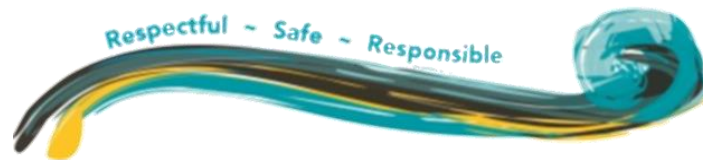




Kirwan State School



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

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Endorsement

Principal Name: John Kratzmann

Principal Signature:



Date: 20 January 2021

P/C President: Joanne Stewart

P/C President Signature:



Date: 20 January 2021

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Purpose

Kirwan State School is committed to providing a safe, respectful and disciplined learning environment for students, staff, parents visitors and community.

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

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe.

In order to deliver on this commitment, we expect all members of our school community to be:

- Safe
 - Responsible
 - Respectful
-  **Learners**

Principal's Foreword

Kirwan State School is a community asset. Our professional and caring staff provide quality education to students in the Kirwan area and surrounding catchment.

Kirwan State School implements a strong Positive Behaviour for Learning approach to facilitating a safe, respectful and responsible school culture. This strategy is based on a broad range of systemic and individualised strategies that are designed to respond to current social and educational challenges in order to meet the needs of all students in all school settings.

In order to promote and maintain a safe and orderly learning environment for learning and teaching, our School community have identified three clearly defined expectations.

We are **safe, respectful** and **responsible** learners.

These values have been used in the development of this Student Code of Conduct with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people.

Strong restorative justice practices, clear expectations, effective communication mechanisms, purposeful collaboration and respectful relationships drive our supportive school culture.

Kirwan State School staff take an educative approach to discipline, that behaviour can be taught and above all, we are all Learners.

Our Code of Conduct provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

At Kirwan
State Primary School
we "*Strive To Excel*" by being:



Consultation

Ownership of our School Code of Conduct by school and community is integral in driving our safe and supportive school environment.

Firstly, school staff scanned and assessed a range of school-based learning and behaviour data, current and historical data. Staff then analysed the current (2020), Responsible Behaviour Plan for Students. Strengths and successes were identified and celebrated, further areas for learning and development were acknowledged and documented.

Historical survey data on school culture, climate and student management from parents, carers and community was analysed. Again, strengths and areas for further development were recognised.

School representatives from our parent and carer community were surveyed.

A draft Student Code of Conduct was prepared and distributed for comment to all members of our school community.

A communication strategy has been developed to support the implementation of the Kirwan State School Student Code of Conduct, including parent information evenings, promotion through the school website and newsletter.

Any families who require assistance to access a copy of the Exemplar State College Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

Data Overview

Kirwan State School uses school-based data to make informed decisions on school management. Our School Code of Conduct is driven by data collection, analysis and relevant research. It is directly informed by data collected on learning, student discipline, safety, wellbeing and attendance. Data is analysed at short-, medium- and long-term intervals to examine patterns and trends.

Information used to drive the Code of Conduct includes:

- Level of Achievement learning data across all year levels
 - Levels of Achievement
 - Student testing
 - Student engagement
- Discipline data collected daily in OneSchool
 - Positive behaviours
 - Major and Minor incidents - Incident type, category and frequency
 - Location
 - Time
 - School Disciplinary Absences (SDA's)
- School Opinion Survey Data
 - Staff
 - Parent
 - Student
- Attendance Data
 - Absences
 - Reasons for absences
 - School/Cohort/Class/Student

Successful education is a partnership. Kirwan State School directly communicates with parents and carers about student behaviour, positive and negative. Outside of regular or required contact with teachers, support staff and Administration, parents may access student records and reports in a number of ways:

- Q Parents
- Reporting (oral and written)

Refer to the guidelines on [Accessing records, reports or timetables](#) for further information.

Learning and Behaviour Statement

Kirwan State School has a strong, embedded Positive Behaviour for Learning approach to behaviour management in and out of the classroom. This is based on a broad range of systemic and individualised strategies that are designed to respond to current social and educational challenges in order to meet the needs of all students in all school settings.

In order to promote and maintain a safe and orderly learning environment for learning and teaching, our School community have identified three clearly defined expectations.

We are **safe, respectful and responsible LEARNERS**.

These expectations are a result of data gathering and analysis from the school and the wider community and are endorsed by all stakeholders. They are aligned with the values, principles and expected standards outlined in the **Department of Education Code of Conduct** and **Student Discipline** frameworks. We believe that to support these expectations we must:

- foster a school and community ethos that has a high value on education and positive behaviours for learning.
- cater for inclusive learning needs of all children regardless of gender, race, ability or ethnicity as well as different learning styles.
- nurture positive relationships between staff, students, parents and the general community.
- teach explicitly, and practise, the social skills necessary for life's journey.
- provide positive adult and peer models.
- deliver a rich curriculum in positive learning and teaching environments; and
- consistently encourage and recognise students' efforts to uphold our expectations.

Our overarching belief is that all students should be given the opportunity to learn to their potential.

Student Wellbeing and Support Network

Student wellbeing is very important at Kirwan State School. A tiered range of programs and services are proactively implemented to identify and support all students.

Learning and wellbeing are inextricably linked. Kirwan State School has a strong Student Learning and Wellbeing Framework that aligns with departmental policy (**Student Learning and Wellbeing Framework**). At Kirwan, we build a positive school culture, 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.

At Kirwan
State Primary School
we "*Strive To Excel*" by being:



Curriculum and pedagogy

Kirwan State School fosters wellbeing and lifelong learning through strong curriculum practices embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

We work together to strengthen curriculum knowledge, teaching assessment and practice and ways to engage our students.

We value and acknowledge the positive impact that a meaningful relationship between teacher and student has on students' academic and social outcomes. All staff value every student and their individual background and needs and our tiered, differentiated approach to student learning and wellbeing strengthens this relationship.

As part of the whole school's curriculum at Kirwan, we provide age-appropriate curriculum teaching and learning that reinforces public health and safety messages.

Policy and expectations

All School practices are driven by appropriate Education Queensland policy and procedure. Kirwan SS has strong school processes that support differentiated student needs. Processes and procedures are consistently reviewed in line with departmental updates and requirements. School processes are driven by staff leadership and line management.

Specialised health needs

Kirwan State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to appropriate and agreed support whilst attending school or school-based activities.

This means that appropriate health plans are developed and agreed by stakeholders and followed for students with specialised health needs. Staff are made aware and updated (according to responsibility) of the student's medical condition and appropriate staff have been trained to support the student's health condition.

Medications

Kirwan State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. The School can provide further information and relevant forms for students that require medication to be administered during school hours.

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 and the appropriate, agreed, emergency medications.

Mental health

Kirwan State School 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

Kirwan State School staff who notice suicide warning signs in a student will seek help immediately from the school guidance officer or other appropriate staff.

When dealing with a mental health crisis, Kirwan SS will 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, Kirwan State School staff follow suicide intervention and prevention advice by ensuring:

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

Student Support Network

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

Kirwan State School Student Support Team and Case Management team meet weekly to discuss referred student needs.

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

Parents who would like more information about the student support roles and responsibilities are invited to contact School Administration to arrange a meeting to discuss.

Role	What they do
Teaching Staff / Specialist staff	<ul style="list-style-type: none">• ensures students feel safe and comfortable and want to come to school• nurtures a sense of belonging to the class group• building relationships and strong emotional connections with students and families• data gathering, identification and student referrals
School Based Teams	<ul style="list-style-type: none">• School Support Team and Case Management Team meet weekly. Through a referral process, students are allocated a support process and action planning.• Action planning involving interagency referral and engagement if required
Principal Deputy Principal	<ul style="list-style-type: none">• leadership of Student Support Network to promote an inclusive, positive school culture• monitors attendance, behaviour and academic data to identify areas of additional need.
Head of Special Education Services	<ul style="list-style-type: none">• Champions inclusion of all students• Line management of specialised health needs• Management of human, physical and financial resources to support inclusion
Support Staff - Behaviour Management	<ul style="list-style-type: none">• Lead/assist staff to develop evidence-based plans for secondary and tertiary interventions

Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process • investigates barriers to learning accessing psychometric testing when necessary.
Defence School Mentor	<ul style="list-style-type: none"> • monitors the social and emotional wellbeing of Defence students • enhances awareness and appreciation of the unique Defence lifestyle in schools and communities • provides support to children during times of parental absence.
School Chaplain	<ul style="list-style-type: none"> • Support for students and families.
Adopt-A-Cop	<ul style="list-style-type: none"> • Referral and invitation base to send consistent messages to students when required.
Registered Nurse	<ul style="list-style-type: none"> • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Interagency Support Networks	<ul style="list-style-type: none"> • provides individual support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
Community Elder	<ul style="list-style-type: none"> • provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.

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

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

Online support options are available and promoted on a case-by-case basis through School Support Teams.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal



Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with School Administration.

Whole School Approach to Discipline

Kirwan State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for student management in the school.

The tiered Support System includes:

- Primary (whole school) support,
- Secondary support and
- Tertiary or (Red Level) interventions.

This is a whole-school approach, implemented across the school by all staff in and out of the classroom.

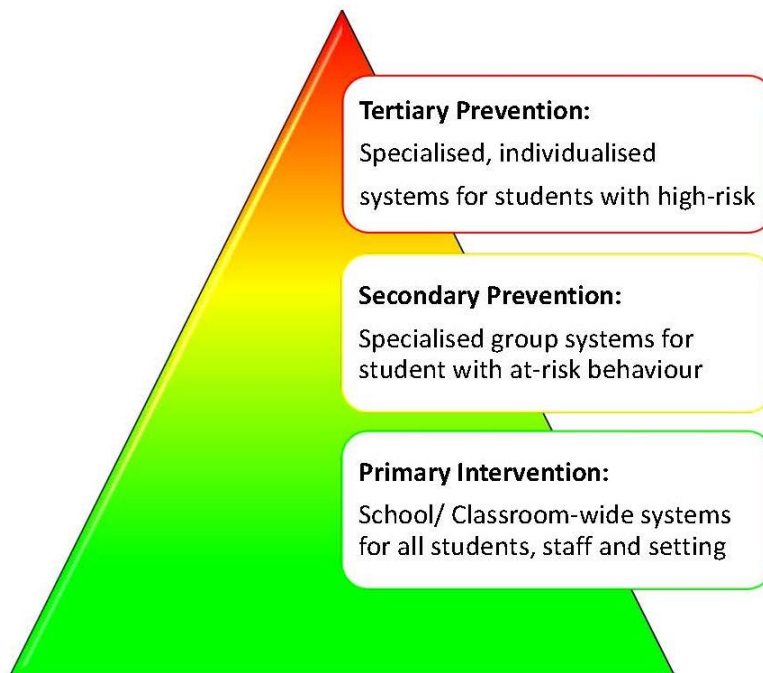
PBL is led by a school-based team who meet bi-weekly to discuss student behaviour data and develop action planning to support the implementation of PBL across the school.

School Administration drive school processes and support the PBL team and all staff to embed PBL process and school based tiered interventions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes by teaching and rewarding whole school expected behaviours
- 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.

Any student or parent who has questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Principal.



To facilitate the instruction of primary or whole school positive behaviour support we employ the following proactive strategies:

- provide differentiated curriculum within the school's pedagogical framework to engage students and promote learning.
- explicitly teach the expectations from our 'School Expectations Matrix' (Appendix A).
- define, teach, reteach and model the expected behaviours and provide opportunities for students to practice.
- practice in the settings in which they will be used provide verbal pre-correction and visual prompts of the expectations around the school.
- implement whole school positive recognition strategies. These include Student of the Week Certificates, Bolty Stickers, tickets and certificates and individual classroom reward systems (Appendix B).
- articles in the school newsletter outlining school expectations and strategies.
- ongoing, sequential and targeted staff professional development and training in Positive Behaviour for Learning systems and behaviour management strategies (Appendix C – 10 Essential Skills).
- clear and documented enrolment agreement signed by parents, carers, students and enrolling officer.
- teachers and teacher aides are equipped with playground duty bags which contain playground "Bolty stickers and Bolty tickets" for rewarding appropriate behaviours and behaviour slips for recording inappropriate behaviours. A high visibility vest and a whistle is part of this equipment so that children's attention can be gained with ease, reinforcement and correction can take place immediately (Appendix H).
- regular up-skilling of staff at Meetings and Student Free Days.
- explicit classroom management planning including acknowledgement, correction, crisis and restitution/restorative planning (Appendix E); and
- classroom behaviour management flowchart including thinking chair and buddy class (Appendix D).

Responding to unacceptable behaviour

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff is to use the ten essential skills to redirect the behaviour. The ten essential skills move from least intrusive to most intrusive.

10 Essential Skills	Description
1. Establishing expectation	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgement	Praising a particular student to prompt others
5. Body language encouragement	Smiling, nodding, gesturing and moving near
6. Descriptive encouragement	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirection to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

Kirwan adopts the application, where required, of disciplinary consequences that are authorised by the Department of Education. This could include:

- the use of time out as a proactive strategy as well as a behaviour management strategy, provides calm down and thinking time. Timeout is defined as giving a student time away from their regular class program/routine:
 - to a separate area within classroom (thinking chair)
 - to another supervised room or setting (buddy class)
- Reflection Room (reflection and reskilling instruction)
- Social Skilling Zone (game play and practical social skill development)
- Restorative Practice (relationship repair)
- Sign In Sign Out card (playground monitoring for those who need extra assistance)
- Walk with Teacher card (playground supervision)
- Discipline Improvement Plans (OneSchool)
- Suspensions (1-10, and 11-20)
- Exclusions

Targeted (Secondary) behaviour support

Those students at Kirwan State School who do not respond positively to the strategies implemented through the Whole School support strategies are identified through school data collection processes and may be referred to the Student Support Committee for further targeted behaviour support.

Strategies for targeted behaviour support may include:

Student Support Committee:

- referral to school base specialist staff including behaviour support staff, Administration and guidance officer.
- targeted school programs including social skilling, lunchtime play groups, games room (Social Skilling), playground transition plans.
- targeted data collection strategies.

- stakeholder meetings.
- referrals to outside agencies and adoption of interagency approaches; and
- teacher management of planning and programs.

Classroom Management:

- differentiated classroom curriculum and support through identified physical, financial and human resources (identified in management planning).
- individual student management planning built from the whole school classroom management plan and/ or individual reward plans.
- focus on the 10 Essential Skills, data collection and feedback.
- classroom profiling.
- reward system (outlined in Whole School Behaviour Support).
- specialist staff and Administration support and feedback.
- classroom behaviour management flowchart.
- Check in/Check out.
- increased partnership building with parents/carers and key stakeholders.
- classroom curriculum differentiation; and
- teacher managed.

School Consequence Framework:

- individual classroom consequences – teacher managed.
- School Office Discipline Referral system for recording incidents (Appendix H).
- use of One School for recording, tracking and analysing student data.
- minor Behaviours – teacher managed (Appendix F).
- major and repeated minor behaviours – Administration/Teacher managed – use of Reflection room (Appendix F – Consequences for Major Behaviours).
- suspension (1-10, and 11-20); and
- exclusion.

Intensive (Tertiary) behaviour support

Intensive behaviour support is required to support students who demonstrate extreme and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support occurs when targeted (secondary) behaviour support has been implemented without success.

To fully understand the severity of the problem behaviour, a functional behavioural assessment may be administered. This assessment focuses on identifying significant social, affective, cognitive, and or environmental factors associated with the occurrence and non-occurrence of specific behaviours. The assessment allows personnel to select and implement interventions to address problem behaviour. An Individual Behaviour Support plan (and/or Risk Assessment) may be developed.

Strategies operationalised through Individual Behaviour Planning (and/or Risk Assessment) will be preventative and supportive.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective differentiated learning and teaching practices, alternate classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student. Support is driven by evidenced informed student management planning that is regularly assessed and revised.

The focus of the Plan will be to re-educate and re-engage the student and stem the spiral of behaviour. Follow up Case Management meetings and parent meetings, will be conducted to monitor and evaluate the student’s progress and to make any necessary changes to the plan. Failure of the student to honour the plan may lead to Suspension or ultimately, Exclusion.

Case Management

Case Management is a collaborative process designed to support the access, participation and learning outcomes of students with significant behavioural support needs. The team comprises of Principal, Deputies, Head of Special Education Services, Behaviour Management Specialist and Guidance Officer. Refer to Case Management of Behaviour process outlined below.

Case Management Process



The Case Management Team:

- 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 Behaviour Leadership Team to achieve continuity and consistency.

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 \(Commonwealth\)](#)

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

Kirwan State School 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 behaviour incident record is created in OneSchool to record all minor and major behaviours.

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 for consistency (Appendix F – Sample).

- Minor problem behaviour is handled by staff members at the time it happens; and
- Major problem behaviour (playground behaviour) is referred directly to the school Administration team.

Minor Behaviours:

- are minor breeches 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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution, or detention for work completion; and/or
- Time out with a staff member where the staff member takes the student aside and follows Kirwan State School Restorative Practice Script.
 - What happened?
 - What were you thinking?
 - What do you think now?
 - Who has been affected by this?
 - What needs to happen to put this right?
 - What do you need to do now?
 - What do they need to do now?
 - What would you do differently next time?

Major Behaviours:

- Intentionally/significantly violates the rights of others.
- put others/self at risk of harm.
- may require the involvement of school Administration.
- may require time-out in the Reflection Room (Appendix J - Reflection Room procedures and information); and/or
- may result in suspension/exclusion.

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 (restorative script may be used).

Major behaviours in the playground result in an immediate referral to Administration. Major behaviours in the classroom are managed by the classroom teacher (who follows the Classroom Management Plan/Individual Management Plan process), unless requiring the support of Administration because the behaviour is significantly violating the rights of others or is putting others/self at risk of harm.

Major behaviours may result in a referral to Administration because of their seriousness. When a major problem behaviour occurs in the playground, staff members complete an Office Discipline Referral (Appendix H) and refer to Administration for action.

Administration investigates the major and applies consequences including reflection room or other consequences which may include Social Skilling Zone, a playground card, Check in Check Out, restorative justice (Appendix K - Sample).

Reflection Room

Reflection Room is a consequence that Kirwan uses to address inappropriate student behaviour. Reflection Room occurs during both first and second breaks and are applied for those students who receive a major behaviour according to the Major/Minor matrix. A letter or email notifying parents/carers will be sent, if a student has attended Reflection Room. Students may remain in reflection room until acknowledgement of receipt of the letter/email is received from the parent.

Ensuring consistent responses to problem behaviour

At Kirwan 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.

Strategies to implement supportive, fair, logical and consistent consequences include:

1. Whole School

A. Classroom Management

Teachers implement classroom management planning including 10 Essential Skills, Classroom Flowchart, acknowledgement plan, correction plan, crisis plan and restitution plan – (see Appendix C, D and E).

B. Teacher and Student Plan of Action

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. This may include an Individual Behaviour Management Plan. Specialist staff/Administration may assist in plan development. Parents/caregivers may be contacted and involved in plan development. Individual consequences/rewards arranged.

Permitted personal technology devices used contrary to the guidelines on school premises may be confiscated by school staff (refer to Temporary Removal of Personal Property by School Staff – Section 10). 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.

2. Targeted Intervention

The student is referred to the Student Support Committee (SSC) and a decision is made as to what further action is required including referrals to external agencies. The class Teacher is the Case Manager. Specialist staff/Administration may assist in plan development. To inform further planning and decision-making processes, incidents of inappropriate behaviour are recorded in OneSchool. Data is used to drive intervention. Individual management planning and support is then implemented. Referral to the case management team may be necessary.

3. Intensive Intervention – Case Management

The level of support – Level 1, 2 or 3 – may be determined by Administration of the Risk Filter tool. An Administration team member is appointed Case Manager. Creation, monitoring and follow-up of the formal Individual Behaviour Management Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies. Consequences align with those outlined for Major inappropriate behaviour of our school Expectation Matrix.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

4. Suspension Procedures

This is implemented in line with the Education Queensland policy. The school's Student Code of Conduct describes the behaviour that is expected and the types of disciplinary consequences that may be used. A principal of a state school can suspend a student from their school on the following ground/s:

- disobedience
- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- the student is charged with a serious offence (as defined in the *Commission for Children Young People and Child Guardian Act 2000*)
- the student is charged with an offence, other than a serious offence; and
- the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.

5. Recommendation for Exclusion

This is implemented in line with the Education Queensland policy. A principal of a state school can exclude a student from their school on the following grounds:

- persistent disobedience
- misbehaviour
- conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that:
 - adversely affects, or is likely to adversely affect other students enrolled at the school
 - adversely affects, or is likely to adversely affect the good order and management of the school
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
- the student has been convicted of an offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school.

The principal must be satisfied that suspension of the student from the school would be inadequate to deal with the student's behaviour, unless the student poses an unacceptable risk to the safety or wellbeing of other students or staff or the student has been convicted of an offence.

Consideration of Individual Circumstances

Kirwan State School is proud of its record of inclusivity and continues to promote the notion that consequences for breaching the school's expectations may have to be adjusted when taking the following into consideration:

- emotional wellbeing.
- culture.
- gender.
- ethnicity.
- socio-economic Circumstances; and
- disabilities.

Other individual circumstances that may be considered include:

- age of the child.
- previous behaviour record.
- severity of the incident.
- amount of reliable evidence.
- degree of provocation.
- intent of the action; and
- honesty and perceived level of remorse.

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

Collaboration within school teams through school processes provides a deep understanding of the motivation behind student behaviour and the most appropriate ways of supporting students, families and staff.

School Policies

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

- 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

Please refer to the Department of Education, [Temporary removal of student property by school staff procedure](#).

Kirwan State School follows the Department of Education policy. Property may be temporarily removed from a student if the Principal or state school staff are reasonably satisfied the removal is necessary to:

- Ensure compliance with Kirwan State School Code of Conduct.
- Preserve the caring, safe, supportive and productive learning environment of the school.
- Maintain and foster mutual respect among staff and students at the school.
- Encourage students to take responsibility for their own behaviour and consequences of their actions; and
- Provide for the effective Administration of school matters.

Property that may be temporarily removed from a student includes items that may compromise the school Code of Conduct. This may include technology devices, weapons, toys, bags, jewellery, aerosol deodorants or cans, items that may present a danger to self or others, and/or items impacting on the learning environment.

Procedural guidelines for removal of property by school staff include:

- Follow the **Temporary removal of student property by school staff** - Department of Education policy.
- Notify school Administration – further action may be required.
- Removed property not to be searched without permission from student or parent.
- Contact parent at the nearest point of convenience to notify of the confiscation and discuss return plan; and
- Removed student property of a prohibited nature may be reported and seized by police.

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.

Kirwan State School follows the Department of Education policy and procedures:

- [Advice for state schools on acceptable use of ICT facilities and devices](#)
- [Use of IT systems](#)

Student's personal communicative devices (i.e., phones) must be checked into the school Administration when entering school. Owners names will be recorded on a register and devices collected at the conclusion of the school day.

Wearable devices may be worn however in school mode only. No messages, phone calls or images taken to be made or received on wearable devices. All policy requirements apply to wearable devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, Blackberry's®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, wearable devices, eSim devices, iPods® and devices of a similar nature.

Certain personal technology devices banned from school

Students must not bring personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff. Breaches of this prohibition may result in discipline.

Confiscation

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

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

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

Personal technology 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 given to office staff at the start of each day. The school takes no responsibility for damaged or stolen technology devices.

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 Kirwan State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony. This includes the use of smart watches.

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 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.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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.

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 this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

Special circumstances arrangement

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

Appropriate use of social media

Kirwan State School 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 applications (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 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.

Kirwan State School is committed to promoting the responsible and positive use of social media sites and apps.

No student at Kirwan State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Kirwan State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Kirwan State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Kirwan State School engaging in appropriate online behaviour.

Students at Kirwan State School 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 a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Kirwan State School, 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.

Kirwan State School 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 at this school and a student at 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* (Commonwealth) and the *Criminal Code Act 1899* (Queensland) 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.

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

Preventing and responding to bullying

Definition of bullying

Bullying is an 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen 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).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fight between equals, whether in person or online, are not defined as bullying.

Bullying involves three elements – intent to hurt or harm; power imbalance; and repetition over time.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there are 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, verbal misconduct or violence.

However, these conflicts still need to be addressed and resolved.

School policy for preventing and responding to incidents of bullying (including cyberbullying)

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



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

There is no place for bullying in Kirwan State School. Those who are 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 may be related to:

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

At Kirwan State School there is broad agreement among students, staff and parents that bullying is an 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.

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 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

Many bullying behaviours are peer-maintained through the actions of bystanders. 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 responses 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 Kirwan State School are an addition to our positive behaviour support processes. This means that all students are 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. Kirwan uses lessons from the Bullying! No Way [website](#).

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 3 school rules 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.

Teachers can use the many opportunities that arise throughout the school day to discuss how people behave in various social situations, dealing with conflict, and how people get on with each other.

Learning about bullying — what it is, why it happens and what to do about it — within everyday classroom activities reinforces school values related to respect and inclusion. It also communicates to everyone that bullying is never okay.

Kirwan staff use the [quality and appropriate teaching resources](#) developed by Bullying. No Way for each [National Day of Action against Bullying and Violence](#), and is available all year round.

The [Bullying. No Way! Teaching resources catalogue](#) includes resources which have been reviewed by educators as suitable for use in the classroom.

Teaching about bullying in a meaningful way involves adopting [a reflective and critical thinking approach](#) and ensuring all students are included.

A well-planned curriculum incorporates [social-emotional learning](#), safe and supportive school environments and [respectful relationships](#) as part of students' formal learning.

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 Kirwan State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Kirwan takes part on the National Day of Action against Bullying each year.

Kirwan State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database regularly 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.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

All Students – School Administration / Guidance Officer

All Students – Support Staff

First hour Listen

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

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool

Day two Collect

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

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent/guardian within agreed timeframes

Day five Review

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

Ongoing Follow up

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

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](#).

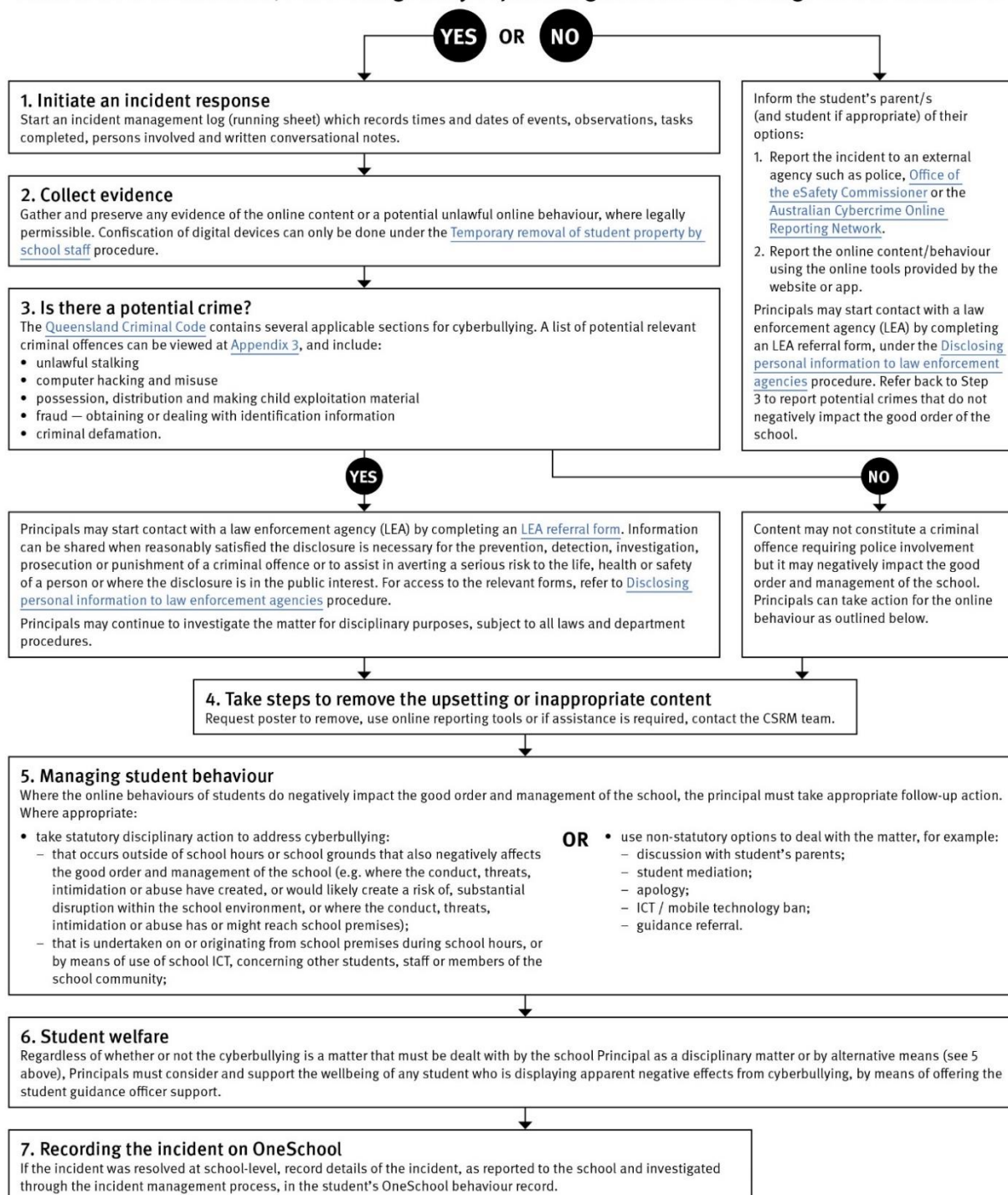
Explicit images

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 (CSRSM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Critical Incidents

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.

Cases of critical or severe behaviour will result in an immediate referral to the Student Case Management team where risk assessment and individual student management planning will be developed.

Basic defusing strategies

<i>Avoid escalating the problem behaviour</i>	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
<i>Maintain calmness, respect and detachment</i>	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
<i>Approach the student in a non-threatening manner</i>	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
<i>Follow through</i>	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
<i>Debrief</i>	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

Restrictive Practices

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.

Kirwan State School staff may make legitimate use of restrictive practices if all non-physical interventions have been exhausted.

Delegated school staff are responsible for:

- using physical restraint only
 - as an immediate or emergency response
 - as part of student's individual plan, including prevention of self-harming behaviours
 - when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation
 - after considering the welfare of student, staff and other students with such force as is reasonable under the circumstances
 - in conjunction with teaching and reinforcement of alternative appropriate behaviour.

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

It is important that all staff understand:

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

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.

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.

Record keeping

Each instance involving the use of physical intervention and or serious misconduct must be formally and immediately documented. The following records must be maintained:

- written incident report on OneSchool;
- School/Parent communication.
- debriefing report for student and staff; and/or
- Risk Management (Appendix I).

Related Procedures and Guidelines

At Kirwan State School, school staff use Queensland Education Department policy and procedures to inform decisions and actions around matters associated with student's wellbeing, behaviour and learning.

These may include:

- 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; and
- Using mobile devices.

Referral to the Queensland Education Department [Policy and Procedures Register](#) is recommended for further information.

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](#)

Conclusion

Kirwan State School 'Strives to Excel' in and out of the classroom. Our School Code of Conduct provides information about how we collectively create a strong, safe, supportive school culture for our students, staff, families and community.

Our School appreciates the ongoing support from our parents, carers, families. Our School has many moving parts and at times, there may be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting your child's education. Our School and all Queensland schools are committed to ensuring that all complaints – whether they relate to a school staff member or a school's operations – are dealt with in a fair and equitable manner.

Every staff member at Kirwan is proud of our ethical, problem solving approach to all school matters, including complaints management.

If issues do arise that may require further complaints management, please see the Principal, Mr John Kratzmann, at school Administration or follow the Department of Education [Customer complaints management](#) policy.

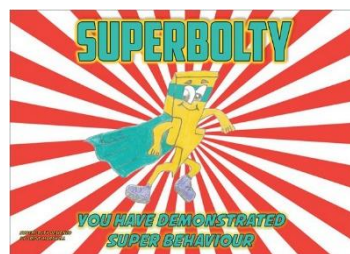
Appendices

Appendix A - Kirwan State School Expectations

KIRWAN STATE SCHOOL EXPECTATIONS											
	Always	Learning Areas: Classrooms/ Resource Centre	Eating Areas	Playground / Oval	Toilets	Walkways	Before and After School	Tuckshop	Parents		
FOLLOW STAFF INSTRUCTIONS TO BE	SAFE	Show self-control. Report problems. Be where you should be. Use equipment correctly/safely. Keep hands, feet, and objects to yourself. Wear the correct school uniform. Know and follow the emergency procedures. Walk on the concrete	Enter rooms only when a teacher is present. Walk calmly inside.	Eat in your designated eating area. Only eat your home/tuckshop food. Report and manage all spills. Remain seated until dismissed for play. Sit quietly in 2 lines in your designated area after the end of play bell.	Remain in designated play areas. Follow the rules and keep your cool.	Walk in toilet areas. Wash your hands with soap at the sink. 1 person per cubicle. Use year/age appropriate toilet.	Keep to the left on pathways.	Remain seated in shed area until released. Enter and exit through designated gates. Travel directly home. Walk your bike / scooter in the school grounds and across the crossings. School equipment is out of bounds. Use supervised crossing.	Be patient. Stand in line.	Wait in designated area. Park in allocated areas. Use pick-up/drop-off zone correctly. Use supervised crossings. Report concerns to office.	
		RESPECTFUL	Be considerate of the rights of others to be different. Take care of yours, others' and the school's property and environment. Listen to and care for self and others. Use polite, positive and kind language. Wait your turn. Keep the right noise level for the right place.	Be considerate of others' right to learn. Demonstrate whole body listening.	Only touch your own lunchbox. Be considerate of the game/eating space of others.	Play fair – show good sportsmanship. Be considerate of the game space of others.	Use correct toilet etiquette. Be considerate of the privacy of others.	Walk quietly – others are in class working.	Obey crossing supervisors. Follow school rules whilst waiting for pick-up.		Use appropriate language with all staff and students. Follow the school rules. Book an appointment to see class teacher/admin.
			RESPONSIBLE	Do your best. Accept consequences for your choices. Clean up after yourself. Be honest and fair. Use the toilets and drink taps at breaks. Use computers and internet appropriately. Respond promptly to bells. Return to class/area promptly. Walk directly to get to the right place.	Follow the classroom/room expectations. Be prepared / organised to learn. Complete learning tasks. Take home and/or return necessary notes. Return resources on time.	Place lunch boxes in designated container / area.	Establish and agree on rules before playing.	Use toilet facilities correctly. (The toilet is not a play area.)		Represent your school with pride. Store bags, bikes, scooters and electronic devices in correct location. Know your after school arrangements.	Place your order before 8:50am. Carry the tuckshop baskets correctly.

At Kirwan State School our learners "STRIVE TO EXCEL"

Appendix B – Whole School PBL Rewards



Appendix C - Classroom Management Essential Skills

Essential skills				
<p># 1 Establishing Expectations To clearly articulate and demonstrate the boundaries of pro-social behaviour.</p>	<p># 2 Instruction Giving To give clear instruction about what students are to do.</p>	<p># 3 Waiting and Scanning To wait and look at your students for 10-15 seconds after you give an instruction.</p>	<p># 4 Cueing with Parallel Acknowledgement To acknowledge students' on-task behaviour with the intention of encouraging others to copy.</p>	<p># 5 Body Language Encouraging To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on task.</p>
<p># 6 Descriptive Encouraging To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.</p>	<p># 7 Selective Attending To deliberately give minimal attention to safe, off-task or inappropriate behaviour.</p>	<p># 8 Redirecting to Learning To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.</p>	<p># 9 Giving a Choice To respectfully confront the student, who is disrupting others, with the available choices and their logical consequences.</p>	<p># 10 Following Through Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment.</p>

Appendix D - Classroom Management Sequence Cards

Step 1 - Ten Essential Skills

1. Establish Expectations
2. Give clear instructions
3. Wait and scan
4. Cue with parallel acknowledgment
5. Body Language Encouraging
6. Descriptive Encouraging
7. Selective Attending
8. Redirect to learning
9. Give a choice
10. Follow through



Step 2 - Three Warnings



Step 3 - Think at the Thinking Chair



Step 4 - Exit to Buddy Class



Refusal = Call to the office

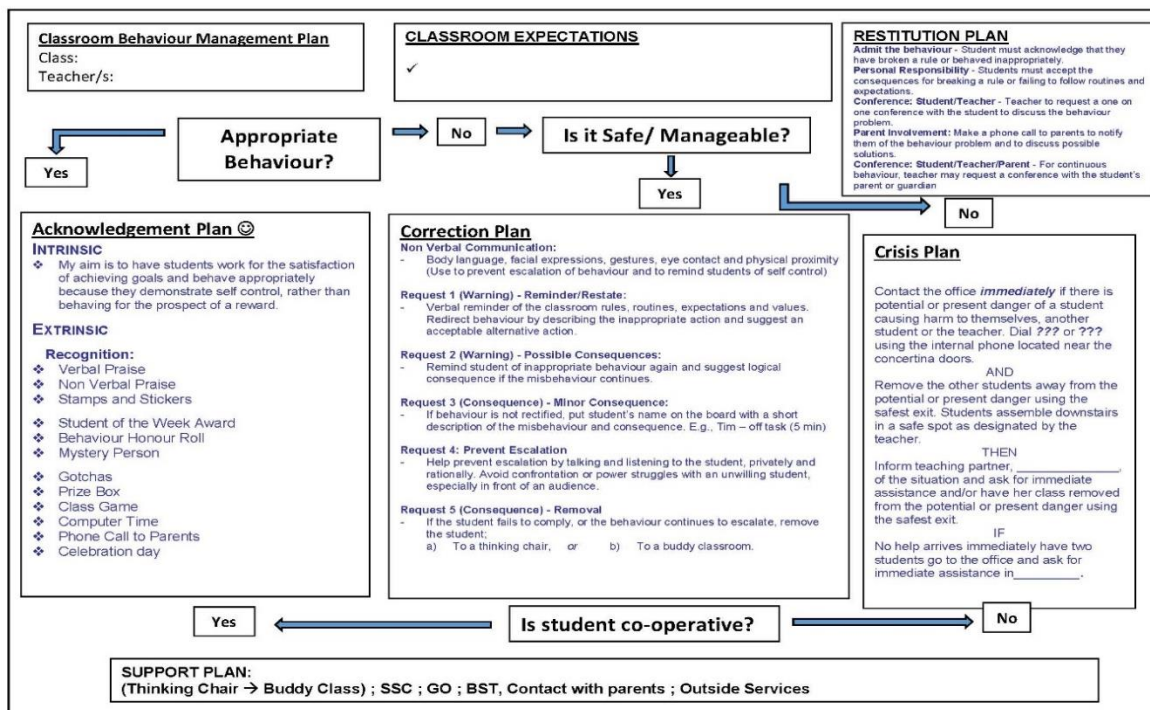
Conference with your teacher and accept the consequence for your behaviour.



Appendix E - Classroom Behaviour Management Plan

Classroom Behaviour Management Plan				
<p>IN OUR CLASS WE VALUE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Honesty <input type="checkbox"/> Humour <input type="checkbox"/> Tolerance <input type="checkbox"/> Kindness <input type="checkbox"/> Generosity <input type="checkbox"/> Patience <input type="checkbox"/> Leadership <input type="checkbox"/> Trustworthiness <input type="checkbox"/> Independence <input type="checkbox"/> Courage <input type="checkbox"/> Dedication <input type="checkbox"/> Spirit <input type="checkbox"/> Uniqueness <input type="checkbox"/> Neatness <input type="checkbox"/> Creativity <input type="checkbox"/> Cooperation <input type="checkbox"/> Faith <input type="checkbox"/> Helpful 	<p>CLASSROOM EXPECTATIONS</p> <p>❖ FROM MATRIX</p>	<p>SCHOOL RULES</p>	<p>KEYS TO SUCCESS</p> <ul style="list-style-type: none"> ❖ Confidence ❖ Persistence ❖ Organisation ❖ Getting Along ❖ Resilience 	<p>Class: Teacher:</p> <p>IN OUR CLASS IMPORTANT ROUTINES ARE:</p>
<p>PREVENTATIVE PLAN</p> <p>Teacher and students have a clear understanding of school rules, classroom expectations, established routines, roles and values.</p>				
<p>OUR ROLES IN THE CLASSROOM</p>				
<p>TEACHERS IN <u>INSERT</u> CLASS ARE EXPECTED TO:</p> <ul style="list-style-type: none"> • Consider interesting ways of teaching the curriculum. • Consider the different needs of all students • Be approachable, listen to students and offer appropriate support. • Always ask the students to do the best they can. • Deal with misbehaviour quickly and respectfully. • Ensure consequences are applied fairly and consistently. • Provide encouragement to students and acknowledge and reward good work and good people. 	<p>STUDENTS IN <u>INSERT</u> ARE EXPECTED TO:</p> <ul style="list-style-type: none"> • Behave respectfully towards all teachers and adults. • Be tolerant of other people and accept that everyone is unique. • Be willing to learn, even when it is hard. • Report important information about yourself or others to the teacher. • Except consequences for misbehaviour. • Wear school uniform and follow the school dress code requirements. • Take responsibility for their learning. 	<p>STUDENTS AND TEACHERS IN <u>INSERT</u> ARE EXPECTED TO:</p> <ul style="list-style-type: none"> • Create a supportive classroom where people feel safe and accepted. • Keep the classroom clean and pleasantly decorated. • Be punctual and acknowledge lateness with an apology • Display good hygiene practices and keep ourselves fit and healthy. • Recognise our strengths and weaknesses. • Apologise when we are in the wrong and except each others apologies. 		

Appendix F - Classroom Behaviour Management Flowchart



Appendix G – School Reward Structure

Name	Achievement Criteria	Award	Presented at...	Frequency	Number of Awards per year	Type	Coordinated by	Dissemination
	academic goal							
Super-Bolty	Students with no Major Behaviours for term	Certificate of recognition	Handed out by teachers at cohort assembly	Once per term	Undetermined	Individual	PBL Team	School newsletter Cohort Assembly Home communication (e.g. phone call, note home, email) Recorded on One School
Mega-Bolty Badge	Students with no Major Behaviours for year	Badge/tangible	Handed out by Admin member at assembly	Yearly	Undetermined	Individual	PBL Team	School newsletter Assembly Home communication (e.g. phone call, note home, email) Recorded on One School



Kirwan State School Reward Structure

Name	Achievement Criteria	Award	Presented at...	Frequency	Number of Awards per year	Type	Coordinated by	Dissemination
Classroom Reward	Following behaviour expectations in the classroom	Teacher's choice – stickers, raffles, money, pom-poms, class do-jo, etc.	Received in classroom or during class activities	Daily	Undetermined for individuals	Individual	Class Teacher	Home communication (e.g. phone call, note home, email) Recorded on One School (optional)
PBL Sticker	Following behaviour expectations in any setting – Safe, Respectful, Responsible	Descriptive Verbal Praise and a sticker	Non-classroom use Recognised by classroom teacher Recognised at home	Daily	Undetermined for individuals.	Individual	School Staff	Home communication (e.g. phone call, note home, email) Recorded on One School (optional)
Bolty (Behaviour of Learning and Teaching – yes!)	Displaying the whole school targeted behaviour Used to reinforce the modelled, taught and expected focus behavior for the fortnight/ 5 week cycle	Explicit Descriptive Verbal Praise and a Bolty (tangible)	Any School Context Recognised by classroom teacher Recognised at home	Daily For students who need the behaviour reinforced	Undetermined for individuals.	Individual	School Staff	Home communication (e.g. phone call, note home, email) Recorded on One School (optional)
Student of the week	Marked improvement or best effort or achieving set/agreed upon behaviour or	Certificate of recognition	School assembly	Weekly	One student per classroom each week	Individual	Class Teacher	Home communication (e.g. phone call, note home, email) School newsletter Assembly Recorded on One School

Positive Behaviour for Learning

Appendix H – Office Discipline Referral

Office Discipline Referral - COMPLETE ALL SECTIONS FULLY			
Student's Full Name:		Class:	Date: / / 20
Multiple Students Full Names (& class):			
Referring Staff:		Witnesses:	
Time:		Location:	
<input type="checkbox"/> Before school <input type="checkbox"/> 3 rd Session <input type="checkbox"/> 1 st session <input type="checkbox"/> Afterschool <input type="checkbox"/> 1 st BREAK <input type="checkbox"/> Middle session <input type="checkbox"/> 2 nd BREAK		<input type="checkbox"/> Shed <input type="checkbox"/> Bike Enclosure <input type="checkbox"/> 1-2 PG <input type="checkbox"/> Classroom <input type="checkbox"/> CPA 2 <input type="checkbox"/> Basketball Ctr <input type="checkbox"/> 3-4 PG <input type="checkbox"/> Snr Toilets <input type="checkbox"/> CPA 3 <input type="checkbox"/> Oval <input type="checkbox"/> Tuckshop <input type="checkbox"/> Jnr Toilets <input type="checkbox"/> Other eating <input type="checkbox"/> Prep.PG <input type="checkbox"/> Hall <input type="checkbox"/> Pick up Prep <input type="checkbox"/> Resource Cen <input type="checkbox"/> Out of bounds <input type="checkbox"/> Off Campus <input type="checkbox"/> Pick up Music	
Reason for Referral TICK ONE ONLY (PRIMARY BEHAVIOUR)			
Minor	MAJOR	Please refer to the Behaviour Matrix for: Category selection and /or Minor or Major decision	Please refer to the Behaviour Matrix for: Category selection and /or Minor or Major decision
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Bullying/ Harassment	<input type="checkbox"/> Physical Misconduct
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Defiance / Threat's to adults	<input type="checkbox"/> Property Misconduct
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Refusal to participate in the program of instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dress Code	<input type="checkbox"/> Third Minor referral
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> IT Misconduct	<input type="checkbox"/> Threat's to others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Late	<input type="checkbox"/> Truant/Skip class
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Verbal misconduct
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Misconduct involving object	<input type="checkbox"/> Other :
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Non-compliant with routine	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Other conduct prejudicial to the good order and management of the school (MAJOR)	<input type="checkbox"/> Substance misconduct involving illicit substance (MAJOR)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Possess prohibited items	<input type="checkbox"/> Substance misconduct involving tobacco and other legal substances (MAJOR)
Detailed description of infraction:			
Motivation for behaviour:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Obtain peer's attention	<input type="checkbox"/> Avoid adult
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Obtain items/activities	<input type="checkbox"/> Avoid peers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Avoid task/activity/event
Corrective Strategies taken:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Tell Essential Skills - <i>(Walk, peerly/descriptive encouragement etc)</i>	<input type="checkbox"/> Error correction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Reminder script	<input type="checkbox"/> Sit out of play
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Buddy classrooms	<input type="checkbox"/> Refer to Admin
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Natural Consequences	<input type="checkbox"/> Restorative Justice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Teacher Aide Support	<input type="checkbox"/> Thinking Place
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Other:	
OneSchool			
<input type="checkbox"/> MAJOR has been recorded on OneSchool and admin has been referred			
Administration Personnel Actioning Referral			
<input type="checkbox"/> Principal		<input type="checkbox"/> Deputy Principal 3 -6	
<input type="checkbox"/> Deputy Principal P-2		<input type="checkbox"/> HOSE / HOC/ GO/ BST	
Administrative Action/ Investigation			
<input type="checkbox"/> Administrator Notes (as required)			
Support & Intervention (Admin Only)			
<input type="checkbox"/> Walk with Teacher (WWT)		<input type="checkbox"/> Please refer student to Student Support Committee	
<input type="checkbox"/> Sign in Sign out (SISO)			
<input type="checkbox"/> Loss of privileges (play, free time etc.)		<input type="checkbox"/> Suspension 1-10 days	
<input type="checkbox"/> Guidance Officer referral		<input type="checkbox"/> Suspension 11 – 20 days	
<input type="checkbox"/> Social Skills Zone		<input type="checkbox"/> Reflection Room Sessions	
<input type="checkbox"/> Other action (multiple student reflections listed below):			
Administrators Signature:			

Appendix I – Identifying, Assessing and Responding to Risk

Identifying, Assessing and Responding to Risk

Student Name: _____ Class: _____ Date: _____

Rating _____

EQ ID: _____ Class Teacher: _____

Assessment To be completed by at least ONE member of the Behaviour Management Team together with the class teacher.

Step 1.

Select the one (1) behaviour that is considered to be most severe at this time.

Behaviour of Concern:

a) <input type="checkbox"/> Injurious behaviour to self	f) <input type="checkbox"/> Bullying behaviours
b) <input type="checkbox"/> Injurious behaviour to others	g) <input type="checkbox"/> Oppositional behaviours
c) <input type="checkbox"/> Dangerous behaviour to staff and/or volunteers	h) <input type="checkbox"/> Disruptive behaviours
d) <input type="checkbox"/> Injurious/dangerous behaviour leading to destruction of property	i) <input type="checkbox"/> Social Interaction behaviours
e) <input type="checkbox"/> Danger from external source	

Step 2.

Based on the data already gathered indicate the expected likelihood of this behaviour occurring.

Likelihood of Incident Occurring:

<input type="checkbox"/> Very Likely (could happen frequently)
<input type="checkbox"/> Likely (could happen occasionally)
<input type="checkbox"/> Unlikely (could happen, but rarely)
<input type="checkbox"/> Very unlikely (could happen, but probably never will)

Step 3.

Using the current data indicate the probable consequences if the behaviour continues.

Consequences of Incident Occurring:

Physical Behaviours (a-e)	Social, Educational Behaviours (f, g, h)
<input type="checkbox"/> Extreme (possibility of death or permanent injury)	<input type="checkbox"/> Extreme- total disengagement of self or others (exclusion)
<input type="checkbox"/> Major (possibility of serious bodily injury)	<input type="checkbox"/> Major- interrupted schooling of self or others (suspension, prolonged absence)
<input type="checkbox"/> Moderate (injury requiring medical intervention)	<input type="checkbox"/> Moderate- inconsistent response to support and intervention
<input type="checkbox"/> Minor (basic level of first aid required)	<input type="checkbox"/> Minor- likely to respond to appropriate support / intervention

Step 4.

Using the Risk Rating Table, calculate the Measurement of Case Complexity of this behaviour.

RISK RATING TABLE: A Measurement of Case Complexity

Risk Rating	Consequences			
	EXTREME	MAJOR	MODERATE	MINOR

Likelihood	VERY LIKELY	1	2	3	4
	LIKELY	2	3	4	5
	UNLIKELY	3	4	5	6
	VERY UNLIKELY	4	5	6	7

RISK RATING	
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Step 5.

Identify the recommended response action and enter the Case Management Process at the level indicated on the Case Management of Behaviour flowchart.

Response Recommended:

- Rating 1, 2 or 3 = Do something about these risks immediately. Level 1.
- Rating 4 or 5 = Do something about these risks as soon as possible. Level 2.
- Rating 6 or 7 = These risks may not need immediate high-intensity attention. Level 3.

Interview Notes:

Signed: _____ Date: _____

REFLECTION ROOM

Reflection room is a calm environment where students conference with an adult about their behaviour choices and what alternatives they could put in place. Students write information about their behaviour choices on the letter to parents.

Procedure

Student breach School Behaviour Expectations

Minor Behaviours → Teacher Managed → staff member inputs data onto OneSchool

Repeated Minor and/or Major → Teacher or Administration Managed (Staff member inputs onto OneSchool)

For Administration Managed

Office Discipline Referral completed by staff member and forwarded Administration

Administration investigates behaviour and determines consequences including number of Reflections in line with Major Behaviour Matrix and Individual Circumstances

Student Enters Reflection Room

Reflection Room staff record OneSchool incident

Reflection Room staff complete parent/guardian letter/email

Letter taken home to Parent/Guardians by student or emailed directly to the parent/carer

– letter must be signed by parent and returned or received a response to email, to Reflection Room staff for the student to exit the Reflection Room

Error Correct on student behaviours – this may include:

Use of school matrix to identify school rule/expectation they have not followed
Conversations with Reflection Room Staff – error correction and replacement behaviours

Completion of written consequences

Students return parent letter signed to Administration or Reflection Room staff

Student unable to attend reward/ celebration

Use of restorative practices – restoring relationships through mediation with other student/s

- Students return parent letter signed to Administration or Reflection Room staff or email response from parent/carer

Collation of Behavioural Data

Data entered into OneSchool via above processes

Extreme behaviours entered onto OneSchool by Administration

At the end of the term, various spreadsheets are prepared for data collection.

Appendix K – Kirwan State School Major and Minor Matrix

Kirwan State School Major and Minor Matrix

* Reflections determined by administration – can be increased

One School Category	Behaviour types	Definition (Major)	Example of Behaviours and Consequences	Expectations to re-teach
Physical Misconduct	Using an object to assault others including adults	Physical Aggression – On the student making serious physical contact upon another using an object.	Examples of Minor Behaviours <ul style="list-style-type: none"> Hot keeping hands and feet to self – gentle hitting, tapping not near the head area Hitting with hats Roag/female play Punching someone once causing no harm Picking up objects/note or any other item (have not used them for anything) Tackling (football) without supervision 	<ul style="list-style-type: none"> Keep hands, feet and objects to ourselves Using everything in the environment the correct way Get a grip with others
	Assaulting others including adults	Fighting – At least two students mutually engaged in serious physical contact or hitting a person with intent to hurt (e.g., punching, kicking, scratching, hair pulling).	Examples of Major Behaviours (see Definition) <ul style="list-style-type: none"> Anti-social behaviours including kicking, hitting in general area Encouraging and inciting others in conflict & joining in Consistent bullying and/or targeting particular students with physical behaviours including rough pushing Physically assaulting or hitting another person Punching, kicking with force, on purpose with intent Aggressive behaviours using a closed fist 	
Misconduct involving an object	Using an object on a person	Intentionally using an object in a way that may cause harm to others	Examples of Minor Behaviours <ul style="list-style-type: none"> Hitting with hats Picking up objects/note or any other item (have not used them for anything) Not using materials/items for its intended use or causing harm to materials/items. 	<ul style="list-style-type: none"> Physically assaulting/hitting another student with objects Damaging a school property Report our misuse or destruction of material/items of high personal or monetary value that could result in impairment or injury of materials/items.
	Using an object on school property	Intentionally using an object in a way that may cause damage to school and personal property	Minor Consequences <ul style="list-style-type: none"> Rule reminder Discuss with student Apology Separate from peers Practice expectations as a whole class, group or as individual 	Major Consequences <ul style="list-style-type: none"> Apology letter in own time or teacher scribble Mediation/mediation Contact parents/caregivers Action from Administration e.g., reflection room 2-6* reflections
Verbal Misconduct	Swearing with intent	Abusive/inappropriate language – Verbal messages that are abusive or using words in an inappropriate way in such a manner that the learning environment is significantly disrupted. (different from Harassment/Discrimination)	Examples of Minor Behaviours <ul style="list-style-type: none"> Inappropriate school language as a reaction, without intent Speaking rudely to others Saying unkind/verbal comments (not sexualised or discriminatory) Talking back to an adult Calling out in class to disturb others 	<ul style="list-style-type: none"> Consistent verbal bullying and/or targeting particular students Inappropriate school language/swearing – with intent/directed at others Continual use of disrespectful language Sexual comments at others Verbal threats with intent – I'm going to kill you
	Threatening others (adult)	Adult/Student Threat – Student delivers a message (verbalized, written, drawn or gestured) toward an adult that conveys an act of intended injury or harm.	Minor Consequences <ul style="list-style-type: none"> Rule reminder Discuss and practise alternative words to use Discuss and practise alternative words Phone parents and record on OS 	Major Consequences <ul style="list-style-type: none"> Apology letter in own time or teacher scribble Mediation Contact parents/caregivers Action from Administration e.g., reflection room 2-6* reflections
	Discriminatory Harassment	Persistent and ongoing teasing, name calling, intended to be offensive.	Minor Consequences <ul style="list-style-type: none"> Rule reminder Re-teach expectations Contact parents/caregivers 	Major Consequences <ul style="list-style-type: none"> Contact parents/caregivers Action from Administration 2-6* reflections
Defiant/ Threat/s to adult	Threatening adults	Use of physical actions that disrupt the learning or are directed at an adult.	Examples of Minor Behaviours <ul style="list-style-type: none"> Tipping over of a chair Throwing an object but not towards an adult Ignoring directions Non-verbal responses like rolling eyes Ignoring simple routine instructions (eg. Being asked to stand then children move away) 	<ul style="list-style-type: none"> Turning over furniture aggressively Dangerous throwing of objects aimed directly towards the adult Swearing directly towards an adult Yelling at the adult & running away from an adult after repeated instructions (pushing others or set at risk)
	Defiance to adults	Persistent refusal to follow directions from an adult.	Minor Consequences <ul style="list-style-type: none"> Rule reminder Re-teach expectations Contact parents/caregivers 	Major Consequences <ul style="list-style-type: none"> Contact parents/caregivers Action from Administration 2-6* reflections
Non-compliant with routine	Persistent refusal to comply with established routines	Persistent refusal to follow staff directions during school routines (classroom learning, eating time)	Examples of Minor Behaviours <ul style="list-style-type: none"> Not following class procedure/routine Distracting others, interrupting learning of others Calling out in class to disturb others Leaving learning area without permission Walking off from an adult when being spoken to Being in an out of sounds area Eating whilst learning 	<ul style="list-style-type: none"> Leaving the learning environment where it requires admin/teacher's to follow Intentionally not attending reflection room Persistent refusal of following instructions Extreme and persistent class disruption Persistently late back to class Not accept applied owing consequences Leaving the school grounds Being in an out of sounds area (Unsafe)
	Persistent disruptive behaviour affecting the learning of others	Behaviour causing a sustained and significant interruption of a class or activity.	Minor Consequences <ul style="list-style-type: none"> Discuss with student in context of incident. Revisit rule – lesson either as whole class or individually Class Meeting Time out Deletion with current permission Rule reminder Complete any unfinished work in own time Revisit classroom planning to ensure differentiation is occurring 	Major Consequences <ul style="list-style-type: none"> Time out with in class room Buddy class Lunchtime Contact parents/caregivers (teacher) Action from Administration 2-6* reflections
Refusal to participate in the program of instruction	Refusal to participate in specific classroom instruction	Persistent refusal to follow staff directions in relation to the learning environment.	Examples of Minor Behaviours <ul style="list-style-type: none"> Refusing to complete work for own not action Distracting others, interrupting learning of others Intentionally taking too long to begin tasks or get organised 	<ul style="list-style-type: none"> Persistent defiance to complete any work as part of the learning environment.
			Minor Consequences <ul style="list-style-type: none"> Discuss with student in context of incident. Revisit rule – lesson either as whole class or individually Class Meeting Time out Rule reminder Complete any unfinished work in own time Revisit classroom planning to ensure differentiation is occurring 	Major Consequences <ul style="list-style-type: none"> Time out with in class room Buddy class Complete work at lunchtime Contact parents/caregivers (teacher) Class teacher managed
Truant/ skip class	Truancy (follow truancy process)	Student does not attend scheduled classes as expected (e.g. LOTE, Music, PE)	Examples of Minor Behaviours <ul style="list-style-type: none"> Being late to class with an invalid reason 	<ul style="list-style-type: none"> Leaving the school grounds without permission Repeated absences Non attendance for scheduled class
	Leaving the school grounds	Student that leaves the school grounds without gaining permission from a staff member.	Minor Consequences <ul style="list-style-type: none"> Discuss with student. Revisit rule – lesson either as whole class or individually Make up time Complete any unfinished work in own time Revisit classroom planning to ensure differentiation is occurring 	Major Consequences <ul style="list-style-type: none"> Buddy class Complete work at lunchtime Contact parents/caregivers Action from Administration 2-4* reflections

Cyber Bullying

This is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others.

The main forms of cyber bullying are identified as:

- **Flaming:** online fights using electronic messages with angry or vulgar messages
- **Harassment:** repeatedly sending nasty, mean or insulting messages
- **Denigration:** posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing:** sharing someone's secrets or embarrassing information or images online
- **Exclusion:** intentionally and cruelly excluding someone from an online group
- **Cyber stalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.

In addressing cases of Cyber Bullying, school staff gather related information and reports and refer to Kirwan State School Major and Minor Behaviour Matrix. (Appendix K - Sample)

For more information about CyberBullying please click [here](#).