



Kippa-Ring State School

Student Code of Conduct 2024-2027

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Principal Signature:

Date: 15/8/2023

P & C President: Mr. Bradley Voigt

P & C President Signature:

Date: 15/03/2024

Contents

Purpose	4
Principal's Foreword	4
Consultation	5
Learning and Behaviour Statement	6
Student Wellbeing and Support Network	8
Whole School Approach to Discipline	9
Consideration of Individual Circumstances	9
Differentiated and Explicit Teaching	10
Disciplinary Consequences	11
School Policies	15
Temporary removal of student property	15
Use of mobile phones and other devices by students	15
Preventing and responding to bullying	18
Appropriate use of social media	21
Restrictive Practices	23
Critical Incidents	24

Purpose

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

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

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

Principal's Foreword

Introduction

Kippa-Ring State School is in the heart of Redcliffe Peninsula. We are proud of the many traditions which support quality education, improving learning outcomes for all students. Kippa-Ring State School vision is for a proactive, inclusive, student focused organisation reflecting our commitment to Striving...Learning...Achieving Together. We have an explicit scaffolded approach to curriculum planning, teaching, assessment, moderation and reporting. Kippa-Ring State School has a culture that promotes positive behaviour for learning and incorporates social/emotional development through the teaching of the Australian Curriculum, supported by the explicit teaching of the PAUSE program. We proudly embrace the Redcliffe Peninsula RESPECT program across our whole community.

Our values are to develop lifelong learners through:

- SAFE: Inclusive of others (treating them with dignity) and their property
- RESPECT: Courtesy and kindness.
- CO-OPERATION: Working together; following school and society rules.
- RESPONSIBILITY: Have self-control and be accountable for our actions.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our community needs now and in the future.

Kippa-Ring State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their ongoing work in enacting this Kippa-Ring State School Student Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Consultation

Kippa-Ring State School developed the ***Student Code of Conduct*** in collaboration with our school community. Initially, broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. An annual review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the process.

The Principal, P & C President and the Regional Director endorsed the initial Plan. Annual reviews ensure the Plan meets current legislation and school requirements.

Review Statement

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

Learning and Behaviour Statement

All areas of **Kippa-Ring State School** are learning and teaching environments. We consider behaviour engagement to be an opportunity for valuable social learning, as well as a means of maximising the success of academic education programs.

Our **Student Code of Conduct** outlines our system for encouraging and recognising positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Through our school plan, shared expectations for student behaviour are plain to everyone, assisting **Kippa-Ring State School** to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

We believe that a **safe and supportive environment** protects the rights of all community members. That is, the **rights** of...

- **students to learn**
- **teachers to teach**
- **all to be safe.**

We believe all students have a need to be connected to their school community based on appropriate and meaningful relationships.

Developing each student's **sense of belonging** is based on:

- *building caring, respectful relationships*
- *proactive approaches to recognising and meeting students' needs, and*
- *proactive and restorative problem-solving practices.*

Our **school values** underpin relationships within our community. Values are incorporated into teaching and learning programs across the key learning areas. Our school values are:

- **Safe**
- **Respectful**
- **Responsible**
- **Co-operative**

We believe:

- Our whole school approach to learning and behaviour provides consistency, clear expectations and considered consequences for students and parents.
- Expected behaviour needs to be explicitly taught.
- High expectations must be established and maintained through positive language.
- Students learn best when they are supported, accepted, challenged and engaged.

School values and expectations provide a **common language and shared understanding** for students. Our values and expectations are published, displayed and are explicitly taught:

We are:

- Safe
 - Care for self, others and property
 - Make friendly choices, not conflict choices
 - Right place, right time, right way
- Respectful
- Responsible
- Co-operative

"Striving... Learning... Achieving Together"

SCHOOL RULES

I am...

- ✓ Safe
- ✓ Respectful
- ✓ Cooperative
- ✓ A Responsible Learner



"Striving... Learning... Achieving Together"

HIGH FIVE

1. **TALK FRIENDLY**
If someone does something you don't like, let them know by using **friendly words**.
2. **TALK FIRMLY**
If talking friendly doesn't work, use a firm but **calm voice**.
3. **IGNORE**
If things don't change, **ignore** what is happening.
4. **WALK AWAY**
If ignoring still does not change things, it is better to **walk away**.
5. **REPORT**
If things still don't change and the inappropriate behaviour continues, then you need to **report** to the nearest adult.



"Striving... Learning... Achieving Together"

SCHOOLWIDE BEHAVIOUR PROCESS

Microskills are used regularly and consistently across our school to maintain positive learning engagement.

1. **RULE REMINDER**
Directed at whole class/group.
2. **WARNING**
Directed at student/s not engaged in learning.
3. **THINKING CHAIR**
If the student is still not engaged in learning, they are directed to the Thinking Chair.
4. **EXIT**
Continued negative choices will result in student being directed to Exit Class.



- Office Referral if student refuses to go to Exit Class.
- If major misbehaviour, Office Referral may be the immediate response.

"Striving... Learning... Achieving Together"

3 QUESTIONS

1. What was I doing?
2. What should I be doing?
3. What will I do next time?



KIPPA EXPECTATIONS	ALL TIMES	ALL LEARNING AREAS	OUTSIDE, PLAY AREAS & TUCKSHOP	OFF SITE (Sport, Excursions, Camps, Bus and in our Community)	TOILETS	TRANSITIONS
I AM SAFE	<ul style="list-style-type: none"> Keep hands, feet and objects to myself Report problems straight away Ask permission to leave any setting Use equipment correctly Walk on hard surfaces Students in classrooms only when teacher is present Walk bikes, skateboards and scooters in the grounds Be cyber-safe Go straight home after school 	<ul style="list-style-type: none"> Use equipment in a safe manner, including furniture and scissors. Appropriate and responsible behaviour online, including the maintenance of online privacy Recording, transmitting and receiving of appropriate material only Follow handwashing procedure Collect pass before leaving the class 	<ul style="list-style-type: none"> Wear a sun smart uniform hat, and shoes Play approved games Sit down to eat 	<ul style="list-style-type: none"> Stay with the group Stay seated on the bus and keep seat belt fastened Ask permission to leave the group for any reason (e.g. go to toilet) Cross the road safely Walk within safety lines on the green signal. Report promptly to staff member on duty 	<ul style="list-style-type: none"> Wash hands with cleanser Keep water in the sink Use toilet facilities appropriately Complete toilet register Collect pass before leaving the room 	<ul style="list-style-type: none"> Walk safely in line Stay on the left of the stairs Stop at the appropriate points
I AM RESPECTFUL	<ul style="list-style-type: none"> Treat others the way you want to be treated Use good manners Knock to enter a room; wait to be invited in Wear school uniform correctly Care for myself, others and belonging Friendly words, friendly voice Use electronic devices appropriately and safely 	<ul style="list-style-type: none"> Treat all property with care Share school equipment Electronic devices to be left at the office before school and collected after school Use whole body listening Wait for a teacher to dismiss you for play 	<ul style="list-style-type: none"> Keep noise to a minimum Line up and wait my turn at the tuckshop Treat tuckshop workers with respect Stay away from the wildlife Be in the correct play area for your year level 	<ul style="list-style-type: none"> Be a good sport Encourage all players and teams Accept teacher / referee decisions Treat all members of the public courteously Only bus students at the shelter Quiet conversations 	<ul style="list-style-type: none"> One person in a cubicle Toilet play is not okay Wait outside for my friend Report any damages to my teacher 	<ul style="list-style-type: none"> Talk quietly Listen to instructions Not talking when walking through the school during learning time
I AM A RESPONSIBLE LEARNER	<ul style="list-style-type: none"> Set learning and behaviour goals (short / medium / long term) Always do my best Stay on task Right place, right time, right gear, right attitude Prepare for lessons Keep a clean and tidy learning space Always be honest Follow class / school routines and processes 	<ul style="list-style-type: none"> Own my choices / actions / behaviours Leave valuables at home Care for ICT hardware and software and use correctly and safely Leave chewing gum at home Engage in learning activities Put rubbish in the bin 	<ul style="list-style-type: none"> Look after all equipment Put rubbish in the bin Play in correct areas Care for the environment Follow all instructions from all staff members 	<ul style="list-style-type: none"> Look after gear Hand in permission slip and payment on time Be prepared for learning Report promptly for roll call 	<ul style="list-style-type: none"> Collect pass before leaving the room Return to class promptly Use the toilet at break times Complete toilet register 	<ul style="list-style-type: none"> Move quietly around the school Walking without talking Get ready for learning
I AM CO-OPERATIVE	<ul style="list-style-type: none"> Listen actively Participate positively Follow staff directions straight away Line up quietly after breaks Wait my turn 	<ul style="list-style-type: none"> Work cooperatively Engage in learning Start tasks straight away Hand up to speak Use whole body listening 	<ul style="list-style-type: none"> Invite others (who want) to join in Share equipment 	<ul style="list-style-type: none"> Help carry equipment Help pack up equipment Work well in your group Interact positively with others Follow all staff members' instructions 	<ul style="list-style-type: none"> Practise good hygiene Wait for my buddy Use outside toilet facility 	

Student Wellbeing and Support Network

Positive education and well-being at Kippa-Ring State School combines wellbeing with effective teaching and learning practices to encourage and support individuals, schools and communities to flourish. It is founded upon a whole-school approach following a model of;

- *learning* the concepts,
- *living* them in practice,
- *teaching* them in our classrooms, and
- *embedding* them in our systems and processes.

Whole School Approach to Discipline

At Kippa-Ring State School, we use our Kippa WoW (Ways or Working) to explicitly teach behaviour, personal and social capabilities and well-being. As a school we ensure that only evidence-based practices are used correctly by our teachers to support students.

In the beginning weeks of each term, teachers are expected to review and revise our school rules; I am SAFE, I am RESPECTFUL, I am CO-OPERATIVE, I am a RESPONSIBLE LEARNER. Teachers will explicitly unpack each rule and provide examples and learning activities and experiences that develop and embed an understanding.

As the term progresses, teachers must explicitly teach the Kippa WoW Focus of the week after it is introduced at weekly assembly. Students are celebrated on the following assembly for their contributions and achievements during that focus. At Kippa-Ring State School, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach at our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach the expectation.

At Kippa-Ring State School, teachers draw on the Australian Professional Standards for Teachers – Standard 4 to create and maintain supportive and safe learning environments. Each class must have signage that reflects our school rules and school wide processes displayed.

Consideration of Individual Circumstances

At Kippa-Ring State School, we consider the individual circumstances of all students when facing disciplinary action and or providing support for behaviour.

A student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements are taken into account when responding to inappropriate behaviour and applying a disciplinary consequence. A student's Personalised Learning Plan and Support Provisions are used by the school to represent the supports are being used.

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 equity, 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 a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Differentiated and Explicit Teaching

Kippa-Ring State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback, rewards and correction, and opportunities for practice.

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

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

Differentiated and explicit teaching for all students – Weekly lessons of Kippa WoW

Focused teaching for identified students – managed play, social skills, PAUSE – Pause and Wellbeing Strategy

Intensive teaching – social skills program, complex case management and HUB support



These three layers map directly to a multi-tiered approach for understanding levels of support. Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Kippa Expectations Matrix (previously illustrated), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and 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 practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused 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.

Tier 1

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (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 (Rewards – Passport system)
- 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 in class

- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)

Tier 1 Supports – Schoolwide			
Classroom differentiation	Agreeing with the student where practical	Acknowledging the student	10 Essential Skills for Classroom Management
PBL reward system	Explicit teaching of social-emotional skills	Explicit teaching of behavioural expectations	Active supervision
Monitoring behaviour card	Clear boundaries in place	Clarifying information	Cool off time
Time outs	Effective instruction	Distracting the student	Teacher/student discussion
Rule reminder, choice, cool off corner, buddy class Restorative chat after each behaviour	Higher rates of acknowledge for expected behaviours 4:1	Offering choices, options and boundaries	It is essential to have a restorative chat with student as soon as possible after the behaviour has occurred

Tier 2

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 strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Kippa-Ring State School to provide focused teaching using range of Student Support staff to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Essential skills for classroom management profiling (ECSM)
- Coaching support for all teaching staff
- Pause Program

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

- Individual student behaviour support strategies (e.g. Kippa Assist Plan)
- Targeted skills teaching in small group
- Token rewards (Fast and frequent)
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan / tracker

- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

For more information about these programs, please speak with the student's Deputy Principal.

Tier 2 Interventions - Targeted Support			
Tier 2 Case Management Support process	Intensify Tier 1 support	Setting goals and awards	Individualised instruction
Daily check in	Teacher-Student connections	Teacher encouragement	Explicit teaching of expected behaviours
Eye contact with repeat instructions	Small group intervention	Proximity to student	Seating plan
Social stories	Scribing	Reward plan to meet function	Playground card
Exit passes	Peer Mentoring	Supportive play	Circle time
Guidance Officer	Chaplain	This is not an exhaustive list and support can come in many forms, depending on the individual needs of the student or group of students.	

Tier 3

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

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

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

School leadership team work 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
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. scooter or toy from home)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a

decision by the Director-General or delegate (principal) about their exclusion from school)

Tier 3 Interventions – Intense and Individualised Support

Tier 3 Case management	Functional Behaviour Analysis (FBA)	Part time learning plans	Risk assessment	Safety Plans
Complex Case Management	Access to outside agency where possible	Individual behaviour support planning	Individual curriculum support	Student Support Team (SST) referrals
Individual social and emotional support	Developing, implementing and monitoring behaviour and/or learning plans	Regular meetings with all stake holders to monitor and review plans	This is not an exhaustive list and support can come in many forms, depending on the individual needs of the student.	

Kippa Assist Plan

KIPPA-RING STATE SCHOOL: Behaviour Support Plan							
Student	Teacher	Year Level	School	Support	Parent/s	Disability information:	Review Date:
DOB	Deputy Principal	Commencement Date:					
EQ ID							

Steps to complete an Kippa Assist Plan:
1. Explain the problem **2. Reason:** To obtain/avoid? **3. Appropriate:** What do you want them to do instead? **4. Support:** How can you help them to make this happen?
5. Evaluate: How will you know it works?

Date:		
Explain: What is the problem? (setting event)	What behaviours is student displaying:	What has worked so far....
Reason: What is he/she obtaining or avoiding? (Antecedent, Problem Behaviour)		
Appropriate: What do you want him/her to do instead? (Desired Behaviour, Replacement Behaviour)		
Support: How can you help this happen more often? (Consequence of desired behaviour)		
Evaluate: How will you know if it works?		

School Policies

This section outlines Kippa-Ring State School policies for:

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

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities:

State school staff at Kippa Ring State School:

- 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 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 stored 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 Kippa Ring State School:

- 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 Kippa Ring State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - 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 Kippa Ring State School:

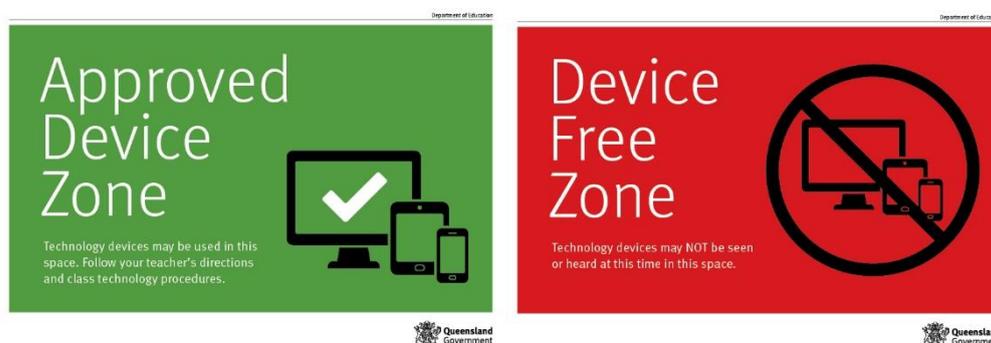
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Exemplar State College Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive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

Use of mobile phones and other devices by students

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

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

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



Responsibilities:

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is acceptable for students at Kippa Ring State School to:

- use mobile phones or other devices for
- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is unacceptable for students at Kippa Ring State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures

- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Preventing and responding to bullying

Kippa Ring State School 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.

Kippa Ring State School has a Student Leadership Forum, with diverse representatives from each year level 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, 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 Kippa Ring State School 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 Kippa Ring State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

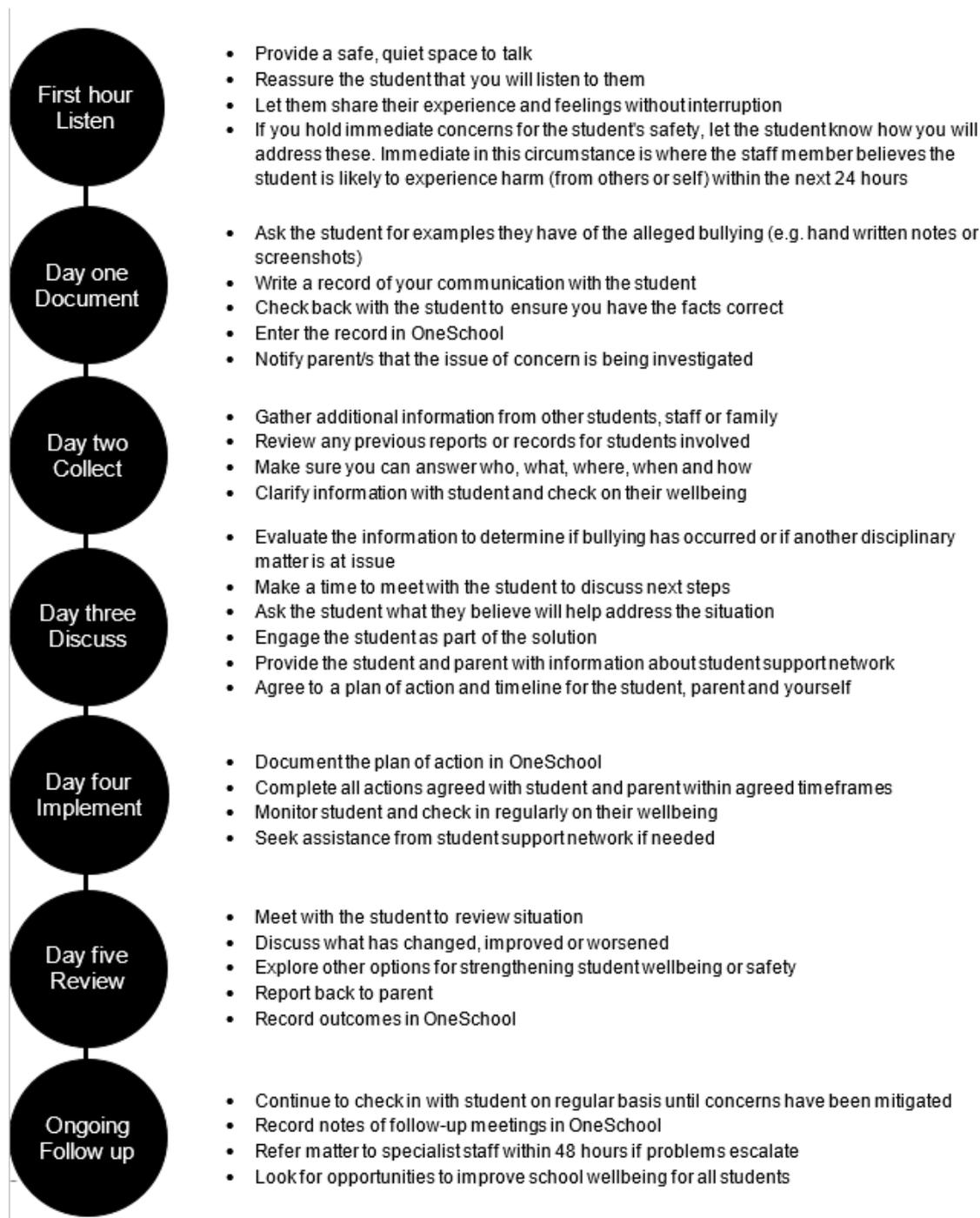
The following flowchart explains the actions Kippa Ring State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Kippa Ring State School - 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:

Prep to Year 6 – Class teacher



Cyberbullying

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

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

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

Students enrolled Kippa Ring State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Kippa Ring State School - 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](#).

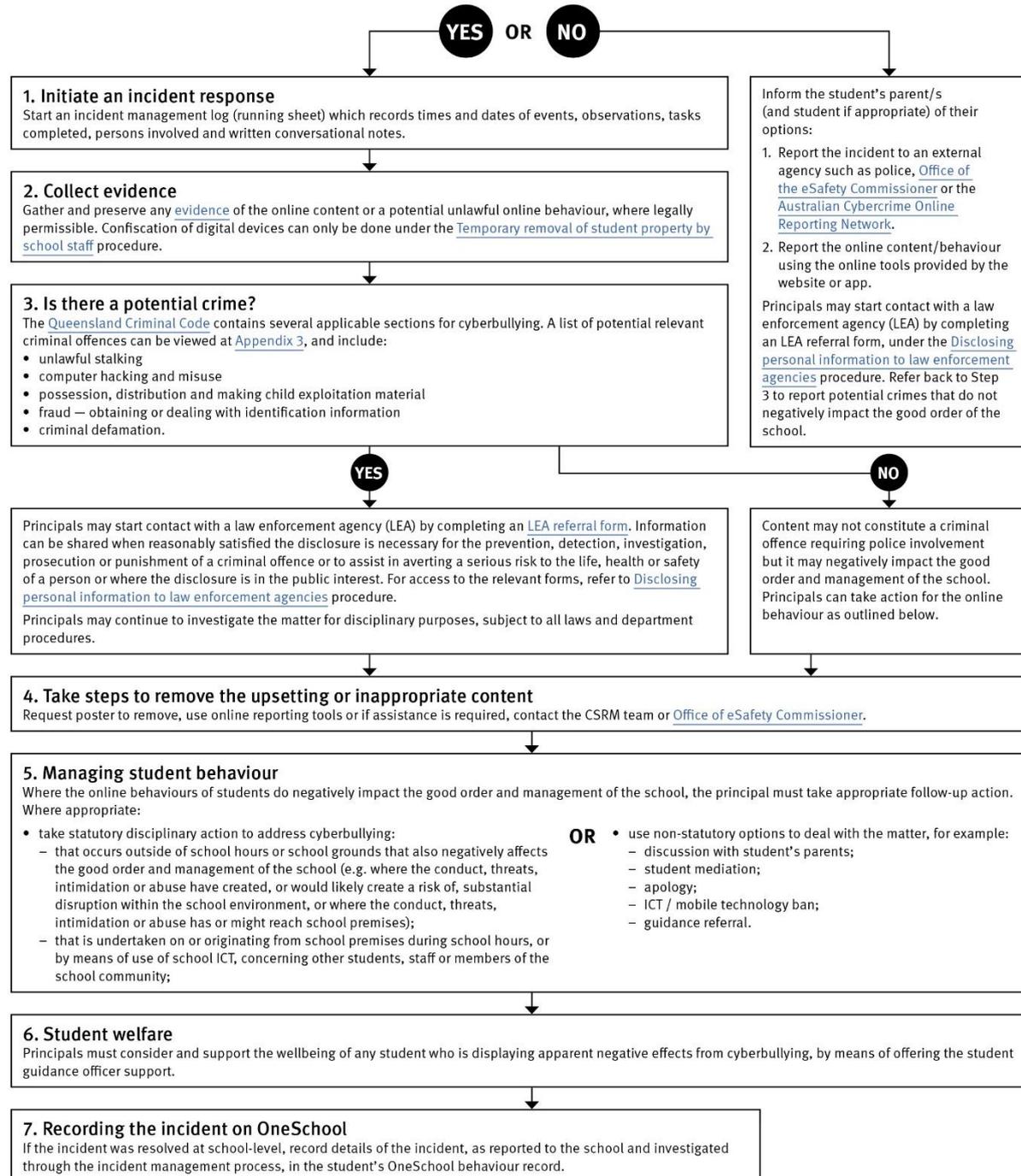
Explicit images

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](#).

Report

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

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



Cybersafety 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 cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety 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 cybersafety 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 cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Kippa Ring State School 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 Kippa Ring State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Kippa Ring State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Kippa Ring State School 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.

Kippa Ring State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Kippa Ring State School. 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 (Cwth) 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

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

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

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

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

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

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

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

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

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

At Kippa-Ring State School, we **do not actively use** restrictive practises. Information regarding the Department of Education's Restrictive Practises procedures can be found using the link below;

<https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/restrictive-practices>

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that potentially may seriously endanger the student and or others. This consistency ensures that the appropriate actions are taken to keep staff and students 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 primary goal during a critical incident involving student behaviour is to de-escalate and to gain rapid management of student behaviour.

Staff should follow the steps outlined in this document for any student involved in any incident.

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

1. Avoid escalating the problem behaviour:
 - a. Avoid shouting, sarcasm, becoming defensive, communication anger and frustration, through body language.
 - b. DO NOT corner the student, move into the student's space, and touch the student.
2. Maintain calmness, respect and detachment:
 - a. Model the behaviour you want the student to adopt, stay calm and controlled.
 - b. Use a serious measured tone and choose language carefully, be matter of fact and avoid responding emotionally.
 - c. Never humiliate the student.
3. Approach the student in a non-threatening manner:
 - a. Move slowly and deliberately toward the problem situation.
 - b. Where possible, speak privately to the student. Always speak calmly and respectfully.
 - c. Minimise body language and keep a reasonable distance.
 - d. Establish eye level position, be brief, and stay with the agenda.
 - e. Acknowledge cooperation.
 - f. Withdraw if the situation escalates.
4. Follow through:
 - a. Only communicate what you can do; do not bargain or threaten with consequences that cannot be administered.
 - b. If the student continues the behaviour, remind them of school expectations.
 - c. Ensure other students' attention is on their usual tasks.
5. Debrief:
 - a. At a time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, evaluate decisions and identify acceptable decision options for future situations.
 - b. Make the time to debrief witnessing students and staff (maintain privacy).