



Education for Life

Student CODE OF CONDUCT

2025-2028

Every student succeeding

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

Queensland Department of Education

Contents

Principal’s Foreword	3
Positive Culture for Learning Expectations	4
Values in Action for our High Expectations.....	5
Whole School Approach to Discipline	6
Consideration of Individual Circumstances	6
Universal Tier 1: Differentiated and Explicit Teaching.....	7
Targeted Level 2: Focused Teaching	7
Level 3: Intensive Teaching	7
Disciplinary Consequences.....	7
Minor and Major Behaviours	7
Behaviour Support & Intervention Matrix.....	7
School Disciplinary Absences	7
School Policies.....	7
Bullying Response Flowchart	7
Good Standing Policy	7
Restrictive Practices	7
Critical Incidents.....	34
Legislation and Delegations	7



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 State High School 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.

At Kenmore State High School, life skills and a real sense of belonging are built on a foundation of acceptance, giving students support to keep evolving, growing and achieving their goals, now and in the future. At Kenmore State High School, we:

- Develop life skills which students require for their future
- Be a place where everyone develops a real sense of belonging
- Foster the growth of each person to enable them to flourish at school (and in life).

Our school has a **shared vision – Education for Life -Your future matters**, that is underpinned by our three core values:

Our values are:

- **Respect** - We are committed to being considerate of those around us & demonstrating kindness, empathy and understanding of other's differences.
- **Belonging** - We promote an accepting and inclusive environment where everyone feels valued, comfortable and confident.
- **Growth** - We foster an environment where everyone is empowered to create their own path and goals, supported by opportunities to explore, evolve and achieve.

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.

Mr. Paul Robertson
Executive Principal



Positive Culture 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 engage with our Positive Culture for Learning (PCL) through these inter-related approaches - Restorative Practices, Trauma-Informed Positive Education Practice (TIPE). Everyone should meet the following expectations:

Respect

Belonging

Growth

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.

Values in Action for our High Expectations



School Value		We expect that members of our school community will demonstrate this value by:
Respect	<p>We are committed to being considerate of those around us & demonstrating kindness, empathy and understanding of other's differences:</p> <ul style="list-style-type: none"> ▪ Respect so that the learning can take place. ▪ Respect the right for everyone to grow. ▪ Respect for peers, staff and our community. ▪ Respect by treating each other fairly and with compassion. 	<ul style="list-style-type: none"> ▪ Using kind words and showing kind actions ▪ Contributing to a positive environment ▪ Upholding rules, procedures and practices ▪ Wearing our uniform correctly and with pride ▪ Be polite, considerate and well-mannered ▪ Care for our surroundings and facilities
Belonging	<p>We promote an accepting and inclusive environment where everyone feels valued, comfortable and confident.</p> <ul style="list-style-type: none"> ▪ Belong in their class/es, cohort and school community 	<p>We will demonstrate this by:</p> <ul style="list-style-type: none"> ▪ Accepting and embracing differences in others ▪ Valuing (and feeling valued by) those around us ▪ Establishing friendships ▪ Having trusting relationships with staff ▪ Maintaining connections and purpose ▪ Feeling confident and positive
Growth	<p>We foster an environment where everyone is empowered to create their own path and goals, supported by opportunities to explore, evolve and achieve.</p> <ul style="list-style-type: none"> ▪ Personal Growth ▪ Academic Growth ▪ Future Growth 	<ul style="list-style-type: none"> ▪ Establishing and working towards achieving goals ▪ Developing my knowledge and skills each day ▪ Giving back to my community and paying it forward ▪ Attend school regularly, on time, ready to learn and actively engage in school ▪ Be in the right place at the right time ▪ Committing to improve my work by working hard and having a positive mindset



Whole School Approach to Discipline



Kenmore State High School uses the philosophies that underpin Positive Culture for Learning (PCL) 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.

PCL 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 PCL framework with parents and students and gain their support to implement a consistent approach to teaching behaviour, wellbeing and engagement. The language and expectations of PCL 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 PCL are encouraged to speak with the school.

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

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

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



Universal Tier 1: Differentiated and Explicit Teaching

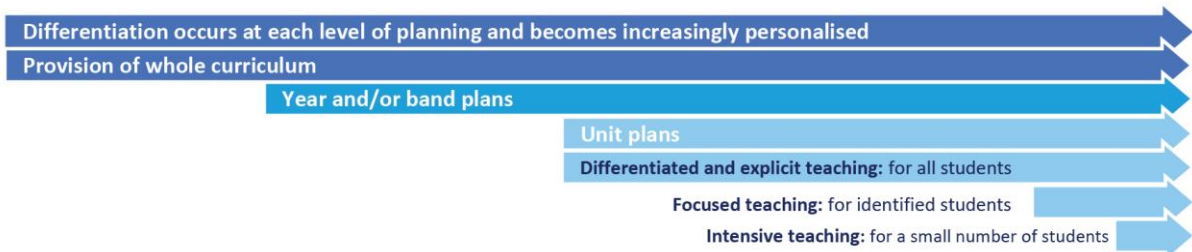


Kenmore State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practice these behaviours.

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

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 PCL framework, Level 1 is differentiated and explicit teaching for all students, Level 2 is focussed teaching for identified students and Level 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 “Values in Action for Our High Expectations” table as a basis for developing behaviour standards.

Using this table, the classroom teachers with the CARE teachers and 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 table is displayed on the school website and relevant sections of table are on display in every classroom and around the school. The table is used as the basis of teaching expectations throughout the year during CARE classes and revisited regularly to address any new or emerging issues.

Merit Points - Reinforcing Expected School Behaviour

At Kenmore State High School, students and staff work together to uphold the agreed values and behavioural expectations of the school – Respect, Belonging and Growth. These values 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 three school values. Points earned by students will progress them towards a levelled 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. This develops a sense of belonging, camaraderie, teamwork and cooperation.

Once a student earns a certain number of merit points, Heads of Year (HOY) will celebrate this through awarding a certificate. These are awarded at assemblies or through CARE. To reach stage 1 they need 10 points, stage 2 they need 25 points and stage 3 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 celebration. Individual students as well as specific classes and cohorts may be 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 Level 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 practice skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Kenmore State High School to provide focused teaching. Focused teaching is aligned to the "Values in Action for Our High Expectations" table, 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 evidence-informed programs to address specific skill development for some students. For more information about these programs, please contact our Student Support Services Team or visit our [website](#).

Level 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 practiced. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practice expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with 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 a Head of Department, the Head of Year or school administration team immediately for determination of a disciplinary consequence.

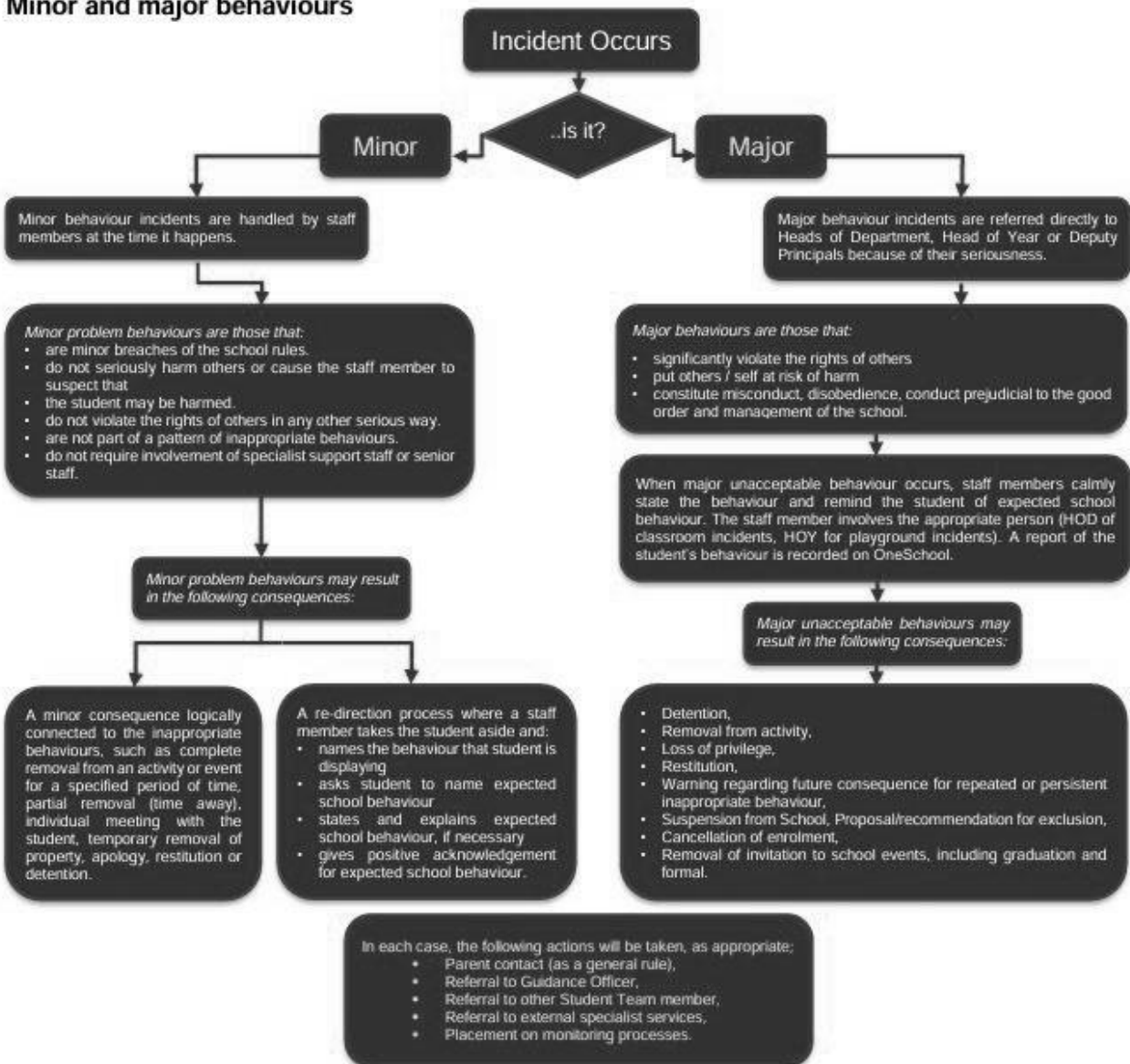
For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal 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 Levels** 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.

Minor and Major Behaviours



Minor and major behaviours



Behaviour Support & Intervention Matrix



Behaviour Type	Positive & Expected Behaviour	Minor Behaviour		Major Behaviours 1	Major Behaviours 2
	Teacher Managed	Teacher Managed	Teacher Managed	HOD Managed (classroom) HOY Managed (CARE, Assembly, Playground)	HOY & DP/AP Managed
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Definition	<ul style="list-style-type: none"> Students demonstrate the Values in Action: Respect, Belonging and Growth Teachers use Dimensions of Supportive Environments (4D) and the school's pedagogical approach to teaching and learning 	<ul style="list-style-type: none"> Low -level minor behaviours & breaches of school rules Do not seriously harm others Do not violate the rights of others in any other serious way Are not a pattern of problem behaviours Do not require involvement of specialist/support staff/ administration 	<ul style="list-style-type: none"> Repeated minor breaches of the school rules Requires parent /guardian contact May require the involvement of specialist support staff, Coaches /4D Facilitators/4D observers/HOD 	<ul style="list-style-type: none"> Persistent pattern of <u>unresolved minor problem</u> behaviours Violates the rights of others May require the Involvement of specialist / support staff (Guidance Officers)/Coaches/4D Facilitators/4D observers/ TALS 	<ul style="list-style-type: none"> Continued pattern of unresolved <u>Major 1</u> problem behaviours Behaviour that significantly violates the rights of others Behaviours that put others/self at risk of harm Requires the involvement of specialist /support staff/external agencies
					Phase 6
					<ul style="list-style-type: none"> Persistent pattern of unresolved Major 1 Behaviour FOLLOWING Phase 5 Intervention Behaviour that results in a long suspension 11-20 days/exclusion

BEHAVIOUR	DEFINITION	MINOR	MAJOR 1	MAJOR 2
		PHASE 2 & 3	PHASE 4	PHASE 5 & 6
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Contact with parents/carers Natural Consequence Restorative Practices – Affective statements, Stored responses, RP Chat Individual Conferencing Removal of Privileges Buddy Class Timeout outside Classroom Lunch Detention Redirection Reteaching of behaviour expectations Reminder of school expectations Adjustment to seating plan Warning	Contact with parents/carers Natural Consequence Restorative Practices Chat Restorative Practices Agreement Referral for non-submission of assessment Individual Conferencing Removal of Privileges Buddy Class Lunch Detention Faculty Detention Admin Detention Friday Detention Other (such as): <ul style="list-style-type: none"> Non-participation in activity (includes extra-curricular activities) Withdrawal from class/activity Targeted support / intervention including Behaviour Support Plan and/or Behaviour Card Parental meeting 	<ul style="list-style-type: none"> Friday Detention Admin Detention Restorative Practices Agreement Non-participation in activity (includes non-curricular activities) Withdrawal from class/activity Targeted support / intervention Parent/Stakeholder meeting Suspension Discipline Improvement Plan Recommendation to exclude
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, use of AI, examination misconduct, plagiarism.			
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.			
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.			
Defiance	Student refuses to follow directions given by school staff.			
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.			

BEHAVIOUR	DEFINITION	MINOR	MAJOR 1	MAJOR 2
		PHASE 2 & 3	PHASE 4	PHASE 5 & 6
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Contact with parents/carers Natural Consequence Restorative Practices – Affective statements, Stored responses, RP Chat Individual Conferencing Removal of Privileges Buddy Class Timeout outside Classroom Lunch Detention Redirection Reteaching of behaviour expectations Reminder of school expectations Adjustment to seating plan Warning	Contact with parents/carers Natural Consequence Restorative Practices Chat Restorative Practices Agreement Referral for non-submission of assessment Individual Conferencing Removal of Privileges Buddy Class Lunch Detention Faculty Detention Admin Detention Friday Detention Other (such as): <ul style="list-style-type: none"> • Non-participation in activity (includes extra-curricular activities) • Withdrawal from class/activity • Targeted support / intervention including Behaviour Support Plan and/or Behaviour Card • Parental meeting 	<ul style="list-style-type: none"> ▪ Friday Detention ▪ Admin Detention ▪ Restorative Practices Agreement ▪ Non-participation in activity (includes non-curricular activities) ▪ Withdrawal from class/activity ▪ Targeted support / intervention ▪ Parent/Stakeholder meeting ▪ Suspension ▪ Discipline Improvement Plan ▪ Recommendation to exclude
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.			
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.			
Fighting	Student is involved in mutual participation in an incident involving physical violence.			
Harassment/discrimination	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex, race; religion; disability; physical features or other identity characteristics.			

BEHAVIOUR	DEFINITION	MINOR	MAJOR 1	MAJOR 2
		PHASE 2 & 3	PHASE 4	PHASE 5 & 6
Other – charge- related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	Contact with parents/carers Natural Consequence Restorative Practices – Affective statements, Stored responses, RP Chat Individual Conferencing	Contact with parents/carers Natural Consequence Restorative Practices Chat Restorative Practices Agreement Referral for non-submission of assessment Individual Conferencing Removal of Privileges Buddy Class	<ul style="list-style-type: none"> ▪ Friday Detention ▪ Admin Detention ▪ Restorative Practices Agreement ▪ Non-participation in activity (includes non-curricular activities) ▪ Withdrawal from class/activity ▪ Targeted support / intervention ▪ Parent/Stakeholder meeting ▪ Suspension ▪ Discipline Improvement Plan ▪ Recommendation to exclude
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Removal of Privileges Buddy Class Timeout outside Classroom Lunch Detention Redirection Reteaching of behaviour expectations Reminder of school expectations Adjustment to seating plan Warning	Lunch Detention Faculty Detention Admin Detention Friday Detention Other (such as): <ul style="list-style-type: none"> • Non-participation in activity (includes extra-curricular activities) • Withdrawal from class/activity • Targeted support / intervention including Behaviour Support Plan and/or Behaviour Card • Parental meeting 	
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.			
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.			
Refusal to participate in the educational program of school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.			
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.			
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.			

BEHAVIOUR	DEFINITION	MINOR	MAJOR 1	MAJOR 2
		PHASE 2 & 3	PHASE 4	PHASE 5 & 6
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Contact with parents/carers Natural Consequence Restorative Practices – Affective statements, Stored responses, RP Chat Individual Conferencing Removal of Privileges Buddy Class Timeout outside Classroom Lunch Detention Redirection Reteaching of behaviour expectations Reminder of school expectations Adjustment to seating plan Warning	Contact with parents/carers Natural Consequence Restorative Practices Chat Restorative Practices Agreement Referral for non-submission of assessment Individual Conferencing Removal of Privileges Buddy Class Lunch Detention Faculty Detention Admin Detention Friday Detention Other (such as): <ul style="list-style-type: none"> • Non-participation in activity (includes extra-curricular activities) • Withdrawal from class/activity • Targeted support / intervention including Behaviour Support Plan and/or Behaviour Card • Parental meeting 	<ul style="list-style-type: none"> ▪ Friday Detention ▪ Admin Detention ▪ Restorative Practices Agreement ▪ Non-participation in activity (includes non-curricular activities) ▪ Withdrawal from class/activity ▪ Targeted support / intervention ▪ Parent/Stakeholder meeting ▪ Suspension ▪ Discipline Improvement Plan Recommendation to exclude
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.			
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).			
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).			
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).			
Use/possession of weapons	Student is in possession of knives and/or guns (real or look alike), or other objects readily capable of causing bodily harm.			

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.

Arrangements

The details of the re-entry meeting will be communicated on the Suspension paperwork. 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/s.

Structure

The structure of the re-entry meeting should follow a set agenda. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing or assessment
- Formal Re-entry Agreement, including Support & Intervention Plan / Restorative Practise
- Thank student and parent/s for attending

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, 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:

Contained within this document:	Available on School Website (ctrl + click to follow link)
<ul style="list-style-type: none">• Temporary removal of student property• Use of mobile phones and other devices by students• Preventing and responding to bullying• Appropriate use of social media• Good Standing	<ul style="list-style-type: none">• Uniform Policy (PDF, 765KB)• Learning policy (PDF, 1.4MB)• 1:1 Student ICT Charter https://kenmoreshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Enrolment/parent-information-handbook.pdf

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 (e.g. guns, knives*, throwing stars, brass knuckles, chains etc.)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, ropes etc.)
- drugs** (including tobacco and vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, matches, sparklers etc.)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters etc.)

- poisons (e.g. weed killer, insecticides etc.)
- 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. 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).*

Use of mobile phones and other devices by students (Mandated)

“Away for the Day”

The Queensland government require all Queensland state school students to keep mobile phones switched off and ‘away for the day’ at school, and while attending school activities, such as representative school sport, excursions, and camps.

For the purpose of this policy, mobile phones and wearable devices include mobile phones, smartwatches, handheld devices, and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

This Student Code of Conduct Addendum should be read in conjunction with the [Student Code of Conduct](#) and the Kenmore SHS [1-to-1 Student Charter](#).

Purpose

Queensland state schools are committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students. ‘Away for the day’ aims to help:

- reduce distractions in the classroom
- increase face-to-face interactions between students
- promote student health and wellbeing
- reduce the potential for student exposure to negative impacts of the digital world, such as cyberbullying.

Student use of mobile phones and wearable devices at Kenmore State High School

From Term 1 2024, all state school students must keep their mobile phones switched off and ‘away for the day’ while at school. Notifications on wearable devices, such as smartwatches, must be switched to “aeroplane mode” so that phone calls, messages and other notifications cannot be sent or received.

At Kenmore State High School ‘away for the day’ commences as students enter school and continues until they leave.

‘Away for the day’ does not apply to personal or school-owned devices that are approved for educational use as part of the school’s 1-to-1 Technology Program.

Students may only use their mobile phone or have wearable device notifications enabled at school if they have an approved exemption for medical, disability and/or wellbeing reasons.

Students participating in activities, such as off-site Vocational Education and Training or work placements, must follow the expectations of the organisation in charge regarding the use of mobile devices.

Students may use their mobile phone and/or wearable technology after 3:00pm if waiting onsite between the Activities Centre and Mabb Street for a bus or parent transport.

Bringing mobile phones and wearable devices to school

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school
- contact parents, friends, and part-time employers outside of the school day.
- They must be switched off and “away for the day” in the student’s school bag.
- Wearable devices such as smart watches can be worn, however notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received.
- If a student chooses to bring a mobile phone or wearable device to school, they are responsible for its security and care. The school accepts no responsibility for items that are lost, stolen or damaged whilst on school premises or off campus activities.

Storage of mobile phones

Our school approach to mobile phone storage management includes:

- switched off in the student’s school bag
- if confiscated, stored in a secure location (locked cupboard in the school office).

Use of mobile phone / wearable devices to make school payments

Students are permitted to use mobile phones or wearable devices to make payments at school (E.g. tuckshop, uniform shop and office payments). Other payment options will also continue to be available for students (cash or card).

Exemptions

Individual student exemptions

An individual student exemption may be considered by the principal (or delegate) in extraordinary circumstances.

Students with an approved exemption from the principal (or delegate) must only use their mobile phone or wearable device for the intended, approved purpose.

Consideration of individual circumstances will be given to students who require temporary or ongoing exemptions when:

- the mobile phone or wearable device is needed by the student to monitor or manage a medical condition (in accordance with the Managing students’ health support needs at school procedure)
- the mobile phone or wearable device is an agreed reasonable adjustment for a student with disability or learning difficulties. E.g. the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) independent students, and students who are primary carers for a child or family member, or
- students in Years 11 and 12 are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology (augmentative communication device)

The principal (or delegate) will consider requests for exemption received from students or parents on a case-by-case basis.

Approved exemptions, including details of how and when a student may access their mobile phone or wearable device, will be documented in the student’s OneSchool Support Provisions tab, and communicated to school staff. Students will receive a pass that can be presented to staff if they are questioned while accessing a mobile phone or wearable device at school.

Requests for exemptions should be submitted by parents to phonefree@kenmoreshs.eq.edu.au.

Curriculum-based exemptions including excursions

Where an alternative is impractical, the principal (or delegate) may approve a curriculum-based exemption for students to use a mobile phone or wearable device.

Students participating in a class or on an excursion with an approved exemption from the principal (or delegate) must only use their mobile phone or wearable device for the intended, approved purpose. Outside of this, 'Away for the day' applies.

Approved curriculum-based exemptions for excursions will be documented on excursion permission forms, including details of when and how students may use a mobile phone or wearable technology for curriculum purposes. Teachers will remind students of expectations and advise students explicitly when mobile phones can be used and when they should be put away.

Communication between parents and students during the school day

- Parents/carers may consider emailing students at their school email address for non-urgent messages. Students may have considerable time away from accessing email however in a school day
- If a parent/carer needs to reach their child with a message during the school day, it can be done through the school office
- If a student needs to contact a parent/carer, a call may be facilitated through the school office or student services hub
- Should a student need to go home because of illness or any other reason during the school day the school will contact a parent/carer to coordinate arrangements
- In the case of a broad-scale event such as a weather event, text messages will be generated and sent to all parents/carers using the school's communication system Staff will assist in facilitating the safe collection of all students.

Supporting responsible behaviours around mobile phones and wearable devices

The Kenmore SHS Student Code of Conduct details staff responsibilities to support students to understand and meet behavioural expectations of the school, and guidance on the application, where required, of disciplinary consequences.

This Student Code of Conduct Addendum includes explanations of the expected use of mobile phones and wearable devices by students. This section details clear expectations for parents and students about what devices are allowed at school, how they are to be used, and the possible consequences for failing to meet the stated expectations.

In determining possible consequences, our approach will ensure that responses are proportionate and equitable and take into consideration the individual circumstances of each student.

Our approach may include but not be limited to:

Level 1: Preventative: all students

- Expectations established at start-of-year assemblies and Care class presentations
- Reminders at the beginning of lessons about expected behaviour re. mobile phones, smart watches, earphones
- Restate expectation and redirect the student to switch off and place the mobile phone away in the school bag
- Digital signage reminders in all classrooms

Level 2a: First Offence

- Check if student has exemption card
- Direct student to the office to hand in the device *
- Student will receive a paper receipt acknowledging item has been handed-in
- Office staff establish this to be first incident
- OneSchool entry is created by office staff
- Parent/carer is notified via text message
- Student may collect the mobile phone and/or wearable device at the end of the school day from a Deputy Principal
- Deputy Principal discussion with student to restate and reset expectations.

Level 2b: Second Offence

- Check if student has exemption card
- Direct student to the office to hand in the device *
- Student will receive a paper receipt acknowledging item has been handed-in
- Office staff establish this to be second incident
- OneSchool entry is created by office staff (noting second incident)
- Deputy Principal contacts parent/carer to advise of second incident
- Deputy Principal discussion with student and parent/carer to restate and reset expectations
- Offer of additional support (enrolment in eSmart program, referral to Guidance Officer, etc).

Level 3: Third offence

- Check if student has exemption card
- Direct student to the office to hand in the device *
- Student will receive a paper receipt acknowledging item has been handed-in
- Office staff establish this to be third incident
- Deputy Principal contacts parent/carer to advise of third incident and that student is to hand in their phone for the day for 5 consecutive days

* If a student refuses to hand in their device, this will be dealt with as *Defiance / Refusal to follow instructions* according to our Student Code of Conduct.

Level 4: Fourth offence

- Check if student has exemption card
- Direct student to the office to hand in the device *
- Student will receive a paper receipt acknowledging item has been handed-in
- Office staff establish this to be fourth incident or that student has failed to hand their phone in prior to school day starting
- Deputy Principal contacts parent/carer to advise of fourth incident and that student is to hand in their phone for the day for 5 consecutive days and that a Friday afternoon detention will be issued

* If a student refuses to hand in their device, this will be dealt with as *Defiance / Refusal to follow instructions* according to our Student Code of Conduct.

Level 5: Fifth offence

- Check if student has exemption card
- Direct student to the office to hand in the device *
- Student will receive a paper receipt acknowledging item has been handed-in
- Office staff establish this to be fifth incident or that student has failed to hand their phone in prior to school day starting or has failed to attend Friday afternoon detention

- Deputy Principal contacts parent/carer to advise of fifth incident and that failing any information being supplied to mitigate such, a suspension will be issued.

* If a student refuses to hand in their device, this will be dealt with as *Defiance / Refusal to follow instructions* according to our Student Code of Conduct.

Mobile phones and wearable devices that have been temporarily removed from the student will be stored and retained in accordance with the department's Temporary removal of student property by school staff procedure.

Use of devices other than mobile phones

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 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 devices other than mobile phones at school or during school activities, are outlined below.

It is **acceptable** for students at Kenmore State High School to:

- use devices other than mobile phones 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;

It is **unacceptable** for students at Kenmore State High School to:

- use a device in an unlawful manner;
- use a mobile phone in during school time
- 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 (including AI use) 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;

- 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 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, Care Class Captains & 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.

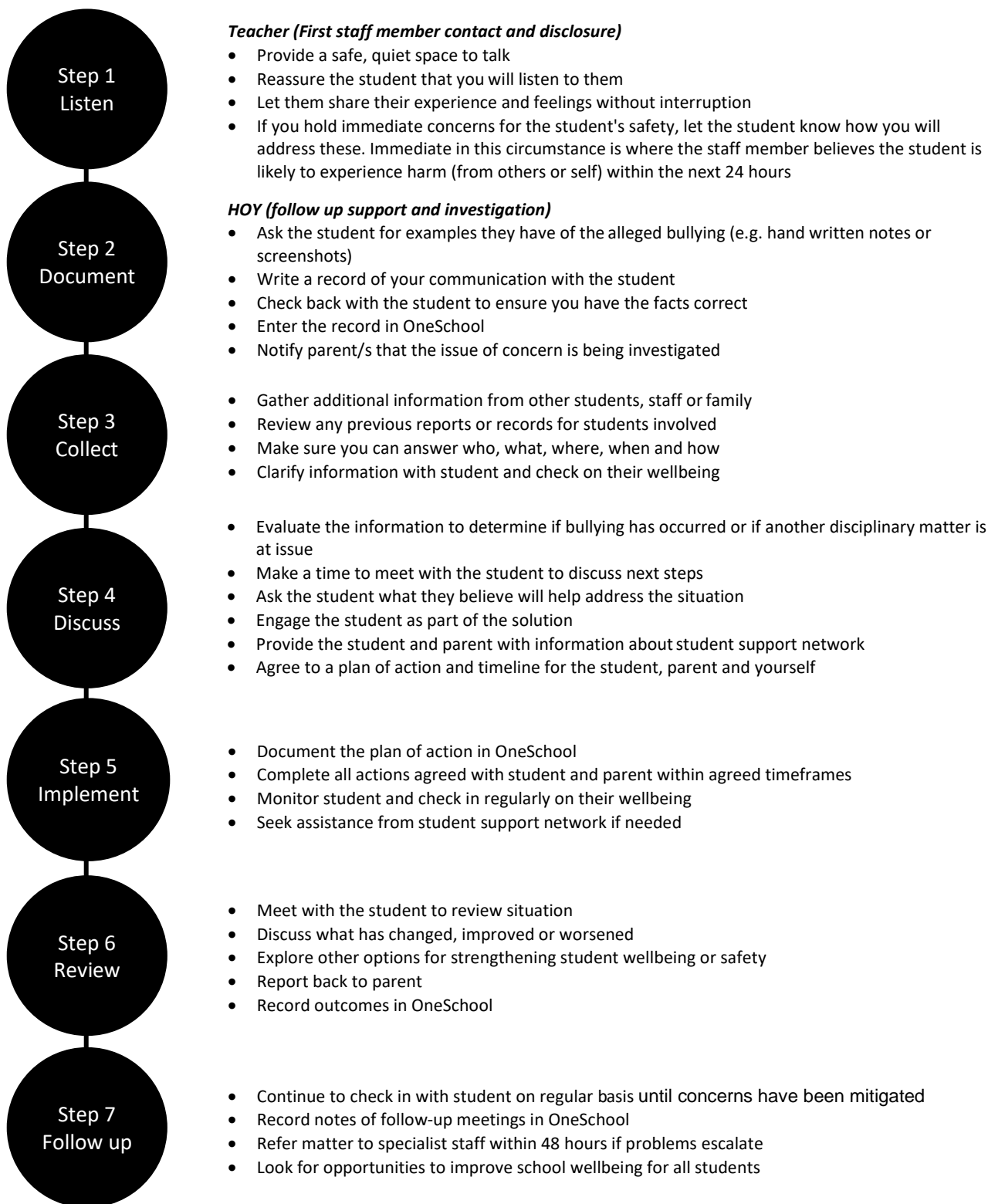
Bullying Response Flowchart



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:

Head of Year for the year level



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.

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](#).

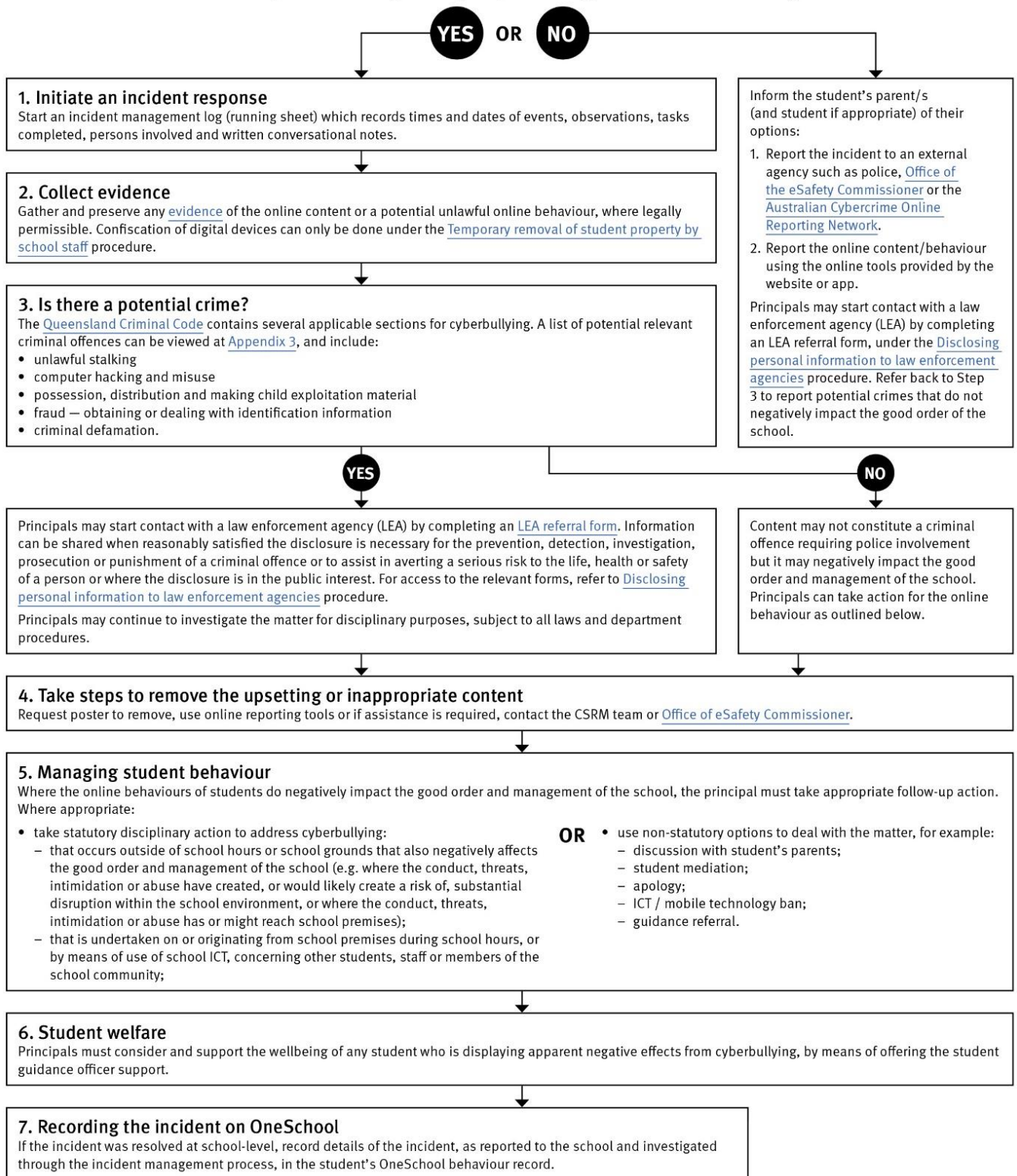
Explicit images

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.

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.

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.

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.
- Truancy

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

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

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.

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](#)