



Kin Kin State School

Student Code of Conduct

2020-2023

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 2020-2024*

Purpose

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

The Kin Kin 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 discipline.

Its purpose is to facilitate maximised learning opportunities, ensuring teaching and learning is prioritised, and to establish a community where all students enjoy the opportunities to succeed. Kin Kin State School Student Code of Conduct will create a safe school, where the rights of all students to learn and the rights of the teacher to teach are our core business.

Contact Information

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Contact Person:	Louise Parry (Principal)

Endorsement

Principal Name: Louise Parry

Principal Signature:

Date:

P/C President and-or
School Council Chair
Name: Caroline Clarke

P/C President and-or
School Council Chair
Signature:

Date:

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Principal's Foreword

Kin Kin State School is a P-6 Independent Public School located in the Noosa Hinterland, nestled amongst the hills. It is rich in local Indigenous and pastoral/ timber connections with a more recently the emergence of a new creative industries community.

We know and value all of our students as individuals and take pride in the strong and caring relationships we foster with our learners.

We actively foster a culture of kindness, high expectations and develop the capabilities of our students to be resilient and confident.

At Kin Kin State School, learners have three core expectations:

Understanding: Aware and considerate

Cooperation: Work as a team

Initiative: Independent and responsible

Kin Kin State School expectations have been used in the development of the Student Code of Conduct, with the aim to help shape and build the skills and capacities of all students to be confident, self-disciplined and kind.

Our Student Code of Conduct provides an overview of the school's local policies relating to detailing steps school staff take to educate students on how expected behaviours are explicitly taught and promoting a productive, effective whole school approach to discipline.

Thank you to the students, teachers and other staff, parents and members of the community for bringing the Kin Kin State School Student Code of Conduct together over this year.



P&C Statement of Support

As president of the Kin Kin State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process has ensured that parents have opportunities to contribute and provide feedback on their expectations of the School. This has been an important aspect in the development of the Kin Kin State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Kin Kin State School Student Code of Conduct, and to take time to talk with their children about the expectations their school and to discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying. Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Kin Kin State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Kin Kin State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Kin Kin State School P&C Association.

It is with your support that we can work collaboratively with school staff to ensure all student are safe, supported and appropriately supported to meet their individual social and learning needs.

P&C Association President: - Caroline Clarke: _____ Date: _____

School Captains/Leaders Statement

Student Council

Kin Kin State School has a **Student Leadership Forum** called a **Student Council** that meet regularly to promote strategies to improve student wellbeing, safety and learning outcomes.

At Kin Kin State School we believe students should have a voice in the decision making processes within the school and work with staff and parent/carers and the broader community about emerging issues and practical solutions.

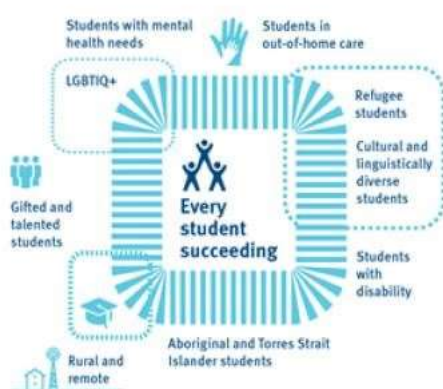
On behalf of the student body at Kin Kin State School, we endorse the Kin Kin State School Student Code of Conduct for 2020-2023.

We encourage student participation to gather feedback and improve communication. Students are invited to approach any school captain directly, or via their class representative.

School Captain - Benji Scrase: _____ Date: _____

School Captain – Amber Maxfield _____ Date: _____

Statement of Inclusivity



At Kin Kin State School, our [Inclusive philosophy](#) ensures that all students can access and fully participate in learning alongside their similar-aged peers. Inclusive strategies enable a learner with disabilities to participate in learning experiences on the same basis as a learner without disabilities. In all learning environments, teaching and learning strategies are adjusted to meet students' individual needs. This is achieved by making adjustments, to the delivery or mode of assessment, without changing the way the assessment is judged or marked. Inclusive education encompasses all aspects of school life and is supported by our

school culture, policies, programs and practices.

Consultation

The consultation process used to inform the development of the Kin Kin State School Student Code of Conduct occurred in three phases:

Phase 1


A survey of our school community to identify the expectations with regard to the behavioural standards of students.

Phase 2

Targeted consultations with community and agency groups as to expectations of and standards to apply to different groups of students.

Phase 3

Formal input and debate at compilation level by the School Council and Parents and Citizens Association.



In the first phase, we held a series of internal meetings with staff throughout 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school's responsible behaviour plan, and areas for further development.

In the second phase, we asked for feedback on draft documents from members of staff, students and parents and carers to the Kin Kin State School P&C Association.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in November 2020, and the final version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Kin Kin State School Student Code of Conduct for implementation in late 2020.

A communication strategy has been developed to support the implementation of the Kin Kin School Student Code of Conduct, including staff information sessions, promotion through the school's website and weekly school newsletter.



Data Review

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

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

Opinions about the School, student learning, and student wellbeing are sought from parent/caregivers in all families and a sample of students. Opinions about the School as a workplace are sought from all School staff and Principals. There are additional questions for

teaching staff about their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the School and improve student outcomes. There are three different confidential surveys including

- parents
- students
- staff

Review Statement

The Kin Kin 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.

School Opinion Survey

SCHOOL OPINION SURVEY – Staff school report (all staff items), 2015–19.

(1534) Kin Kin State School

Total agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree. Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero. * Responses are presented with historical data of a similar survey item.

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2069	I enjoy working at this school.	9	100.0	14	92.9	11	100.0	11	100.0	14	100.0
S2070	I feel this school is a safe place in which to work.	8	100.0	14	92.9	11	100.0	11	100.0	14	100.0
S2071	I receive useful feedback about my work at this school.	9	100.0	14	92.9	11	100.0	10	100.0	14	100.0
S2072	Students are encouraged to do their best at this school.	9	100.0	14	100.0	11	100.0	11	100.0	14	100.0
S2073	Students are treated fairly at this school.	9	100.0	14	92.9	11	100.0	11	100.0	14	100.0
S2074	Student behaviour is well managed at this school.	9	100.0	14	100.0	11	100.0	11	100.0	14	100.0
S2075	Staff are well supported at this school.	9	100.0	14	85.7	11	100.0	11	90.9	14	92.9
S2076	This school takes staff opinions seriously.	9	100.0	14	92.9	11	90.9	11	100.0	13	100.0
S2077	This school looks for ways to improve.	9	100.0	14	100.0	11	100.0	11	100.0	14	100.0
S2078	This school is well maintained.	9	100.0	14	100.0	11	100.0	11	90.9	14	50.0
S2079	This school gives me opportunities to do interesting things.	8	100.0	14	92.9	11	90.9	11	100.0	14	100.0
S3201*	Students with a disability are well supported at my school.	9	100.0	12	91.7	8	100.0	10	100.0	14	92.9
S3202	My school has an inclusive culture where diversity is valued and respected.	0	NA	0	NA	11	100.0	11	100.0	14	100.0
S3203	People are treated fairly and consistently at my school.	0	NA	0	NA	10	90.0	11	100.0	14	100.0
S3204	My school is well managed.	0	NA	0	NA	10	90.0	11	100.0	13	100.0
S3207	I am confident that poor performance will be appropriately addressed in my school.	0	NA	0	NA	10	100.0	10	100.0	13	100.0
S3208	I have choice in deciding how to do my job.	0	NA	0	NA	10	100.0	11	100.0	14	92.9
S3209	I have the authority necessary to do my job effectively.	0	NA	0	NA	10	100.0	11	100.0	14	92.9
S3210	My school inspires me to do the best in my job.	0	NA	0	NA	10	100.0	11	100.0	14	100.0
S3211*	My school encourages me to take responsibility for my work.	9	100.0	14	100.0	10	100.0	11	100.0	14	100.0
S3212*	My school encourages me to undertake leadership roles.	8	87.5	13	92.3	10	100.0	11	100.0	13	92.3
S3213*	My school encourages coaching and mentoring activities.	9	100.0	12	91.7	8	100.0	11	90.9	14	92.9
S3252	My workplace culture supports people to achieve a good work-life balance.	0	NA	0	NA	0	NA	0	NA	14	85.7
S3253	My workplace offers flexible work arrangements.	0	NA	0	NA	0	NA	0	NA	14	100.0
S3214	I am satisfied with the opportunities available for career development.	0	NA	0	NA	10	100.0	11	90.9	14	78.6
S2086	I have access to quality professional development.	8	100.0	13	100.0	10	100.0	11	90.9	14	78.6
S3215	Staff at my school are actively involved in Developing Performance discussions.	0	NA	0	NA	10	100.0	10	100.0	12	75.0
S3216*	I can access necessary information and communication technologies to do my job at my school.	9	100.0	14	100.0	10	100.0	11	81.8	14	71.4
S3217*	Information and communication equipment is well maintained at my school.	9	100.0	13	100.0	10	100.0	10	80.0	12	41.7
S3218*	My school provides useful information on...	0	0.0	14	100.0	0	0.0	14	100.0	13	85.7

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

(1534) Kin Kin State School

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

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their school child in the school.	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2001	My child likes being at this school.	12	100.0	7	100.0	16	93.8	21	100.0	26	96.3
S2002	My child likes safe at this school.	12	100.0	7	100.0	16	93.8	21	95.2	26	100.0
S2003	My child's learning needs are being met at this school.	12	100.0	7	85.7	16	93.8	21	95.2	26	100.0
S2004	My child is making good progress at this school.	12	100.0	7	85.7	16	93.8	20	95.0	26	96.2
S2005	Teachers at this school expect my child to do his or her best.	12	100.0	7	100.0	16	93.8	21	100.0	25	100.0
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	11	100.0	7	85.7	16	93.8	21	96.5	26	92.3
S2007	Teachers at this school motivate my child to learn.	11	100.0	7	100.0	16	93.8	21	96.5	26	92.3
S2008	Teachers at this school treat students fairly.	12	100.0	7	71.4	16	93.8	21	96.5	26	96.3
S2009	I can talk to my child's teachers about my concerns.	12	100.0	6	66.7	16	93.8	21	100.0	26	92.3
S2010	This school works with me to support my child's learning.	12	100.0	6	66.7	16	93.8	20	100.0	26	85.5
S2011	This school takes parents' opinions seriously.	12	100.0	6	66.7	16	93.8	20	100.0	26	96.2
S2012	Student behaviour is well managed at this school.	12	100.0	6	83.3	16	93.8	21	96.5	26	96.2
S2013	This school looks for ways to improve.	12	100.0	6	83.3	16	100.0	20	100.0	26	100.0
S2014	This school is well maintained.	12	100.0	6	83.3	16	100.0	21	100.0	26	88.5
S2015	This school gives my child opportunities to do interesting things.	12	100.0	7	100.0	16	100.0	21	95.2	26	100.0
S2016	My child is getting a good education at this school.	12	100.0	7	100.0	16	93.8	21	96.5	26	100.0
S2017	My child's English skills are being developed at this school.	12	100.0	7	85.7	16	93.8	21	90.5	26	96.2
S2018	My child's Mathematics skills are being developed at this school.	12	100.0	7	85.7	16	93.8	21	96.5	26	96.2
S2019	I understand how my child is assessed at this school.	11	100.0	7	71.4	16	87.5	21	95.2	25	92.0
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	12	100.0	7	85.7	16	93.8	18	88.9	25	76.0
S2021	Teachers at this school are interested in my child's wellbeing.	12	100.0	7	100.0	16	93.8	21	95.2	26	100.0
S2022	Staff at this school are approachable.	12	100.0	7	85.7	16	100.0	21	100.0	26	100.0
S2023	Staff at this school are responsive to my enquiries.	12	100.0	7	85.7	16	93.8	21	95.2	26	100.0
S2024	This school asks for my input.	12	100.0	7	85.7	16	81.3	20	95.0	26	100.0
S2025	This school keeps me well informed.	12	100.0	7	85.7	16	81.3	21	95.2	26	96.2
S2026	This school encourages me to take an active role in my child's education.	12	100.0	7	85.7	16	81.3	21	100.0	26	92.3
S2027	This school encourages me to participate in school activities.	12	100.0	7	85.7	16	93.8	21	100.0	26	96.2
S2028	This school provides me with useful feedback about my child's progress.	12	100.0	7	71.4	16	75.0	20	95.0	26	84.6
S2029	This school provides useful information online.	10	100.0	7	100.0	15	88.7	19	88.5	24	91.7
S2030	This school is environmentally friendly.	12	100.0	7	100.0	18	100.0	21	100.0	26	100.0
S2031	This school is well organised.	11	100.0	7	85.7	16	93.8	21	90.5	26	92.3
S2032	This school has a strong sense of community.	12	100.0	7	100.0	16	93.8	21	100.0	26	100.0
S2033	This school celebrates student achievements.	12	100.0	7	100.0	16	93.8	21	100.0	26	100.0
S2034	I would recommend this school to others.	12	100.0	7	85.7	16	93.8	21	100.0	26	100.0
S2035	This is a good school.	12	100.0	7	85.7	16	93.8	20	100.0	26	100.0

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

(1534) Kin Kin State School

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

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements.	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2036	I like being at my school.	21	90.5	27	100.0	23	100.0	25	100.0	22	95.5
S2037	I feel safe at my school.	21	90.5	27	96.3	23	100.0	26	100.0	22	100.0
S2038	My teachers motivate me to learn.	21	95.2	26	100.0	23	100.0	26	100.0	22	95.5
S2039	My teachers expect me to do my best.	21	90.5	27	96.3	23	100.0	26	100.0	22	100.0
S2040	My teachers provide me with useful feedback about my school work.	21	85.7	27	92.6	23	100.0	26	96.2	22	100.0
S2041	Teachers at my school treat students fairly.	21	85.7	27	88.9	23	95.7	25	96.0	22	86.4
S2042	I can talk to my teachers about my concerns.	20	85.0	27	88.9	22	100.0	26	100.0	22	81.8
S2043	My school takes students' opinions seriously.	21	76.2	27	92.6	23	91.3	26	100.0	22	95.5
S2044	Student behaviour is well managed at my school.	20	80.0	27	88.9	23	91.3	26	96.2	22	95.5
S2045	My school looks for ways to improve.	20	100.0	27	100.0	23	100.0	26	100.0	22	95.5
S2046	My school is well maintained.	21	90.5	27	96.3	23	100.0	26	100.0	22	95.5
S2047	My school gives me opportunities to do interesting things.	20	100.0	27	92.6	23	100.0	26	96.2	22	95.5
S2048	I am getting a good education at my school.	19	94.7	27	100.0	23	100.0	26	100.0	22	100.0
S2049	My English skills are being developed at my school.	21	100.0	27	96.3	23	95.7	26	100.0	22	95.5
S2050	My Maths skills are being developed at my school.	20	95.0	27	96.3	23	100.0	26	100.0	22	95.5
S2051	I understand how I am assessed at my school.	20	100.0	27	92.6	22	100.0	25	100.0	22	100.0
S2052	I can access computers and other technologies at my school for learning.	21	100.0	27	92.6	23	91.3	26	92.3	22	100.0
S2053	I am encouraged to use computers and other technologies at my school for learning.	20	95.0	26	92.3	23	91.3	26	100.0	22	95.5
S2054	I use computers and other technologies at my school for learning.	21	95.2	27	92.6	23	91.3	26	96.2	22	100.0
S2055	I enjoy using computers and other technologies at my school for learning.	21	95.2	27	92.6	23	91.3	26	100.0	22	95.5
S2056	I feel accepted by other students at my school.	19	94.7	27	85.2	23	95.7	26	100.0	22	90.9
S2057	My schoolwork challenges me to think.	20	95.0	27	96.3	23	95.7	25	100.0	22	95.5
S2058	My teachers challenge me to think.	21	100.0	27	100.0	23	100.0	25	100.0	22	100.0
S2059	My teachers encourage me to do my best.	21	95.2	27	92.6	23	100.0	25	100.0	22	95.5
S2060	My teachers clearly explain what is required in my school work.	21	100.0	27	96.3	23	100.0	25	100.0	22	95.5
S2061	My teachers help me with my school work when I need it.	20	100.0	27	96.3	23	100.0	25	100.0	22	95.5
S2062	My teachers use a variety of resources to help me learn.	21	100.0	27	96.3	23	100.0	25	100.0	22	95.5
S2063	My teachers care about me.	20	100.0	26	92.3	23	100.0	25	100.0	22	95.5
S2064	My school encourages me to participate in school activities.	21	95.2	27	100.0	23	100.0	25	100.0	22	100.0
S2065	My school encourages me to be a good community member.	20	100.0	27	100.0	23	100.0	24	100.0	22	95.5
S2066	My school celebrates student achievements.	21	95.2	27	96.3	23	100.0	25	100.0	22	95.5
S2067	I would recommend my school to others.	20	100.0	26	100.0	23	95.7	24	100.0	22	95.5
S2068	This is a good school.	20	100.0	27	100.0	23	100.0	25	100.0	22	95.5

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

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort for serious behaviour issues. The broader approach is aimed at supporting students to develop the skills of responsible self-management. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

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

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	5	0	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:
School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Learning and Behaviour Statement



Kin Kin State School core business is teaching and learning. To provide the most effective environment we endeavour to create a positive school climate, to help students feel connected in an environment where optimal learning can take place. We do this by making our expectations clear, holding high standards of behaviour, and by providing support and care for our students. Our singular goal is to increase the capacity of each student, so they can make good choices, reach their potential and make use of the opportunities this school provides.

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

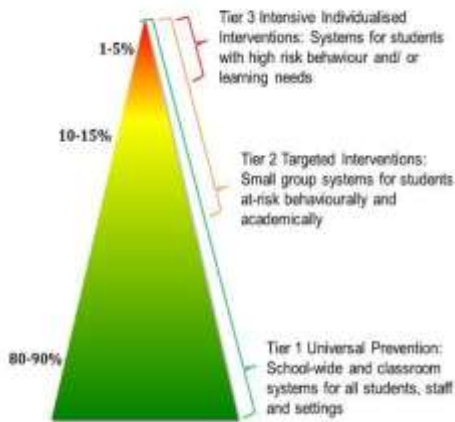
Kin Kin State School values align with the [values, principles and expected standards outlined](#) in Teachers explicitly model, teach, correct and re-teach expected behaviours and foster and repair relationships.

Curriculum and Pedagogy

Schools build the [foundations for wellbeing](#) and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of [the P–12 curriculum, assessment and reporting framework](#).

Multi-Tiered Systems of Support

Kin Kin State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model, grounded in practical strategies, targeted planning data-informed decision-making.



Based on a problem-solving model, in MTSS, school staff match increasingly intensive interventions to the identified need of individual students.

Multi-tiered systems of support (MTSS)

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum Behaviour for learning expectations.</p> <p>This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them engaging with students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. <p>At Kin Kin State School all students are explicitly taught,</p> <p>Understanding: Aware and considerate Cooperation: Work as a team Initiative: Independent and responsible</p>
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students or individuals with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of behaviour expectations. The types of interventions offered at this level will vary according to the needs of the student body, but all have certain things in common:</p> <ul style="list-style-type: none"> There is a clear connection between the skills taught in the interventions and the school-wide expectations. Interventions require little time of classroom teachers and are easy to sustain variations within each intervention.

	<ul style="list-style-type: none"> • Interventions have a good chance of working (e.g., they are “evidence based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction. Programs delivered with the school include:</p> <ul style="list-style-type: none"> • Pause process • Do the ‘five’ • Green Room – lunch time activities • Chaplin • Bucket filling • Life Education Van • Bullying – no way • Lunch time activities (teacher and student leaders) • Buddy program – Year 5/6 (buddy with P-2) • True relationships (5/6) • Secret Agent Society • Rock and Water <p>Programs that may be delivered by external providers within the school environment</p> <ul style="list-style-type: none"> • Mindfulness • Guidance officer • Adopt a Cop
3	<p>Individualised services for a few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour □ • REINFORCE the student’s use of the replacement behaviour □ • MINIMISE acceleration of problem behaviour. <p>A small percentage of students may require an intensive Functional Behaviour Assessment (FBA) and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing and Support Network



The Australian Student Wellbeing Framework supports Australian schools to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life.

The vision of the Framework is that Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential. The Framework is based on evidence that demonstrates the strong association between safety, wellbeing and learning.

It focuses on five key areas:

- leadership
- support
- partnerships
- inclusion
- student voice

Informed by Education Queensland's 'Learning and Wellbeing Framework', Kin Kin staff support wellbeing by building a positive learning culture – providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. Kin Kin State School is committed to developing a rich school culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement.

[Student wellbeing Framework link](#)

Policy and expectations

At Kin Kin State School there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

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

Specialised health needs

Kin Kin State School works closely with parents/carers to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Kin Kin State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a Request to Administer Medication at school form signed by the prescribing health practitioner.

Mental health

[Supporting students' mental health and wellbeing](#)

Kin Kin 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

Kin Kin State School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff. When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other incidences, Kin Kin School staff follow suicide intervention and prevention advice by ensuring:

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

Suicide Postvention

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

Kin Kin State School – Gender Diversity Guidelines

1.0 Commitment

Kin Kin State School is committed to providing all students with access to high quality education. All members of our school community have the right to feel safe, be respected and free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background.

At Kin Kin State School we acknowledge our diversity and respect all students and their choice to live authentically in their gender identity. As a school community we will:

- Promote positive educational outcomes for gender diverse students;
- Promote an inclusive school community which encourages all students to be authentic and acknowledge their gender identity;
- Promote compliance with relevant legislation concerning discrimination and privacy;
- Work collaboratively with local community members to support gender diverse students and their families;
- Negotiate and respond to the individual needs of gender diverse students;
- Support staff in the ongoing development of inclusive curriculum that incorporates gender diverse perspectives.

2.0 Legislation

Legislation seeks to promote equality of opportunity for all by prohibiting both direct and indirect discrimination. Relevant legislation includes:

- Anti-Discrimination Act (QLD) 1991
- Information Privacy Act (QLD) 2009
- Education (General Provisions) Act (QLD) 2006
- Sexual Discrimination Act (Cth) 1984
- Sexual Discrimination Amendment (Sexual Orientation, Gender Identify and Intersex Status) Act (Cth) 2013 [hyperlink](#)

3.0 Policy

3.1 Student Transitions

At Kin Kin State School we acknowledge each student's gender identity. Each student experiences a unique transition process, which requires varying levels of collaboration and support. At Kin Kin State School we work collaboratively with students and their families to negotiate a transition plan which is specific to their needs. This plan is an ongoing collaborative process that is adapted regularly to suit the needs of the student.

In alignment with the Information Privacy Act (QLD) 2009, a person's gender identity, legal name or gender assigned at birth is private. Disclosing this personal information without justification or consent is a breach of privacy and confidentiality.

3.2 Student Name/s

Acknowledging a person's request to change their name or pronoun is an important part of validating their identity. At Kin Kin State School staff are required to use the name, personal pronouns and gender identity of a student's request.

3.3 School records

Acknowledging a person's name and pronoun through school records is an important part of validating their identity and respecting their privacy. It is a legal requirement that school records are made and kept accurately. School enrolment records must reflect the sex as stated on the student's birth certificate or passport. Academic reports can reflect the student's preferred name and gender.

3.4 Curriculum

At Kin Kin State School we pride ourselves on incorporating and promoting an inclusive curriculum. When developing curriculum staff consider current research and promote equitable access for all students. Regular professional development assists our staff in delivering curriculum which avoids generalisations and considers the perspectives of sexuality and gender identity.

3.5 Bathroom Facilities

Considerations about appropriate bathroom access will be negotiated with each individual student. At Kin Kin State School we work collaboratively to promote safety and comfort for all students.

3.6 School Uniform

The uniform available for all students is gender neutral. Uniform and Dress code guidelines apply to all students.

3.7 Extra Curricular activities (Dance, Physical Education and Sport)

All students have the right to participate in Dance, Physical Education and Sport. When an event or activity is separated by gender, the school will negotiate where possible for students to participate in their appropriate gender identity.

3.8 School camps

At Kin Kin State School reasonable adjustments are made to enable participation in school camps for gender diverse students. In preparation for school camps negotiations will take place with the host venue to accommodate the access, sleeping arrangements and bathroom facilities for gender diverse students.

4.0 Community support

4.1 Parental and Carer collaboration

At Kin Kin State School we encourage parental and carer collaboration when supporting gender diverse students. A strong support network plays an essential role in the transition and ongoing support of gender diverse students. According to the Anti-discrimination Act 1991 a parent/carer is not exempt from direct or indirect discrimination based on gender identity.

4.2 Wellbeing services

Understanding or changing one's gender identity can be a challenging process. At Kin Kin State School we have a diverse team of internal and external student support services available. Some of the school based services also provide pathways and referrals to external services to further support students and their parent/care givers.

5.0 Discrimination, Harassment, Bullying

Any incidents of Discrimination, Harassment and Bullying will be actioned as per the Kin Kin Student Code of Conduct.

References:

- Department of Education. (2017) Diversity in Queensland Schools: Information for Principals.
- National LGBT Health Education Centre: A program of the Fenway Institute. (2016) Glossary of LGBT Terms for Health Care Teams. Boston, America.
- Telfer, M.M., Tollit, M.A., Pace, C.C., & Pang, K.C. (2017) The Royal Children's Hospital: Australian Standards of Care and Treatment Guidelines for Trans and Gender Diverse Children and Adolescents. Melbourne.

6.0 Additional Information and resources

- Anti-Discrimination Commission Queensland: www.adcq.qld.gov.au
- Australian Human Rights Commission: www.hreoc.gov.au
- Australian Transgender Support Association of Queensland (ATSAQ): www.atsaq.com
- Parents of Gender Diverse Children: www.pgdc.org.au
- TRASCENT Supporter: www.transcendsupport.com.au
- LGBTI Legal Service: www.lgbtilegalservice.org.au
- Open Doors Youth Service: www.opendoors.net.au
- The school Guidance Officer can be contacted for further information, resources and support.

Network of Student Support

Kin Kin State School is proud to have 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.

Schools acknowledge the positive impact that a meaningful relationship between teachers and students can have on students' academic and social outcomes. Students can approach any trusted school staff member at Kin Kin State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help to ensure the student is connected to the appropriate representative of the Student Support Network.

Role	What they do
Principal	<ul style="list-style-type: none"> • Provide leadership to promote an inclusive positive school culture • Monitors learning, attendance, behaviour and academic data
Student Support	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment • Liaises with all stakeholders to support students who require additional support for learning and wellbeing and disability and extension • Case management of students • Coordinates with parents/carers, students, staff and external health providers • Provides support to all students

Guidance Officer	<ul style="list-style-type: none"> • Supports students within the school environment offering counselling with students on a one-on-one basis or in a group setting • completes cognitive assessments as required • 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
Chaplin	<ul style="list-style-type: none"> □ Promote student wellbeing, particularly through the provision of pastoral care.
	<ul style="list-style-type: none"> □ have an educative role in the areas of beliefs, values, morals, ethics and religion □ Work as part of the school support team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations.
Teachers	<ul style="list-style-type: none"> □ Facilitate proactive curriculum and non-curriculum programs □ Provide parents with feedback on students' progress and maintain communication with home □ Monitor student well-being and provide support to students within their class □ Enter behaviour incidents in the database and referred to relevant support staff when required □ Engage parents/carers in partnership to create success for student □ Accurately record events into OneSchool
Student Council	<ul style="list-style-type: none"> □ Student Leadership programs provides opportunities for groups of student to help and support others through peer support programs (Buddy Program), running lunchtimes activities and special events.
Parents	<ul style="list-style-type: none"> □ Assist in the monitoring of student well-being □ Maintain positive communication with the school □ Sign off on the Student Code of Conduct □ Involve in School activities such as P & C, School Council, Special events

Whole School Approach to Behaviour Expectations

Kin Kin State School have created a planned approach to wellbeing using evidenced-based strategies that are strengths based, preventative and focus on early intervention. This includes strengthening students' cognitive, physical, social, emotional and spiritual wellbeing domains of development.

The Whole School behaviour matrix has been developed for teachers and students to identify the expected behaviours at Kin Kin School. These behaviours are displayed around the school and discussed regularly with the children. Kin Kin State School uses Social Emotion Programs with the aim for **all** students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live.

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

Kin Kin Expectations

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

Behaviour Expectations Matrix



ACTION ANT EXPECTATIONS

*Understanding, Cooperation,
Initiative*



Area	Understanding Aware and Considerate	Cooperation Work as a term	Initiative Independent and responsible
All Settings	Follow directions from all staff members. Show courtesy and use polite, positive language (including non-verbal). A active listener Use appropriate language, volume and tone Display empathy to others Respect all property, building and spaces	Be kind Be prepared to learn Be responsible for your words and actions. Be punctual. Keep toys and valuable items at home. Use equipment and materials correctly in the appropriate areas and return after use. Follow directions. Solve problems with words. Walk when moving around the school Wear school uniform to be easily seen.	Keep hands, feet and objects to myself Walk when moving around the school Report unsafe behaviours to a staff member Wear hat when outside to be sun safe In the right place at the right time

Classrooms	<p>Raise your hand to speak. Listen and show respect at parade and other events. Encourage and support others. Be respectful of other people's right to learn.</p> <p>Demonstrate a positive attitude to learning Leave classrooms and learning spaces neat the tidy</p>	<p>Use computers and other equipment appropriately. Be a safe surfer on the Internet.</p> <p>Take home and/or return necessary notes and other verbal communications to/from parents/carer.</p> <p>Return library books on time.</p> <p>Sit on chairs safely.</p> <p>Use and return equipment with care.</p> <p>Follow instructions.</p> <p>Walk safely.</p>	<p>Ask for help when needed In the classroom only when teacher is present</p> <p>Participate fully in individual or group activities.</p> <p>Be organised and have your equipment and materials ready.</p> <p>Bring completed homework when required.</p> <p>Attempt all learning activities</p> <p>Use IT resources only with permission and only for the purpose of learning</p>
Play Areas	<p>Show good sportsmanship. Share space and equipment with all school members</p> <p>Respect Kin Kin school grounds.</p>	<p>Return borrowed equipment.</p> <p>Access oval using stairs.</p> <p>Play safely.</p> <p>Be observant of others when playing with balls.</p>	<p>Establish and agree on rules before play.</p> <p>Play school approved games</p> <p>Walk on hard surfaces</p> <p>Use the high five</p> <p>Stay in school grounds Report incidents, injuries, inappropriate behaviour to staff member on duty or my teacher</p>
Transitions	<p>Lin up and wait patiently for teacher Walk quietly and appropriately around the school so that others can continue to learn.</p> <p>Show respect to all</p>	<p>Stop play on first bell, visit toilet, wash hands, have a drink and line up.</p>	<p>Move quickly, quietly and responsibly through rotations.</p> <p>I walk when moving around the school and keep to the paths</p> <p>I sit, wait quietly when lining up</p>
Eating Areas	<p>Clean up after yourself.</p> <p>Ask for help if you need it</p>	<p>Pack lunch boxes, bags and rubbish away.</p> <p>Sit while eating your own food.</p>	<p>Make healthy food choices.</p> <p>Use your own drink bottle.</p> <p>Sit while eating</p> <p>Eat my own food</p> <p>Show respect of staff members on duty</p>
Toilets	<p>Respect the privacy of others.</p> <p>Use the toilet before school and during break times</p>	<p>Return to class/area promptly.</p> <p>Use water and paper responsibly.</p> <p>Wait sensibly.</p> <p>Be careful of and report slippery floors.</p>	<p>Use toilets appropriately I ask to go to the toilet during class time, and return to class promptly</p> <p>Use soap appropriately to wash hands.</p> <p>Use paper towels thoughtfully.</p>
Before and after School areas – Entering and Leaving School	<p>Wait quietly inside school grounds when waiting for parents to arrive. Report to office if your parent is late.</p> <p>I look after my belongings</p>	<p>Store bikes and bags in correct location.</p> <p>Be ready for class.</p> <p>Know your after-school arrangements.</p>	<p>Be aware of “Stranger Danger” and the road rules.</p> <p>Go straight home from school or to agreed location.</p> <p>Walk/bike out of and along path outside school.</p> <p>Be safe when crossing the road.</p> <p>Use appropriate gates.</p>
Sports Room	<p>Respect equipment.</p> <p>Use manners when talking to others.</p> <p>Follow Sports Monitor Rules.</p>	<p>Monitor:-</p> <ul style="list-style-type: none"> • Be on time • Follow Sports room rules • Return Sports room key to office. <p>All equipment to be returned by the borrower.</p>	<p>Use all sports equipment safely</p> <p>Report any broken equipment</p>

Off Campus	<p>Walk thoughtfully through crowds. Use manners at all times. Listen for instructions. Look after buddy. Follow bus Code of Conduct. Stay with group. Be aware of environmental dangers.</p>	<p>Leave places as they were found. Be responsible for own belongings. Be a responsible citizen.</p>	<p>Follow adult direction Follow bus Code of Conduct, Stay with the group Follow road safety rules Participate with an open mind.</p>
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Pause Process - social emotional learning



[The Pause Program](#) is designed to deliver improvements in teacher wellbeing as a direct result of students being able to emotionally selfregulate their behaviour.

Pause teaches the importance of recognising the signals in our body that the brain sends us. It encourages self-regulation by taking notice and acting on the signals received from our brain in a positive way. Pause improves both teachers and students wellbeing by learning about and using the knowledge of neuroscience and mindfulness strategies in our daily lives.

The Bucket Filling Program- social emotional learning



Donald Clifton had a **theory** he created in the 1960s that was based on a simple metaphor of a "dipper" and a "**bucket**." According to this **theory**, each of us has an invisible **bucket**. The authors write, "It is constantly emptied or filled, depending on what others say or do to us. When **our bucket** is **full**, we feel great.

At the beginning of the school year, many teachers take time to create class rules with the help of the students. It is during this time that many staff members will read the book *Have You Filled a Bucket Today?* The short book explains to students that we all carry an invisible bucket in which we keep our feelings about ourselves. When our buckets are full, we are happy; when they are empty, we are sad. It is important that students learn that when they fill a friend's bucket, they also fill their own bucket because it feels good to make others happy. At this time, we also introduce the concept of being a bucket dipper. A bucket dipper is a person who hurts other people's feelings, essentially dipping into their invisible bucket. Since bullying is a common problem in schools, the concept of bucket dippers is often referred to as bullying. *Have you filled a bucket today* (C.McCloud, D.Messing) Lexile® Measure: 860L, 2006

RESTORATIVE PRACTICE



Restorative practice at Kin Kin State School is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

Restorative practice is used to help students understand and use school behavioural, social, academic and emotional expectations. During sessions, the teacher or Principal will discuss the incident and actions with each student to help each student make better choices.

Effective restorative questions

- What happened? Value the student's voice and perspective. Focus on the timeline of events without blame. Understand and identify triggers.
- What were you thinking about at the time? Develop emotional literacy by linking thoughts, feelings and actions.
- What have your thoughts been since? Assess reflection following the incident when emotions have de-escalated.
- Who has been affected by what happened? The key question to trigger empathy and remorse. Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact.
- In what way have they/you been affected? Name or describe the impact and acknowledge the consequences.
- What do you think you need to do to make things right? Devise agreed, realistic and meaningful resolutions to heal the harm.
- If the same thing happened again, what would you do differently? An opportunity for learning and verbalising alternative strategies.

Restorative Practice is more than a series of questions. It is a non-punitive approach which accepts that we all make mistakes and have the ability to 'fix' the problem together and learn from our experiences. It is inclusive and concerned with maintaining and building connectedness between students, parents, teachers and the community. It is an essential component of wellbeing.

Some children who are repeatedly attending restorative practice sessions will complete an action plan identifying actions they will take to meet school expectations

Whole School Approach to Student Engagement

The development of the Kin Kin State School Code of Conduct is an opportunity to explain the framework with parents and students. Also, gain their support to implement a consistent approach to teaching behaviour.

Kin Kin State School uses the multi-tiered system of support for discipline in the school. This is a whole-school approach. Kin Kin State School staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

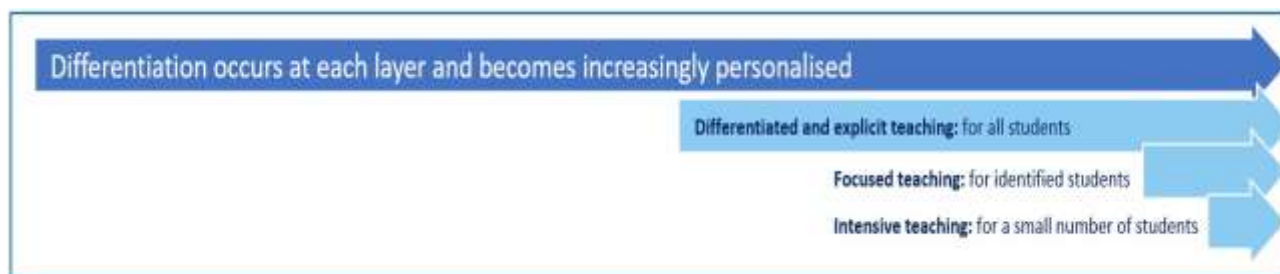
The language and expectations of our Code of Conduct can be used in any environment, including the home setting for students. Doing everything we can do to set student up for success is a shared goal of every parent and school staff member.

Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Self-Management section.

Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students.

Each layer provides progressively more personalised supports for students. Every classroom in our school uses a Behaviour Matrix, as a basis for behaviour standards. Using this matrix, staff work with all students to explain exactly what each of the expectations look, sound and feel like within the school community. The matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Kin Kin State School to provide focused teaching.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there are students who may require intensive teaching and support to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge as the student moves towards self-management. Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive support for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher, and following consultation with the student's family. For a small number of students who continue to choose behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex issues.

Legislative Delegations

In this section of the Kin Kin State School Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

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

Delegations

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

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

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

The disciplinary consequences model used at Kin Kin State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

All classes follow the class behaviour steps of: three warnings, time out, buddy class and referral to Lead Administrator. High level behaviours can lead to referral directly to the Principal.

Some students will need additional support, time and opportunities to practise expected behaviours, and reflect on their current behaviour choices. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer student services immediately for support with their current behaviour choices.

For a small number of students, differentiated support or intensive teaching is required to assist them. This may be needed at different times throughout the school year on a continuous basis. The determination of the need will be made in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be serious, such as causing harm to other students or to staff, and the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative strategy is considered sufficient to deal with the behaviour.

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

Differentiated

Class teacher provides in-class responses to low-level or minor problem behaviour. This may include:

- Micro Skills
 - Establishing expectations
 - Giving instruction
 - Waiting and scanning
 - Cueing with parallel acknowledgement
 - Body language encouraging
 - Descriptive encouraging
 - Selective attending
 - Redirecting to the learning
 - Giving a choice
 - Following through
 - Pre-correction (e.g. “Remember, walk quietly to your seat”)
 - Non-verbal and visual cues (e.g. posters, hand gestures)
 - Whole class practising of routines
 - Corrective feedback (e.g. “Hand up when you want to ask a question”)
 - Low voice and tone for individual instructions
 - Provide ‘take-up time for student/s to process instruction/s
 - Reduce verbal language
 - Providing choice
- Prompt student to take a break or time away in class Model appropriate language, problem solving and verbalise thinking process (e.g. ‘I’m not sure what is the next step, who can help me?)
- Provide demonstration of expected behaviour
- Individual discussion with student about expected behaviour
- Use – high 5
- Revisit the high 5 steps

Focussed

Class teacher is supported by other school-based staff to address problem behaviour. This may include:

- School process for assisting students to be self-managed
- Individual student behaviour support strategies (e.g. student behaviour plan)
- Targeted skills teaching in small group
- Individual Management Plan
- Counselling and guidance support
- Stakeholder meeting with parents and if required external agencies
- Individual Behaviour Support Plan (IBSP)
- Functional Behaviour Assessment

Intensive

Student Support Team consult to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meetings with parents and external agencies including regional specialists
- Individual Behaviour Support Plan (IBSP)
- Individual Student Safety Plan (ISSP)
- Behaviour Risk Assessment Tool- Safety or Wellbeing
- Short term suspension (up to 10 school days)

- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently).

School Disciplinary Absences

A School Disciplinary Absence (SDA) is Education Queensland's name for suspensions and exclusions. An SDA is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address unacceptable student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days);
- Long suspension (11 to 20 school days);
- Charge-related suspension; and
- Exclusion (period of not more than one year or permanently).

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

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

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

Re-entry Following Suspension

Students who are suspended from Kin Kin State School are invited to attend a re-entry meeting on the day of their scheduled return to school.

The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a serious consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. It is not mandatory for the student or

their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Re-Entry Meeting Arrangements

The invitation to attend the re-entry meeting will be given. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/carer/s. A record of the meeting can be saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Reasonable adjustments considered at a re-entry meeting

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Kin Kin 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
- Responding to Cyberbullying
- Preventing and responding to bullying
- Appropriate use of social media

Temporary Removal of Student Property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property;
- the circumstances in which the property was removed;
- the safety of the student from whom the property was removed, other students or staff members; and good management, administration and control of the school.

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains);

- imitation guns or weapons;
- potentially dangerous items (e.g. blades, rope);
- drugs** (including tobacco);
- alcohol;
- aerosol deodorants or cans (including spray paint);
- explosives (e.g. fireworks, flares, sparklers);
- flammable solids or liquids (e.g. fire starters, mothballs, lighters);
- poisons (e.g. weed killer, insecticides); and
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines). If children come to school with medication in their schoolbags, the medication will be removed and handed into the school's office. Office personnel will contact the parent/carer and negotiate a time for the parent/carer to collect the medication from the office.

Responsibilities

School staff at Kin Kin State School:

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

Parents of students at Kin Kin State School should ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Kin Kin State School Student Code of Conduct; □ is illegal;
- puts the safety or wellbeing of others at risk;
- does not preserve a caring, safe, supportive or productive learning environment; and
- does not maintain and foster mutual respect.

Student/Parents/Carers should arrange to collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students.

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

Preventing and responding to bullying

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

The core elements of the Australian Student Wellbeing Framework are



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

Kin Kin State School Bullying Response Flowchart for teachers

Kin Kin State School Response to Bullying Flowchart. Listen carefully and calmly, and ensure a safe place to talk. Do not dismiss their concerns or make them feel they are at fault. First listen to their account fully and then ask (and maybe others) questions to get more detail. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders. Clarify if there are immediate safety risks and let the student know how you will address these. Write a record of the conversation. **Collect additional information** Ask for any evidence from the student. Speak with all students involved, including bystanders. Be alert to your legal responsibilities regarding evidence if the incident may constitute a crime. Keep records. Ensure you have information that answers who, what, where, when, how, why.

Discuss a plan of action with the students once you are confident you have a comprehensive picture of the situation, discuss a plan of action with the student/s. Refer to our Student Code of Conduct in terms of expectations and consequences. Invite suggestions from students as appropriate. Inform all students involved of your intention to inform their parents/guardians. Involve the parents and other caregivers in developing the plan of action if appropriate. **Inform the students what the school intends to do** provide as much information as you can without violating the privacy of other students or parents.

Explain that you will look at immediate and short-term responses as well as other long term preventative measures or efforts to promote a positive school climate. **Work with the student about what to do if the bullying occurs again** Develop strategies with the student/s if the targeted behaviour occurs again. **Set a date for follow up review/s** Bullying can require a sustained effort to prevent, particularly if situations are long standing. Reviews are critical to check in with students.

Record the incident in OneSchool and enter incident on student behaviour records and ensure parent/care contacts have been recorded. **Notify appropriate personnel** Lead Administrator to ensure all appropriate parties are notified. **Contact the parent/guardian about the incident and the plan of action** Advise them of the incident and the resulting course of action, including referring to the Students Code of Conduct. **Follow up** It is essential to be alert to ongoing bullying, particularly the possibility that the bullying can 'reappear in another form some time later. **Key contacts for students and parents to report bullying: Prep to Year 6 Class Teacher/Principal**

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

Kin Kin State School - Bullying response flowchart for teachers

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review


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

Ongoing
Follow up

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

Behaviour Consequences


The process for assisting students to become self-managed within the classroom and the playground used at Kin Kin State School follows the same differentiated approach used in the proactive teaching and support as students move towards selfmanagement.



Kin Kin State School - *Managing Classroom Behaviour*
(Range of expected management strategies)

- **FIRST STUDENT REMINDER OR REDIRECTION**
- **SECOND STUDENT REMINDER OR REDIRECTION**
- **THIRD STUDENT REMINDER OR REDIRECTION**
- **TIME OUT IN CLASSROOM/BUDDY CLASSROOM and consequence applied**
- **ONE ONLY STUDENT REMINDER OR REDIRECTION AFTER RETURNING TO CLASS GROUP**

**Please note: In cases of extreme behaviour or refusal to follow teacher direction in this behaviour process, consequences will be applied from a higher level before all steps have been taken at a lower*



Kin Kin State School

Procedures for Managing Playground Behaviour

- *The staff members on duty are responsible for the safety and acceptable behaviour of students in the areas they supervise.*
- *They should be punctual and carry any useful resources with them.*
- *Positive Notices can be issued for positive behaviour.*
- *For minor breaches of the school rules, some of the following strategies may be used:*
- *Call the student aside and motivate him or her towards acceptable behaviour.*
- *Sit the child out of the play area for a few minutes.*
- *Have the student walk with the teacher.*

1. *Playground staff redirects student with a respectful, friendly request. Then turns away and continues moving about the area. The body language of turning away shows that the teacher expects the request to be carried out. Request made in positive terms, e.g. 'Please walk', rather than 'Stop running'.*
2. *Playground staff may use a further redirection such as 'What are you doing? What would you be doing if you were following our rules?'*
3. *Playground staff counsels student using self-evaluation questions such as: -*
 - *What do you want to happen when you are choosing that behaviour?*
 - *Is what you're doing getting you what you want?*
 - *What else could you do?*
 - *So, what's your plan?*

4. ***Student time out on seat to cool down (or alternatively, walk with teacher/teacher aide) for a five to ten-minute period.***
 5. ***Student referred for lunch period, where a staff member helps a student through a general counselling process and student has time to reflect on their behaviour choices and their consequences.***
- In cases of extreme behaviour or refusal to follow teacher direction in this behaviour process, consequences will be applied from a higher level before all steps have been taken at a lower level***

Use of mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

It is acceptable for students at Kin Kin State School to:

- Bring a mobile phone to school approved by parent/caregiver, but **must** be stored and remain in backpack during school hours.

It is unacceptable for students at Kin Kin State School to:

- use a mobile phone or other devices in an unlawful manner;
- use a mobile phone in technology-free designated spaces or times ;
- download, distribute or publish offensive messages or pictures;
- use obscene, inflammatory, racist, discriminatory or derogatory language ;
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking;
- insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and internet resources;
- damage computers, printers or network equipment;

- commit plagiarism or violate copyright laws;

□

- ignore teacher directions for the use of social media, online email and internet chat;
- send chain letters or spam email (junk mail);
- knowingly download viruses or any other programs capable of breaching the department's network security;
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets;
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material;
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments; and
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Appropriate use of social media

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

It is important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community.

Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

□

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

Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

□

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

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding;
take a screen capture or print a copy of the concerning online content;
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns;
- block the offending user; and
- report the content to the social media provider.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels). The principal can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Kin Kin State School may face in-school disciplinary action, such as positive planning or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school.

This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

□

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the principal.

Cyber safety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety processes. This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cyber safety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management. For more information about cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

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

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

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

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

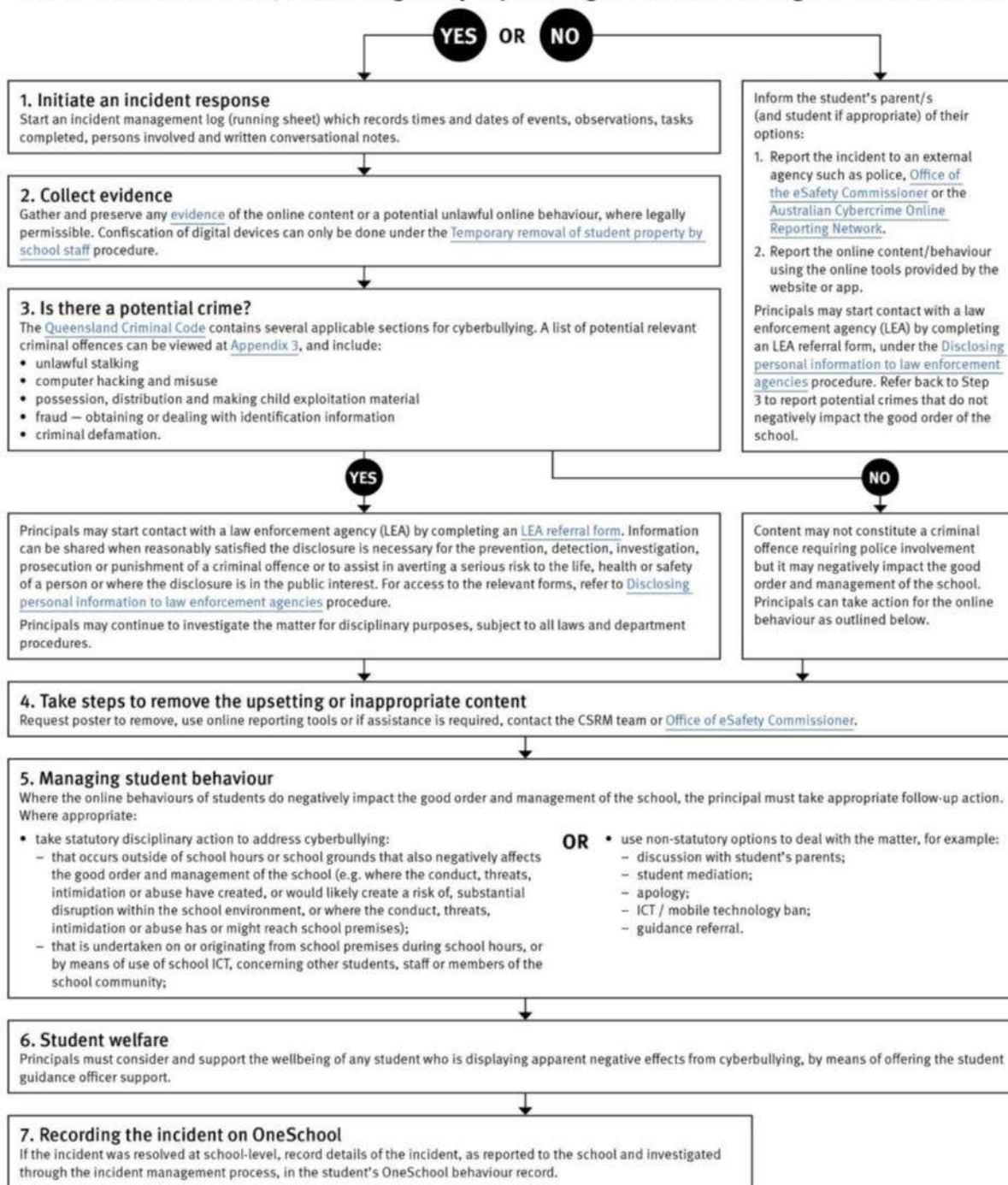
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

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

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



Restrictive Practice procedure

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

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

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

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

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

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

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

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

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

Critical Incidents

All school staff at Kin Kin State School have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others.

This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road).

The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

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

For unexpected critical incidents, staff at Kin Kin State School use basic defusing techniques:

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

Related Procedures and Guidelines

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (School employees only)
 - [Bullying. No Way!](#)
- [eheadsace](#)
- [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

Kin Kin State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents/carers need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

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

When making a complaint, it is your responsibility to:

- Clearly identify the issue/concern and desired solution
- provide complete and factual information in a timely manner
- deliver your complaint in a nonthreatening manner
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. If your complaint relates to suspected official misconduct or criminal activity, then you should direct your complaint directly to the Crime and Corruption Commission or the Queensland Police Service.

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arises. You can make an appointment to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make complaint through [QGov](#) or the [schools directory](#).
2. **Internal review:** contact the local [Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [Regional Office](#) to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority.
If you dissatisfied after the internal review, you may wish to contact a review authority, such as the [Queensland Ombudsman](#), and request an independent, external review. More information about external review options is available at

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

- Issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#)
- Complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheets](#)

