



The Code of School Behaviour

Better Behaviour
Better Learning

Kingston State College

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

1. Purpose

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

2. Consultation and data review

Kingston State College developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during throughout 2017. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2016 also informed the development process.

The Plan was endorsed by the Principal, [the President of the P&C](#) and [Chair of the School Council](#) in [March](#) 2017, and will be reviewed in 2019.

3. Learning and behaviour statement

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

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

- Commitment
- Courtesy
- Common sense
- Cooperation

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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to *all* students. At [Kingston State College](#) we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards *all* students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our core values of commitment, courtesy common sense, and cooperation (also known as our “4 Cs”). The Schoolwide Expectations Teaching Matrix (page 3) outlines our agreed principles of behaviour and specific behavioural expectations in all school settings.

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These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted weekly by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

[Kingston State College](#) implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- PBL is addressed at every Full-School Assembly and at every Staff Meeting with specific emphasis on the Term Focus, Strategies and Positive Rewards.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the [Kingston State College](#) Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
 - Appropriate use of Social Media (Appendix 3)
 - Confiscation of Property (Appendix 4)

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

Reinforcing expected school behaviour

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

Kingston State College's Positive Reward System

- At the beginning of each term, students will be issued a GOTCHA card which they are to keep in the plastic pocket in their diary. This card is where students will place any GOTCHA stickers they receive (Appendix 5).
- GOTCHA stickers may be issued to students for following the 4 C's in both classroom and non-classroom areas.
- When students have collected 10 GOTCHA stickers their Year Coordinator will issue a Positive Behaviour Postcard.
- Students who receive the four (4) Positive Behaviour Postcards will be recognised with a certificate presented on Year Assembly and gain an entry in the draw each term. The draw may be for items such as iTunes vouchers, JBHI-FI vouchers, movie passes, etc.
- At the end of each term there will also be an event where students can "cash in" their GOTCHAS for rewards (e.g. free BBQ, lucky dip prizes, stationery, ice blocks, etc.)
- Positive Rewards are never removed as a consequence for problem behaviour.

Responding to unacceptable behaviour

Students come to school to learn. School is the perfect opportunity for students to learn how to get along with others and follow expectations that they will encounter in work places and in society.

- Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them 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 so as to align with the expectations of our school community.

Students who repeatedly behave in a manner that is deemed *major* (see page 7) will be asked the Positive Behaviour Questions to prompt them to rethink their behaviour and if they choose to continue their unacceptable behaviour, they will be asked to report to the Reflection Room to continue their learning.

- Targeted behaviour support

Throughout each year, a small number of students may be identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these (and other) students' learning and social success at risk if not addressed in a timely manner.

The students who are identified in need of Targeted behaviour support (based on repeat referrals to the Reflection Room) will be issued a Behaviour Monitoring Booklet to allow them to receive immediate feedback from teachers. This booklet will need to be sighted and signed daily by the students' parent/carer and then presented each morning before school to their case manager in the Reflection Room. This document will be tracked and recorded by the case manager.

Students whose behaviour does not improve after participation in the Behaviour Monitoring Booklet, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

- Intensive behaviour support: Behaviour Support Team

Kingston State College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Behaviour Support Team*, consisting of the Behaviour Advisory Teacher (BAT), Head of Departments – Junior and Senior Secondary, Master Teacher, Head of Special Education Services, Deputy Principals and the Principal:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Leadership Team to achieve continuity and consistency.

Referrals to the *Behaviour Support Team* are made by the Head of Departments – Junior and Senior Secondary to the Behaviour Advisory Teacher who assembles the team and initiates the support process. The Behaviour Advisory Teacher will make contact with the student and his/her parents and in many cases will also make contact with individuals from other agencies already working with the student and their family (e.g. Headspace or Child Psychologist), and district-based behavioural support staff.

The Behaviour Advisory Teacher will then conduct observations of the student in class and conduct a Functional Behaviour Assessment to determine what the student is trying to achieve from their behaviour as well as what motivates them to demonstrate the correct behaviours. The Behaviour Advisory Teacher will then work with the student to set SMART goals for his/her Individual Education Plan (IEP). This IEP may also include a flexible school timetable and/or alternative learning placements.

5. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and 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).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that [Kingston State College](#)'s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

- Incident Report (Appendix 6)
- [Health and Safety incident record](#)
- Debriefing Report (for student and staff) (Appendix 7).

6. Consequences for unacceptable behaviour

Kingston State College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Reflection Room referral form (Appendix 8) as well as the OneSchool database is used to record all major problem behaviour. Teachers may also record minor problem behaviours. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

Minor

Minor problem behaviour is handled by staff members at the time it happens, and are behaviours that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours result in the following consequences:

- **Level One:** selective attending, non-verbal response, redirection, restatement of rules, student taken aside for redirection, giving a directed choice
- **Level Two:** detention, parental contact
- **Level Three:** Reflection Room referral for ongoing minor problem behaviour

Major

Major problem behaviour is referred directly to the Reflection Room and are behaviours that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the Head of Department – Junior or Senior Secondary or Head of Special Education Services.

Major behaviours result in an immediate referral out of the classroom because of their seriousness. The staff member fills out the Reflection Room referral form and the student reports immediately to the Reflection Room.

Major problem behaviours may result in the following consequences:

- **Level One:** Text message to parent/carer, detention, loss of privilege, restitution, warning regarding future consequence for repeated offence, referral to support person.
- **Level Two:** Phone call/email to parent/carer, referral to Behaviour Support Team, mandated participation in a Behaviour Intervention Program or suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect a proposal for exclusion from school following an immediate period of suspension.

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

	Area	Minor	Major
Common Sense	Misconduct involving object	<ul style="list-style-type: none"> Littering Incorrect use of equipment Using objects with the potential to distract or interrupt Petty theft (e.g. pencil) 	<ul style="list-style-type: none"> Unsafe behaviour in or around school grounds (e.g. climbing on buildings, use of water bombs etc) 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) Stealing, being in possession of or dealing in stolen items
	Possess prohibited items	<ul style="list-style-type: none"> Possession of aerosol cans Chewing gum at school Possession of items capable of causing disruption 	<ul style="list-style-type: none"> Possession of items for use as a weapon (e.g. rocks, sticks, etc) Possession of dangerous weapons (e.g. knives, slingshots, replica guns, etc) Possession of items capable of causing bodily harm and/or property damage (e.g. firecrackers, gasoline, lighter fluid, etc) Possession or publication of pornographic material or accessing pornography at via school
	Property misconduct	<ul style="list-style-type: none"> Causing minor damage or mess (e.g. mess that can be cleaned by the student) Lack of care for the environment 	<ul style="list-style-type: none"> Vandalism of school property or buildings Throwing school property (e.g. chair/desk) Wilful destruction or disfigurement of school or others' property Arson
	Physical Misconduct	<ul style="list-style-type: none"> Minor physical contact where unintentional injury may occur Not playing school approved games eg contact sport without approval 	<ul style="list-style-type: none"> Serious physical misconduct towards staff, students or community members. Fighting or urging on a fight "dacking", "sack whacking" or other sexual assault Indecent exposure
	Substance misconduct involving illicit substances		<ul style="list-style-type: none"> Possession of illegal substances (e.g. drugs or imitation/synthetic drugs) or related items (e.g. bong) Under the influence of drugs at school, while coming to/from school or at school functions Sale, supply or trading in illegal or prescription drugs Being with a student who is using illicit substances on school grounds
	Substance misconduct involving tobacco and other legal substances	<ul style="list-style-type: none"> Being with a student who is smoking on school grounds 	<ul style="list-style-type: none"> Possession of tobacco or alcohol at school or related items (e.g. lighters) Smoking cigarettes on school grounds or while identifiable as a Kingston State College student Under the influence of alcohol at school or while coming to/from school or at school functions/excursions. Sale, supply or trading in alcohol or tobacco Accompanying or acting as a "spotter" for smokers/alcohol users
Cooperation	Dress code	<ul style="list-style-type: none"> Non compliance 	<ul style="list-style-type: none"> Not having leather upper, enclosed shoes Ongoing non compliance Wearing items with obscene language/images
	Non-compliant with routine	<ul style="list-style-type: none"> Unco-operative behaviour Not completing set tasks that are at an appropriate level 	<ul style="list-style-type: none"> Ongoing non-compliance Blatant disrespect or defiance Disobedience including refusing to follow teacher direction affecting learning of others, and/or good order of the classroom/school and/or affecting safety Failing to attend set consequences (go to Reflection Room, attend lunch detention/after-school detention/ litter duty, etc)
	Disruptive	<ul style="list-style-type: none"> One off incident of short interruption to a class or activity 	<ul style="list-style-type: none"> Major disruption to class violating the ability of the teacher to teach or other students to learn Sustained out of seat behaviour
	Lying/Cheating	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major or ongoing dishonesty Forging signatures Plagiarism

Courtesy	Verbal misconduct	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive verbal messages (including swearing) towards, in conversation with or as a result of an instruction from staff • Aggressive language • Verbal abuse / directed profanity/sexual harassment/racist comments
	Bullying / harassment (see appendix 2)	<ul style="list-style-type: none"> • Isolated disrespectful message to another student (verbal, written, gestural, online) e.g. put downs 	<ul style="list-style-type: none"> • Cyber bullying and harassment • Ongoing disrespectful messages (verbal, written, gestural) to another student that includes threats, intimidation, obscene gestures, pictures or written notes.
	IT misconduct (see appendix 1 & 3)	<ul style="list-style-type: none"> • Mobile phone switched on during instruction time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> • Use of a mobile phone or device in class when magnet is on red "X" or staff has instructed class to have them off/away. • Using a device for filming/photography purposes without authorisation • Using a device to distribute or upload unauthorised filming/photography to another person, the internet or to social media sites/apps • Accessing inappropriate material (e.g. pornography) via school computers or any electronic device while at school • 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.
	Threats to staff, students or others		<ul style="list-style-type: none"> • 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. • Socially rude interactions with staff • Verbal, written or physical threats, including use of proximity to a staff member, student or community member.
Commitment	Truancy/skip class		<ul style="list-style-type: none"> • Not attending all timetabled classes • On-going non compliance • Leaving school without permission • Leaving class without permission (out of sight)
	Late	<ul style="list-style-type: none"> • One off incident of arriving late (eg: to school or class/school activity) 	<ul style="list-style-type: none"> • Ongoing lateness to class or start of school day
	Other conduct prejudicial to the good order and management of the school		<ul style="list-style-type: none"> • 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. • Publication of or participating in acts of public nuisance, acts of violence, drug use or other anti-social behaviours in which those involved are identified as students of Kingston State College and where a connection to the school can be determined.

Relate problem behaviours to expected school behaviours

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

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

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At [Kingston State College](#) staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

7. Network of student support

Students at [Kingston State College](#) are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Head of Departments
- Guidance Officers
- Head of Special Education Services
- Head of inclusive Practices
- Administration Staff
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinators.

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

[Kingston State College](#) considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent

- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President

Chair, School Council

Effective Date: 1 April 2017 – 31 December 2019

Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students are not encouraged to bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Breaches of this policy may result in discipline.

Confiscation

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

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 express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the

purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, showing another person, uploading to the internet or social media site etc); and/or,
- knowingly being a subject of a recording

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 or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device during exams or assessments.

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

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

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

Special Circumstances Arrangement

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Appendix 2

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

Purpose

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 well-being 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.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Kingston State College there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Kingston State College are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social

acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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 schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including 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.

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

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

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

[Kingston State College](#) uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

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, Snap Chat 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.

No student of Kingston State College will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in Appendix 2 “Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying), Harassment or Victimisation”, it is unacceptable for students to bully, harass or victimise another person whether within Kingston State College’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Kingston State College – whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Kingston State College engaging in appropriate online behaviour.

Role of Social Media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate Use of Social Media

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 Head of Department – Junior or Senior Secondary 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.

Laws and Consequences of Inappropriate Online Behaviour and Cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation
-

There are significant penalties for these offences.

Kingston State College strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Kingston State College expects its students to engage in positive online behaviours.

Appendix 4

Confiscation of Property

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

- Preserve the caring, safe, supportive and productive learning environment of the 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 Responsible Behaviour Plan for Students or any other directive, guideline or policy

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.

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 (eg 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 (eg 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.

Appendix 5

GOTCHA CARD

Name: _____ PC: _____

	1	1	1
	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
Postcard	Postcard	Postcard	Postcard

Once you have 10 GOTCHA stickers, see your Year Co to sign the bottom box and receive your positive behaviour postcard! Fill the card for end-of-term rewards!

Appendix 6

Incident Report

South Coast Region Incident Report



Full Name

School name (if applicable)

Position: Student Year level:

Teacher

Other - Specify:

If the report provided by a student, was the student's parent / carer present? Yes No

The following assistance was provided in writing this statement:

Date of Incident

Time of Incident

 am pm

Place of Incident

People present:

Ensure the statement covers the following points.

What I saw and heard; what I did; any other information relevant to incident

Signature

Date

Assistance provided by: (if applicable)

Name

Signature

Date

Appendix 7

Debriefing Report

(to be completed when a staff member has had to physically intervene in an incident)

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

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

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

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

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

Questions for staff

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

Questions for student

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

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

Appendix 8

Reflection Room Referral Form

	KINGSTON STATE COLLEGE		
REFLECTION ROOM REFERRAL FORM			
Student Name: _____	Class: _____		
Staff Member: _____	Time: _____	Room: _____	
Referral for (please tick only <u>one</u> behaviour):			
<input type="checkbox"/> Bullying/harassment	<input type="checkbox"/> Truant/Skip class	<input type="checkbox"/> Lying/cheating	
<input type="checkbox"/> Threat/s to adults	<input type="checkbox"/> Threats to others	<input type="checkbox"/> IT misconduct	
<input type="checkbox"/> Disruptive	<input type="checkbox"/> Verbal misconduct	<input type="checkbox"/> Physical misconduct	
<input type="checkbox"/> Non-Compliant with routine	<input type="checkbox"/> Possess prohibited items	<input type="checkbox"/> Property misconduct	
<input type="checkbox"/> Misconduct involving object	<input type="checkbox"/> Substance abuse (illicit/tobacco/alcohol)		
Behaviour relates to which of the 4 Cs? (please tick)			
<input type="checkbox"/> Commitment	<input type="checkbox"/> Common sense	<input type="checkbox"/> Cooperation	<input type="checkbox"/> Courtesy
Behaviour is MAJOR because it:			
<input type="checkbox"/> is putting themselves or others at risk of harm <input type="checkbox"/> significantly violates the rights of others			
<input type="checkbox"/> Student may return to class if: _____			
<input type="checkbox"/> Referral Questions have been asked <input type="checkbox"/> Work has been sent with the student			
Teacher signature: _____		Date: _____	

KINGSTON STATE COLLEGE	
STUDENT REFERRAL REFLECTION	
Student Name: _____	
Teacher: _____	Subject: _____
What did you do to be sent out of class? (Your side of the story)	

Why was your behaviour not acceptable?	

How can your teacher help you with your behaviour?	

Appendix 9

Referral Flow Chart

BEHAVIOUR

