that the privacy of individuals is protected in accordance with Education Queensland's - Privacy Policy (available online) and applicable legislation.

Goals for CCTV use

This policy aims to:
- ensure an appropriate level of audio and visual surveillance of staff, students and visitors at Kelso State School
- provide a high level of audio and visual surveillance to maximize a safe and supportive learning environment for the Kelso State School Community
- provide enhanced capability to protect school assets against vandalism and theft
- provide an added layer of security for student–owned devices
- provide a 'real time' audio and visual capture of student movement to ensure student safety is paramount (e.g. student leaving grounds)
- provide 'real time' audio and visual capture for individuals not permitted on school, or entering school grounds

  CCTV will, in many circumstances, be a legitimate tool that can be used in a school to support the provision of a safe and secure learning environment. Ways that CCTV might achieve this purpose include:

- Acting as a deterrent and to provide evidence to support a safe, secure and supportive learning environment
- Acting as a deterrent to the commission of personal and property crime;
- Capturing audio and visual footage to assist investigation of criminal offences that are alleged to have occurred at a school; and
- Ensuring the safety and wellbeing of staff and students by monitoring those with significant health concerns, or those at risk.

School Approach and Use

CCTV operates through the use of dedicated cameras to record and store deterrent audio and visual footage to a specific location. Access to the recordings shown on these monitors is limited strictly to authorized persons from Kelso State School who may only use the material for one of the following security purposes.

1. To prevent, deter and detect contravention of the Student Code of Conduct or Anti- Bullying Policy.
2. To collect information on any incident that breaches the Student Code of Conduct or Anti-Bullying Policy.
3. To provide coverage for the management of emergencies.
4. To identify, track and respond to students leaving school grounds without permission.
5. To identify, track and respond to individuals on school grounds without permission which may cause a threat to safety.

Education Queensland policy states the following in relation to the monitoring and safe management of the school.

Personal information can only be collected and used in a school when:
- There is a 'lawful purpose' which directly relates to the functioning of a school which is inclusive of a safe and secure learning environment that supports the provision of high-quality teaching and learning
- The personal information gathered by CCTV monitoring system is necessary to fulfil that purpose or is directly related to fulfilling that purpose
- In the context of Kelso State School, the use of CCTV may be required to uphold and fulfil the approved and current Code of Conduct

Where can CCTV be used?

The location and positioning of CCTV cameras must be carefully considered so as to ensure cameras only collect necessary and relevant personal information in a way that does not give rise to a breach of privacy.

Kelso State School has considered the following whilst installing our system:
- Will the location of the camera only view areas that are relevant to the intended purpose?
- Will the proposed location unreasonably intrude on someone's personal affairs? (For example, capturing a neighbour's backyard)
- What camera position or angle is necessary to capture relevant images?

- What image size, resolution and capture rate is necessary to enable identification of individuals?
- Will the proposed location be viewing an area where a reasonable adult would expect privacy?

Where should CCTV not be installed?
CCTV must not be installed within the following areas:
- toilets
- change rooms
- classrooms
- staff rooms and offices

CCTV won't be used to covertly monitor staff. Staff will be made aware of all areas that are captured by CCTV. This will be done through staff meetings, memos, updates and signage upon entry to the school grounds.

CCTV to monitor Sick Rooms

The use of CCTV cameras to monitor 'sick rooms' in schools is potentially sensitive and requires careful management to ensure privacy is not breached.

A CCTV camera used in this setting can result in the collection of health information if a staff or student's health condition, injury or treatment is recorded. In addition to the collection of sensitive personal information, students who are sick or unwell may need to undress or have their bodies more exposed than usual, in order to be examined or treated for a medical condition.

Because of the higher risk of privacy invasion and the nature of the personal information that is likely to be collected, specific guidelines must be observed where CCTV is used in a 'sick room'. These are found in the CCTV use in school's procedure.

Access to CCTV Footage

Access to the CCTV recorded footage is limited to staff authorised by the Principal and to members of the Queensland Police Service with a legitimate reason to view and/or otherwise use the captured footage, including the provision of evidence in support of prosecution of criminal or illegal behaviour.

Authorisation to review any footage may be given to relevant parties (in the case of unauthorised staff) on a case-by-case basis to be determined at the discretion of the Principal. No recording of footage will be dispersed unless to the Queensland Police or other identified relevant authority.

Any use of this system or material produced which is frivolous, or for private purposes, or is otherwise inconsistent with the purpose and procedures outlined within this Policy will be considered gross misconduct, and disciplinary action will be taken against anyone in breach of this policy.

Other considerations

In general, installation of CCTV cameras at Kelso State School will include places such as entrances to the school, walkways throughout school, undercover, covered and outdoor areas. In accordance with applicable legislation, cameras will not be used to capture or view private activities off and outside the school site. Cameras will not be installed in private areas such as toilets, change rooms, staffrooms or to monitor staff. Hidden or covert cameras are not installed.

The planning and design has endeavoured to ensure that the scheme will give maximum effectiveness and efficiency, but it is not possible to guarantee that the system will cover or detect every single incident or movement taking place in the areas of coverage.

Appropriate signage has been placed to notify all persons entering Kelso State School that CCTV cameras are in use, and accordingly that they and/or their audio may be recorded during their visit within school grounds and / or its boundaries.

Management Responsibility

Kelso State School administration has the responsibility for the ongoing management of the CCTV system. The assigned administrator is charged with:

- controlling the operation of the CCTV system to ensure that it is within the requirements of Government legislation and Kelso State School Policies;
- providing advice on the location of and utility of cameras and storage mediums;
- supporting the maintenance and upgrade of the cameras where necessary
- notifying the school and wider community of the use and purpose of the CCTV system

A regular review program will also be undertaken to ensure that existing cameras are situated in the most appropriate locations and are correctly installed so as to ensure the most effective coverage. This review will also assess the effectiveness of the coverage provided by the network and make recommendations targeted toward appropriate and responsive camera location.

Operating Staff Rules

All persons involved in the operation of the CCTV system are expected to exercise care to ensure appropriate viewing of cameras and to prevent improper disclosure of the recorded material. All administration members are authorised by this Policy to access footage via a request to the Principal or as so delegated.

All formally requested viewing of footage will be sought from through the Principal and logged as a request. The request must contain the following information:

- Date of the incident;
- Time of the incident;
- Location of the incident;
- Reason why the viewing has been requested; and
- Possible names of the people involved (if possible).

Access to and disclosure of images to third parties

All employees should be aware of the restrictions set out in this policy in relation to access to, and disclosure of, recorded images.

Access to recorded footage will be restricted to those persons who need to have access in order to achieve the purpose(s) of using the CCTV equipment. All access to the medium on which the images are recorded should be documented as required in the logbook. A copy of this document will be retained by the Administrator.

Disclosure of the recorded images to third parties will be limited to the following classes of persons/agencies: law enforcement agencies, where

the images recorded would assist in a specific enquiry; law enforcement agencies where the images would assist a specific criminal enquiry; relevant legal representatives.

Recorded footage will not be made available to anyone but the authorities or those that have right under a criminal investigation. The CCTV system of Kelso State School is based within an Intranet system only and NO internet access from outside sources are able to access.
No recordings will be made available to any parent/carer of Kelso State School community that involves children other than their own, unless summoned/subpoenaed.

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school

staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Kelso State School:
- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- understand that consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

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

Students of Kelso State School
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Kelso State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk

- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Vaping and E-Cigarettes

Vaping use is on the rise in Australia. According to the Australian Institute of Health and Welfare, e-cigarette use by Australians aged 14 or older more than doubled from 2016 to 2019 and is most common among smokers aged 18–24 at 18.7% (an increase from 6.8% in 2016). (Lung Foundation Australia).

Electronic cigarettes, whether they contain nicotine or not, are smoking products under the *Tobacco and Other Smoking Products Act 1998* and therefore subject to Queensland smoking laws. They cannot be used in non-smoking indoor and outdoor areas, sold to children under 18 years of age, or advertised, promoted or displayed at retail outlets.

Under the *Tobacco and Other Smoking Products Act 1998*, smoking is banned at all Queensland state schools and for 5 metres beyond their boundaries. This ban applies at all times during and after school hours, and includes electronic cigarettes.

Items considered inappropriate to bring to school include paraphernalia such as e-cigarettes, pod vapes, vape pens, box mods and vaporizers.

State school staff may in certain circumstances remove student property without the consent of parents or students – see Temporary Removal of Student Property Procedure. Examples of property that may be temporarily removed, such as bags, mobile phones, jewellery or prohibited items such as knives or vaping products.

Vaping items will be temporarily removed until collected by a parent or legal guardian. In some cases student property may be seized by the police.

For more information regarding Vaping and young people please see https://lungfoundation.com.au/wp-content/uploads/2021/07/Factsheet-Vaping-and-Young-People_For-Parents-Jul2021.pdf

Use of mobile phones and other devices by students

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

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

Responsibilities

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

It is **acceptable** for students at Kelso State School to:
- use school provided devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device
- leave their personal mobile devices at the office during class times, before and after school, and during lunch breaks,
- seek teacher's approval where they wish to use a device under special circumstances.

It is **unacceptable** for students at Kelso State School to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone on school property without consent
- use a device to take photo, video or audio recording of another person with express consent
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

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

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

Preventing and responding to bullying

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

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

Bullying

The agreed national definition for Australian schools describes bullying as
- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying

behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);

- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

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

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

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

Kelso State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Year Level Line Managers
Deputy Principal and Principal

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Queensland
Government

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Kelso State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
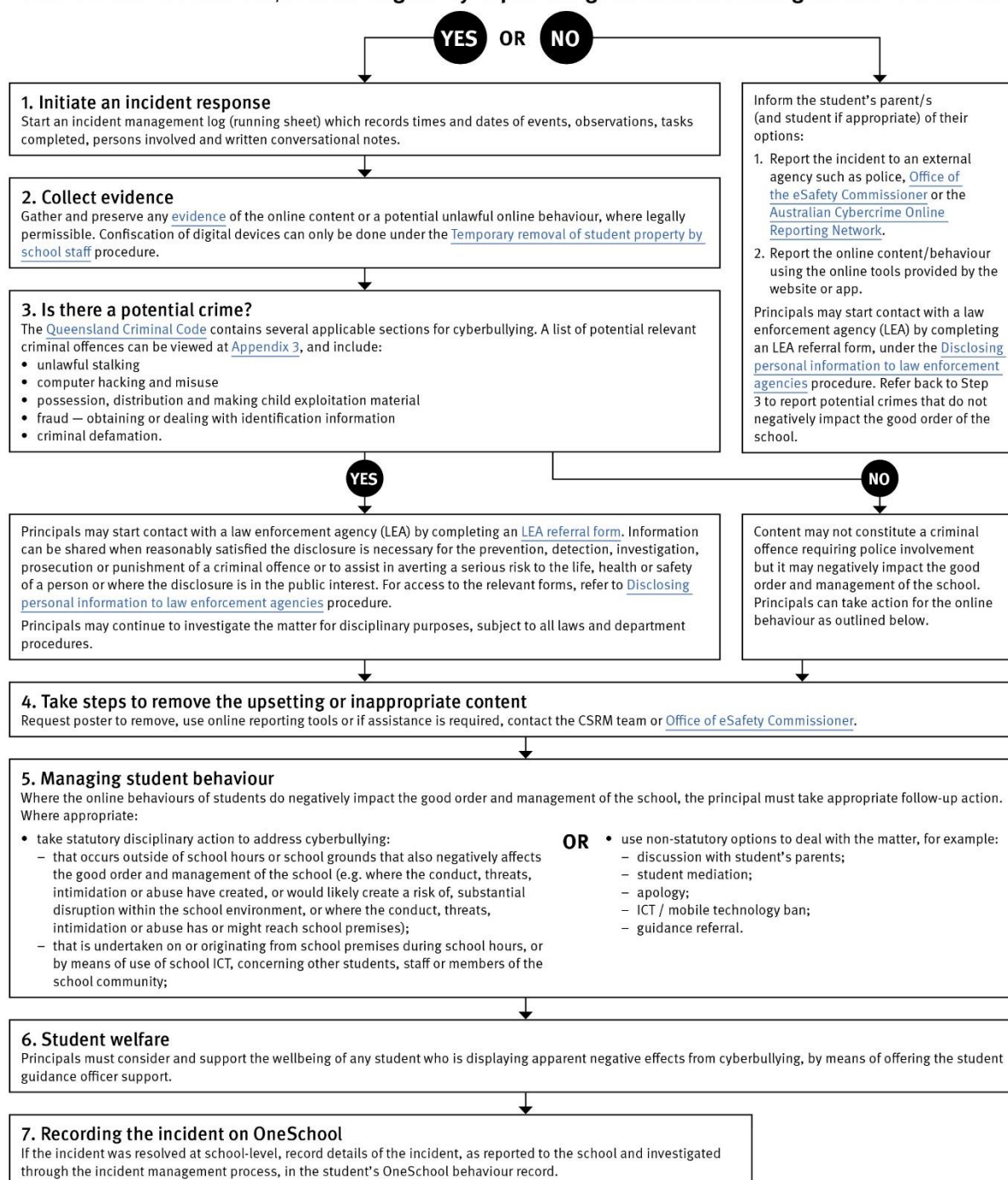
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR • use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Queensland Government

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

Kelso State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Kelso State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Kelso State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Kelso State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:
- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. Kelso State School has staff trained in specific interventions to deal with escalating behaviour where there is a risk of harm.

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

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

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

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

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

Following the use of any restrictive practice, a focused review will help conducted by the Principal, or delegate, to help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices. All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

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

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

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

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

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)

- [Behaviour Foundations professional development package](#) (school employees only)

- [Bullying. No Way!](#)

- [eheadspace](#)

- [Kids Helpline](#)

- [Office of the eSafety Commissioner](#)

- [Parent and community engagement framework](#)

- [Parentline](#)

- [Queensland Department of Education School Discipline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)

Kelso State School staff endeavour to create a successful and confident learning culture that is inclusive of all members of our school community. Kelso State School values safety, responsibility and respect. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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

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