



Kingston State College

# Student Code of Conduct 2021-2024

## ***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

## Purpose

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

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

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

## Contact Information

Postal address:	PO Box 100 Woodridge 4114
Phone:	07 3826 1333
Email:	<a href="mailto:principal@kingstonsc.eq.edu.au">principal@kingstonsc.eq.edu.au</a>
School website address:	<a href="https://kingstonsc.eq.edu.au/">https://kingstonsc.eq.edu.au/</a>
Contact Person:	Francine Barker

## Endorsement

Principal Name:	Francine Barker
Principal Signature:	
Date:	1.1.2021
School Council Chair Name:	David Holgate
School Council Chair Signature:	
Date:	1.1.2021

# Contents

Purpose	2
Principal's Foreword	4
School Council Statement of Support	5
School Captains' Statement	6
Data Overview	7
Review Statement	7
School Opinion Survey	8
School Disciplinary Absences (SDA)	9
Learning and Behaviour Statement	10
Consideration of Individual Circumstances	10
Multi-Tiered Systems of Support	11
Student Wellbeing	13
Student Support Network	13
Whole School Approach to Discipline	16
PBL Expectations	17
Differentiated and Explicit Teaching	20
Focussed Teaching	21
Intensive Teaching	21
Legislative Delegations	23
Legislation	23
Delegations	23
Disciplinary Consequences	24
School Policies	29
Temporary removal of student property	29
Use of mobile phones and other devices by students	30
Preventing and responding to bullying	33
Appropriate use of social media	38
Restrictive Practices	39
Critical Incidents	40
Related Procedures and Guidelines	41
Resources	42

# Principal's Foreword

## Introduction

Kingston State College celebrates 43 years since the official opening and has a proud tradition of providing an excellent standard of secondary schooling across two dynamic campuses – a 7 to 12 High School and our Re-Engagement Campus – Kingston Learning College. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Kingston State College operates under the values of Commitment, Courtesy, Cooperation and Common Sense. These values, known as the “4 Cs”, are integral to our PBL (Positive Behaviour for Learning) behaviour framework, as we aim to ensure all students and staff are able to operate in a safe, supportive and disciplined learning environment. The 4 Cs are taught, modelled and reinforced across all aspects of the College. Each fortnight, a PBL focus behaviour is explained and demonstrated on the Kingston College News (KCN) – a video of the weekly notices delivered by students and played every Monday in Roll Marking. This focused behaviour is also highlighted on our fortnightly College parade with our “Family Feud” game.

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

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

I thank the students, teachers, parents/carers and other members of the College community for their work in bringing their Kingston State College Student Code of Conduct together over the last six months. It provides a clear explanation of what we expect from all students and how we will support them to meet those expectations.

In conclusion aligned to our College Vision “Nothing Left to Chance” founded on values of inclusion and support, we will continue to build cohesive pastoral and learning cultures across our College Life.

*“Leaders create culture; culture drives behaviour; behaviour produces results”.*

- Urban Meyer – “Above The Line”

## School Council Statement of Support

As the chair of the School Council, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Kingston State College Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Kingston State College Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Kingston State College knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Kingston State College Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Kingston State College School Council. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

## School Captains Statement

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

Any student who has questions or issues they would like raised by the School Captains are encouraged to approach any of us directly.

**School Captain Name:** Brysen Reid

**Date:** 16/06/2020

**School Captain Name:** Cherrie Lopez-Nicholson

**Date:** 16/06/2020

## Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

## School Opinion Survey

### Parent Opinion Survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	86%	100%	89%
• this is a good school (S2035)	92%	96%	89%
• their child likes being at this school* (S2001)	86%	100%	100%
• their child feels safe at this school* (S2002)	86%	84%	89%
• their child's learning needs are being met at this school* (S2003)	93%	92%	89%
• their child is making good progress at this school* (S2004)	93%	92%	89%
• teachers at this school expect their child to do his or her best* (S2005)	93%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	80%	89%
• teachers at this school motivate their child to learn* (S2007)	79%	88%	89%
• teachers at this school treat students fairly* (S2008)	77%	71%	78%
• they can talk to their child's teachers about their concerns* (S2009)	93%	79%	100%
• this school works with them to support their child's learning* (S2010)	86%	79%	89%
• this school takes parents' opinions seriously* (S2011)	77%	71%	78%
• student behaviour is well managed at this school* (S2012)	85%	56%	78%
• this school looks for ways to improve* (S2013)	77%	92%	75%
• this school is well maintained* (S2014)	86%	84%	63%

### Student Opinion Survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	100%	92%
• they like being at their school* (S2036)	97%	93%	87%
• they feel safe at their school* (S2037)	97%	95%	90%
• their teachers motivate them to learn* (S2038)	95%	92%	84%
• their teachers expect them to do their best* (S2039)	100%	98%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	93%	86%
• teachers treat students fairly at their school* (S2041)	95%	89%	71%
• they can talk to their teachers about their concerns* (S2042)	92%	83%	66%
• their school takes students' opinions seriously* (S2043)	92%	91%	80%
• student behaviour is well managed at their school* (S2044)	94%	89%	70%
• their school looks for ways to improve* (S2045)	97%	97%	86%
• their school is well maintained* (S2046)	97%	94%	82%
• their school gives them opportunities to do interesting things* (S2047)	97%	95%	85%

## Staff Opinion Survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	99%	97%
• they feel that their school is a safe place in which to work (S2070)	94%	96%	91%
• they receive useful feedback about their work at their school (S2071)	90%	90%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	92%	87%
• students are encouraged to do their best at their school (S2072)	94%	95%	93%
• students are treated fairly at their school (S2073)	89%	95%	84%
• student behaviour is well managed at their school (S2074)	78%	88%	68%
• staff are well supported at their school (S2075)	86%	87%	83%
• their school takes staff opinions seriously (S2076)	83%	82%	81%
• their school looks for ways to improve (S2077)	95%	93%	87%
• their school is well maintained (S2078)	83%	79%	81%
• their school gives them opportunities to do interesting things (S2079)	90%	88%	88%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## 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.

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	328	312	361
Long suspensions – 11 to 20 days	11	4	12
Exclusions	13	9	14
Cancellations of enrolment	0	0	0

## Learning and Behaviour Statement

Kingston State College uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. 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.

### Consideration of Individual Circumstances

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

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

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

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

Tier	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons (e.g. Kingston College News) and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• issuing VIVO's to provide positive acknowledgement to students and reinforce positive behaviours</li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for 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 Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>• primarily involve the Heads of Department – Student Services, Behaviour Advisory Teacher, Youth Support Coordinator, Deputy Principals and the Principal.</li> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>• interventions require little time of classroom teachers and are easy to sustain.</li> <li>• interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).</li> </ul>
3	<p>Individualised services for <b>few students</b> (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.</p> <p>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 and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student's use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul>

Tier 3 supports exist along a continuum. Many students can benefit from a 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. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

## Student Wellbeing and Support Network

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

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

Role	What they do
Behaviour Advisory Teacher	<ul style="list-style-type: none"> <li>• provides assistance to students with complex and challenging behaviour, bullying or school refusal</li> <li>• work directly with students with behavioural difficulties and provide professional development and classroom support for teachers</li> </ul>
Community Education Counsellor	<ul style="list-style-type: none"> <li>• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• 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.</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills.</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> <li>• provides career information to students.</li> </ul>
Head of Department - Student Services	<ul style="list-style-type: none"> <li>• monitors student attendance, behaviour and wellbeing</li> <li>• arranges appropriate interventions for students.</li> <li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>• coordinate transition to secondary for students moving from Year 6 to Year 7</li> </ul>
School Chaplain	<ul style="list-style-type: none"> <li>• provides individual and group support to students to address friendship issues, family issues, faith related issues, bullying etc.</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support, health information and referral options related to:               <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ feeling sad, worried and angry</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs.</li> </ul> </li> </ul>
Youth Support Coordinator	<ul style="list-style-type: none"> <li>• provides individual and, at times, group support to students to assist their engagement with education and training</li> <li>• support students to overcome barriers to education such as               <ul style="list-style-type: none"> <li>○ homelessness</li> <li>○ personal and family issues</li> <li>○ relationships/social skills and bullying</li> <li>○ social/emotional/physical wellbeing.</li> </ul> </li> </ul>

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.

### **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*

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

#### *Specialised health needs*

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

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

#### *Medications*

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

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

#### *Mental health*

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

#### *Suicide prevention*

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

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

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

*Suicide postvention*

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

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

## Whole School Approach to Discipline

Kingston State College is a PBL (Positive Behaviour for Learning) School committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. 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.

All areas of Kingston State College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Kingston State College to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

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

## PBL Expectations

Our school community has identified the following principles of behaviour to teach and promote our high standards of responsible behaviour: Courtesy, Commitment, Cooperation and Common sense.

### Students

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

### Courtesy

- Follow the hands-off policy
- Speak politely and use “please” and “thank you”
- Use appropriate language
- Actively listen to others
- Respect own and others’ belongings

### Commitment

- Wear correct uniform at all times
- 100% attendance, participation and effort
- Arrive on time
- Bring all equipment

### Cooperation

- Follow all instructions and requests from staff
- Accept consequences for your actions
- Keep prohibited items at home (aerosol cans, gum, etc)

### Common sense

- Be safe
- Follow the law
- Follow OHS guidelines
- Use technology safely and appropriately.

## Parents and staff

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

### Courtesy

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment, negotiate a mutually agreeable date, and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You speak to all staff and students of Kingston State College in an appropriate manner (i.e. respectful, appropriate language, politely).	We will ensure positive behaviours are role modelled for all students.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

### Commitment

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You ensure your children are in the correct school uniform every day, and notify the school should you be unable to fulfil this commitment.	We will enforce the uniform policy fairly, and will support families who are unable to provide a uniform for their child.

### Cooperation

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.

## Common sense

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

## Differentiated and Explicit Teaching

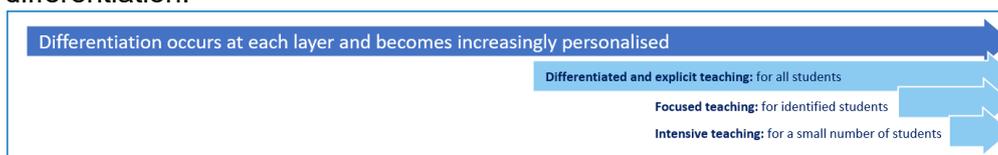
Kingston State College is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours,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

### SCHOOL WIDE EXPECTATIONS TEACHING MATRIX

	ALL SETTINGS (including outside school grounds and on excursions)	Walkways Playgrounds/Oval Movement between classes Arrival/departure	Parades	Classroom (including arrival to and departure from class)	Evacuations / Lock Downs / Drills	Tuckshop / Eating Areas
Courtesy	<ul style="list-style-type: none"> <li>Follow the hands-off policy</li> <li>Speak politely and use "please" and "thank you"</li> <li>Use appropriate language</li> <li>Actively listen to others</li> <li>Silence on 3,2,1</li> <li>Respect own and others' belongings</li> </ul>	<ul style="list-style-type: none"> <li>Always use pathways (keep to the left)</li> <li>Be considerate of the personal space of others</li> <li>Clean up your own litter</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit hall quietly</li> <li>Remove hats and earphones</li> <li>Sit facing the stage</li> <li>Clap when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Remove hats</li> <li>Speak at appropriate volume</li> <li>Allow others to learn</li> <li>When leaving, tidy room and straighten desks</li> </ul>	<ul style="list-style-type: none"> <li>Actively listen to all safety directions</li> <li>Stay silent during a lockdown</li> </ul>	<ul style="list-style-type: none"> <li>Eat your own food</li> <li>Allow others to eat in peace</li> <li>Sit on seats and use tables appropriately</li> <li>Line up and wait your turn</li> </ul>
Cooperation	<ul style="list-style-type: none"> <li>Follow all instructions and requests from staff</li> <li>Accept consequences for your actions</li> <li>Keep prohibited items at home (aerosol cans, gum, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Stay in bounds</li> <li>Play sports on the oval</li> <li>Lock scooters, bikes and skateboards in bike racks on arrival</li> </ul>	<ul style="list-style-type: none"> <li>Sit in designated area with bags in lap</li> <li>Stand silently for National Anthem</li> </ul>	<ul style="list-style-type: none"> <li>Line up prior to class</li> <li>Leave only when dismissed</li> <li>Put your hand up to ask a question</li> <li>Follow phone magnet when red or green</li> </ul>	<ul style="list-style-type: none"> <li>Walk calmly to designated areas</li> <li>Remain seated in allocated area until dismissed</li> <li>Collect bags if instructed</li> </ul>	<ul style="list-style-type: none"> <li>Pick up litter when asked by a staff member</li> </ul>
Commitment	<ul style="list-style-type: none"> <li>Wear correct uniform at all times</li> <li>100% attendance</li> <li>100% participation</li> <li>100% effort</li> <li>Arrive on time</li> <li>Bring all equipment</li> </ul>	<ul style="list-style-type: none"> <li>Take pride in your school grounds</li> <li>Move quickly between classes</li> </ul>	<ul style="list-style-type: none"> <li>Attend all parades</li> <li>Participate when asked</li> </ul>	<ul style="list-style-type: none"> <li>Move to class on first bell</li> <li>Be prepared to learn</li> </ul>	<ul style="list-style-type: none"> <li>Take all drills seriously</li> </ul>	<ul style="list-style-type: none"> <li>Place waste and recyclables in correct bins</li> </ul>
Common Sense	<ul style="list-style-type: none"> <li>Be safe</li> <li>Follow the law</li> <li>Follow OHS guidelines</li> <li>Get adult help for accidents and emergencies</li> <li>Use technology safely and at appropriate times</li> <li>Report anything that may cause harm</li> </ul>	<ul style="list-style-type: none"> <li>Avoid fights and conflicts</li> <li>Play only non-contact activities</li> <li>Use toilets during breaks</li> <li>Follow road rules when entering and leaving school</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit hall in a safe manner</li> <li>Remain silent after National Anthem</li> <li>Keep food and drinks in bags</li> </ul>	<ul style="list-style-type: none"> <li>Use all equipment as directed and return to correct place</li> <li>Bring a drink bottle with water to class</li> </ul>	<ul style="list-style-type: none"> <li>Keep away from unsafe or out of bounds areas</li> <li>Exit building safely during an evacuation</li> </ul>	<ul style="list-style-type: none"> <li>Pay for tuckshop food with own money</li> <li>Play ball games away from the eating area</li> <li>Food is for eating</li> </ul>

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the 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 completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## Focused Teaching

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

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

Support staff work collaboratively with class teachers at Kingston State College to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the school staff to identify those who:

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

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

For more information about these programs, please speak with the relevant Head of Department – Student Services.

## Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based

on data collected from their teacher or teachers, and following consultation with the student's family.

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

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

# Legislative Delegations

## Legislation

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

## Delegations

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

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

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

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

## Disciplinary Consequences

Our preferred way of re-directing low-level problem behaviour is to ask students to reflect on how they might be able to act in line with the core values - Commitment, Courtesy, Common sense and Cooperation. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community.

The class teacher also provides in-class disciplinary responses to low-level or minor problem behaviour (see list on pages 20-21 for examples of minor and major behaviours). This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Positive behaviour acknowledgement (e.g. awarding VIVOs)
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Parent contact
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Break down tasks into smaller chunks
- 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
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

### Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group (e.g. Rock and Water, Girls Group)
- Removal of student from class/situation (removal to Reflection Room)
- Detention
- Behaviour Monitoring Booklet
- Behavioural contract

- Counselling and guidance support
- Teacher coaching
- Referral to Student Support Team (e.g. Head of Department – Student Services, Behaviour Advisory Teacher) for team-based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

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

- 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).

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that

expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### **Re-entry following suspension**

Students who are suspended from Kingston State College may be invited to attend a re-engagement meeting on the day of their scheduled return to school. The main purpose of this meeting is to assist the student in re-engaging in their education. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-engagement meeting is for school staff to set the student up for future success and strengthen home-school communication.

The table below outlines examples of minor and major problem behaviours, which include, but are not limited to:

	Category	Minor	Major
Courtesy	Verbal misconduct	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out in class</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Offensive verbal messages towards, in conversation with, or as a result of an instruction from staff</li> <li>Aggressive language</li> <li>Verbal abuse/directed profanity/sexual harassment/racist comments</li> </ul>
	Bullying/harassment	<ul style="list-style-type: none"> <li>Isolated disrespectful message to another student (verbal, written, gestural, online)</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing disrespectful messages (verbal, written, gestural, online) to another student that includes threats, intimidation, obscene gestures, pictures or written notes</li> </ul>
	IT Misconduct	<ul style="list-style-type: none"> <li>Isolated use of mobile phone during instruction time without authorisation (e.g. when phone magnet is on red 'X')</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing use of mobile phone during instruction time without authorisation (e.g. when phone magnet is on red 'X')</li> <li>Refusal to hand mobile phone in to office after unauthorised use when instructed to do so by a staff member</li> <li>Using a device for filming/photography purposes without authorisation</li> <li>Using a device to distribute or upload unauthorised filming/photography to another person, the internet or to social media sites/apps.</li> <li>Accessing inappropriate material (e.g. pornography) via school computers or any electronic device while at school</li> <li>Posting offensive material to internet sites or social media (whether for limited or general access by others) that is considered by community or legal standards to be offensive or defamatory</li> </ul>
	Threats to staff, students or others		<ul style="list-style-type: none"> <li>Direct or indirect attempt to defame or denigrate by words or actions including use of electronic media such as mobile phones to transmit video or sound recordings</li> <li>Socially rude interactions with staff</li> <li>Verbal, written or physical threats, including use of proximity to a staff member, student or community member.</li> </ul>
	Truancy/skip class		<ul style="list-style-type: none"> <li>Not attending all timetabled classes</li> <li>Leaving school without permission</li> <li>Leaving class without permission (out of sight)</li> </ul>
Commitment	Late	<ul style="list-style-type: none"> <li>One off incident of arriving late (e.g. to school or class/school activity)</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing lateness to class or start of school day</li> </ul>
	Other conduct prejudicial to the good order and management of the school		<ul style="list-style-type: none"> <li>Acts of or publication of material that brings the school into disrepute in the wider community, and/or potentially or actually brings discredit to the school or public schools generally</li> <li>Publication of or participating in acts of public nuisance, acts of violence, drug use or other antisocial behaviours in which those involved are identified as students of Kingston State College and where a connection to the school can be determined</li> </ul>

# Cooperation

Dress code	<ul style="list-style-type: none"> <li>Isolated non-compliance</li> </ul>	<ul style="list-style-type: none"> <li>Not having enclosed leather shoes</li> <li>Ongoing non-compliance</li> <li>Wearing items with obscene language/images</li> </ul>
Non-compliant with routine	<ul style="list-style-type: none"> <li>Uncooperative behaviour</li> <li>Not completing set tasks that are at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing non-compliance after classroom teacher interventions</li> <li>Blatant disrespect or defiance</li> <li>Disobedience including refusing to follow teacher direction affecting learning of others, and/or good order of the classroom/school and/or affecting safety</li> <li>Failing to attend set consequences (go to Reflection Room, attend lunch detention after multiple warnings/after-school detention/litter duty etc.)</li> </ul>
Disruptive	<ul style="list-style-type: none"> <li>One off incident of short interruption to a class or activity</li> </ul>	<ul style="list-style-type: none"> <li>Major disruption to class violating the ability of the teacher to teach or other students to learn</li> <li>Sustained out of seat behaviour</li> </ul>
Lying/Cheating	<ul style="list-style-type: none"> <li>Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Major or ongoing dishonesty</li> <li>Forging signatures</li> <li>Plagiarism</li> </ul>

# Common sense

Misconduct involving object	<ul style="list-style-type: none"> <li>Littering</li> <li>Incorrect use of equipment</li> <li>Using objects with the potential to distract or interrupt</li> <li>Petty theft (e.g. pencil)</li> </ul>	<ul style="list-style-type: none"> <li>Unsafe behaviour in or around school grounds (e.g. climbing on buildings, use of water bombs etc.)</li> <li>Unsafe or injurious behaviour towards others (e.g. throwing or using items in a way that endangers others or property with potential for causing or actually causing harm or injury)</li> <li>Stealing, being in possession of or dealing in stolen items</li> </ul>
Possess prohibited items	<ul style="list-style-type: none"> <li>Possession of aerosol cans</li> <li>Chewing gum at school</li> <li>Possession of items capable of causing disruption</li> </ul>	<ul style="list-style-type: none"> <li>Possession of items for use as a weapon (e.g. rocks, sticks, etc.)</li> <li>Possession of dangerous weapons (e.g. knives, slingshots, replica guns, etc.)</li> <li>Possession of items capable of causing bodily harm and/or property damage (e.g. firecrackers, gasoline, lighter fluid, etc.)</li> <li>Possession or publication of pornographic material or accessing pornography at via school</li> </ul>
Property misconduct	<ul style="list-style-type: none"> <li>Causing minor damage or mess (e.g. mess that can be cleaned by the student)</li> <li>Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Vandalism of school property or buildings</li> <li>Throwing school property (e.g. chair/desk)</li> <li>Wilful destruction or disfigurement of school or others' property</li> <li>Arson</li> </ul>
Physical misconduct	<ul style="list-style-type: none"> <li>Minor physical contact where unintentional injury may occur</li> <li>Not playing school approved games e.g. contact sport without approval</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical misconduct towards staff, students or community members</li> <li>Fighting or urging on a fight</li> <li>"dacking", "sack whacking" or other sexual assault</li> <li>Indecent exposure</li> </ul>
Substance misconduct involving illicit substances		<ul style="list-style-type: none"> <li>Possession of illegal substances (e.g. drugs or imitation/synthetic drugs) or related items (e.g. bong)</li> <li>Being under the influence of drugs at school, while coming to/from school or at school functions</li> <li>Sale, supply or trading in illegal or prescription drugs</li> <li>Being with a student who is using illicit substances on school grounds</li> </ul>
Substance misconduct involving tobacco and other legal substances	<ul style="list-style-type: none"> <li>Being with a student who is smoking on school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Possession of tobacco, alcohol or related items (e.g. lighters) at school</li> <li>Smoking cigarettes on school grounds or while identifiable as a Kingston State College student</li> <li>Being under the influence of alcohol at school or while coming to/from school or at school functions/excursions</li> <li>Sale, supply or trading in alcohol or tobacco</li> <li>Accompanying or acting as a "spotter" for smokers/alcohol users</li> </ul>

## School Policies

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

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

### Temporary removal of student property

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- Preserve the caring, safe, supportive and productive learning environment of the college
- Maintain and foster mutual respect among staff and students at the college
- Encourage all students to take responsibility for their own behaviour and the consequences of their actions
- Provide for effective administration of matters about the students of the college
- Ensure compliance with the college's Student Code of Conduct or any other directive, guideline or policy (e.g. uniform policy)

There are a number of items that are prohibited on school property. Students must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that

- is prohibited according to the school's Student Code of Conduct
- is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).

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

Where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.

The length of the temporary removal of property is dependent on the item being confiscated. For example, phones being used inappropriately in class or jewellery/clothing items that violate the uniform policy (e.g. hoodies) may be removed until the end of the school day. It is the principal's decision as to how long property can be reasonably removed from a student.

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

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be an emergency circumstance where it is necessary to search a student's property without the student's consent or the consent of their parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where life or welfare of a student or students is at immediate risk.

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

## Use of mobile phones and other devices by students

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

### Personal Technology Device Usage

Kingston State College has determined that digital literacy is a crucial component of modern education. It is also agreed that time and space should be provided at school where technology is not permitted, and students are required to engage in other learning and development activities. In every classroom, students will clearly see the Devices Magnet (photo below) displayed on the whiteboard that identify when technological device usage is permitted. Use of a device while the "cross" side is displayed constitutes IT misconduct, and the device may be confiscated (see Confiscation).



### **Certain Personal Technology Devices Banned From School**

Students are not encouraged to bring certain valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Kingston State College accepts no responsibility for lost, damaged or stolen devices.

### **Confiscation**

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

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

### **Recording voice and images**

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

We uphold the value of trust and the right to privacy at Kingston State College. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless the class teacher provides express consent.

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

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or

sexual acts involving children) is against the law, and if detected by the school will result in a referral to QPS.

### **Text communication**

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

### **Assumption of cheating**

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

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

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

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

### **Special Circumstances Arrangement**

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

*\* Personal Technology Devices include, but are not limited to, devices (such as smart phones, laptops, computers, cameras, portable gaming devices, and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player , mobile telephones, iPods®, iPads® and devices of a similar nature.*

## Preventing and responding to bullying

Kingston State College uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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 Kingston State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Kingston State College strives to create positive environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and wellbeing of all members of the school community.

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

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

The flowchart to the right describes the school-wide TWITS strategy that students should follow when dealing with bullying issues.

If school staff are made aware of any bullying issues, they are to refer this immediately to the relevant HOD Student Services to investigate.

### Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 principles of behaviour and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

### Cyberbullying

Cyberbullying is treated at Kingston State College with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity

**Want to know how to deal with bullies?**

**Think:**



**T**ell them calmly Use eye contact and confident body language. Ask the person to stop the behaviour that you do not like.

**W**alk away Do not engage them. Do not make eye contact. Walk confidently towards a safety zone (teacher). Do not look back.

**I**gnore and/or block Pretend you didn't hear it or read it. Do not engage them. Stay calm, take deep breaths. Delete or block the person on social media.

**T**ell them firmly Use eye contact, confident body language and an assertive voice and ask them to stop or you will have to report them.

**S**eek Support Report the facts of the incident to a staff member in a calm voice. Ask witnesses to report too. Keep asking for support until someone listens.

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 relevant HOD Student Services.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

### **Student Intervention and Support Services**

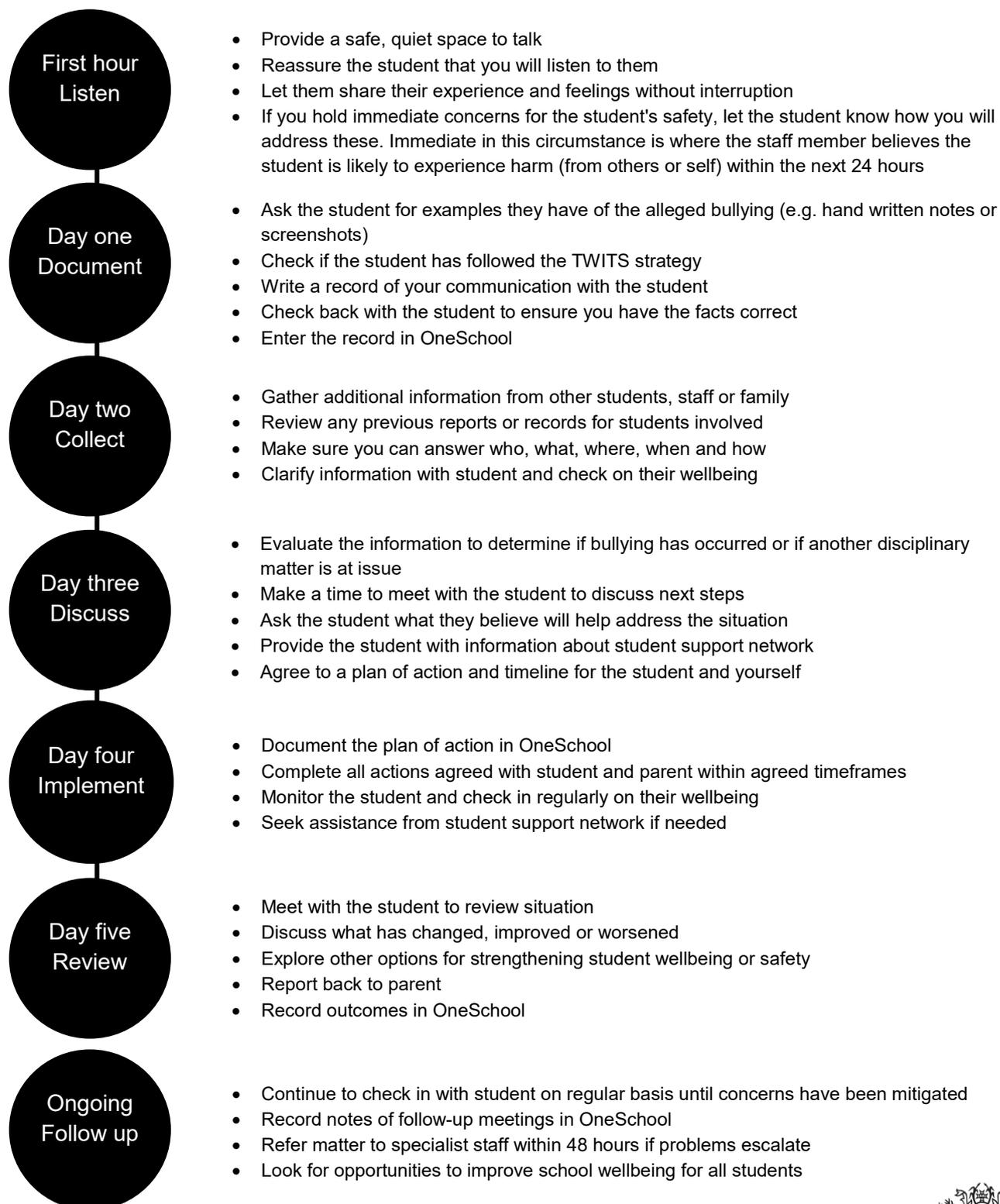
Kingston State College recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Kingston State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed.

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 withdrawal from social events or celebrations, or more severe punishments such as suspension or exclusion from school.

## Bullying response flowchart for school staff

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



# 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](#).

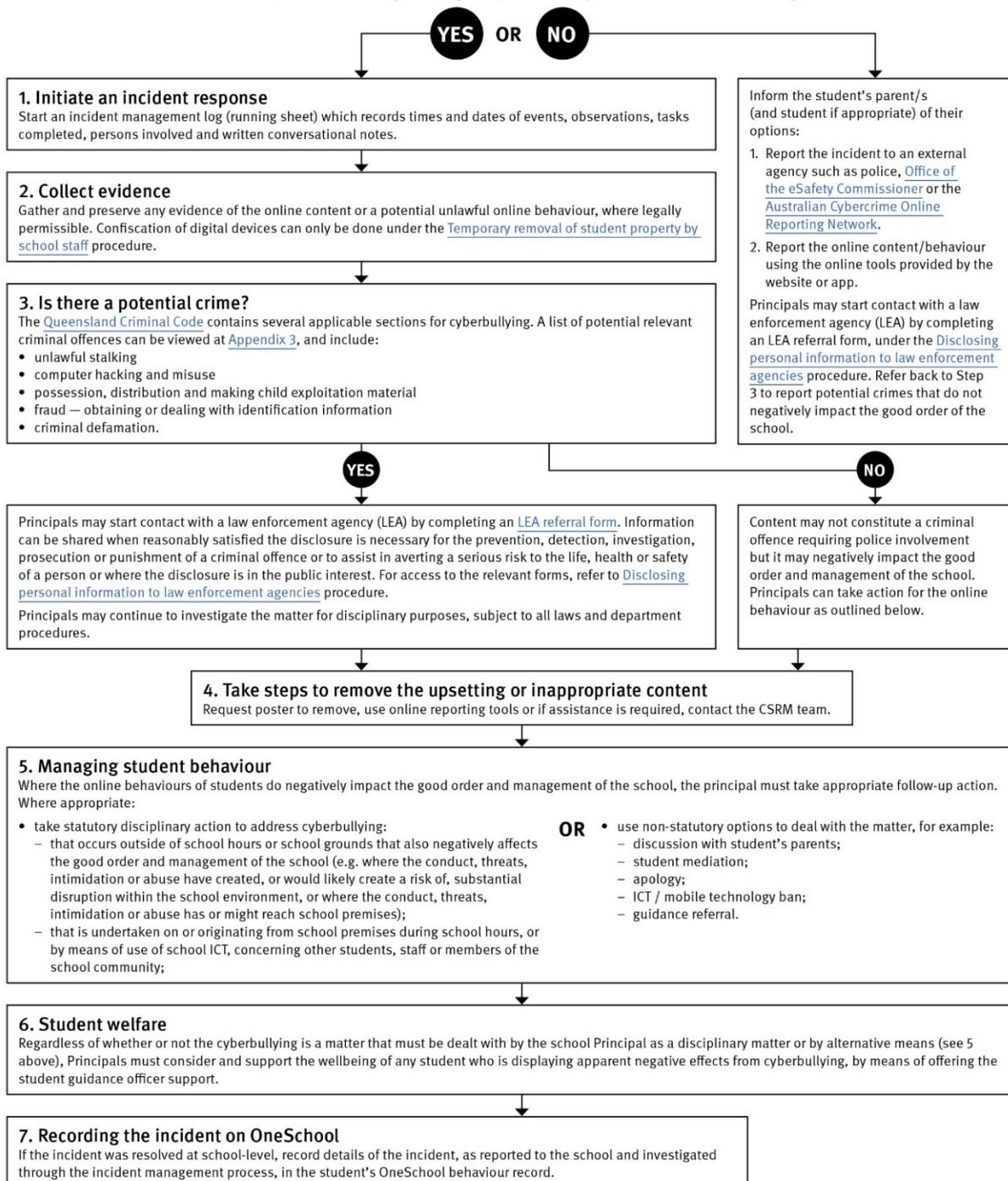
### Explicit images

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](#).

### Help

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Appropriate use of social media

Kingston State College embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and apps can provide positive social development experiences through an opportunity to develop friendships and shape identities. When used safely, social media sites and apps such as Facebook, Twitter, Snapchat and Instagram can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes for the user and others.

Kingston State College is committed to promoting the responsible and positive use of social media sites and apps. This policy reflects the importance of students at Kingston State College engaging in appropriate online behaviour.

Students of Kingston State College are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking or engaging with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to the relevant Head of Department – Student Services and allow he/she to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Kingston State College, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Kingston State College will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures and Guidelines

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

- 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](#)