



Kippa-Ring State School

Student Code of Conduct 2020-2023

Every student succeeding



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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Lindy-lou Brown
Principal Signature:	
Date:	16/11/2020
P&C President and-or School Council Chair Name:	Corey Ridden
P&C President and-or School Council Chair Signature:	
Date:	16/11/2020

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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 integrated 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 Five Keys to Success of You Can Do It and PAUSE. We proudly embrace the Redcliffe Peninsula RESPECT program across our whole community.

Our values are to develop lifelong learners through:

- **RESPONSIBILITY:** Accountable for our actions.
- **EFFORT:** Optimism, self-control and persistence.
- **FAIRNESS:** Treating people with dignity.
- **RESPECT:** Courtesy and kindness.
- **CO-OPERATION:** Working together; following school and society rules.

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 work in bringing this Kippa-Ring State School Student Code of Conduct together over the last six months. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Kippa-Ring State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Lindy-lou Brown and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Kippa-Ring State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Kippa-Ring State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Kippa-Ring State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Kippa-Ring State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Kippa-Ring State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe supported to meet their individual social and learning needs.

Corey Ridden
P&C President

School Captains/Leaders Statement

On behalf of the student body at Kippa-Ring State School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Kippa-Ring State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

School Captain Name: Charli Marshall

Date: 16/11/2020

School Captain Name: Georgia Puruto

Date: 16/11/2020

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.

Data Overview

Kippa-Ring State School developed the ***Student Code of Conduct*** in collaboration with our school community. We conducted a data review to inform best practise. The leadership team presented the following information to staff;

- Behaviour Incidents totals from 2016 – 2019
- SDA totals from 2016 – 2019
- Behaviour action Summary from 2016 – 2019

Behaviour Incidents – School Year

Year	Total Behaviour Incidents
2016	2365
2017	1636
2018	1408
2019	976

SDA – School Year

Year	Total SDA
2016	57
2017	49
2018	41
2019	29

Kippa-Ring State School

Behaviour Action Summary

Date Range: 1 January 2016 to 31 December 2016

Summary

Action Type	Female		Male		Overall	
	Total	Students*	Total	Students*	Total	Students*
Follow Up	0	0	1	1	1	1
Suspension 1 to 10 days	4	2	47	21	51	23
Suspension 11 to 20 days	1	1	5	2	6	3
Decision to Not Exclude	0	0	1	1	1	1
Recommended Exclusion	0	0	1	1	1	1
Totals Count	5	3	55	21	60	24

* Represents the number of unique students involved in the action total.

Kippa-Ring State School

Behaviour Action Summary

Date Range: 1 January 2017 to 31 December 2017

Summary

Action Type	Female		Male		Overall	
	Total	Students*	Total	Students*	Total	Students*
Follow Up	10	5	62	27	72	32
Suspension 1 to 10 days	3	2	41	18	44	20
Suspension 11 to 20 days	0	0	5	3	5	3
Totals Count	13	5	108	31	121	36

* Represents the number of unique students involved in the action total.

Kippa-Ring State School

Behaviour Action Summary

Date Range: 1 January 2018 to 31 December 2018

Summary

Action Type	Female		Male		Overall	
	Total	Students*	Total	Students*	Total	Students*
Follow Up	7	3	56	27	63	30
Support & Intervention	1	1	2	2	3	3
Suspension 1 to 10 days	1	1	34	17	35	18
Suspension 11 to 20 days	0	0	6	3	6	3
Totals Count	9	3	98	34	107	37

* Represents the number of unique students involved in the action total.

Kippa-Ring State School

Behaviour Action Summary

Date Range: 1 January 2019 to 31 December 2019

Summary

Action Type	Female		Male		Overall	
	Total	Students*	Total	Students*	Total	Students*
Follow Up	5	5	111	34	116	39
Support & Intervention	0	0	3	3	3	3
Suspension 1 to 10 days	0	0	27	10	27	10
Suspension 11 to 20 days	0	0	2	2	2	2
Decision to Exclude	0	0	1	1	1	1
Recommended Exclusion	0	0	1	1	1	1
Totals Count	5	5	145	37	150	42

* Represents the number of unique students involved in the action total.

Learning and Behaviour Statement

All areas of **Kippa-Ring State School** are learning and teaching environments. We consider behaviour management 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:

- ***Co-operation...*** working together, solving problems and following our school and society's rules. We are tolerant, helpful and consider others.
- ***Respect...*** caring for the rights of others and treating one another with courtesy and kindness, where every member of our community has the opportunity and support to succeed in a fair and equitable environment.
- ***Responsibility...*** where others can depend on us. We are accountable for what we do and accept the consequences of our actions, trying our best and not giving up or being distracted. Effort involves optimism, self-control, persistence and achievement.
- ***Safety...*** respecting others' personal space and property, caring for the rights of others and treating them with dignity.

We believe:

- Our whole school approach to learning and behaviour (***School Wide Positive Behaviour Program***) provides consistency, clear expectations and predictable consequences for students and parents.
- Expected behaviour needs to be explicitly taught.
- High expectations must be established and maintained.
- Students learn best when they are supported, accepted, challenged and engaged.

School rules provide a **common language and shared expectations** for students. Our rules are published as an ***Expectations Matrix*** and are explicitly taught:

I am...

1. ***co-operative***
2. ***respectful***
3. ***a responsible learner***
4. ***safe***

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.

At Kippa-Ring State School, we believe that positivity and wellbeing;

- Should be **sought** by our teachers and students.
- Must be **taught** in our classrooms through an explicit wellbeing curriculum.
- And when genuinely role-modelled, can be **caught** by the students and families in our care (J. Robinson 2019).

Supported by the 'You Can Do It' program, Positive Education and Well-being Framework at Kippa-Ring State School follows an annual cycle outlined in Appendix A. The framework works to develop staff and student growth mindset and resilience.

Whole School Approach to Discipline

At Kippa-Ring State School, we use our Kippa WoW (Ways or Working) to explicitly teach behaviour, discipline and well-being.

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, teachers draw on the Australian Professional Standards for Teachers – Standard 4 to create and maintain supportive and safe learning environments. Each class must have rules, high five, school wide process, and consequences chart 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. This should cover how OneSchool records are used, such as Personalised Learning and Support Provisions, to document supports.

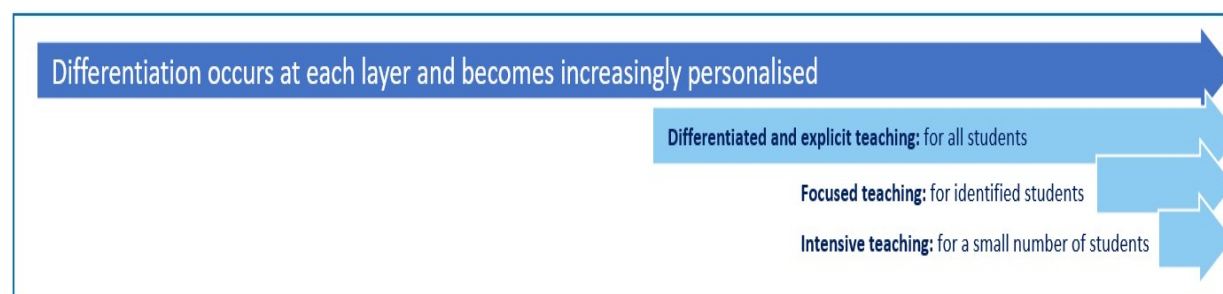
Ensure information is included about confidentiality obligations limiting discussion or sharing information about individual circumstances of students, including applied disciplinary consequences, with persons other than the student's parent/s.

Differentiated and Explicit Teaching

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

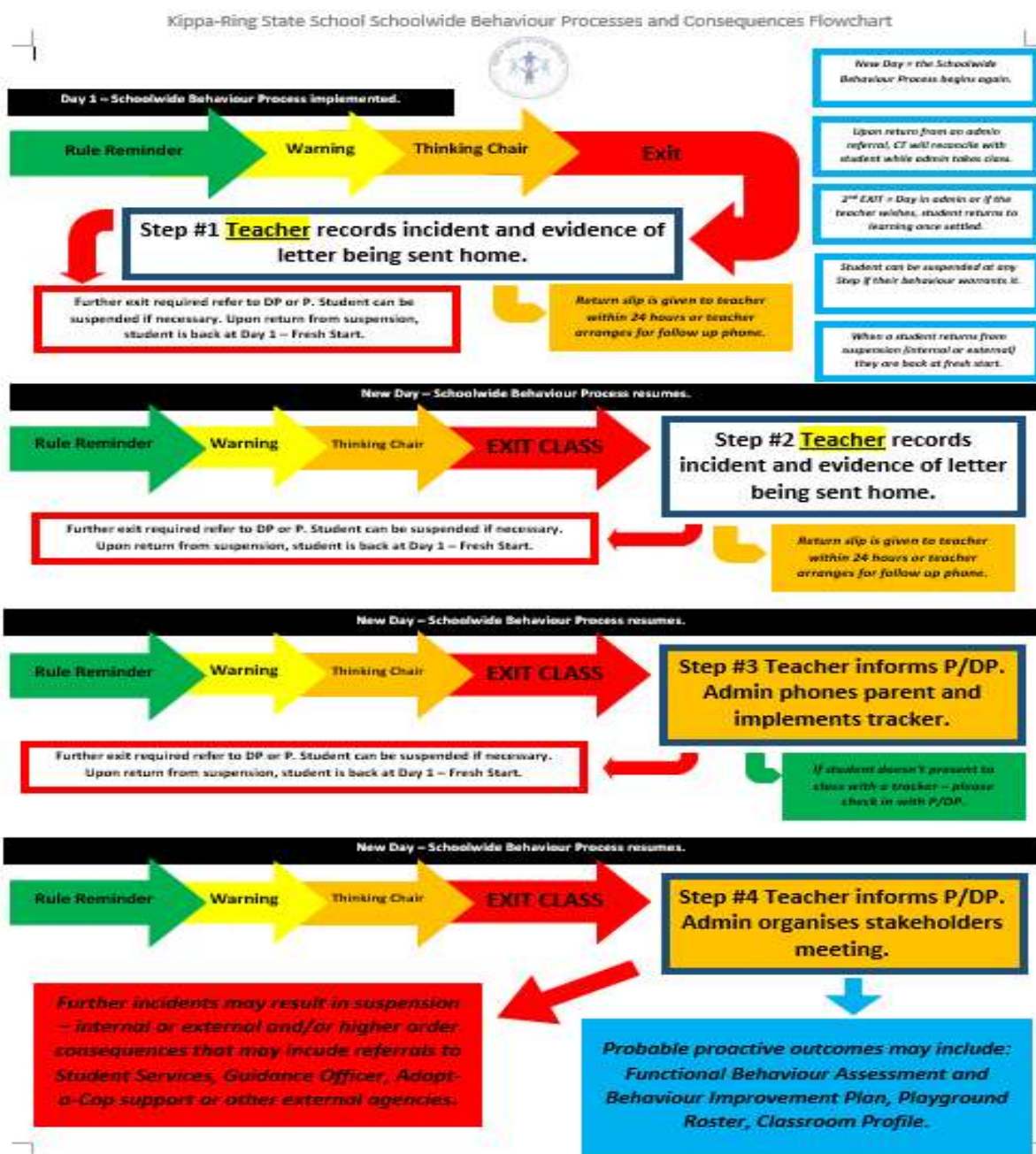
Intensive teaching – social skills program, complex case management, DOCK and HUB support



Disciplinary Consequences

In this section, after consultation with staff, students and the broader school community, the school's system of possible consequences, proactive and for unacceptable behaviour is detailed in the list below.

- School Wide Behaviour Management Flow Chart
- Kippa Expectations
- School Rules
- School wide behaviour process
- 3 Questions
- Consequences Chart
- Is it Bullying?



SCHOOL RULES

I am...

⇒ **Safe**

⇒ **Respectful**

⇒ **Cooperative**

⇒ **A Responsible
Learner**



HIGH FIVE

Kippa-Ring State School

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.



CONSEQUENCES CHART

- ⇒ Staff encourage and recognise positive behaviour, in class and at play.
- ⇒ Clear, consistent student management processes.



<ul style="list-style-type: none"> • Exit — class • Managed Play — play 	One School entry
# 1	<u>Teacher records, makes contact with parent + letter</u> Teacher to inform parent letter is in the bag
# 2	<u>Teacher records, makes contact with parent + letter</u> Teacher to inform parent letter is in the bag
# 3	Teacher informs P or DP of Step 3 <u>Admin phones parent,</u> behaviour alert letter and tracker
# 4	Teacher informs P or DP of Step 4 Admin organises letter and Parent / Teacher / Admin meeting
→	Suspension may occur: In-school or Home c/- Admin
→	Higher order consequences

If major misbehaviour, suspension may be the consequence.



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**



 Kippa Expectations	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 belongings 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 Pass in found property — be honest 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 outside toilet facility 	

3 QUESTIONS

Kippa-Ring State School

1. What was I doing?



2. What should I be doing?

3. What will I do next time?



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

Confiscation

Permitted personal technology devices used contrary to this policy will be confiscated. They will be made available for collection from the school office at the end of the school day, unless required to be kept for purposes of disciplinary investigation, when it will be returned in the presence of a parent.

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

Use of mobile phones and other devices by students

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Confiscation

Permitted personal technology devices used contrary to this policy will be confiscated. They will be made available for collection from the school office at the end of the school day, unless required to be kept for purposes of disciplinary investigation, when it will be returned in the presence of a parent.

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged because of the potential for theft and general distraction and/or disruption associated with them.

Recording voice and Images

Every member of the school community should feel confident about participating fully in all aspects of school life, without concern that their personal privacy may be affected. We uphold the value of **trust** and the **right to privacy** at **Kippa-Ring State School**.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted, unless express consent is provided by the class teacher.

Students are in breach when they are involved in:

- *recording; and/or*
- *disseminating material (through text messaging, display, internet uploading etc); and/or,*
- *knowingly being a subject of a recording.*

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is **against the law** and will result in a referral to the Queensland Police Service (QPS).

Text communication

The sending of text messages that contain obscene language and/or threats of violence is bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party, to publish or communicate the substance or meaning of the conversation to others.

Special Circumstances Arrangement

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

It is the responsibility of each student who brings a device on to school grounds to follow school guidelines. Parents must be aware if their child brings a device to school. Permission to have a device at school requires a parent / caregiver signing this policy.

- Mobile phones must be switched off and out of sight.
- Mobile phones or PTD*s are brought to school at your own risk. The school accepts no responsibility for lost, stolen or damaged electronic devices.
- Mobile phones are checked in to the school office before 8.35am and are collected at the end of the school day. A register will be kept.
- Mobile phones must not be shared.

Students using a mobile phone or PTD inappropriately will face disciplinary action in line with the school's *Responsible Behaviour Plan for Students*. Breaches of this policy may result in the withdrawal of the agreement to allow the student to bring the mobile phone or PTD to school.

Parent / Caregiver Permission – Student Use Agreement

I have read the above information about the appropriate use of mobile phones or PTDs. I understand that this form will be kept on file at the school.

I give my child permission to carry a mobile phone / PTD to school and understand that my child will be responsible for ensuring that that device is used appropriately.

Parent's name (print): _____

Parent's signature: _____

Student's name (print): _____

Mobile phone number: _____

Student's signature: _____

Date: ____/____/____

** Personal Technology Devices include, but are not limited to, mobile phones, iphones, ipods, ipads, other tablet devices, laptop computers, portable gaming devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone) and devices of a similar nature.*

Preventing and responding to bullying

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

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

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

There is no place for bullying at **Kippa-Ring State School**.

Bullying behaviours that will not be tolerated. This includes name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- *race, religion or culture*
- *disability*
- *appearance or health conditions*
- *sexual orientation*
- *sexist or sexual language*
- *young carers or children in care.*

At **Kippa-Ring State School**, there is agreement among students, staff and parents that bullying is an observable and measurable behaviour.

Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to as unacceptable.

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future.

Reactions include joining in, laughing, or simply standing and watching (by-standers), rather than intervening to help the person being bullied. Our anti-bullying procedures involve teaching students a set of safe responses to problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at **Kippa-Ring State School** are an addition to our already research-validated school-wide positive behaviour support processes.

Prevention

Attempting to address specific problem behaviours is most successful when the level of disruptive behaviour is kept to a low level.

Our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- *universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.*
- *students know the **4 school rules** and are taught the expected behaviours attached to each rule.*
- *students are taught specific routines including entering and exiting the classroom, and conducting themselves in accordance with the school expectations in all areas of school life*
- *students receive high levels of positive reinforcement for demonstrating expected behaviours*
- *a high level of active supervision is a permanent staff routine in non-classroom areas. This means that duty staff members are easily identifiable and are constantly scanning and positively interacting, as they move through non-classroom areas.*

Anti-bullying lessons are taught by teachers in all classrooms. Simultaneous, focused instruction is our goal, in order to maintain consistency of skill acquisition across the school.

We teach the '**High 5**' process to be used by all students when experiencing bullying behaviour, either as a person being bullied, the person bullying or bystander.

The anti-bullying process at **Kippa-Ring State School** takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Kippa-Ring State School uses behavioural data for decision-making. This data is entered into our *One School* database on a daily basis, and can be recalled as summary reports at any time.

This facility allows the school to track the effectiveness of its anti-bullying processes, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Bullying response flowchart for teachers

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

Principal – Lindy-lou Brown, 07 3897 5333

Deputy Principal - Corey Lunnon, 07 3897 5333

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Appropriate use of social media

Kippa-Ring State School acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

Families are encouraged to familiarise themselves with Department of Education's Cybersafety in Queensland schools page on the Queensland Government website below.

<https://www.qld.gov.au/education/schools/health/cybersafety/cybersafety-qss>

With the rise of technology and increasing access for young people, [Online Safety in Queensland State Schools \(PDF, 3.8MB\)](#) document provides guidance on how the department responds and supports schools, students, parents and the community, in keeping young people safe online.

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](#).

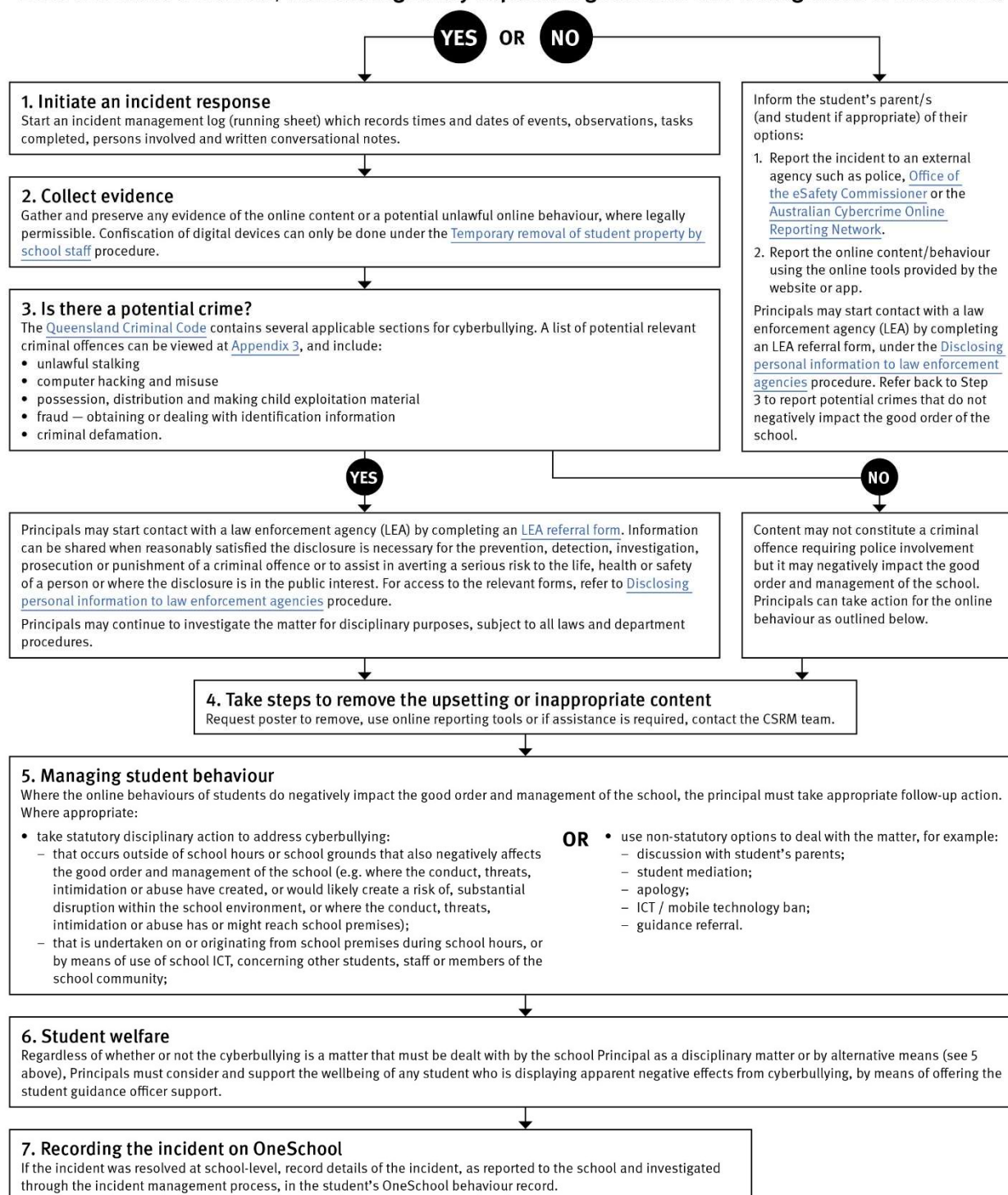
Explicit images

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?**



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.

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).