



Education for Life

# Student CODE OF CONDUCT

2021-2024 V3 2022 Rev.

## ***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

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Executive Principal:	Mr Paul Robertson

## Endorsement

**Executive Principal Name:** Mr Paul Robertson

Principal Signature:



Date: 30/11/2022

**P&C President**

**Name:** Kerry Schreiber

**Signature:**



Date: 07/12/2022

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## Purpose

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

The Kenmore State High 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

Kenmore enjoys an excellent reputation and has outstanding achievements across the academic, cultural, citizenship and sporting areas. We have professional and caring staff who have contributed much to the lives of our students over the years. Inspirational teaching and quality learning are cornerstones of our school. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Kenmore SHS is committed to ensuring that every day, in every lesson, every student is learning and achieving within a safe, supportive and disciplined learning environment. We promote a positive and inclusive school community that affirms the rights of all members of the school community to feel safe and be safe at school. We recognise the reciprocal relationship between academic success and social behaviour. Our school has a strong direction that is underpinned by our five core values:

Our values are:

- **Excellence** - We are committed to personal excellence.
- **Learning** - Everything we do is focused on discovering, growing and improving.
- **Integrity** - We act with respect, dignity and fairness, demonstrating trustworthiness and responsibility.
- **Belonging** - Each person has the opportunity and support to succeed as a member of a just and equitable community.
- **Partnerships** - We create a network of local, regional and international support to build a strong sense of community.

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 communities need now and in the future.

Kenmore State High 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 Kenmore State High School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Mr Paul Robertson  
Executive Principal

## P&C Statement of Support

As president of the Kenmore State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Julie Savage 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 Kenmore State High 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 Kenmore State High 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 Kenmore State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media, email 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 43 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Kenmore State High 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 Kenmore State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

## Consultation

The consultation process used to inform the development of the Kenmore State High School Student Code of Conduct occurred in three phases.

### **Phase 1**

A series of internal meetings with staff were held between April and July 2020. During these meetings, staff examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. They identify strengths and successes from our previous school behaviour plan, and areas for further development.

### **Phase 2**

Broad consultation was held with various stakeholders including parents, staff, and students. Information was gathered through group forums and individual consultation sessions where feedback was gathered to key themes new additions and areas for further development. Participants were asked to provide feedback and offer positive ideas and suggestions for improvement.

### **Phase 3**

The third phase of consultation considered feedback from all stakeholders to inform the penultimate draft of the student code of conduct. This was completed in November 2020, and a finalised version was sent to the P&C. This was endorsed and signed off by the P&C Executive and School Council Chair; confirming that the consultation process had been extensive and encompassed all stakeholders in the development of the policy.

A communication strategy was developed to support the implementation of the Kenmore State high School Student Code of Conduct. This included parent information evenings, promotion through the school website, weekly newsletter and email footer links for staff emails.

### **Review Statement**

The Kenmore State high 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.



## Whole School Approach to Discipline

Kenmore State High School uses the philosophies that underpin Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices

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

Any students or parents who have questions or would like to discuss the Kenmore State High School Student Code of Conduct or PBL are encouraged to speak with the Head of Year or make an appointment to meet with the Deputy Principal - Student Wellbeing.

## Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at Kenmore State High School.

### 3 Tier System of Support

Kenmore State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. Our support system is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, Kenmore State High School staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p><b><u>All students</u></b> (100%) in Kenmore State High School receive support for their academic and behavioural development. Focus is on the whole school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made</li> </ul>
2	<p><b><u>Some students</u></b> require more intense targeted instruction and support, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school wide expectations</li> </ul>

	<ul style="list-style-type: none"> <li>• interventions require little time of classroom teachers and are easy to sustain <ul style="list-style-type: none"> <li>variations within each intervention are limited</li> </ul> </li> <li>• interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need)</li> </ul> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p><b><u>A few students</u></b> require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>This individualised support continues to build on the lessons and supports provided to all students and some students listed above. The support becomes more individualised and more intensive until teams can identify what is needed for a student to be successful. This type of support is based on the underlying reasons for a student’s behaviour and should include strategies to:</p> <ul style="list-style-type: none"> <li>• Prevent problem behaviour</li> <li>• Teach the student an acceptable replacement behaviour</li> <li>• Reinforce the student’s use of the replacement behaviour</li> <li>• Minimise the payoff for problem behaviour</li> </ul> <p>Such supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wrap around plan that includes personnel from outside agencies and rigorous problem solving procedures.</p>

## Positive Behaviour for Learning Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being the 4Bs:

<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Involved</b>
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Below are examples of what these expectations look like for students at Kenmore State High School. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Kenmore State High School.

### **All members of the community are expected to:**

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respect the rights of others

### **Parents are expected to:**

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child

### **The school will:**

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents
- promote the skills of responsible self-management
- communicate high expectations for individual achievement and behaviour
- ensure consistency and fairness in implementing the Student Code of Conduct
- review and monitor the effectiveness of the school's practices and their impact on student learning
- support school staff to ensure compliance with the Student Code of Conduct, and facilitate professional development to improve the skills of staff to promote responsible behaviour.

## School Wide Behaviour Expectations Matrix for Students – 4Bs

	ALL AREAS	GROUND & FACILITIES	LEARNING SPACE	DIGITAL SPACES	BUS & COMMUNITY
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>Take ownership of your behaviour and how it affects others</li> <li>Caring for and looking out for the safety and wellbeing of other students.</li> <li>Look after your belongings and keep equipment safe and protected</li> <li>Report any concerns to staff on duty. Be an up-stander, not a bystander</li> </ul>	<ul style="list-style-type: none"> <li>Use polite language</li> <li>Look after our environment - use bins and pick up litter in your area</li> <li>Return equipment to appropriate place when finished</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared for learning – bring all your equipment to classes, minimise the need to leave the class (toilet breaks, drinks etc.)</li> <li>Keep your phone switched off and out of sight</li> <li>Be in your right class at the right time</li> <li>Set your goals and push yourself to achieve them</li> <li>Engage with your learning, do your best, and take pride in your work</li> <li>Practise a growth mindset, and ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>Keep your computer in good working order – address all equipment issues with IT as soon as possible</li> <li>Keep your technology in a functional condition – charge the battery, avoid adding potentially harmful software and files</li> <li>Back up your work regularly and keep it well organised</li> <li>Use your school laptop and school technology for schoolwork</li> <li>Use technology when, and as, directed by your teacher and ask for assistance if unsure</li> </ul>	<ul style="list-style-type: none"> <li>Be positive and help others do the right thing on the bus</li> <li>Be mindful of your school uniform and values when in our community and behave accordingly</li> <li>Remember and use your bus card/Go Card</li> </ul>
BE RESPECTFUL	<ul style="list-style-type: none"> <li>Treat all staff, students and community members with respect, courtesy and kindness</li> <li>Value and respect all resources, property, and spaces including the environment (landscaping and gardens)</li> <li>Consider the perspectives and opinions of others – problem solve together through positive communication</li> <li>Communicate positively and reasonably with all people</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – follow rules and share</li> <li>Remember staff are there to help you</li> <li>Respect the rights of others to be free from bullying and harassment</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions and listen to your teachers and classmates</li> <li>Be open to, and understanding of all people</li> <li>Be open to feedback and suggestions on your learning</li> </ul>	<ul style="list-style-type: none"> <li>Submit your own work and acknowledge sources used</li> <li>Respect the copyright and ownership of digital property</li> <li>Take care of all the IT facilities                             <ul style="list-style-type: none"> <li>Labs</li> <li>Printers</li> <li>Network drives etc.</li> </ul> </li> <li>Respect other people's technology</li> <li>Use social media to strengthen relationships and improve schoolwork</li> <li>Be a polite and positive cyber citizen</li> </ul>	<ul style="list-style-type: none"> <li>Offer your seat to others (elderly, people with young children etc.)</li> <li>Be considerate of others on public transport and the footpaths</li> <li>Demonstrate the school values and represent your school with pride</li> <li>Treat community facilities with care respect and use them for their intended purpose</li> </ul>
BE SAFE	<ul style="list-style-type: none"> <li>Follow all instructions given to you by all staff including: Teachers, tuckshop staff, cleaners, support staff, grounds staff etc.</li> <li>Use all equipment as directed by your teachers</li> <li>Maintain your personal space, keep your hands, feet, and other objects away from others</li> <li>Practice good personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Move around the school using footpaths in a calm and safe manner</li> <li>Always keep passageways clear</li> <li>Follow guidelines for games in prescribed areas around the school</li> <li>Wear the appropriate uniform for the correct activity</li> <li>Behave appropriately and observe hygiene practices in toilets and around the tuckshop, e.g. washing hands regularly, leaving toilet spaces clean</li> <li>Observe out-of-bound zones</li> <li>Practice good road safety when crossing internal roadways and carparks e.g. removing earphones and focus on your environment</li> </ul>	<ul style="list-style-type: none"> <li>Know and follow school and class routines</li> <li>Move in and out of your classrooms in an orderly fashion</li> <li>Be sun safe</li> </ul>	<ul style="list-style-type: none"> <li>Keep your personal passwords private and update them regularly</li> <li>Ensure antivirus software is working and up to date on all your devices</li> <li>Be aware! Choose your friends wisely and make careful decisions about your privacy</li> <li>Ask for advice from your teachers if something online is worrying you</li> <li>Think carefully about what you share - your digital footprint lasts a lifetime</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions given to you by your bus drivers</li> <li>Be aware! Travelling on our roads can be dangerous and you have a responsibility to model safe behaviour for other students</li> <li>Show good manners and consideration for others when you are waiting for, entering, and exiting a bus</li> <li>Follow road rules, moving safely to and from school</li> <li>Follow the rules and laws of the place you are in</li> <li>Keep yourself and others safe</li> </ul>
BE INVOLVED	<ul style="list-style-type: none"> <li>Participate in school wide events and support your peers and staff</li> <li>Promote inclusivity by increasing cultural awareness and seeking new perspectives and ideas</li> <li>Encourage, include and support friends and classmates – promote involvement</li> </ul>	<ul style="list-style-type: none"> <li>Have pride in our school and natural environment and be proactive in maintaining and improving it</li> <li>Think Globally, Act Locally"</li> </ul>	<ul style="list-style-type: none"> <li>Participate in all your learning activities for yourself and your team</li> <li>Appreciate others and their strengths and stretches</li> <li>Celebrate your successes and achievements, and those of others</li> </ul>	<ul style="list-style-type: none"> <li>Check your student emails each day</li> <li>Check student notices and events daily</li> <li>Regularly sync your OneNotes to ensure they are up to date</li> <li>Report any bullying and negative comments</li> <li>Leave a positive digital footprint when communicating online</li> <li>Model good online behaviour to other students</li> </ul>	<ul style="list-style-type: none"> <li>Follow bus etiquette as directed by your teachers and bus drivers</li> <li>Be a positive influence on your friends</li> <li>Be proud of the Kenmore community – including your school!</li> <li>Be a good role model for your school and your school friends</li> </ul>

## Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise 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 principal to discuss the matter.

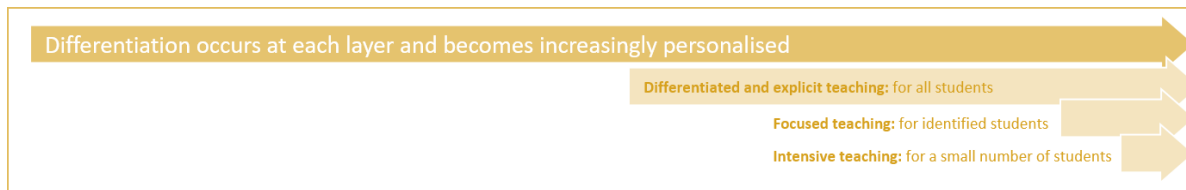
## Universal Tier 1: Differentiated and Explicit Teaching

Kenmore State High 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 and correction, and opportunities for practise.

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

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



These three layers map directly to the tiered approach discussed in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised support for students.

All staff in our school use the “School Wide Behaviour Expectations Matrix – 4Bs” as a basis for developing behaviour standards.

Using this matrix, the classroom teachers with the CARE teachers, Year Level Coordinators & Heads of Year work with all students to explain exactly what each of the expectations look, sound and feel like in the classroom, playground, community & buses and digital spaces. The matrix is displayed on the school website and relevant sections of matrix are on display in every classroom and around the school. The matrix is used as the basis of teaching expectations throughout the year during CARE classes and revisited regularly to address any new or emerging issues.

## **Positive Behaviour Rewards - Reinforcing Expected School Behaviour**

At Kenmore State High School, students and staff work together to uphold the agreed behavioural expectations of the school – Be Safe, Be Responsible, Be Respectful and Be Involved. These expectations ensure we provide positively stated, achievable goals for students to work towards and are explicitly taught in every classroom. The teaching of expected behaviour at Kenmore State High School is backed up through the use of positive reinforcement strategies, which provide students with feedback for engaging in expected school behaviour.

Our School Wide Reward System acknowledges individual students who display our behavioural expectations. This is done through a digital system for recording positive behaviour. Students are awarded points for showing behaviours that align with any of our four school rules. Points earned by students will progress them towards a tiered reward system where each stage becomes more challenging to achieve as the students’ progress.

Recording positive behaviour can be done by any staff member in the school and at any time during the day. Staff acknowledge students demonstrating our expectations by providing specific feedback to the student about the behaviour they observed and then follow this by awarding them with the associated positive behaviour. Points earned by individual students will also go towards their house (Bimbi, Carrawah, Tarcoola, Wyuna, Allunga, Jarrah, Kinta and Alkira). This develops a sense of belonging, camaraderie, teamwork and cooperation.

Once a student earns a certain number of positive behaviour points, Heads of Year (HOY) and Year Level Coordinators (YLC) will celebrate this through awarding a certificate and contacting families. These are awarded at assemblies or through CARE. To achieve their first award students just need to obtain 1 behaviour point. To reach stage 2 they need 10 points, stage 3 they need 25 points and stage 4 they need 50 points.

In addition, we conduct celebration events each term for the top individual point earners in the school. This may include a morning tea/lunch or participation in an afternoon activity such as a game, Just Dance, supervised free time, art or 30 minute movie/TV show. Individual students as well as specific classes and cohorts are regularly recognised during CARE through displaying the leader board for all year groups, the leader board for CARE classes within a year group and the house leader board.

Formal award recognition of students who have outstanding behaviour and effort results on report cards also occur on a semester basis (Principal's Awards). Individual teachers may also use phone calls/emails to acknowledge student success as well as in-class acknowledgement systems – a variety of classroom incentive schemes used to promote positive behaviour choices.

## Targeted Tier 2: Focused Teaching

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching 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 Kenmore State High School to provide focused teaching. Focused teaching is aligned to the "School Wide Behaviour Expectations Matrix", and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching, or
- require intensive teaching.

Kenmore State High School has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Case Management
- Peer Support Program
- Functional Based Assessment & Individual Student Behaviour Support Plans



## Tier 3: Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 2-5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

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

## Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, 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 at Kenmore State High School are organised into **3 Tiers** and **6 Phases**, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

## Behaviour Support & Intervention Matrix

Behaviour Type	Positive & Minor Behaviours (Tier 1)			Major 1 (Tier 2)	Major 2 (Tier 3)
	Teacher Managed			HOD Managed (classroom) HOY Managed (CARE, Assembly, Playground, Sport)	HOY & DP Managed
	Positive Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Definition	<ul style="list-style-type: none"> <li>Positive Behaviour</li> <li>On task</li> <li>Students meeting expectations</li> </ul>	<ul style="list-style-type: none"> <li>Low -level minor behaviours &amp; breaches of school rules</li> <li>Do not seriously harm others</li> <li>Do not violate the rights of others in any other serious way</li> <li>Are not a pattern of problem behaviours</li> <li>Do not require involvement of specialist/support staff/ administration</li> </ul>	<ul style="list-style-type: none"> <li>Repeated minor breaches of the school rules</li> <li>Requires parent /guardian contact</li> <li>May require the involvement of specialist support staff, Coaches /4D Facilitators/4D observers/HOD</li> </ul>	<ul style="list-style-type: none"> <li>Persistent pattern of <u>unresolved minor problem</u> behaviours</li> <li>Violates the rights of others</li> <li>May require the Involvement of specialist / support staff (Guidance Officers)/Coaches/4D Facilitators/4D observers/ TALS</li> </ul>	<ul style="list-style-type: none"> <li>Continued pattern of unresolved <u>Major 1</u> problem behaviours</li> <li>Behaviour that significantly violates the rights of others</li> <li>Behaviours that put others/self at risk of harm</li> <li>Requires the involvement of specialist /support staff/external agencies</li> </ul>
					Phase 6
					<ul style="list-style-type: none"> <li>Persistent pattern of unresolved Major 1 Behaviour FOLLOWING Phase 5 Intervention</li> <li>Behaviour that results in a long suspension 11-20 days/exclusion</li> </ul>

## Differentiated (Phase 1, 2 & 3)


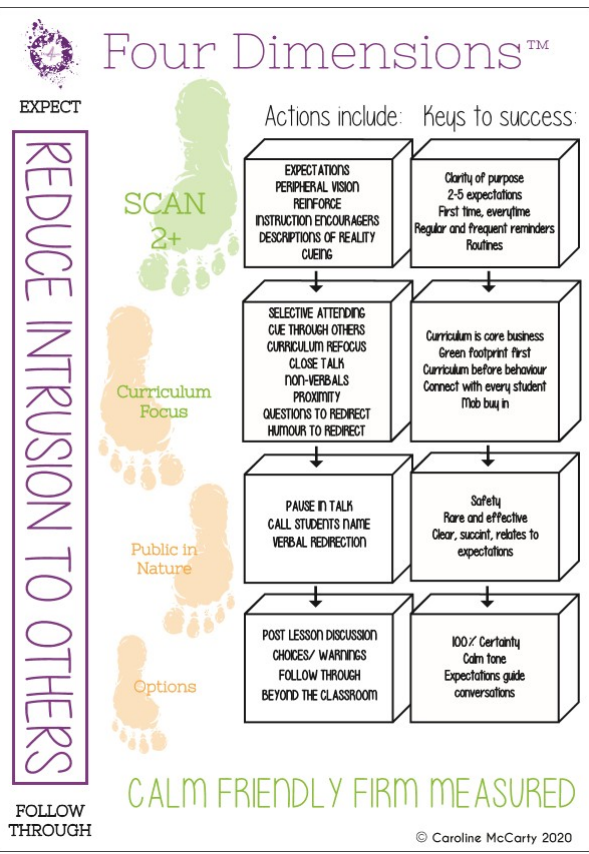
Class teacher provides in-class or in-school disciplinary responses to low level or minor problem behaviour through **3 tiers with 6 Phases of Intervention & Support**.

Phase 1 - Positive & Expected Behaviour	
<b>Behaviour</b>	<b>Self managing &amp; self-responsible</b>
<b>Range of teaching &amp; support strategies</b>	<p>Teachers at Kenmore SHS use Dimensions of Supportive Environments (4D) &amp; The Dimensions of Learning Pedagogical Framework (dimensions 1&amp;5) to create the foundations for promoting positive behaviour and student ownership of learning.</p> <p>Teachers:</p> <ol style="list-style-type: none"> <li>1. Create positive classroom climates</li> <li>2. Build positive relationships with students</li> <li>3. Establish clear expectations &amp; routines</li> <li>4. Plan and enact effective lesson segments and transitions</li> </ol>
<b>Range of consequences</b>	<p><b>Positive Behaviour acknowledgments &amp; rewards</b></p> <ul style="list-style-type: none"> <li>• Formal award recognition of students who have outstanding behaviour and effort results on a semester basis (Principal's Awards, School Wide Behaviour Reward System)</li> <li>• Individual positive reinforcement for appropriate behaviour</li> <li>• Class wide incentives</li> <li>• Positive Behaviour Record - OneSchool</li> <li>• Token /Point /Star Systems (e.g. Individual/Group Goal setting)</li> <li>• Inter-class responsibilities (e.g. Peer tutoring)</li> <li>• Sharing work with others (Principal, Deputy Principal, other classes, parents)</li> <li>• Public recognition /display of work (Celebrating Learning Award, classroom, foyer, Newsletter)</li> <li>• Contact parents to advise of positive behaviour</li> </ul>

**Note:** Minor behaviors in practical subjects that breach workplace health and safety guidelines, placing self or others at risk of harm may be considered major in these work spaces.

Phase 2 - Minor Behaviour	
<b>Behaviours</b>	
<ul style="list-style-type: none"> <li>• Low level minor behaviours</li> <li>• Minor breaches of school rules</li> <li>• Do not seriously harm others</li> <li>• Do not violate the rights of others in any other serious way</li> <li>• Are not a pattern of problem behaviours</li> <li>• Do not require involvement of specialist/support staff/ administration</li> </ul>	
<b>Examples of minor behaviours (may include but not limited to):</b>	
<b>Disruptive. Defiance/threat/s to adults. Refusal to participate in a program of instruction.</b>	<ul style="list-style-type: none"> <li>• Talking while others are speaking/calling out</li> <li>• Inappropriate sounds and actions – (humming, tapping, blurting out, playing with items, talking, horseplay, etc.).</li> <li>• Out of seat</li> <li>• Incomplete classwork / homework / assessment</li> <li>• Refusal to participate or follow reasonable teacher request</li> <li>• Intentionally interfering with games / activities.</li> <li>• Comments under breath</li> <li>• Ignoring teacher's instructions</li> </ul>

<p><b>Non-compliant with routine.</b>  <b>Dress code.</b>  <b>Late to class.</b>  <b>Truant / skip class.</b>  <b>Lying/cheating.</b></p>	<ul style="list-style-type: none"> <li>• Lateness to class</li> <li>• Non-compliance with uniform policy</li> <li>• Failure to bring equipment</li> <li>• Not prepared (i.e. computer not charged, no paper)</li> <li>• Not following teacher directions</li> <li>• Failing to attend detention</li> <li>• Being out of bounds (general) /interacting with members of the public along the school fence and perimeters, including uber eats.</li> <li>• Running on concrete or around buildings, stairwells</li> <li>• Playing in toilets during break times</li> <li>• Dishonesty</li> <li>• Minor copying/cheating - formative assessment/plagiarism</li> </ul>
<p><b>Physical misconduct.</b>  <b>Verbal misconduct.</b></p>	<ul style="list-style-type: none"> <li>• Obscene language (not directed at students or related to any exchange with staff )</li> <li>• Minor physical contact with students without intent to cause harm</li> <li>• Student incidentally (not directed at the teacher or another student) verbalizes or writes inappropriate language.</li> <li>• Non-directional rude gestures</li> <li>• Annoying hands-on behaviour</li> <li>• Play fighting and body contact (e.g. wrestling, tackling)</li> <li>• Light pushing, pulling, accidental hitting, horseplay</li> </ul>
<p><b>Bullying/Harassment.</b>  <b>Threat/s to others-</b>  <i>Excluding Physical Conflicts</i></p>	<ul style="list-style-type: none"> <li>• Infrequent low-level teasing / name calling / other behaviours not deemed bullying / harassment</li> <li>• Deliberate exclusion of others from groups or games</li> <li>• Bystanders encouraging anti-social behaviour</li> <li>• Students dominating activities or games</li> <li>• Low level inappropriate comments/expressions/gestures</li> <li>• Spreading rumours, gossiping</li> </ul>
<p><b>IT misconduct.</b>  <b>Misconduct involving object.</b>  <b>Property misconduct.</b></p>	<ul style="list-style-type: none"> <li>• Inappropriate use of electronic device e.g. playing banned games or using laptops in a no devices allowed area</li> <li>• Inappropriate use of mobile phones and electronic devices (1st offence &amp; compliant with taking phone to the office)</li> <li>• Low level interfering with the property of other students or staff</li> <li>• Low level destruction of classroom resources or property</li> <li>• Littering</li> <li>• Minor graffiti, inclusive of drawing on self / graffiti on body</li> <li>• Inappropriate use of school property e.g. toilets, bubblers, furniture, seats etc.</li> <li>• Misuse of equipment and belongings (low risk) e.g. snatching, throwing, flicking hats, clothes, books and sports equipment, breaking pencils, etc.</li> <li>• Theft (minor) - student is in possession of, having passed on, or being responsible for removing someone else's property or taking pencils, erasers, items of little value</li> </ul>
<p><b>Possess prohibited items. Prohibited items.</b></p>	<ul style="list-style-type: none"> <li>• Bringing banned items to school (low risk) chewing gum, permanent markers, aerosol cans ( excessive personal medication)</li> </ul>

<p><b>Range of teaching &amp; support strategies</b></p> 	<p>Teachers at Kenmore SHS use Dimensions of Supportive Environments 4D to respond to and modify minor classroom behaviour.</p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations clarified and restated</li> <li><input type="checkbox"/> Recognition of individual, groups and whole class meeting expectations</li> <li><input type="checkbox"/> Giving clear non-verbal and oral directions and instructions and instruction encouragers</li> <li><input type="checkbox"/> Cueing with parallel acknowledgment</li> <li><input type="checkbox"/> Verbal redirection to learning</li> <li><input type="checkbox"/> Selective attending/take up time</li> <li><input type="checkbox"/> Nonverbal redirection</li> <li><input type="checkbox"/> Verbal redirection</li> <li><input type="checkbox"/> Proximity / pause in talk /individual close talk</li> <li><input type="checkbox"/> Humour</li> <li><input type="checkbox"/> Call student's name / oral directional phrase</li> <li><input type="checkbox"/> Giving a choice/Warning</li> <li><input type="checkbox"/> Follow Through with consequence if behaviour is not modified</li> </ul>	 <ul style="list-style-type: none"> <li>• Break down tasks into smaller chunks</li> <li>• Provide demonstration of expected behaviour</li> </ul>
<p><b>Range of consequences - may include but are not limited to:</b></p>	<ul style="list-style-type: none"> <li>• Time out (in class)</li> <li>• Loss of class privileges</li> <li>• Restitution (e.g. apology/ repair damage/complete work)</li> </ul>	<ul style="list-style-type: none"> <li>• The student be asked to complete work in his/her own time</li> </ul>
<p><b>Phase 3 – Repeated Minor</b></p>		
<p><b>Behaviour</b></p>	<ul style="list-style-type: none"> <li>• Repeated low level behaviours (unresolved phase 2)</li> <li>• Repeated minor breaches of the school rules</li> <li>• Requires parent /guardian contact</li> <li>• May require the involvement of specialist (Coaches/4D Facilitators/HOD)</li> </ul>	
<p><b>Range of teaching &amp; support strategies</b></p>	<ul style="list-style-type: none"> <li>• Redirection/Giving a choice/Follow through</li> <li>• Private discussion at end of lesson to discuss <b>follow through</b> corrective consequences, such as detention with classroom teacher or classwork to be completed in own time.</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative discussion with student about expected behaviour</li> <li>• Warning of more serious consequences (e.g. removal from classroom to buddy class)</li> <li>• Engaging coaches/4D Facilitators</li> </ul>

<b>Range of consequences may include but are not limited to:</b>	<ul style="list-style-type: none"> <li>• Time out (in class)</li> <li>• Loss of class privileges</li> <li>• Buddy class referral</li> <li>• Restitution (e.g. apology/repair damage/complete work)</li> <li>• The student be asked to complete work in his/her own time</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime detention</li> <li>• Parent/guardian contact</li> <li>• Minor behaviour - OneSchool record (following Phase 3 support &amp; intervention)</li> </ul>
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## Focused (Phase 4)

Class teachers are supported by the Heads of Department and other school-based staff to address ***non modified repeated and persistent minor behaviours following Phase 1-3 support***

<b>Phase 4 – Major 1</b>	
<ul style="list-style-type: none"> <li>• Persistent pattern of <u>unresolved minor problem</u> behaviours</li> <li>• Violates the rights of others</li> <li>• May require the involvement of specialist / support staff</li> </ul>	
<b>Disruptive. Defiance/threat/s to adults. Refusal to participate in a program of instruction.</b>	<b><i>Examples of Major 1 Behaviours (may include but not limited to)</i></b> <ul style="list-style-type: none"> <li>• Unresolved repeated and persistent classroom disruption and disobedience, consistently incomplete classwork / homework / assessment, refusal to participate or follow reasonable teacher requests</li> </ul>
<b>Non-compliant with routine. Dress code. Late to class. Truant / skip class. Lying/cheating.</b>	<ul style="list-style-type: none"> <li>• Unresolved repeated lateness to class, incidences of not bringing materials to class, disobedience of teacher directions</li> <li>• Cheating / plagiarism / assessment infringement</li> <li>• Class truancy / leaving class without permission</li> <li>• Unresolved repeated infringements of the uniform expectations</li> </ul>
<b>Physical misconduct. Verbal misconduct.</b>	<ul style="list-style-type: none"> <li>• Continued use of obscene language (not directed at students or related to any exchange with staff)</li> </ul>
<b>Bullying/Harassment. Threat/s to others</b>	<ul style="list-style-type: none"> <li>• See Phase 5</li> </ul>
<b>IT misconduct. Misconduct involving object. Property misconduct.</b>	<ul style="list-style-type: none"> <li>• Persistent inappropriate use of electronic device</li> <li>• Misuses of the internet / social networks</li> <li>• Persistent misuse of equipment (low risk) including tampering with classroom and/or school safety equipment</li> <li>• Persistent interfering with the property of other students or staff</li> </ul>
<b>Possess prohibited items. Prohibited Items.</b>	<ul style="list-style-type: none"> <li>• Persistently bringing banned items to school (low risk)</li> </ul>
<b>Truancy</b>	<ul style="list-style-type: none"> <li>• Pattern of truancy of a class/subject</li> </ul>

<b>Range of teaching &amp; support strategies</b>	<ul style="list-style-type: none"> <li>• Support teacher by checking Phase 1-3 strategies have been enacted</li> <li>• HOD interview with student/parents</li> <li>• Incident report completed if necessary</li> <li>• Behaviour Plans and or contracts</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Student Data Placemat (Learning &amp; Behaviour)</li> <li>• Teacher coaching / profiling and debriefing</li> <li>• Referral to Student Support Services if required ('Flourish Program')</li> <li>• Guidance Support</li> <li>• Stakeholder meetings with parents and external agencies</li> <li>• Bullying/harassment intervention</li> </ul>
	<ul style="list-style-type: none"> <li>• Incident report completed with the student if necessary</li> <li>• HOD Monitoring Process</li> <li>• Mediation</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance support</li> <li>• Stakeholder meeting with parents and external agencies</li> <li>• Bullying / harassment intervention</li> </ul>
<b>Range of consequences may include but are not limited to:</b>	<p><i>Any of the consequences listed in phases 1-3 and the following:</i></p> <ul style="list-style-type: none"> <li>• Contact with parents / parent meeting</li> <li>• Detention/ Friday afternoon detention</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour contract</li> <li>• Verbal / written apology</li> <li>• Completion of work under supervision</li> <li>• Application of Learning Policy</li> </ul>

## Intensive (Phases 5 & 6)

The school leadership teamwork in consultation with Student Services Support Team will address persistent or ongoing serious problem behaviour. In the event that the student's behaviour warrants a suspension, school disciplinary absences may be applied after all other responses have been considered.

<b>Phases 5 &amp; 6 Major 2</b>	
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Continued pattern of unresolved Major 1 problem behaviours</li> <li>• Behaviour that significantly violates the rights of others</li> <li>• Put others/self at risk of harm</li> <li>• Constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school.</li> <li>• May require the involvement of specialist/support staff/external agencies.</li> <li>• May require a search of a student's belongings.</li> </ul>
<b>Support strategies</b>	<ul style="list-style-type: none"> <li>• Daily monitoring card.</li> <li>• Mediation</li> <li>• Individual Student Behaviour Support Strategies (e.g. student behaviour plan)</li> <li>• Functional Behaviour Assessment (FBA) based individual support plan</li> <li>• Complex case management and review</li> <li>• Stakeholder meeting with parents and external agencies including regional specialists</li> <li>• HOY consultation with student and teacher – behaviour contracts to target strategies to improve behaviour / Discipline Improvement Plan</li> <li>• Referral to Student Support Services for participation in Targeted or Intensive Intervention Program (e.g. Rock &amp; Water, Young Men's Program)</li> <li>• Restorative practises engaged as part of disciplinary consequences and return from suspension processes.</li> </ul>



<b>Behavior</b>	<b>Examples</b>	<b>Range of Consequences</b> Any of the consequences in Phases 1-4 and the following
<b>Disruptive. Defiance/ Threat/s to adults. Refusal to participate in a</b>	<ul style="list-style-type: none"> <li>Persistent refusal to respect the learning of others</li> <li>Continued refusal to participate or follow reasonable teacher and/or HOD requests and instructions</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian notified</li> <li>Friday afternoon detention</li> <li>Discipline Improvement Plan</li> <li>Suspension</li> </ul>

<b>program of instruction</b>	<ul style="list-style-type: none"> <li>Persistent failure to comply with the requirements of the area of study currently undertaken</li> </ul>	<ul style="list-style-type: none"> <li>Loss of "Good Standing" (withdrawal from school activities)</li> <li>Application of Learning Policy</li> <li>Cancellation of enrolment (post compulsory students)</li> <li>Withholding of Senior Jersey/ Valedictory/ Formal invitation (Senior students only)</li> </ul>
	<ul style="list-style-type: none"> <li>Major classroom disruption and disobedience</li> </ul>	
<b>Non-compliant with routine. Dress code. Late to class. Truant / skip class. Lying/cheating.</b>	<ul style="list-style-type: none"> <li>Wilful disobedience</li> <li>Continual refusal to comply with school policies, and/or routines and procedures despite previous interventions</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian notified</li> <li>Friday afternoon detention</li> <li>Discipline Improvement Plan</li> <li>Suspension</li> <li>Loss of "Good Standing" (withdrawal from school activities)</li> <li>Application of Learning Policy</li> <li>Cancellation of enrolment (post compulsory students)</li> </ul>
	<ul style="list-style-type: none"> <li>Repeated &amp; persistent non-compliance with dress code policy</li> </ul>	
	<ul style="list-style-type: none"> <li>Persistent and /or partial or full day truancy</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian notified</li> <li>Make up lost time - Friday afternoon detention</li> <li>Supervised breaks</li> <li>Daily monitoring sheet</li> <li>Cancellation of enrolment (post compulsory students)</li> <li>Attendance letters sent home</li> <li>Liaison with external agencies as required</li> </ul>
	<ul style="list-style-type: none"> <li>Pattern of unresolved(unexplained) or unjustified non-attendance</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian notified</li> <li>Make up lost time - Friday afternoon detention</li> <li>Supervised breaks</li> <li>Daily monitoring sheet</li> <li>Cancellation of enrolment (post compulsory students)</li> <li>Attendance letters sent home</li> <li>Liaison with external agencies as required</li> </ul>

	<ul style="list-style-type: none"> <li>Leaving school grounds without permission/ leave pass</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian notified</li> <li>Head of Year notified</li> <li>Daily monitoring card</li> <li>Detention/Friday afternoon detention</li> <li>Supervised breaks</li> </ul>
	<ul style="list-style-type: none"> <li>Late to school (<i>without parent notification</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Referral to Head of Year if arrival is after 9.15am or if student is repeatedly late</li> <li>Parent/guardian contacted (repeated offences)</li> <li>Recording of absences on student reports</li> <li>Referral to Student Support Services</li> </ul>
	<ul style="list-style-type: none"> <li>Malpractice in the area of academic honesty to gain an unfair advantage in a test, exam or assignment, and/or giving an academic unfair advantage to others.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian notified</li> <li>Friday afternoon detention/suspension</li> <li>Restricted network access</li> <li>Removal of network rights</li> </ul>
<b>Physical Misconduct. Verbal Misconduct-Towards Students</b>	<ul style="list-style-type: none"> <li>Violence/Fighting with intent to cause harm, including physical assault of staff / students (pushing, shoving, slapping, punching, dacking ect.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/guardian notified</li> <li>Friday afternoon detention</li> <li>Discipline Improvement Plan</li> <li>Suspension/exclusion from school</li> </ul>

	<ul style="list-style-type: none"> <li><i>(includes inciting violence/fighting)</i></li> </ul>	<ul style="list-style-type: none"> <li>Possible referral to Queensland Police Service (QPS)</li> </ul>
	<ul style="list-style-type: none"> <li>Inappropriate intimacy or sexual acts</li> </ul>	
	<ul style="list-style-type: none"> <li>Obscene / inappropriate/ abusive/offensive language directed towards staff and students</li> </ul>	
<b>Physical Misconduct. Verbal Misconduct-Towards Staff</b>	<ul style="list-style-type: none"> <li>Violence/Fighting with intent to cause harm, including physical assault of staff (pushing, shoving, slapping, punching, dacking or inappropriate intimacy or sexual acts etc.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/guardian notified</li> <li>Friday afternoon detention</li> <li>Discipline Improvement Plan</li> <li>Suspension/exclusion from school</li> <li>Possible referral to Queensland Police Service (QPS)</li> </ul>
	<ul style="list-style-type: none"> <li>Inappropriate intimacy or sexual acts</li> </ul>	
	<ul style="list-style-type: none"> <li>Obscene / inappropriate/ abusive/offensive language directed towards staff(<i>includes inciting violence/fighting</i>)</li> </ul>	

<p><b>Bullying/Harassment. Threat/s to others.</b></p>	<ul style="list-style-type: none"> <li>• Major harassment / bullying</li> <li>• Major intimidation of staff or students</li> <li>• Intentional use of racial and/or discriminatory language against staff and/or student</li> <li>• Sexual harassment</li> <li>• Bullying/Threats/Harassment - including verbal, physical, sexual, racial, cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/guardian notified</li> <li>• Friday afternoon detention</li> <li>• Withdrawal from classes/breaks for a period of time</li> <li>• Suspension/exclusion</li> <li>• Parents are to ensure that offensive/inappropriate materials are removed from public view or from electronic device</li> <li>• Possible referral to QPS</li> <li>• Referral to Student Support Services</li> <li>• Commitment to intervention programs</li> </ul>
<p><b>IT Misconduct</b> <b>Misconduct involving object.</b> <b>Property misconduct</b></p>	<ul style="list-style-type: none"> <li>• Use of electronic device for (including staff and students) harassment / filming, recording or photographing without permission / infringe privacy / breach school systems (accessing /attempt to gain unauthorized access to any part of the network systems e.g. Via hacking, spyware or other back door methods)</li> <li>• Inappropriate email or digital communication (e.g. offensive language/images)</li> <li>• Visiting inappropriate internet sites / uploading or downloading inappropriate material whilst at school and/ or using a school computer or while connected to the school network e.g. pornography.</li> <li>• Uploading inappropriate files, installing games, installing alternative operating systems.</li> <li>• Using teacher/network administrators' logins to access/damage the school network.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/guardian notified</li> <li>• Temporary removal of student property as per "Temporary Removal of Student Property" policy.</li> <li>• Friday afternoon detention</li> <li>• Discipline Improvement Plan</li> <li>• Suspension</li> <li>• Deliberate damage to network may result in recommendation for exclusion</li> </ul>

	<ul style="list-style-type: none"> <li>• Damaging/destroying or interfering property of school or others (or intent to damage/destroy property of school or others).</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/guardian notified</li> <li>• Repair damaged property/replace damaged property at own/parent/guardian's expense</li> <li>• Pay damages</li> <li>• Suspension/exclusion</li> <li>• Referral to QPS</li> </ul>
	<ul style="list-style-type: none"> <li>• Graffiti</li> <li>• Writing words or drawing images on school property</li> </ul>	<ul style="list-style-type: none"> <li>• Repairing/replacing damaged property</li> <li>• Community service intervention</li> <li>• Suspension/exclusion</li> <li>• Referral to QPS</li> </ul>
	<ul style="list-style-type: none"> <li>• Littering</li> <li>• Deliberate action that has an impact on the natural or built environment</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning up area</li> <li>• Community service intervention</li> <li>• Friday afternoon detention/suspension</li> </ul>
	<ul style="list-style-type: none"> <li>• Theft</li> <li>• Stealing or intent to steal</li> <li>• Being in possession of stolen property</li> </ul>	<ul style="list-style-type: none"> <li>• Returning stolen property</li> <li>• Suspension/exclusion</li> <li>• Referral to QPS</li> </ul>
	<ul style="list-style-type: none"> <li>• Misuse of equipment (high-risk) including safety equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/guardian notified</li> <li>• Friday afternoon detention</li> <li>• Suspension/exclusion from school</li> <li>• Possible referral to QPS</li> </ul>
	<ul style="list-style-type: none"> <li>• Inappropriate use of mobile telephones in classroom/outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• <b>First Offence:</b> Student sent to hand device in to the school office (receipt issued). Classroom teacher – records on OneSchool as Minor. Collection at 3pm from office upon presentation of receipt.</li> <li>• <b>Second Offence:</b> Student sent to hand device in to the school office (receipt issued). HOY notified - Friday afternoon detention. Collection of phone by parent.</li> <li>• <b>Third Offence:</b> Student sent to hand device in to the school office (receipt issued). HOY notified Discipline Improvement Plan/suspension</li> </ul>
	<ul style="list-style-type: none"> <li>• Misuse of Toilet Facilities - Entering toilet cubicle with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/guardian notified</li> <li>• Friday afternoon detention</li> <li>• Suspension/exclusion from school</li> <li>• Possible referral to QPS</li> </ul>

<p><b>Possess prohibited items. Prohibited Items.</b></p>	<p>The following items are explicitly prohibited at Kenmore State High School and will be removed if found in a student's possession:</p> <ul style="list-style-type: none"> <li>• illegal items or weapons, includes replica items (e.g. guns, knives*, throwing stars, Brass knuckles, chains etc.)</li> <li>• potentially dangerous items (e.g. blades, ropes etc.)</li> <li>• drugs** (including tobacco)</li> <li>• alcohol</li> <li>• non prescribed prescription medication</li> <li>• aerosol deodorants or cans (including spray paint)</li> <li>• explosives (e.g. fireworks, flares, sparklers)</li> <li>• flammable solids or liquids (e.g. fire starters, mothballs, lighters)</li> <li>• poisons (e.g. weed killer, insecticides)</li> <li>• inappropriate or offensive material (E.g. racist literature, pornography, extremist propaganda), including digital forms.</li> </ul> <p><i>* 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 /razor blade.</i></p>	<ul style="list-style-type: none"> <li>• Possessing a weapon or dangerous items at school may result in serious disciplinary consequences including suspension or exclusion.</li> <li>• Items considered unsafe will be confiscated for collection by a parent or the Police</li> <li>• Parent/guardian contacted</li> <li>• Referral to Student Support Services/external or agencies as appropriate</li> <li>• Detention/suspension/exclusion</li> </ul>
<p><b>Substance Misconduct involving tobacco and other legal substances. Substance misconduct involving illicit substance.</b></p>	<ul style="list-style-type: none"> <li>• Possessing/selling/distribution/sharing /using of smoking products** in/around school grounds or while on school organized activity or whilst identifiable as a Kenmore SHS student.</li> </ul> <p>* **may include lighters, cigarettes, loose tobacco leaf, cigarette filters, cigarette papers, e-cigarettes, vaping devices, pod vapes, vape pens, box mods and vaporizers ,oils, or substances used in e cigarettes or vaping devices or other materials associated with cigarettes or e- cigarettes.</p>	<ul style="list-style-type: none"> <li>• A student suspected of being in possession of smoking products* *(or associated materials) will be escorted to the Head of Year where they will be requested to consent to a bag search</li> <li>• Parent/guardian notified</li> <li>• A suspension may result for students in possession, selling, distributing, sharing or using or have intent to use smoking products**</li> <li>• Smoking products** will be confiscated</li> <li>• Suspension</li> <li>• Possession of or using smoking products**</li> <li>• Extended suspension for repeated offences</li> <li>• Students in the company of those using smoking products* can expect similar consequences</li> </ul>

	<ul style="list-style-type: none"> <li>• Possessing/using of alcohol in/around school grounds or while on school organized activity or whilst identifiable as a Kenmore SHS student</li> </ul>	<ul style="list-style-type: none"> <li>• If a student is suspected of possessing alcohol, using alcohol or being under the influence of alcohol at school the following will occur:</li> <li>• Student will be escorted to Administration or a Hub</li> <li>• Parents/guardians will be informed and invited to attend the school</li> <li>• Student will be isolated and supervised until parents arrive</li> <li>• Medical attention will be sought, where necessary</li> <li>• Staff will conduct a thorough investigation</li> <li>• Suspension/exclusion</li> </ul>
	<ul style="list-style-type: none"> <li>• Chroming in/around school grounds or while on school organised activity or whilst identifiable as a Kenmore SHS student</li> </ul>	<ul style="list-style-type: none"> <li>• If a student is suspected of possessing alcohol, using alcohol or being under the influence of alcohol at school the following will occur:</li> <li>• Student will be escorted to Administration to a member of the Executive</li> <li>• Parents/guardians will be informed and invited to attend the school</li> <li>• Student will be isolated and supervised until parents arrive</li> <li>• Medical attention will be sought, where necessary</li> <li>• Executive will conduct a thorough investigation</li> <li>• Suspension/exclusion</li> </ul>
	<ul style="list-style-type: none"> <li>• Possessing/using/selling/distributing or supplying of illicit drugs** or drug implements in/around school grounds or while on school organised activity or whilst in school uniform or while identifiable as a Kenmore SHS student</li> </ul> <p><i>** may include illicit and prohibited substances, prescription medications, inhalants and any substance purported to be a drug</i></p>	<ul style="list-style-type: none"> <li>• Students suspected of being in possession of using/selling/distributing or supplying of illicit drugs** or drug implements or drug implements will be escorted to a member of administration</li> <li>• Parents/guardians called and invited to attend the school</li> <li>• Student will be isolated and supervised until parents arrive</li> <li>• Medical attention will be sought, where necessary</li> <li>• Executive will conduct thorough investigation</li> <li>• QPS will be involved</li> <li>• Suspension/ Exclusion</li> <li>• Students who are in the company of those involved in a drug related incident can expect similar consequences.</li> </ul>

		<ul style="list-style-type: none"> <li>Students attempting to acquire drugs or drug implements can expect similar consequences.</li> </ul>
<b>Other conduct prejudicial to the good order and management of the school.</b>	<ul style="list-style-type: none"> <li>Inappropriate conduct while travelling to or from school or on excursions/ camps/ work experience or whilst on Study Tours that brings the school name into disrepute.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian notified</li> <li>Withdrawal/return from activity/camp</li> <li>Student may be excluded from attending further excursions/camps</li> <li>Friday afternoon detention /suspension /exclusion</li> </ul>
	<ul style="list-style-type: none"> <li>Contacting any form of media (including social media) without the authorization of the Principal:</li> <li>Potentially placing the school reputation into disrepute and/or compromising the privacy of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian notified</li> <li>Parent/guardian to organised removal of offensive/inappropriate material</li> <li>Suspension/exclusion</li> <li>QPS involvement as appropriate</li> </ul>
	<ul style="list-style-type: none"> <li>Placing/publishing/sharing inappropriate or abusive material about staff or KSHS.</li> </ul>	
	<ul style="list-style-type: none"> <li>Serious or continued inappropriate use of personal technology devices or social networking sites which impacts on the good order and management of Kenmore SHS.</li> </ul>	
	<ul style="list-style-type: none"> <li>Inappropriate behavior at school (Major)</li> </ul>	<ul style="list-style-type: none"> <li>Friday afternoon detention</li> <li>Parent/guardian notified</li> <li>Suspension/exclusion</li> </ul>
	<ul style="list-style-type: none"> <li>Parking vehicles in school grounds - students may not park their vehicles within the school ground.</li> </ul> <p><i>Students are to register details of their vehicle, driver name, passenger names and parent consent forms with the Deputy Principal - Senior School)</i></p>	<ul style="list-style-type: none"> <li>Students will be requested to move their vehicles from the school grounds</li> <li>Persistent refusal to remove vehicles will result in matter being referred to parents/QPS</li> </ul>
	<ul style="list-style-type: none"> <li>Disadvantaging the wellbeing of self and others including unsafe /dangerous behaviours in class/at school. This includes any behavior in practical subjects that breach workplace health and safety guidelines, placing self or others at risk of harm. Examples of these behaviors may be listed as minor behaviors, however, are considered major in these work spaces.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian notified</li> <li>Friday afternoon detention</li> <li>Suspension/exclusion</li> </ul>

	<ul style="list-style-type: none"> <li>Attendance at the Kenmore SHS or Kenmore SHS events, or at any State School or school activity while suspended</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian notified</li> <li>Extended suspension/exclusion</li> </ul>
	<ul style="list-style-type: none"> <li>Students charged with a criminal offence (Education (General Provisions) Act 2006 Sections 282,283)</li> </ul>	<p>If a student is charged with an offence, the principal will consider whether the student's behavior constitutes one or more of the following grounds for suspension:</p> <ul style="list-style-type: none"> <li>the offence is of a serious nature; or</li> <li>the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.</li> </ul> <p>In either or both cases the Principal will:</p> <ul style="list-style-type: none"> <li>notify the parents and the student and invite them to consider the relevant evidence</li> <li>give the student and parent the opportunity to discuss the allegations and respond if they choose</li> <li>verbally notify the student and parent of the suspension. And the date on which it will commence</li> <li>arrange for the provision of an educational program for the student while they are suspended</li> <li>ensure that a regional case manager is allocated to support the student and parents</li> </ul> <p>As soon as the charge is dealt with the Principal may:</p> <ul style="list-style-type: none"> <li>decide to propose to exclude the student;</li> <li>decide not to propose to exclude the student and notify the student and parent in writing that the suspension has ended.</li> </ul>
	<ul style="list-style-type: none"> <li>Students convicted of an offence</li> </ul>	<p>If a student is convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school, the Principal will:</p> <ul style="list-style-type: none"> <li>notify the parents and the student and invite them to consider the relevant evidence</li> <li>verbally notify the student and parent of the suspension with a proposal to</li> </ul>



		<p>exclude and the date on which it will commence</p> <ul style="list-style-type: none"> <li>• arrange for the provision of an educational program for the student while they are suspended</li> <li>• ensure that a regional case manager is allocated to support the student and parents</li> </ul> <p>Within 20 school days of giving the student the proposed exclusion notice, the Principal may:</p> <ul style="list-style-type: none"> <li>• decide to exclude the student;</li> <li>• decide not to exclude the student and</li> <li>• notify the student and parent in writing that the suspension has ended.</li> </ul>
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# Kenmore State High School Behaviour Referral Process

## PHASE 1: Positive Behaviour – All Learning Environments & Playground

### Positive behaviours:

Teachers at Kenmore SHS use Dimensions of Learning Pedagogical Framework to set the stage for learning in their classrooms. The foundations of positive classroom climates and classroom tasks (Dimension 1) set students up for behaviour success. Teachers:

1. Create positive classroom climates
2. Build positive relationships with students
3. Establish clear expectations & routines
4. Plan and enact effective lesson segments and transitions
5. Reinforce and celebrate positive behaviours

OneSchool: Enter Positive Behaviour points, Make positive contacts

## PHASE 2: Minor Behaviour – All Learning Environments & Playground

Teachers use the 4D Model (Expect, Reinforce, Redirections, Follow Through) to modify **low level minor classroom behaviours**.

- Restate and clarify expectations
- Reinforce expectations using instruction encouragers
- Cueing
- Descriptions of reality
- Redirections to the learning and follow through.

Consequences: may include but are not limited to warnings, rule reminders, time outs, detentions, seating changes and parent contact. OneSchool record.

If minor behaviour is during **playground duty** teacher can also assign litter duty and **Direct referral to HOY via OneSchool if unresolved or behaviour is persistent**.

## PHASE 3: Repeated Minor Behaviour – Key Learning Area Classroom (HOD)

## PHASE 3: Repeated Minor Behaviour – Classroom & Playground (HOY)

Morning Care and Wellbeing lessons, Sport, Assembly & Playground

**Repeated minor behaviour** (unresolved from phase 2 following consequences – may require exit to buddy class). Teachers respond to repeated and unresolved **low-level minor classroom behaviour** by using a range of teaching and supporting strategies including:

1. Redirecting to the learning/warning /follow through
2. Corrective consequences, such as lunchtime detention, parent guardian notification, buddy class referral, class behaviour card and OneSchool minor behaviour record.

### KLA Classrooms

Repeated Buddy Class referrals & behaviour not modified → **Referral to HOD via OneSchool**

Persistent pattern of unresolved phase 3 behaviour following phase 1, 2 & 3 behaviour strategies/supports and consequences → **Referral to HOD via OneSchool**

### Morning Care, Student Wellbeing lessons, Sport, Assembly & Playground

Repeated Buddy Class referrals and behaviour not modified → **Referral to HOY via OneSchool**

Persistent pattern of unresolved phase 3 behaviour following phase 1, 2 & 3 behaviour strategies/supports and consequences → **Referral to HOY via OneSchool**

## PHASE 4: Major 1 Behaviour – KLA Classroom (HOD)

## PHASE 4: Major 1 Behaviour – Classroom & Playground (HOY)

Morning Care, Student Wellbeing lessons, Sport, Assembly & Playground

1. **Persistent minor behaviours (unresolved phase 3)**
  - HOD/HOY Support teacher by checking Phase 1-3 strategies have been engaged.
  - Consider and issue consequences for Major 1 behaviour
  - Parent contact / Referral to Student Services Support Team
2. **Major 1 behaviour KLA Classroom**
  - Consider & issue consequences for Major 1 behaviours
  - HOD Referral to Phase 5 HOY through OneSchool if unresolved

OneSchool: HOD/HOY Enter Follow-up through Actions

Loss of Good Standing may be considered at Phase 4. Determined by HOD or HOY in consultation with relevant DP.

## PHASE 5: Major 2 behaviours - All settings (HOY)

1. **Continued pattern of unresolved Major 1 problem behaviours.**
  - HOY initiated monitoring process and additional supports (staff and students)
  - OneSchool Record and parental contact
  - Implementation of consequences for **Major 2** behaviours
2. **Behaviour that significantly violates the rights of others and/ or places others/self at risk of harm.**
  - Immediate withdrawal from class / playground
  - OneSchool record and parental contact
  - Implementation of consequences for **Major** behaviours

Loss of Good Standing determined by HOY in consultation with relevant DP.

## PHASE 6: All settings (DP)

1. **Persistent pattern of unresolved Major 1 Behaviour**
  2. **Behaviour that results in a long suspension 11-20 days / recommendation for exclusion/cancellation of enrolment (Principal directed)**
- Loss of Good Standing determined by DP.

**Note:** For each Buddy Class Referral OR Detention issued at phase 3 level: Student completes reflection sheet, teacher and students engage in Restorative Conversation for re-entry, teacher enters OneSchool Entry as minor behaviour, parental contact (Reset to Phase 1)

**Failure to attend buddy class** – immediate referral to HOD/HOY via OneSchool as Major 1 behaviour non-compliance

**Failure to attend lunchtime detention** – parent contact & OneSchool as minor behaviour non-compliance / re-issue detention / warning of Friday if failure to attend second time

## School Disciplinary Absences

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

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

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

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

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

### Re-entry following suspension

Students who are suspended from Kenmore State High School will be required to attend a re-entry meeting on the day of their scheduled return to school. The re-entry meeting is mandatory for the student to attend accompanied by their parent or caregiver. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school and for school staff to set the student up for future success and strengthen home-school communication. A re-entry agreement will be discussed and implemented. A Flourish Program may be advised to assist the student.

### Arrangements

The details of the re-entry meeting will be communicated in writing, usually via email. Re-entry meeting times will vary depending on individual circumstances, however are mostly short, taking approximately 15 minutes, and kept small with only the Head of Year and or Deputy Principal or their delegate attending with the student and their parent/carer.

### Structure

This meeting should be narrowly focused on making the student and their family feel welcome back into the school community. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time.

### Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services

or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officer, HOSES or Inclusion teachers may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

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

<p><b>Contained within this document:</b></p> <ul style="list-style-type: none"><li>• Temporary removal of student property</li><li>• Use of mobile phones and other devices by students</li><li>• Preventing and responding to bullying</li><li>• Appropriate use of social media</li><li>• Good Standing</li></ul>	<p><b>Available on School Website (ctrl + click to follow link)</b></p> <ul style="list-style-type: none"><li>• <a href="#">Uniform Policy (PDF, 765KB)</a></li><li>• <a href="#">Transition Uniform Policy Years 8-12 2019 (PDF, 108KB)</a></li><li>• <a href="#">Learning policy (PDF, 1.4MB)</a></li><li>• <a href="#">1:1 Student ICT Charter</a> <a href="https://kenmorehs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Enrolment/parent-information-handbook.pdf">https://kenmorehs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Enrolment/parent-information-handbook.pdf</a></li></ul>
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### 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 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 Kenmore State High School and will be removed if found in a student's possession:

- illegal items or weapons, includes replica items (e.g. guns, knives\*, throwing stars, Brass knuckles, chains etc.)
- potentially dangerous items (e.g. blades, ropes etc.)
- drugs\*\* (including tobacco, e cigarettes, pod vapes, vape pens, box mods and vaporizers)
- alcohol
- non prescribed prescription medication
- 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), including digital forms.

\* 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/razor blade . 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 Kenmore State High School to:

- 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 Kenmore State High School to:

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

**Students** of Kenmore State High School to:

- 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 Kenmore SHS 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

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, Kenmore State High 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.

### 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 Kenmore State High 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, encyclopaedias, 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 and during assembly 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 Kenmore State High School to:

- use a mobile phone or other devices in an unlawful manner;
- use a mobile phone in during class time, school assembly or other school directed activity in which students have been asked not to use a mobile phone (example: excursions, band etc.);
- 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 or smart watch or personal device (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 Kenmore State High 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 and 1-to-1 Student Charter: <https://kenmoreshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Enrolment/parent-information-handbook.pdf>.
- 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.

### **Confiscation**

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. 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 only 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 such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

### **Assumption of cheating**

Personal technology devices ( including mobile phones, smart watches or devices that have Bluetooth functionality) 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.

## **Preventing and responding to bullying**

Kenmore State High 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.

Kenmore State High School has a Student Leadership Forum comprising of the Student Leadership Team, Student Representative Council, Student Wellbeing Committee & Student Peer Mentors, 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**  
The school leaders play 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.

### **Anti-Bullying Agreement**

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

We agree to work together to improve the quality of relationships in our community at Kenmore State High 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 cyberbullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature:

Parent's signature:

School representative signature: Date:

## Bullying response flowchart

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:

Year Level Coordinator and the Head of Year for the year level

From Initial Report to Review should be no more than five school days

#### Step 1 Listen

##### **Teacher/ YLC (First staff member contact and disclosure)**

- 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

#### Step 2 Document

##### **YLC/HOY (follow up support and investigation)**

- 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

#### Step 3 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

#### Step 4 Discuss

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

#### Step 5 Implement

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

#### Step 6 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

#### Step 7 Follow up

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

## **Cyberbullying**

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the CARE teacher or Yr Coordinator.

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 out of school hours or occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner <https://www.esafety.gov.au/report> or the Queensland Police Service.

Students enrolled at Kenmore State High 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.

## **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.

# Cyberbullying response flowchart

## How to manage online incidents that impact your school

### Student protection

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

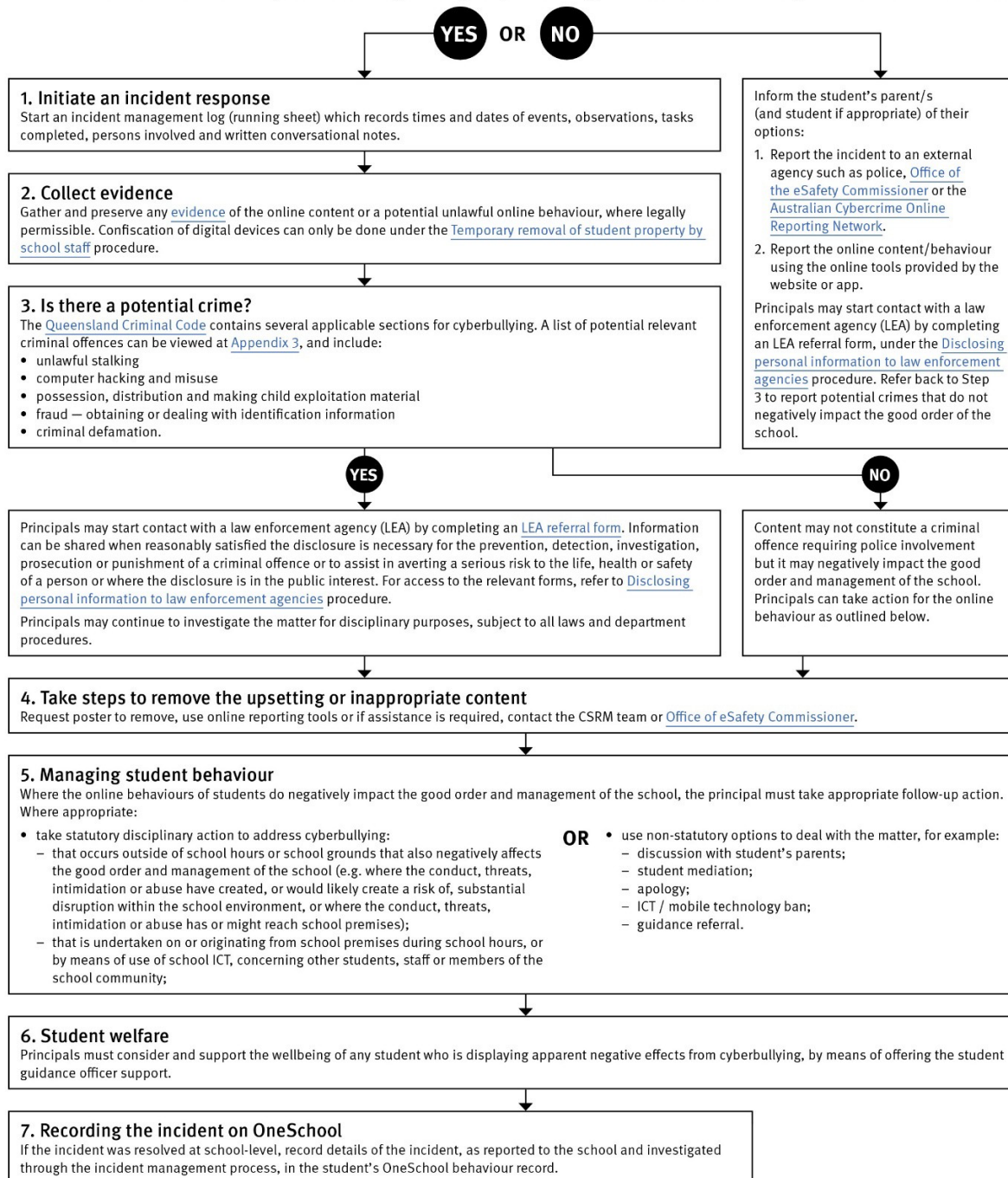
### Explicit images

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

### Report

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

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



## Student Intervention and Support Services

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

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

### 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.

## **Good Standing Policy**

At Kenmore State High School, the expectation of 'Good Standing' aims to recognise and assist all students to take responsibility for their actions and to encourage each to improve his or her general performance.

All students begin each year with Good Standing. The outcome sought is for each student to maintain a consistent focus on their intended educational outcomes by responsibly carrying

through all the requirements to achieve success. It is intended that all students will at all times maintain “Good Standing”.

A student has demonstrated they a worthy member of the Kenmore State High School community by abiding by KSHS Student Code of Conduct and maintaining safe, secure and a well ordered environment.

Good Standing is maintained through: -

- Satisfactory behaviour by adhering to KSHS Student Code of Conduct
- Satisfactory attendance and punctuality: full-time attendance at all classes
- Satisfactory Academic Effort
- Meeting the requirements of the Student Dress Code and Mobile Device Guidelines
- Demonstration respectful relationships with all members of the school community

### **Attendance**

Absence is defined as any non-attendance for a class when the normal timetable is in operation. This includes explained absences, lateness to class, and non-explained absences. A genuine attempt needs to be made to catch up with work missed to the satisfaction of the classroom teacher for absences not to affect a student’s “Good Standing”.

A student sits below satisfactory and Good Standing may be withdrawn when:

- a student falls below 85% of daily school attendance, or
- attendance in a subject reaches more than 6 sessions absent per Term, with no attempt to catch up on work within a reasonable time frame.

### **Academic Effort**

Schooling at Kenmore High, our vision is for our young people to be influential locally and prepared to transform the world. We are committed to **personal excellence** and expect each person to strive for their best. Therefore, it is an expectation that students maintain to strive for academic success by engaging in learning environments in a manner that they work to the best of their ability.

***A student sits below satisfactory and Good Standing may be withdrawn when:***

- Three or more teachers report of unsatisfactory academic effort on Semester Reports
- Submission of assessment has not been achieved within required timelines

### **Behaviour**

Kenmore State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students are able to achieve excellent outcomes. The school provides an innovative and socially responsible environment maximising learning outcomes for young people in a safe, secure and well-ordered school to prepare them for a productive future of active citizenship and employment in a global society.

***A student sits below satisfactory and Good Standing may be withdrawn when:***

- A student’s behaviour is such that he or she is referred to a HOD or HOY at Phase 4 or 5 of our 6 Phases of behaviour support and intervention.
- A student is suspended from school

### **Dress Code**

Kenmore State High School is a uniform school because the Parents’ and Citizens’ Association, representing the parents of this school, has decided at the outset to support the wearing of a school uniform. The dress code has been developed in consultation with parents, students and staff. Parents are required by the legislation to ensure that correct school uniform is worn to school by their student. A gender-neutral option is available for



students as per current Dress Code Policy.

Wearing the uniform is our expectation, and we urge all parents to support the accepted standard of dress by ensuring that their students wear the correct and appropriate Kenmore State High School uniform.

***A student sits below satisfactory and Good Standing may be withdrawn when:***

- A student is persistently not adhering to the accepted standard of dress

**Consequences of loss of Good Standing**

When a student loses Good Standing, the student will lose the privilege of being invited to any special events and Extra-curricular activities.

Extra-curricular activities are learning experiences that enhance learning, but these activities are voluntary and are not required for the completion of a course.

Privileges lost will include, but are not limited to the following activities:

- Social Events (e.g. School formal, school disco's, year group socials)
- Club excursions (e.g. debating excursions, chess tournaments)
- School representation in sporting or other teams.
- Tours (Intrastate, Interstate, and International) (e.g. Service, Volleyball, Maths, Languages, Music, Camps)
- Rewards days and special presentation evenings
- Other activities (e.g. Valedictory, non-compulsory subject-based events)

**Reinstatement of Good Standing**

<b>Attendance</b>	<ul style="list-style-type: none"><li>▪ All absences are satisfactorily explained by a parent/carer</li><li>▪ Student has regular and consistent attendance for 4 weeks following loss of Good Standing</li><li>▪ Student attends school and classes on time for 4 weeks following the loss of Good Standing</li></ul>
<b>Academic Effort</b>	<ul style="list-style-type: none"><li>▪ Student academic effort is monitored for 4 weeks and there is evidence of increased effort</li><li>▪ Homework and assignments are completed within set timelines and results reflect student's efforts</li></ul>
<b>Behaviour</b>	<ul style="list-style-type: none"><li>▪ Students behaviour remains within phases 1-3 of our 6 phases of behaviour support and intervention for a period of 4 weeks.</li></ul>
<b>Dress Code</b>	<ul style="list-style-type: none"><li>▪ Student adheres to School Dress code for 4 weeks</li></ul>

**Notification**

Students and Parent/Carers will be notified of Loss of Good Standing by letter or email.

An updated list of students who have lost Good Standing will be updated and made available to staff regularly. Staff should consult this list to determine which students may not be permitted to attend extra-curricular activities and school excursions not linked to the curriculum.

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

# Legislation and Delegations

## Legislation

In this section of the Kenmore State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

## Delegations

Under the Education (General Provisions) Act 2006, State School Principals are responsible for “controlling and regulating student discipline in the school”.

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)