



Keebra Park SHS

# Student Code of Conduct 2020-2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

Keebra Park SHS is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Keebra Park SHS Student Code of Conduct sets out the responsibilities and process we use in our school to promote a productive, effective whole school approach to discipline.

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

## Contact Information

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Contact Person: Principal Adam Brandis


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## Endorsement

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Principal Name: Adam Brandis

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Principal Signature: 

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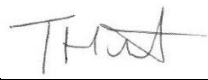
Date: 1 Dec 2020

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P/C President and-or School Council Chair Name: P&C President Tina Hunt

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

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Date: 1 Dec 2020

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# Whole School Approach to Discipline

Schooling at Keebra Park State High School will be an inspiring and positive experience where all students will know, perform and achieve based on their individual academic pursuits and personal goals. Our purpose is to inspire our young people to become influential in their local community and become equipped with the skills to transform their world. Our vision is to create a learning environment where every student can thrive and succeed.

We will achieve our vision because:

- We set high performance expectations.
- We focus on quality learning outcomes for students that are responsive to their needs.
- We strive for world class standards and personal excellence.
- We enhance and nurture the curiosity of students to develop them into life-long learners.
- We believe that cultural identity, languages and values should be respected.
- We believe positive education enhances wellbeing and enables individuals to thrive.

At the heart of our Code of Conduct is the desire for our students to commit to following our three core school values:

## 1. Respect

- for yourself and others in the wider school community.
- for the cultural identity, languages and values of others.
- for your own, others and school property.
- for the school's high performance expectations.

## 2. Responsibility

- for your behaviour at school and whilst representing the school.
- for your behaviour travelling to and from school in uniform.
- for your efforts and achievements in class.
- for wearing your uniform with pride at all times.

## 3. Commitment

- to attending every lesson, every day.
- to your academic achievements.
- to maintaining our school's high expectations.
- to positive relationships with peers and teachers.

We believe that:

- All young people can thrive and succeed given time and support.
- Every young person has the right to learn in a safe and supportive environment.
- All school community members have the responsibility of ensuring all young people are given the opportunity to learn.

Keebra Park State High School has an array of support needs. Staff use many varied classroom and departmental practices to encourage positive and correct behaviour from our students. The introduction of Positive Education into our wellbeing framework further supports the creation of a positive school culture that incorporates quality teaching and learning practices combined with a balanced, relevant and engaging curriculum.

The school's staff work collaboratively, in a supportive environment, to develop programs and procedures that encourage consistency and a shared understanding of students' rights and responsibilities. At the heart of this positive climate is the preservation of everyone's fundamental rights.

## Whole School Matrix

To ensure the good order and management of the school, a whole school matrix outlines examples of our agreed rules and behaviour expectations.

	WHOLE SCHOOL	CLASSROOM	ONLINE	PLAYGROUND / OVAL	TRAVEL TO AND FROM SCHOOL
BE RESPECTFUL	<ul style="list-style-type: none"> <li>Interact positively with others</li> <li>Use polite and appropriate language</li> <li>Consider other people and their belongings</li> <li>Treat school and personal property with care</li> <li>Follow staff directions promptly</li> </ul>	<ul style="list-style-type: none"> <li>Walk in and around classroom</li> <li>Sit at desk in respectful manner</li> <li>Enter and exit room in an orderly manner</li> <li>Recognise the right of others to learn</li> <li>Follow classroom expectations</li> </ul>	<ul style="list-style-type: none"> <li>Participate in use of approved online sites and educational games</li> <li>Be courteous and polite in all online communication</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games / activities</li> <li>Remain in in-bound areas</li> <li>Consider other people, their personal space and their belongings</li> <li>Resolve conflict calmly without violence or threatening behaviour</li> <li>Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Use own bike/scooter</li> <li>Wait inside the school gate until the bus stops</li> <li>Be respectful to passengers when on public transport\</li> <li>Represent the school proudly</li> </ul>
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>Ask permission to leave the classroom</li> <li>Be on time for all lessons</li> <li>Follow school routines / procedures</li> <li>Use lockers to secure laptops and any valuables</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Complete set tasks</li> <li>Take an active role in classroom activities</li> <li>Be at class on time</li> <li>Use break time to get drinks or use the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Report any unacceptable behaviour to a teacher / via Strymie</li> <li>Post only appropriate content online</li> <li>Keep your phone in your bag during class</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Place litter in bins provided</li> <li>Wait patiently to be served at the canteen</li> <li>Be mindful of potential risks and play in a safe manner</li> <li>Report incidents to staff</li> </ul>	<ul style="list-style-type: none"> <li>Walk bike/scooter in school grounds</li> <li>Wear helmet</li> <li>Lock bike/scooter</li> <li>Wear your full uniform with pride when travelling to and from school</li> <li>Leave school ground promptly</li> </ul>
BE COMMITTED	<ul style="list-style-type: none"> <li>Care for school and others' equipment</li> <li>Be courteous when communicating</li> <li>Commit to Uniform Policy</li> <li>Attend school every day</li> <li>Follow adult instructions promptly</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to speak</li> <li>Respect others' right to learn</li> <li>Use correct volume in class</li> <li>Be an active listener</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' right to use online resources free from interference</li> <li>Keep any usernames or passwords private</li> <li>Commit to BYOD agreement</li> <li>Commit to Safe Travel Policy</li> </ul>	<ul style="list-style-type: none"> <li>Play safely - invite others to join in and follow school rules</li> <li>Care for the environment</li> <li>Stay inside school grounds during school hours</li> <li>Actively seek to include others</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn in bus line</li> <li>Have your bus pass ready</li> <li>Use Go Card /ticket to travel to and from school</li> <li>Safe and respectful behaviour at train stations</li> </ul>

## Consideration of Individual Circumstances

Staff at Keebra Park State High 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 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 staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what 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 any concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please contact the school and an appointment will be made with the most appropriate staff member.

## Differentiated and Explicit Teaching

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

Teachers at Keebra Park SHS 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.

### Differentiated and Explicit Teaching

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Keebra Park SHS we emphasise the importance of explicitly teaching the students the behaviours we want them to demonstrate at school. This whole school approach is provided by:

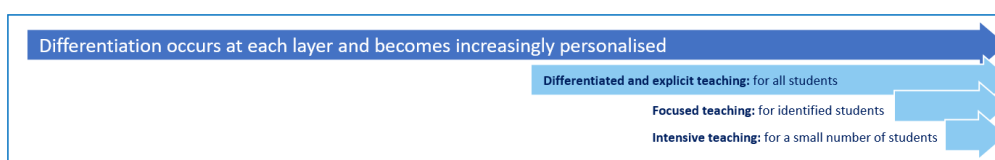
- Explicit teaching of school values, behaviour policies and rules via our house system across Year 7-12;

- Establishment of agreed policies and procedures that are accessible to all members of the school community;
- Management of incidents through clear and well understood processes;
- Communication with parents and careers via phone calls, email, and Facebook.

Communicating behavioural expectations is a form of explicit teaching - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour. These expectations are communicated to students via a number of strategies, including:

- Behaviour expectations reinforced by classroom teachers;
- Reinforcement of learning from behaviour lessons at Year level and School Assemblies;
- Active supervision by staff during classroom and non-classroom activities.

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



## Focused Teaching

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching provides students with more opportunities to practise skills and multiple opportunity 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 Keebra Park SHS to provide focused teaching. Focused teaching is aligned to the school values, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaise with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Psychologist	<ul style="list-style-type: none"> <li>• support identified students with mild to moderate mental health concerns (e.g., anxiety, low mood, emotion regulation concerns, self-harm, etc.) by providing evidence based, short-term (8-12 sessions), tailored therapeutic intervention.</li> <li>• provide psychometric assessment and intervention focusing on student's mental health and wellbeing.</li> <li>• provide advice on diagnoses provided by external professionals</li> </ul>
Head of Department – Engagement (and Pathways)	<ul style="list-style-type: none"> <li>• coordinate transition to secondary for students moving from Year 6 to Year7</li> <li>• coordinate pathways for students post Year 12</li> <li>• monitor student attendance data, arranges intervention for students</li> <li>• promotes and tracks positive behaviour within the school</li> <li>• supports students, teachers and HODs in managing and dealing with behaviour incidents</li> <li>• tracks student data to identify 'at risk' students and implements intervention strategies to minimise class disruption</li> <li>• promotes positive student engagement in learning and extracurricular activities</li> <li>• monitor primary student concern and intervention data to align whole school positive education programs</li> <li>• coordinate student leadership programs to develop student character and connectedness within the school and wider community.</li> </ul>
Industry Liaison Officer	<ul style="list-style-type: none"> <li>• provides educational counselling and support services to students.</li> <li>• Liaises with industry to establish SATs and Traineeships</li> </ul>
Chaplain	<ul style="list-style-type: none"> <li>• provides advice, and support in grief and loss</li> <li>• attends school assemblies and communicate relevant information to staff and students</li> <li>• make Guidance Officer Referrals concerning issues of student safety, mental health or if counselling as deemed necessary.</li> <li>• Develop and sustain links with external agencies and local churches that benefit our students personal and spiritual development</li> <li>• actively be involved with school activities and initiate programs including lunch activities</li> </ul>
Student Support Officers	<ul style="list-style-type: none"> <li>• Develop innovative and effective strategies for building relationships among students, families, community members and stakeholder groups to promote communication and resolve issues of concern.</li> <li>• Liaise with students and families to recognise any educational, social, emotional or behavioural issues.</li> <li>• Actively be involved with and initiate programs including preventative programs to support students.</li> <li>• Monitor the behaviour and wellbeing of students to identify issues and organise possible intervention strategies.</li> </ul>
Nurse	<ul style="list-style-type: none"> <li>• Promote health and wellbeing within the school community</li> <li>• Create a supportive, healthy school environment by providing opportunities for health and wellbeing information sessions for students and families</li> <li>• Connect students and families with necessary support service</li> </ul>



## **Intensive Teaching**

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

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

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Keebra Park SHS 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, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

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

The 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 or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "when the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s

- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away from 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
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention
- Essential Skills for Classroom Management
- Referral to Engagement /Pathways Team for focused support

## **Focussed**

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Teacher coaching and debriefing
- Case management with Well-Being and Engagement Team
- Stakeholder meeting with parents and external agencies
- Positive Behaviour Card
- Restorative conversations
- Sports Academy- game suspension if in season
- Temporary removal from Sports Academy
- Referral to in school support program (eg. Fit and Well)

## **Intensive**

School leadership teamwork in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Discipline Improvement Plan
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)

- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.
- Sports Academy -removal from Academy

## **Sporting Academy Student Athletes**

Keebra Park has three sporting excellence academies. Any student who is a member of one of the below sporting academy programs is considered a “student-athlete”.

- Rugby League Academy
- Girls Sports Academy
- Basketball Academy

Student-Athletes:

- Student-athletes performing at the elite level in their senior years may qualify for a modified academic program to support them managing their academic & sporting commitments.
- Student-athletes are bound by the Keebra Park SHS Student Code of Conduct.
- Failure to adhere to the Code of Conduct may result in suspension or removal from sporting academy programs.
- Student-athletes are required to follow the terms and conditions of the student resource scheme and sporting academy fees. Non-payment of fees will lead to withdrawal from the program.
- Student-athletes failing to meet expectations set out in the Code of Conduct will initially be provided with focussed support interventions and provided with the chance to improve. Ongoing unsatisfactory behaviour/ attendance may result in student-athletes being suspended and/ or removed from their respective program.
- Major breaches of the Student Code of Conduct may result in immediate removal from sporting academy programs.
- Student-athletes who are suspended and/ or removed from a sporting academy program must reapply to enter the program.
- Student-athletes are reviewed every 12 months to determine whether they retain their spot in their respective Sporting Academy for the following year. Determination of these spots will be based on the following key areas.
  - Dedication/ Engagement to representing Keebra Park to the best of their ability
  - School Attendance
  - Classroom Effort & Behaviour
  - General School Engagement/ Behaviour
  - Upholding the schools values Respect, Responsibility and Commitment

Student-Athlete Scholarships:

- Student-athletes are reviewed every 12 months to determine whether they retain their Sports Academy scholarship for the following year. There are varying levels of scholarships available. Consideration of these scholarships will be based on the following key areas.
  - Athletic Performance
  - Dedication/ Engagement to representing Keebra Park to the best of their ability
  - Representative Achievement
  - School Attendance

- Classroom Effort & Behaviour
- General School Engagement/ Behaviour

#### Student-Athlete Requirements:

- If a student-athlete cannot participate in training due to injury they must present their respective coach with a medical certificate from a certified practitioner or a note from their parent/carer explaining the injury.
- If a student-athlete is absent from school due to sickness and/or injury, they must provide the school with a medical certificate from a certified practitioner to explain their absence so that it does not count against their attendance %.
- If a student-athlete is absent from school due to representative sporting commitments it is the parent's obligation to inform the school of their absence so that it does not count against their attendance %.

## **Academic Excellence Program**

Students in this program are bound by the Keebra Park SHS Student Code of Conduct, ensuring that all students have opportunities to engage in quality teaching and learning experiences. Failure to adhere to the Code of Conduct may result in removal from the program. Students failing to meet expectations set out in the Student Code of Conduct will initially be provided with focussed support interventions to meet these standards. Students in this program are made aware that:

- Ongoing unsatisfactory behaviour/ attendance may result in a student being removed from the academic excellence program.
- Major breaches of the Student Code of Conduct may result in immediate removal from the program.
- Students who are removed from an academy program must reapply to enter the program.
- Student placement in the Academy is reviewed every 12 months with the following factors considered:
  - Attendance
  - Classroom Effort & Behaviour
  - Upholding the schools values Respect, Responsibility and Commitment

If a student is absent from school for a period of time due to sickness for and/or injury, they must provide the school with a medical certificate from a certified practitioner to explain their absence.

## **Determination of consequences**

Staff consider a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary absence.

Differentiated, Focused and Intensive Consequences, as listed previously, provide a broad guide on the range of responses that may be used to respond to problem behaviour. A school disciplinary absence (SDA) may be necessary to address certain behaviours. The following table provides a guide on the possible SDA consequences that different problem behaviour may attract depending on the circumstances.

Serious matters may also be referred to the Police for further investigation.

**Keebra Park SHS**

<b>Keebra Park SHS</b>			
<b>Category</b>	<b>Problem Behaviour</b>	<b>Definitions</b>	<b>Possible Consequences <sup>1</sup></b>
Abusive language	Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Focused or Intensive Consequences including possible suspension
	Occupational Abuse	Offensive language directed at a staff member	Focused or Intensive Consequences including possible suspension
Bomb Threat/False Alarm	Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Focused or Intensive Consequences including possible exclusion
Bullying	Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.	Focused or Intensive Consequences including possible suspension
	Bullying	Ongoing bullying and/or intimidation of others.	Focused or Intensive Consequences including possible exclusion

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<sup>1</sup> **Possible Consequences:** staff take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary consequence. Our school draws upon a comprehensive range of strategies (previously described, differentiated, focussed and intensive) to consider when addressing individuals and their misbehaviour.

Defiance	Defiance	Student refuses to follow adult directions.	Focused or Intensive Consequences including possible suspension
	Consistent and Persistent Misbehaviour	Persistent misbehaviour despite previous warnings and support. Misbehaviour is defined as a breach of the Code of Conduct.	Focused or Intensive Consequences including possible exclusion
Disrespect	Disrespect	Student is disrespectful or dismissive towards adults or students.	Focused or Intensive Consequences including possible suspension
	Occupational Disrespect	Student is disrespectful or dismissive towards adults.	Focused or Intensive Consequences including possible suspension
	Use/possession sexual items	Possession or sharing of pornographic material or sexual items/materials.	Focused or Intensive Consequences including possible exclusion
	Sexual Misbehaviour	Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (Full or partial) during school.	Focused or Intensive Consequences including possible exclusion
Disruption	Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Includes but not limited to sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Focused or Intensive Consequences including possible suspension
	Hostile Disruption	Aggressive behaviour including yelling, throwing objects (not causing harm) or other actions (that could include kicking, punching, smashing objects).	Focused or Intensive Consequences including possible exclusion
Dress code	Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	Focused or Intensive Consequences



Fighting	Fighting	Student is involved in mutual participation in an incident involving physical violence.	Focused or Intensive Consequences including possible exclusion
Harassment	Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Focused or Intensive Consequences including possible suspension
	Persistent Harassment	Ongoing delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Focused or Intensive Consequences including possible exclusion
	Occupational Harassment/ Threats	The delivery of threats or disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or any other identity characteristics to a member of staff or community.	Focused or Intensive Consequences including possible suspension
Physical aggression	Physical aggression	Student engages in actions involving physical contact with other students where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, choking, scratching, spitting, etc.).	Focused or Intensive Consequences including possible exclusion
	Encouragement of Violence	Students encourage, facilitate or incite violence using any form of communication. (Includes encouraging others onto school premises).	Focused or Intensive Consequences including possible exclusion
	Premeditated acts of violence	Student engages in planned actions so as to cause physical harm to another student.	Focused or Intensive Consequences including possible exclusion

	Occupational Violence	Student engages in actions involving physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) with a member of staff or community	Focused or Intensive Consequences including possible exclusion
Plagiarism	Plagiarism	Student has signed a person's name or claims someone else's work as their own.	Focused or Intensive Consequences including possible suspension
Property misuse	Property misuse	Student engages in misuse of property, which could include but not limited to behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Focused or Intensive Consequences including possible suspension
Property damage	Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Focused or Intensive Consequences including possible suspension and exclusion
Substance misconduct involving tobacco and/or other legal substances	Substance possession involving tobacco and other legal substances	Student is in possession of or engaging in act of use of (eg. by-standing) tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers, vaping device, e-cigarettes.	Focused or Intensive Consequences including possible suspension
	Substance supply involving tobacco and other legal substances	Student is supplying tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers & vaping device.	Focused or Intensive Consequences including possible exclusion

Substance misconduct involving illegal substances	Substance possession involving illegal substances	Student is in possession of or is using illegal drugs/substances/imitations or implements such as, but not limited to cones, buds, cutters, bong, papers, lighters, matches, pipes, needles, syringes.	Focused or Intensive Consequences including possible exclusion
	Substance supply involving illegal substances	Student is supplying illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bong, papers, lighters, matches, pipes, needles, syringes, scales and "baggies".	Focused or Intensive Consequences including possible exclusion
Technology violation	Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. Student undertakes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Focused or Intensive Consequences including possible exclusion
Theft	Theft	Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.	Focused or Intensive Consequences including possible exclusion
Use/possession of combustibles	Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Focused or Intensive Consequences including possible exclusion

Use/possession of weapons	Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects capable of causing bodily harm.	Focused or Intensive Consequences including possible exclusion
Other	Misbehaviour	Serious behaviour in a private capacity that is prejudicial to the good order and management of the school.	Focused or Intensive Consequences including possible exclusion
Other	Criminal Misbehaviour	An offense serious or otherwise for which the student has been charged.	Focused or Intensive Consequences including possible exclusion

## School Disciplinary Absences

A school Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

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

At Keebra Park SHS, 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

### *Re-entry following suspension*

Students who are suspended from Keebra Park SHS may be 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 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.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via email or telephone, usually via email. 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/s.

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

### Structure

This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school

- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

### **Reasonable adjustments**

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

## School Policies

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

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

### Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Keebra Park SHS 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
- Smoking utensils, Vapes, E-Cigarettes
- Aerosol deodorants or cans (including spray paint)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- Poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- Uber Eats and external food delivery
- Other items that impact on the safety and wellbeing of the school community

\*No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

## **Responsibilities**

### **State school staff** at Keebra Park SHS:

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

### **Parents** of students at Keebra Park SHS

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

### **Students** of Keebra Park SHS

- Do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Keebra Park SHS Student Code of Conduct;
  - is illegal;
  - puts the safety or wellbeing of others at risk;
  - does not preserve a caring, safe, supportive or productive learning environment;
  - does not maintain and foster mutual respect.
- Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.



## Use of mobile phones and other devices by students

### Use of Mobile Phones and/or Personal Electronic Devices:

- Students are permitted to bring their mobile phones to school; however, all students (except for those with recorded exemptions) are required to keep their mobile phones switched off and 'away for the day' and disable notifications on any wearable devices during school hours.

Students cannot access and use their mobile phone or wearable device on school grounds or at school activities from the time the student arrives at school, until the conclusion of the school day at 2:40pm.

- Students cannot use linkable devices such as headphones or earpods during school hours unless they are linked to an approved learning device (e.g., laptop or computer).
- Formal exemption from this policy will be granted for students who require access to their mobile phone or wearable device during school hours for medical and disability reasons only.
- Mobile phones are to be stored at the responsibility of the student during school hours. Examples of appropriate mobile phone storage include, but are not limited to:
  - on their person (e.g., in student's pocket or pencil case);
  - in the student's school bag;
  - in student lockers.

Mobile phones and wearable devices are not to be used during school activities such as representative sport, camps, and excursions, unless an exception is made by the Principal. If this is the case, information will be included in the excursion permission form.

Parents who need to urgently contact students MUST do so through the administration office. Please ring 07 5509 2555 and staff will ensure that students receive messages.

### Consequences for Inappropriate Use

Should a mobile device be seen by staff, students will be instructed to hand in their device to Student Services for the remainder of the day. The confiscated item will be taken to Student Services by the student where the student can collect the device at the end of the school day. The item will be logged and receipted by Student Services. Refusal by students to co-operate will result in a referral to administration and may result in further consequences as per the school's Student Code of Conduct. Any further offences will mean the item will be confiscated and parents will be required to collect the device from Student Services.

If a student does not comply with the school's Mobile Phone and Electronic Device Policy, the Principal, or delegated officer, may impose consequences as per the Student Code of Conduct:

Cases where phones have been used to break the law may be referred to the police, in particular, transmission of any sexually explicit images "sexting" may result in perpetrators being placed on a sexual offender's register. The school will assist Queensland Police in any investigation in compliance with relevant acts.

Relevant Legislation and Policies:

Education (General Provisions) Act 2006

Invasion of Privacy Act 1971

SMS-PR-021: Safe, Supportive and a Disciplined School Environment

SCM-PR-003: Appropriate use of mobile telephones and other electronic equipment by student

The Commonwealth's Criminal Code Act 1995

## Preventing and responding to bullying

Keebra Park SHS uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Keebra Park SHS has a **Student Leadership Team**, with diverse representatives from a variety of year levels meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each student leadership forum are the core elements of the Australian Student Wellbeing Framework:



### 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.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, and address bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Keebra Park SHS we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

### **Bullying**

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence.

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

At Keebra Park SHS we utilise the anonymous on-line reporting platform **Stymie**. This allows any student to report to the engagement pathway teams any issues that arise that may affect the health and well-being of another student.

The following flowchart explains the actions Keebra Park SHS 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 judgement of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

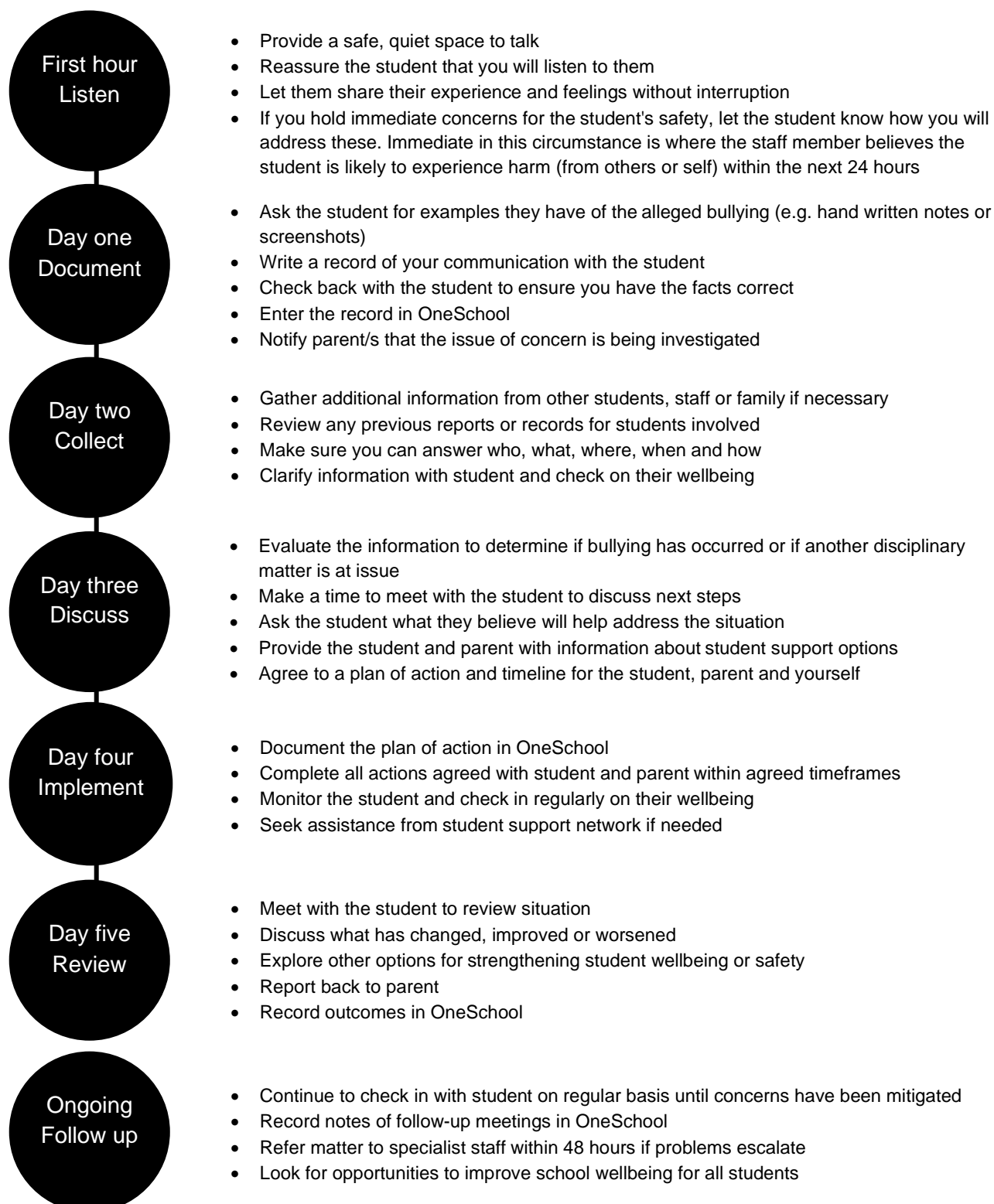
## Keebra Park SHS - Bullying response flowchart for teachers

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

### Key contacts for students and parents to report bullying:

Contact the office on 07 5509 2555 and your call will be directed to the appropriate staff member

**Stymie Platform** – [www.stymie.com.au](http://www.stymie.com.au)



# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

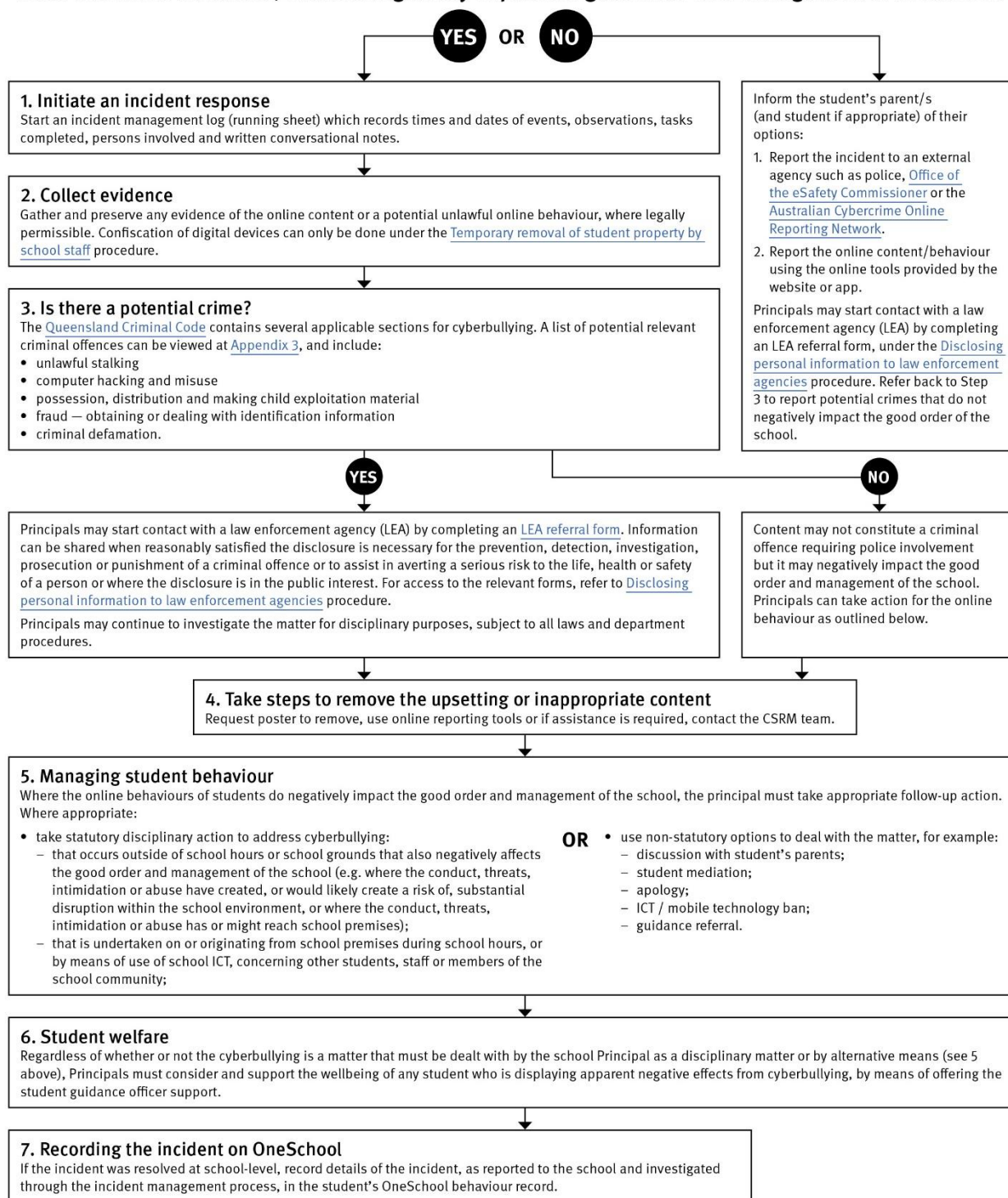
### Explicit images

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

### Help

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

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



## 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

Keebra Park SHS recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Keebra Park SHS 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.

## **Keebra Park SHS – Anti-Bullying Contract**

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

## **Keebra Park SHS – Respectful Relationship Contract**

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a



carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

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

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

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Keebra Park State High 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 need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

**1. Early resolution:** discuss your complaint with the school

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

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

**2. Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

**3. External review:** contact a review authority

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

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

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