Keebra Park SHS

Student Code of Conduct 2024-2028

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

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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 can experience success and staff enjoy a safe workplace.

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Endorsement

Principal Name:	Adam Brandis
Principal Signature:	
Date:	10 June 2026

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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 Classroom Expectations

Keebra Park State High School is committed to maintaining safe, respectful and productive classrooms where all students can learn and all staff can teach. Our Whole-School Classroom Expectations provide a consistent set of agreed behaviours for all students across every learning environment.

These expectations support our core school values of Respect, Responsibility and Commitment and provide a shared language for students, staff and families. They are explicitly taught, reinforced and revisited throughout the year as part of our whole-school approach to behaviour and learning.

The Whole-School Classroom Expectations are:

1. We will arrive at class on time and enter ready to learn.
2. We will follow instructions the first time.
3. We will keep phones and other personal devices away for the day.
4. We will stay in our classroom and be where we are meant to be.
5. We will speak and act respectfully so everyone can learn.

These expectations are designed to ensure:

- Students are ready to engage in learning.
- Teachers can maximise teaching and learning time.
- Classrooms remain calm, orderly and respectful.
- Students understand the behaviour required to be successful.
- Staff respond to behaviour consistently across the school.
- Classroom expectation responses.

Keebra Park State High School uses a consistent response process for minor, persistent and repeated classroom behaviours. This process supports students to correct their behaviour before further action is required. Staff will use reminders, redirection, the Keebra Park 4Rs, teacher-managed actions, parent contact and OneSchool recording as appropriate.

For the expectations “We will arrive at class on time and enter ready to learn, “We will follow instructions the first time,” and “We will speak and act respectfully so everyone can learn,” a three-step classroom expectation process may be used for minor repeated behaviours.

This process generally includes:

First occurrence
The teacher provides a reminder, redirection or support using the Keebra Park 4Rs where appropriate.

Second occurrence
The behaviour is recorded on OneSchool where required, no referral is made, teacher-managed actions are implemented, and parent contact is made and recorded.

Third occurrence
The behaviour is recorded on OneSchool and referred for follow-up. A Friday afternoon detention may be issued as a minimum consequence, with further consequences considered for repeated behaviour.

Mobile phones and personal devices
Students are expected to keep phones and other personal devices away for the day. If a device is seen or used during the school day, students will be instructed to hand the device to Student Services. If a student refuses to follow this instruction, staff will contact the emergency line for support, the behaviour will be recorded on OneSchool under defiance and referred for follow-up.

Staying in class and being where students are meant to be

Students are expected to remain in their classroom and be where they are timetabled to be. Leaving class without permission or being out of bounds impacts student safety, supervision and learning. This behaviour will be recorded on OneSchool under defiance and referred for follow-up. Consequences may include Friday afternoon detention or, in more serious or repeated cases, suspension.

Respectful learning environments

All students have the right to learn, and all staff have the right to teach in a safe and respectful environment. Students are expected to speak and act respectfully towards staff and peers so that learning can occur without disruption, intimidation or disrespect.

Where disrespectful behaviour is minor and repeated, staff will follow the classroom expectation process. Where behaviour presents as major, unsafe, threatening, discriminatory or significantly disruptive, staff will refer to the Behaviour Support and Intervention Process and the broader Student Code of Conduct for guidance.

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	• Interact positively with others • Use polite and appropriate language • Consider other people and their belongings • Treat school and personal property with care • Follow staff directions promptly	• Walk in and around classroom • Sit at desk in respectful manner • Enter and exit room in an orderly manner • Recognise the right of others to learn • Follow classroom expectations	• Participate in use of approved online sites and educational games • Be courteous and polite in all online communication	• Participate in school approved games/activities • Remain in in-bound areas • Consider other people, their personal space and their belongings • Resolve conflict calmly without violence or threatening behaviour • Keep hands and feet to yourself	• Use own bike/scooter • Wait inside the school gate until the bus stops • Be respectful to passengers when on public transport • Represent the school proudly
BE RESPONSIBLE	• Ask permission to leave the classroom • Be on time for all lessons • Follow school routines/procedures • Use lockers to secure laptops and any valuables	• Be prepared • Complete set tasks • Take an active role in classroom activities • Be at class on time • Use break time to get drinks or use the toilet	• Report any unacceptable behaviour to a teacher/via Stymie • Post only appropriate content online • Keep your phone in your bag during class	• Be a problem solver • Place litter in bins provided • Wait patiently to be served at the canteen • Be mindful of potential risks and play in a safe manner • Report incidents to staff	• Walk bike/scooter in school grounds • Wear helmet • Lock bike/scooter • Wear your full uniform with pride when travelling to and from school • Leave school ground promptly
BE COMMITTED	• Care for school and others' equipment • Be courteous when communicating • Commit to Uniform Policy • Attend school every day • Follow adult instructions promptly	• Raise your hand to speak • Respect others' right to learn • Use correct volume in class • Be an active listener	• Respect others' right to use online resources free from interference • Keep any usernames or passwords private • Commit to BYOD Agreement • Commit to Safe Travel Policy	• Play safely - invite others to join in and follow school rules • Care for the environment • Stay inside school grounds during school hours • Actively seek to include others	• Wait your turn in bus line • Have your bus pass ready • Use Go Card /ticket to travel to and from school • Safe and respectful behaviour at train stations

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 practice 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 practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

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

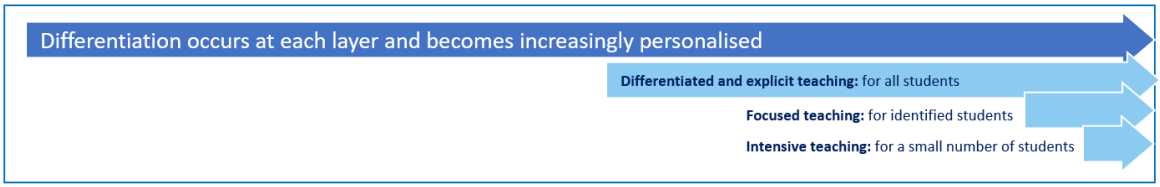
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Keebra Park SHS we emphasise the importance of explicitly teaching the students the behaviours we want them to demonstrate at school. This whole school approach is provided by:

- 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, SMS, 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 day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching to provide students with more opportunities to practice 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 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	• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. • Assists students with specific difficulties, acting as a mediator or providing information on other life skills. • Liaise with parents, teachers, or other external health providers as needed as part of the counselling process.
Psychologist	• 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. • Provide psychometric assessment and intervention focusing on student's mental health and wellbeing. • Provide advice on diagnoses provided by external professionals.
Head of Department – Engagement (and Pathways)	• Coordinate transition to secondary for students moving from Year 6 to Year 7. • Coordinate pathways for students post Year 12. • Monitor student attendance data, arranges intervention for students. • Promotes and tracks positive behaviour within the school. • Supports students, teachers and HOD's in managing and dealing with behaviour incidents. • Tracks student data to identify 'at risk' students and implements intervention strategies to minimise class disruption. • Promotes positive student engagement in learning and extracurricular activities. • Monitor primary student concern and intervention data to align whole school positive education programs. • Coordinate student leadership programs to develop student character and connectedness within the school and wider community.
Industry Liaison Officer	• Provides educational counselling and support services to students. • Liaises with industry to establish SATs and Traineeships.
Student Support Officer – Intervention HUB	• Develop innovative and effective strategies for building relationships among students, families, community members and stakeholder groups to promote communication and resolve issues of concern. • Develop educational, behavioural, social and emotional wellbeing intervention strategies to support students and teachers. • Liaise with students and families to recognise any educational, social, emotional or behavioural issues. • Track and monitor progress of students who have accessed the intervention HUB.
Student Support Officers – Engagement	• Develop innovative and effective strategies for building relationships among students, families, community members and stakeholder groups to promote communication and resolve issues of concern. • Liaise with students and families to recognise any educational, social, emotional or behavioural issues. • Actively be involved with and initiate programs including preventative programs to support students. • Monitor the behaviour and wellbeing of students to identify issues and organise possible intervention strategies.
Nurse	• Promote health and wellbeing within the school community. • Create a supportive, healthy school environment by providing opportunities for health and wellbeing information sessions for students and families.

	• Connect students and families with necessary support services.
Youth Support Coordinator	• Cultural support for First Nations students and families. • Case management of First Nations students. • Develop innovative and effective strategies for building relationships among First Nations students, families, community members and stakeholder groups to promote communication and resolve issues of concern.

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/s, and following consultation with the student's family.

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

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

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 practiced. 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 practice 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.

Keebra Park SHS has a 4-step approach to behaviour management the "Keebra Park 4Rs". This model is designed to support both teachers and students to create thriving classrooms by encouraging students to regulate and reflect on choices with the aim of deescalate behaviours. See the Keebra Park 4Rs below:

Remind – Minimising the escalation of Tier 1 Behaviours

- Class Expectations – reminding students of the agreed expectations from the classroom learning agreement.
- Use I can see statements – "I can see that you are [describe the action]. What helps you when you are [the action]?"
- Remind students of and redirect them to the task.

Regulate – Name it to tame it

- Zones of regulation – Use zones of regulations poster to have students identify their zone - "I can see you are fidgeting. What Zone do you think you could be in?"
- Student self-regulation – Student takes some time to regulate and return to learning.
- Prompted regulation - Prompt if they are unsure: "I wonder if you could be in the Yellow Zone?" (This will help students associate that when I do X, it might mean I'm in Zone Y) - allow them to disagree if they feel another Zone is a more appropriate fit.
- Regulation strategies - Suggest they implement a strategy of choice. Teacher may need to implement strategy.

Reset (Buddy Class) - Provide a safe environment for students to reflect and reset before returning to learning

- Issue reset Card.
- Student completes reset card in Buddy Class.
- Students return to class once ready for learning.

Refer – Tier 2 Focussed Support (Year 7-10)
If a student's behaviour is impacting the function of the classroom, you have the option to refer student to the intervention HUB.

Differentiated

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

- Keebra Park 4Rs – Remind and regulate.
- 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 Team for focused support.

Focussed

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

- Keebra Park 4Rs – Reset and refer.
- Intervention HUB.
- 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 (e.g. 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.
- One Line Referral.
- 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 four 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 Rugby League Academy
- Basketball Academy
- Sport Excellence 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 and Behaviour.
    - General School Engagement/ Behaviour.
    - Upholding the schools values Respect, Responsibility and Commitment.

Student-Athlete Scholarships:

- Student-Athletes are reviewed weekly 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 SHS to the best of their ability.
    - Representative Achievement.
    - School Attendance.
    - Classroom Effort and 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 percentage.
- 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 percentage.

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 and 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			
Category	**Problem Behaviour**	**Definitions**	**Possible Consequences [1]**
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.
Academic Misconduct	Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	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.

[1] 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.

Keebra Park SHS			
Category	**Problem Behaviour**	**Definitions**	**Possible Consequences [1]**
Bullying	Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Focused or Intensive Consequences including possible exclusion.
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 intentionally delivers socially rude or dismissive messages to 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 of 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.

Keebra Park SHS			
Category	**Problem Behaviour**	**Definitions**	**Possible Consequences [1]**
Disruption	Disruption	Student engages in behaviour causing an interruption in a class, 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.
Falsifying documents	Falsifying Documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's consent.	Focused or Intensive Consequences including possible exclusion.
Fighting	Fighting	Student is involved in mutual participation in an incident involving physical violence.	Focused or Intensive Consequences including possible exclusion.
Harassment	Harassment	Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.	Focused or Intensive Consequences including possible suspension.

Keebra Park SHS			
Category	**Problem Behaviour**	**Definitions**	**Possible Consequences [1]**
	Persistent Harassment	Ongoing delivery of disrespectful messages in any format related to gender identity, 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 and/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 intentionally engages in actions involving physical contact with others where injury may occur (e.g. hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.) This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora and/or fauna.	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 to cause physical harm to another student.	Focused or Intensive Consequences including possible exclusion.

Keebra Park SHS			
Category	**Problem Behaviour**	**Definitions**	**Possible Consequences [1]**
	Occupational Violence	Student engages in actions and/or threats involving abusive and/or 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.
	Threats of Physical Aggression	Student makes threats of physical violence or aggression toward other students, staff or community members, using any form of communication (verbal, written, electronic, or otherwise).	Focused or Intensive Consequences including possible exclusion.
Property misuse causing risk to others	Property misuse	Student engages in misuse of property which may cause a risk of injury or ill-health to others. 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.
Refusal to participate in the educational program of the school	Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Focused or Intensive Consequences including possible suspension.

Keebra Park SHS			
Category	**Problem Behaviour**	**Definitions**	**Possible Consequences [1]**
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 (e.g. 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 in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	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, bongs, 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, bongs, papers, lighters, matches, pipes, needles, syringes, scales and “baggies”.	Focused or Intensive Consequences including possible exclusion.

Keebra Park SHS			
Category	**Problem Behaviour**	**Definitions**	**Possible Consequences [1]**
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.
Truancy	Truancy (out of class)	Student is present at school but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	Focused or Intensive Consequences including possible suspension.
	Truancy (out of School)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	Focused or Intensive Consequences including possible suspension.
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.

Keebra Park SHS			
Category	**Problem Behaviour**	**Definitions**	**Possible Consequences [1]**
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	Charge Related Suspension	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	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 or caregiver/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 or caregiver/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.

Friday Afternoon Detention

Friday Afternoon Detention is used at Keebra Park State High School as a Tier 2 intervention for repeated low to mid-level behaviours. It provides a structured and consistent consequence while supporting students to reflect on their choices, take responsibility, and identify strategies for improvement. This process sits within the school's broader behaviour support approach, including the Keebra Park 4Rs, teacher-managed actions, parent/carer contact, OneSchool recording, and targeted follow-up where required.

Purpose

The purpose of Friday Afternoon Detention is to:

- Provide a consistent response to repeated low to mid-level behaviours.
- Reinforce whole-school behaviour and classroom expectations.
- Support student reflection, accountability and behaviour change.
- Strengthen communication between school, students and families.
- Provide a clear escalation pathway where behaviour continues.

Students attending Friday Afternoon Detention complete a reflection booklet under supervision. This supports students to identify patterns in their behaviour, consider the impact of their choices, and set goals for improvement.

When Friday Afternoon Detention may be issued

Friday Afternoon Detention may be issued when a student has engaged in repeated low to mid-level behaviour and has not responded to teacher-managed actions, reminders, redirection, parent/carer contact or other classroom-based supports.

This may include repeated issues such as lateness to class, failure to follow instructions, disrespectful behaviour, disruption to teaching and learning, truancy or failure to follow the school's mobile phone and personal device process.
Some behaviours may present as major behaviours and may require a higher-level response. Staff will use the Student Code of Conduct, Behaviour Support and Intervention Process, and professional judgement when determining the appropriate response.

Processes
Before a Friday Afternoon Detention is confirmed, staff are expected to have followed the relevant behaviour process. This includes:

- Use of the Keebra Park 4Rs where appropriate.
- Teacher-managed actions.
- Student and parent/carer contact.
- Recording contact on OneSchool.
- Recording the behaviour on OneSchool.
- Referral to the relevant HOD or HODE where required.

The relevant HOD or HODE will verify that the behaviour record and contact requirements have been completed before confirming the detention.

Detention details

Friday Afternoon Detention is issued by the relevant HOD or HODE through OneSchool.

Details:

Day/Time: Friday, 1:20pm–2:40pm
Supervision: Student Support Officers
Student expectations: Students must arrive on time, follow staff instructions, and bring schoolwork or reading material.

Parents/carers will be notified of the detention, including the reason, time, location and expectations. Additional reminders may be sent prior to the detention. The Department's student discipline guidelines highlight that detention processes should be clearly documented, including timing, supervision, parent notification and record keeping.

During Detention

During Friday Afternoon Detention, students will complete a Detention Reflection Booklet. Students may also complete quiet study, homework, reading or restorative tasks as directed by supervising staff.

Attendance will be marked at the beginning and end of the session. Any relevant behaviour, positive engagement, non-attendance or follow-up will be recorded on OneSchool.

Non-attendance

Students are expected to attend Friday Afternoon Detention once it has been issued.
If a student does not attend:

First non-attendance: the detention will be re-issued for the following Friday, parent/carer contact will be made, and a record will be logged on OneSchool.

Second non-attendance: the matter will be escalated to the Deputy Principal for further disciplinary action or higher-level intervention. Parent/carer contact will be made and the escalation will be recorded on OneSchool.

Individual circumstances
When issuing or following up a Friday Afternoon Detention, staff will consider the student's individual circumstances, including behaviour history, disability, mental health and wellbeing, cultural considerations, family context and any relevant support needs.
This ensures responses are fair, reasonable and proportionate while maintaining high expectations for behaviour and learning.

School Policies

Keebra Park SHS has tailored school discipline polices 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.

Power to remove property from students
As per the Education (General Provisions) Regulation 2017, the principal or state school staff member may remove from a student at the school any property in the student's possession if the Principal or staff member is satisfied the removal is necessary:

a) to promote the caring, safe and supportive learning environment of the school.
b) to maintain and foster mutual respect between staff members and students at the school.
c) to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions.
d) to provide for the effective administration of matters relating to students of the school.

Key information

- Each school's Student Code of Conduct details information about the Temporary Removal of Student Property by school staff procedure.
- Consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- If student property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the property or the bag it is in should be seized immediately and retained for handing to police.
- Under normal circumstances state school staff are not permitted to search student property unless they have the consent of the student or parent/caregiver.
- In emergency circumstances it may be necessary to search a student's property without the appropriate consent (e.g. to access an EpiPen for an anaphylactic emergency).
- State school staff do not have the authority to search the person of a student. If a search is considered necessary, the police should be contacted to make such a determination.

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 mediations 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 mediation 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 that 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 perpetuators 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

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. handwritten 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 or caregiver/s that the issue of concern is being investigated

Day two Collect

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

Day three Discuss

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR NO

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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.

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include:

- Seclusion.
- Physical restraint.
- Containment.
- Mechanical restraint.
- Chemical restraint.
- Clinical holding.

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.
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.

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.