



Kimberley Park
State School

Student Code of Conduct

2021-2024

Every student succeeding

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

*Queensland Department of Education
State Schools Strategy 2019-2023*

Purpose

Kimberley Park State School committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. The Kimberley Park State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Contact Information

Postal address:	6-28 Floret Street SHAILER PARK. Logan Queensland 4128
Phone:	(07) 34515333
Email:	admin@kimberleyparkss.eq.edu.au
School website address:	www.kimberleyparkss.eq.edu.au
Contact Person:	Mr James Forrest (Principal)

Endorsement

Principal Name:	Mr James Forrest
Principal Signature:	
Date:	October 2020
P/C President Name:	Mrs Jayne Phillips
P/C President Signature:	
Date:	October 2020

Contents

<u>Principal's Forward</u>	Vision, Motto, Commitment & Expectations	Page 4
<u>Parents and Citizen's President Endorsement</u>	Mrs Jayne Phillips	Page 5
<u>School Captains Endorsement</u>	Luca Imelfort, Chloe Tangohau, Kate Whitman and Finn McBrearty	Page 6
<u>Data Overview</u>	✓ Our Learning	Page 7
	✓ Our Commitment to Improvement	Page 8
	✓ Our School	Page 10
<u>Consultation</u>	✓ Our Journey	Page 11
<u>Learning and Behaviour Statement</u>	✓ Learning Engagement Model	Page 13
<u>Whole School Approach to Discipline</u>	✓ Positive Behaviour for Learning (3 tiers)	Page 14
	✓ Be Safe, Be Respectful, Be a Learner Matrix	Page 16
	✓ Behaviour Continuum – Levels of Behaviour Support	Page 17
	✓ Essential Skills for Classroom Management	Page 18
	✓ Redirection Script for prevention, correction and supporting action	Page 18
	✓ Responsible Thinking Questions: referral to Buddy Class	Page 19
	✓ When the Adult Changes: Five Pillars of Pivotal Practice	Page 21
	✓ Zones of Regulation: social, emotional and sensory self-management	Page 22
	✓ Calmer Classrooms: Trauma-informed Practices	Page 23
	✓ The Script: Rule Reminder, Warnings, Timeout, Buddy Class and Office Referrals – including disciplinary absence decision making	Page 25
	✓ Behaviour Management Overviews: Expected rewards and consequences	Page 27-33
	✓ Differentiation and Tracking of Daily Behaviours inside and outside the classroom	Pages 34-35
	✓ Three School Rules: Be Safe	Page 36
	✓ Three School Rules: Be Respectful	Page 37
	✓ Three School Rules: Be a Learner	Page 38
<u>Legislative Delegations</u>	✓ Acts and Regulations listed (digital hyperlinks)	Page 39
<u>Disciplinary Consequences</u>	✓ Minor and Major Responses	Page 40
	✓ Be Safe- exhibited Minor and Major with Consequences and Interventions at each level	Page 41
	✓ Be Respectful – exhibited Minor and Major Consequences and Interventions at each level	Page 43
	✓ Be a Learner – exhibited Minor and Major Consequences and Interventions at each level	Page 45
<u>School Policies</u>	✓ School Disciplinary Absences (suspension & re-entry)	Page 47
	✓ Temporary removal of student property	Page 48
	✓ Use of mobile phones and other devices by students	Page 50
	✓ Preventing and responding to bullying	Page 53
	✓ Cyberbullying	Page 57
<u>Restrictive Practices</u>	✓ Response to immediate self-harm or physical harm	Page 61
<u>Critical Incident</u>	✓ Emergency or Crisis response	Page 62
<u>Related Procedures and Guidelines</u>	✓ Student protection, dress code and other policies found on school website listed (not included in doc)	Page 63
<u>Online Support Resources</u>	✓ Kids Helpline etc. (digital hyperlinks)	Page 64
<u>Conclusion</u>	✓ Complaints, Reviews, Resolutions policy	Page 65

Principal's Foreword

Our Vision

Every Child Successful - Ready for the Future

Kimberley Park State School is committed to providing every child with the best possible opportunity to reach their potential and be successful. In the process, we will build Australia's next generation of adaptable, creative and compassionate citizens who will be the decision makers of the future.

Our Motto

Strive For Success



LEVERAGING DIGITAL

**Contemporary Infrastructure
Capacity Building
Internet Safety
Research & Development**



LEARNING PARTNERSHIPS

**Engaged and Connected
Community
Entrepreneurial Practices
Pathways Partners
Global Partners
Research Partners**

Our Commitment

The Kimberley Park State School staff are committed to achieving our vision by:

- Relentlessly pursuing excellent outcomes in Literacy and Numeracy
- Working collaboratively as a team and with a high level of support and trust
- Constantly seeking improvement drawn from evidence-based research
- Regularly reflecting on our instructional practice and implementing high quality teaching consistently in every classroom
- Nurturing and caring for every child, regardless of difference, background, complexity and ability
- Utilising timely, relevant and reliable assessment data to inform their teaching
- Challenging traditional learning and innovating to provide high quality contemporary learning experience
- Growing a culture that celebrates success and achievement of milestones with a high level of accountability
- Making the most of every teachable moment and recognising that every minute counts

Our Expectations

These values are embedded in the culture of our School through the following expectations:

- Re Safe
- Be Respectful
- Be a Learner

P&C Statement of Support (Optional)

A statement of support from the P&C (or equivalent parent body) is included here to demonstrate the involvement, engagement and collaboration with the parent body in the development of the Student Code of Conduct.

School Captains/Leaders Statement

Kate Whitman	Finn McBrearty	Luca Imelfort	Chloe Tangohau
School Captain	School Captain	School Captain	School Captain
November 2020	November 2020	November 2020	November 2020
<p>In October of 2020, the four current school captains engaged with this new document to discuss the student perspective as part of the consultation process.</p> <p style="text-align: center;">We, the above signed captains of Kimberley Park State School endorse the Student Code of Conduct 2021 – 2024.</p>			

Data Overview

Our Learning




The Kimberley Park State School community is determined to improve outcomes for students:

		% At or above National Minimum Standard (NMS) — achievement									
		This school						Nation			QSS
		2008	2016	2017	2018	2019	2008–19	2008	2018	2019	2019
Year 3	R	90.8	97.7	92.8	95.6	97.5		92.1	95.6	95.9	94.9
	W*	91.6	98.4	97.3	98.8	96.7		95.4	94.4	96.3	95.3
	S	89.1	95.4	96.4	93.8	91.8		92.5	94.1	93.3	90.9
	GP	92.4	96.2	90.0	95.7	96.7		91.7	94.9	94.9	93.3
	N	94.1	93.8	95.5	98.7	96.6		95.0	95.8	95.5	93.9
Year 5	R	84.8	94.3	95.5	94.4	97.3		91.0	94.9	94.7	92.9
	W*	87.8	95.3	92.7	81.8	87.6		92.6	89.8	92.8	88.4
	S	91.7	91.6	93.6	98.2	94.7		91.7	94.4	94.0	92.3
	GP	87.9	98.1	88.2	93.6	93.8		91.9	94.4	92.4	89.4
	N	90.8	97.2	99.1	97.2	98.2		92.7	95.7	95.4	94.2

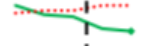



		% Upper Two Bands (U2B) — achievement									
		This school						Nation			QSS
		2008	2016	2017	2018	2019	2008–19	2008	2018	2019	2019
Year 3	R	30.3	35.7	35.1	53.1	58.7		39.5	53.2	52.8	48.8
	W*	27.7	41.1	37.3	38.5	36.4		44.6	41.9	50.9	44.8
	S	23.5	37.7	30.9	42.0	45.1		37.5	46.6	47.9	45.8
	GP	22.7	32.3	50.0	38.9	54.9		40.5	53.1	56.7	50.8
	N	23.5	25.4	29.1	41.4	30.3		33.5	39.2	39.6	32.8
Year 5	R	22.0	38.7	38.2	33.3	32.1		27.4	38.6	37.1	33.8
	W*	15.3	17.8	18.2	8.2	10.6		26.2	13.7	16.9	13.8
	S	17.4	29.0	22.7	20.2	24.8		25.8	34.5	33.9	30.8
	GP	19.7	50.5	26.4	36.7	34.5		33.3	35.5	34.2	35.8
	N	11.5	27.1	30.3	29.6	22.5		20.6	27.6	29.0	25.8
	R	13.8						24.6	26.9	29.4	22.8





















Our Commitment to Improvement

The Kimberley Park State School community is determined to improve outcomes for students:

 62 parents participated in the Parent/Caregiver Survey	Most positive items		Least positive items		Greatest positive and negative change from 2018			
	Survey Item	Agreement (%)	Survey Item	Agreement (%)	Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
	This school gives my child opportunities to do interesting things.	98.4	This school keeps me well informed.	83.9	I understand how computers and other technologies are used at this school to enhance my child's learning.	81.3	95.0	+13.8
	Teachers at this school are interested in my child's wellbeing.	98.4	This school takes parents' opinions seriously.	86.0	My child's English skills are being developed at this school.	97.0	88.7	-8.3
 107 students participated in the Student Survey	Most positive items		Least positive items		Greatest positive and negative change from 2018			
	Survey Item	Agreement (%)	Survey Item	Agreement (%)	Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
	I can access computers and other technologies at my school for learning.	100.0	I feel accepted by other students at my school.	73.0	I am encouraged to use computers and other technologies at my school for learning.	81.7	96.2	+14.4
	My teachers expect me to do my best.	100.0	Student behaviour is well managed at my school.	74.3	I feel accepted by other students at my school.	81.5	73.0	-8.5
 46 staff (including teaching staff) participated in the Staff Survey	Most positive items		Least positive items		Greatest positive and negative change from 2018			
	Survey Item	Agreement (%)	Survey Item	Agreement (%)	Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
	Students with a disability are well supported at my school.	100.0	I am confident that poor performance will be appropriately addressed in my school.	66.7	Information and communication equipment is well maintained at my school.	75.7	88.9	+13.2
	My school has an inclusive culture where diversity is valued and respected.	97.8	The wellbeing of employees is a priority for my school.	75.6	I would recommend my school as a good place to work.	95.8	80.0	-15.8

School Disciplinary Absences (SDAs)

Incident Type	Count of SDA Incidents					Rate per Term per 1000		
	School					School		State*
	2015	2016	2017	2018	2019	2015 - 2019	2019	
Short	73	56	52	32	27	20.4 	7.7	20.5
Long	0	0	0	0	0	0.0 	0.0	0.3
Excl #	0	0	2	0	0	0.0 	0.0	0.1
Cancel	0	0	0	0	0	0.0 	0.0	0.0

Parent	This School				
	% Agreement			Distribution	
Item Description	2017	2018	2019	2018	2019
S2035 This is a good school	97.9	92.4	93.5		
S2034 I would recommend this school to others	97.9	92.3	90.3		
S2016 My child is getting a good education at this school	97.9	92.4	93.5		
S2012 Student behaviour is well managed at this school	87.5	81.5	93.2		
S2021 Teachers at this school are interested in my child's wellbeing	93.6	90.9	98.4		
S2017 My child's (Literacy) English skills are being developed at this school	97.9	97.0	88.7		
S2018 My child's (Numeracy) Mathematics skills are being developed at this school	100.0	98.5	95.2		
S2006 Teachers at this school provide my child with useful feedback about his or her school work	89.1	89.2	91.8		
S2028 This school provides me with useful feedback about my child's progress	87.2	84.8	91.9		
Overall rating for all survey items	94.7	90.1	93.2		

Staff		This School				
		% Agreement			Distribution	
		2017	2018	2019	2018	2019
Teaching Staff	Item Description					
	S2122/S3241: I feel that students receive a good education at this/my school *	100.0	100.0	100.0		
	S2118/S3239: I feel confident engaging all of my students in learning at this/my school *	100.0	96.6	100.0		
All Staff	S2116/S3238: I feel confident using student assessment data to improve student achievement at this/my school *	100.0	100.0	100.0		
	S2108: This is a good school	100.0	100.0	88.9		
	S2107: I would recommend this school to others. S3231: I would recommend my school as a good place to work #:	100.0	95.8	80.0		
	S2074: Student behaviour is well managed at this school	87.9	78.9	80.4		
	S2072: Students are encouraged to do their best at this school	97.0	98.6	95.7		
	S2086: I have access to quality professional development.	93.9	94.2	88.9		
	S2084/S3222: I feel that staff morale is positive at this/my school *	87.9	87.0	75.6		
	Overall rating for "All Staff" survey items :	92.1	93.0	89.2		

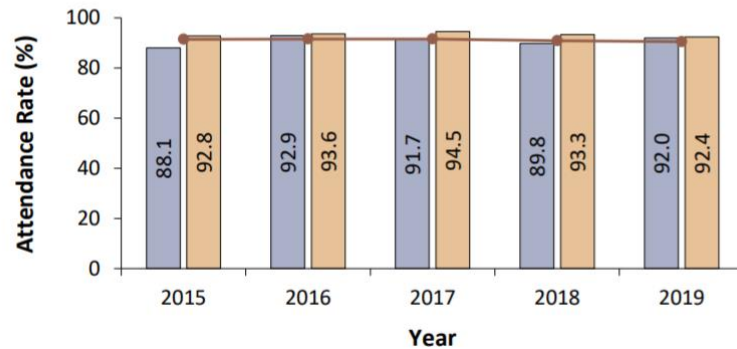
Student		This School				
		% Agreement			Distribution	
		2017	2018	2019	2018	2019
Item Description						
S2068 This is a good school		98.4	91.7	93.0		
S2067 I would recommend my school to others		97.6	91.1	89.2		
S2048 I am getting a good education at my school		97.6	96.8	96.1		
S2044 Student behaviour is well managed at my school		91.4	81.0	74.3		
S2063 My teachers care about me		93.0	92.7	88.9		
S2049 My English skills are being developed at my school		93.8	96.8	92.4		
S2050 My Maths skills are being developed at my school		96.9	95.2	95.1		
S2040 My teachers provide me with useful feedback about my school work		93.7	93.7	86.7		
S2059 My teachers encourage me to do my best		97.6	94.4	94.2		
Overall rating for all survey items		95.4	91.3	91.2		

Our School

The Kimberley Park State School community is determined to improve outcomes for students:

Student Attendance Rate Semester 1

Indigenous & non-Indigenous Students

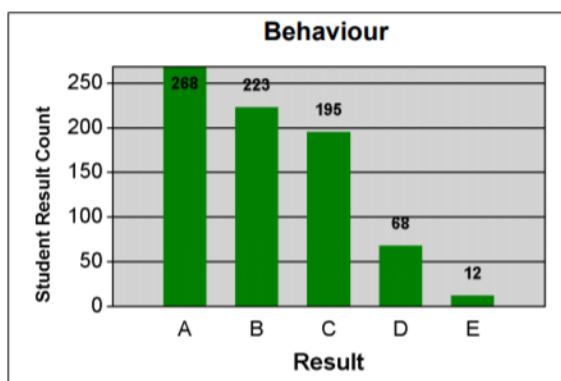


Class Sizes

Proportion of classes achieving class size targets (%)						
Year Levels	Year	Avg Class Size		Under On Over Target (%)		
		School	State	Under	On	Over
Prep to Year 3	2019	23.1	22.2	58	25	17
	2018	23.4	22.2	77	23	0
	2017	23.8	22.2	79	14	7
	2016	23.9	22.4	71	21	8
Year 4 to Year 6	2019	34.0	25.1	50	10	40
	2018	26.5	24.9	71	29	0
	2017	27.0	25.0	100	0	0
	2016	27.2	25.1	20	80	0

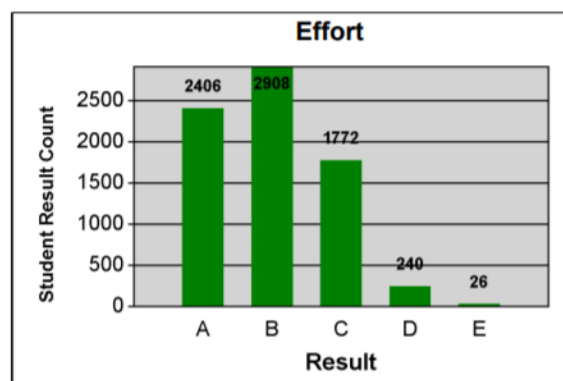
Behaviour Breakdown

Rating	A	B	C	D	E
Percentage	35%	29.1%	25.5%	8.9%	1.6%



Effort Breakdown

Rating	A	B	C	D	E
Percentage	32.7%	39.6%	24.1%	3.3%	0.4%



Our Journey

The Kimberley Park State School community is determined to empower teachers and learners:

2014 – 2016 SWPBS (Kimberley Park State School Positive Behaviour Plan)

2017 – 2018 QUAD As (Attendance, Attitude, Acceptance and Achievement)

2019 QUAD As review & decommission (Kimberley Park SS Positive Behaviour for Learning & PLCs Action Research Project)

2020 PBL (PBL – Three School Rules & Action Research Implementation)

During the last four years, Kimberley Park State School has investigated, implemented, embedded, reviewed, decommissioned and adapted its Behaviour Support Plan through PLC Model.

In 2016, a PLC for Learning Engagement was established. Staff members and students were engaged in identifying school needs and values. As the school did not formally contract with Regional Support with SWPBS, it was a watered-down version in place at KPSS, littered with inconsistency and confusion for adults and teachers alike.

In consultation with the entire school community, QUAD As were established. Based on the research of Anthony Badura, it sought to use the learnings from student self-efficacy and Bourbon and Ford's Responsible Thinking Focus, to empower students to identify and set goals for their social emotional and citizenship development. Coupled with SMART Goals, students and teachers developed the Three School Rules into a Matrix of Standards. Students were explicitly taught the standards and expectations. Students measured themselves against the standards and levelled up or down, as required.

In the 2018 Curriculum Audit, QUAD As were noted as being fully embedded and pervasive across the entire school campus and community. Reviewers noted that it was very clear and demonstrative in its intent and action.

In 2019, QUAD As were reviewed, and the Administration made the decision to wind back the QUAD A processes of Upgrades and Downgrades. Staff were still using the Standards Matrixes and Three School Rules, which, in concert with the New Pedagogies for Deep Learning "Six C's" – Global Competencies was overwhelming in its complexity and management. In hindsight, these programmes seemed to overlap and confuse new and established staff. The "Good to be Green" motto was lost as staff and students began to use it a punitive consequence, opposed to the intention of goal setting and intrinsic reward.

Throughout 2019, Staff embarked on a year of Action Research. Whereby Professional Learning Communities (PLCs) were established to investigate various Brain Science, High Impact Social Skill programmes, including reliable and sustainable practices that other Education Queensland sites.

The culmination of the Action Research PLCs presented their findings and the Kimberley Park State School Behaviour Philosophy was framed as our Learning Engagement Model (LEM), and a combination of Five Strategies, based on the 'best practice' research in 2019...

"Learning Engagement Model"

- 1) Education Queensland's Positive Behaviour for Learning (PBL)
- 2) Paul Dix's When the Adults Change, Everything Changes
- 3) Leah Kuyper's Zones of Regulation

- 4) Education Queensland's Calmer Classrooms: Trauma-informed Practice
- 5) Mike Mattos and Austin Buffin's Response to Intervention (RTI)

At the end of 2019, the decision was made to align with PBL (although still not part of the Regional Network). The QUAD A branding was removed, all artefacts were retrieved and the Three School Rules remained pervasive across the campus. Teachers and cohorts use various aspects of all five strategies across the school year, and in various contexts.

No further review has been undertaken in 2020, other than to collate all data into this document for the transfer of Positive Behaviour Plan 2017-2020 becomes obsolete and the School Student Code of Conduct 2021-2024 is endorsed.

Learning and Behaviour Statement

Kimberley Park State School implements the following proactive and preventative processes and strategies that are underpinned by a philosophy that behaviour is learned; to support student behaviour:

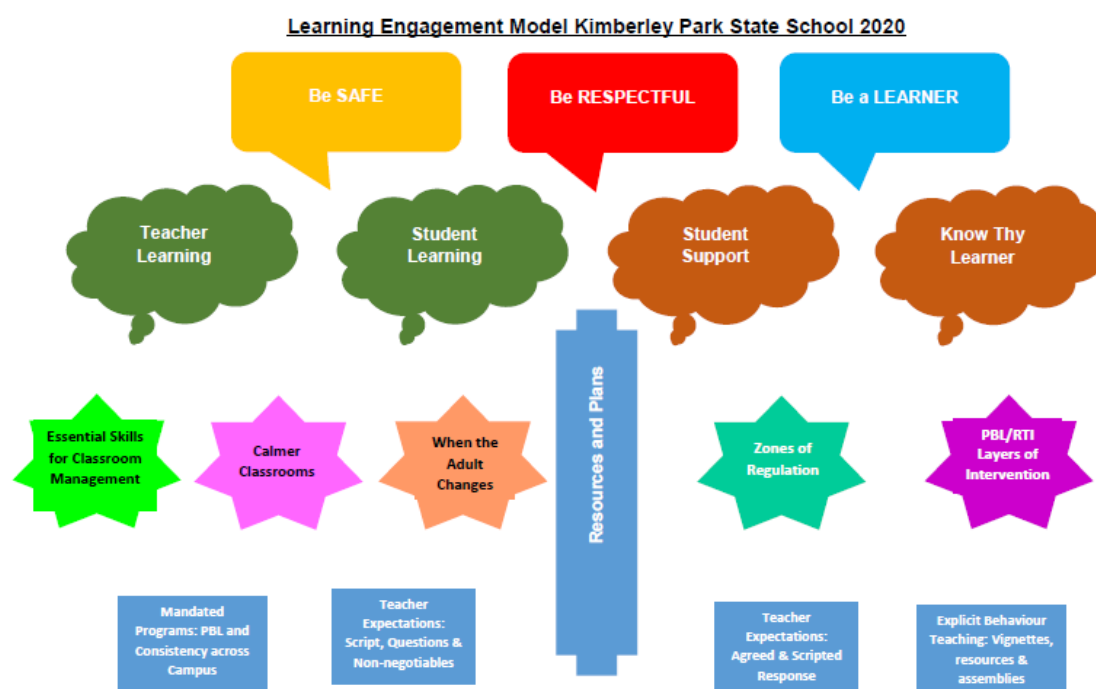
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Kimberley Park State School Responsible Behaviour Plan for Students, delivered to new students as well as new and relief staff
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Reinforcing expected school behaviour

Kimberley Park State School Behaviour Philosophy is framed as our Learning Engagement Model, a combination of Four Strategies, based on research in 2019...

"Learning Engagement Model"

- 6) Education Queensland's Positive Behaviour for Learning (PBL)
- 7) Paul Dix's When the Adults Change, Everything Changes
- 8) Leah Kuyper's Zones of Regulation
- 9) Education Queensland's Calmer Classrooms: Trauma-informed Practice
- 10) Mike Mattos and Austin Buffin's Response to Intervention (RTI)



Whole School Approach to Discipline

Strategy One: Positive Behaviour for Learning

Kimberley Park State School incorporates the Education Queensland's Positive Behaviour for Learning Program and action research to deliver behaviour policy and practice that is simple, highly effective in explicit teaching of expectations and response to redirection.

What is PBL?

Positive Behaviour for Learning (PBL), previously known in state schools as School-wide Positive Behaviour Support (SWPBS) is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base. At Kimberley Park State School, we understand disruption interferes with classroom learning and it is a cause of stress for not only students and their families, but teachers as well. At Kimberley Park State School, we want to ensure all students are able to learn in a safe and supportive environment. We know that in order to redirect inappropriate behaviour we need to teach acceptable and appropriate ways to behave. This is taught through explicit social skills of expected behaviours, behaviour regulation strategies and being consistent across the school with our expectations; working with student to help them learn and apply social and behaviour skills.

By implementing PBL with consistency across the school, we are able to:

- improve academic and social outcomes for students
- develop positive and safe school cultures
- have significant reductions in school behaviour referral rates and school violence

PBL is based on a **three-tiered approach**...

- **Universal Tier 1** is the primary/universal prevention level. 80% of Kimberley Park State School students will meet behavioural expectations by using interventions such as an engaging environment, effective instruction and classroom practices, and explicit teaching of expected behaviours.
- **Supportive Tier 2** secondary response level, 15% of Kimberley Park State school students will require some intervention with academic, social and behavioural support. This can be in the form of social skills, check in/check out (CICO), academic adjustments and simple functional assessments.
- **Intensive Supportive Tier 3** tertiary response level affects approximately 5% of students whom require specialised individualised behavioural support to meet behaviour expectations. Interventions such as specialist/inter-agency support, comprehensive Functional Behaviour Assessment (FBA) to inform behaviour planning – Individual Management Plan (IMP), as well as major academic restructuring may be put in place to promote positive behaviour.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At **Kimberley Park State School**, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

TIER 1 (Universal for ALL):

Like reading, writing and maths, behaviour is a learned skill – it is not innate, it must be taught.

- KP has three school rules: **Be Safe, Be Respectful, Be a Learner**
- Our expected behaviours, in all contexts, are governed under these school rules and in all contexts e.g. on the oval, at **Buddy Class**, in the classroom, during eating break, and off-campus activities.
- These rules need to be so clear and articulated so well that everyone in our school community can name them.
- Learning Engagement PLC (Professional Learning Community) – Representatives from each sector – meet regularly to review and respond to school data of student behaviour.
- Explicitly teaching students **HOW** to behave in different contexts
 - e.g. *How to line up; How to exit the room; and How to wait for help*
- **Be Safe, Be Respectful and Be a Learner** School Rules are highlighted at Cohort Parades, Virtual Assemblies and Whole School Assemblies, and communicated in Classrooms, Newsletters, Facebook posts etc.
- Staff will respond to Minor and Major Behaviours using knowledge and teachings using:
 - *Essential Skills for Classroom Management Strategies, with calm, predictable and consistent response to behaviour;*
 - *Zones of Regulation framework and language response strategies; scripted responses for consistency*
- Transition activities are inserted into Routines and Practices to switch from play and be ready to tune into learning (Zones of Regulation – getting ourselves into the Green zone); resources are available in every classroom.



MATRIX of what rules look like in different contexts is published and is on display in EVERY learning space.

School wide Behaviour Expectations Matrix

Kimberley Park State School								
Be Safe								
All Settings	Inside Classrooms	Walkways	Eating Areas	Toilets	Playground	Assembly	Before and After School	Off Campus Activities
<ul style="list-style-type: none"> Use the High 5 to work out problems with others Report bullying/teasing and do not tolerate it Accept defeat and victory graciously Report any problems Ask permission to leave Make safe choices Keep hands and feet to yourself Demonstrates self-control Follow directions Cooperate with others Be inclusive Wear uniform as designed Advise office staff of relevant medical needs Use ICTs appropriately 	<ul style="list-style-type: none"> Enter & exit rooms calmly Maintain personal space Walk Use equipment responsibly Sit correctly on chairs 	<ul style="list-style-type: none"> Stay calm in lines Stay to the left on stairs Walk Line up in designated areas Bags packed away or on hooks Keep doorways (latched back) and steps clear Play suitable games Stay off verandahs during play breaks 	<ul style="list-style-type: none"> Wash hands before eating Place rubbish in right bin Sit down while eating Clear up your area Make healthy food choices If you are eating, sit in Tuckshop Area or in the Covered Play Area during playbreaks Food purchased in the Tuckshop MUST be eaten in the Tuckshop 	<ul style="list-style-type: none"> Flush toilet Wash hands with soap and water Put rubbish in bins One person per cubicle Use toilet area properly Park properly and aim well 	<ul style="list-style-type: none"> Use equipment for intended purpose Play in supervised areas Play school approved games only Wear hats for outside play Remain under cover if you have no hat Follow the directions of staff members on playground duty Wait for supervisor before using equipment Leave playground when directed Make safe choices near levels, tiers and retaining walls 	<ul style="list-style-type: none"> Sit quietly in designated row or chair Follow student leader directions Follow teacher directions Enter and exit the hall in a calm manner Respond to call to attention immediately 	<ul style="list-style-type: none"> Be in the correct area Sit, read, use tech, or quietly chat with peers Share tech at own risk Listen to the duty teacher Walk to class and be on time for roll marking Walk to gates or drive-through line Watch for traffic Use crossing Remain on the footpath Walk bikes to school gate 	<ul style="list-style-type: none"> Be sun smart Be on time Stay with adult supervisors Remain seated in bus/car Wear seat belt if provided Wear full school uniform as designed (if required) Wear appropriate clothing Follow all instructions

School wide Behaviour Expectations Matrix

Kimberley Park State School								
Be Respectful								
All Settings	Inside Classrooms	Walkways	Eating Areas	Toilets	Playground	Assembly	Before and After School	Off Campus Activities
<ul style="list-style-type: none"> Treat others the way you would like to be treated Accept and embrace individual differences Demonstrate Respect for self, others, teachers and community Demonstrate KP Spirit – actively supporting events Be honest Show empathy to others Be an active listener Use positive language Take pride in your school Wear correct school uniform Use polite language and your manners - good morning, please and thank you Follow directions Look after our belongings and those of others Care for our school Help others to learn Cooperate with school staff and other students When entering another room, knock and wait quietly Tech needs to be registered and secured appropriately Speak nicely to others 	<ul style="list-style-type: none"> Be tidy Use inside voice (appropriate to 'noise monitor') Cooperate with others Raise hands to speak Show tolerance of others Be responsible for looking after your own equipment Remove hats 	<ul style="list-style-type: none"> Use a quiet voice so others can continue learning Walk on walkways Keep bags in racks or on hooks Be courteous - say hello, good morning! afternoon, etc. Wait quietly outside classrooms Stow your belongings in your bag 	<ul style="list-style-type: none"> Eat your food Talk quietly Use eating manners Wait politely in line for tuck shop Respect the personal space of others Be considerate of different food choices 	<ul style="list-style-type: none"> Respect the privacy of others Leave toilet areas clean Report any breaches of your privacy to an adult 	<ul style="list-style-type: none"> Line up promptly at the bell Invite others to join in games Share Play fairly and take turns Use appropriate language Respect all staff on duty Display good sportsmanship Return equipment Follow directions of Playground Captains (join in and assist) 	<ul style="list-style-type: none"> Look at the speaker Applaud appropriately Be on time Listen when signalled Stand still and quiet and remove hats for the National Anthem Wait for teacher direction at the conclusion of Assembly Respond immediately to Whole School "SCHOOL" call to attention 	<ul style="list-style-type: none"> Go straight to your area Move through the school and along paths in orderly manner Follow the duty teacher's directions Use quiet talking/ conversation voices Share tech devices at own risk 	<ul style="list-style-type: none"> Show appreciation Be helpful Use appropriate language Follow all directions Display good sportsmanship Have respect for all equipment and the environment Demonstrate pride in self and school community Wear full school uniform as designed (if required)

School wide Behaviour Expectations Matrix

Kimberley Park State School								
Be a Learner								
All Settings	Inside Classrooms	Walkways	Eating Areas	Toilets	Playground	Assembly	Before and After School	Off Campus Activities
<ul style="list-style-type: none"> Participate to progress Attend school 96% of the time Complete set tasks in a timely manner Pursue your personal best Be an active participant Be a team player Keep Commitments Take responsibility for your own learning Be in the right place at the right time Follow directions Cooperate with school staff and other students Be prepared for activities Think before acting Be accountable for your decisions Use Tech for Learning, as directed or instructed 	<ul style="list-style-type: none"> Have a go at new activities and take risks Challenge yourself Set learning goals Display positive work habits Be organised for learning Be on time Focus on your own work Stay on task Think Listen (whole body listening) Stay in your seat or allocated work area Follow Classroom Rules 	<ul style="list-style-type: none"> Return to class promptly Organise required equipment before lessons 	<ul style="list-style-type: none"> Think about healthy lunch choices Eat growing foods first before snacks 	<ul style="list-style-type: none"> Use break time when possible Think about hygiene 	<ul style="list-style-type: none"> Be a problem solver Try new games and activities Think about good sportsmanship Join a playground club Help a Playground Captain Include a new friend 	<ul style="list-style-type: none"> Keep comments and questions on topic Listen to all speakers Attend the stage speakers Watch the Video screen displays Use audience manners Make great choices; listening to rules and expectations and all presentations 	<ul style="list-style-type: none"> Know road safety rules Wait in the Tuckshop area if at school before 8:45am Ask for permission to move or leave an area Attend the Office if 3:20pm and still on campus awaiting pick up Attend the Office if 8:50am bell has sounded for Late Slip Ask teachers and supervisors for assistance Know your areas for supervision Bus students need to wait in the shelter provided and report to Office if bus is missed 	<ul style="list-style-type: none"> Read the excursion note/s Wear full school uniform as designed (if required) Be organised Be an active participant Be involved in extra-curricula activities Give full effort Listen to presenters or hosts Ask relevant questions Listen to questions posed by others

Kimberley Park State School has published a classification of behaviour levels and how we respond – the **BEHAVIOUR CONTINUUM** – this will be regularly reviewed and shared by the Learning Engagement team

Kimberley Park State School – Levels of Behaviour

	INAPPROPRIATE BEHAVIOUR CHOICES			APPROPRIATE BEHAVIOUR CHOICES		
	Intensive Support	Targeted Support	Redirected Support	Appropriate	Recognition	Leadership
BEHAVIOURS WITH EXAMPLES	<p>Highly inappropriate behaviour choices that present serious disrespect or risk of harm. For example:</p> <ul style="list-style-type: none"> Abusive Language Aggressive physical assault e.g. punching, repeated hitting or kicking Fighting Theft or wilful damage of property or possessions Unlawful entry into school grounds Consistently and persistently disrupting teaching & learning Bullying (persistent, repetitive inappropriate behaviours targeting a person or group of people) Continual defiance, disrespect or non-compliance (requires documentation e.g. anecdotal evidence) 	<p>Inappropriate behaviour choices that <u>impact on</u> other people's rights to learn and be safe; offend or injure another or put an individual at risk. For example:</p> <ul style="list-style-type: none"> Persistent behaviour from Yellow Lower Level High level inappropriate language or swearing Threatening others Higher level physical contact e.g. biting, kicking, slapping Spitting at people Truancy Misuse of equipment or property, resulting in damage 	<p>Lower level inappropriate behaviour choices. For example:</p> <ul style="list-style-type: none"> Use of "put-downs" Refusal to participate Calling out Misuse of equipment or property Harassment/teasing Unwanted physical contact e.g. slapping, wrestling Spitting Littering Running on concrete or through gardens Inappropriate language Disrespect, defiance, non-compliance Refusing to comply with Behaviour Plan Disrupting learning Out of uniform ICT abuse 	<p>Making choices that correlate with the behaviour expectations of students at Kimberley Park State School (following our 3 rules of Be SAFE; Be RESPECTFUL; Be a LEARNER). For example:</p> <ul style="list-style-type: none"> Lining up promptly and properly Wearing hat and shoes Listening and following directions Taking turns Getting along Walking on pathways and around buildings Playing in appropriate areas and manner Sharing equipment and resources 	<p>Behaviour choices that demonstrate high levels virtues and citizenship values of students at Kimberley Park State School (following our 3 rules of Be SAFE; Be RESPECTFUL; Be a LEARNER). For example:</p> <ul style="list-style-type: none"> Picking up litter Helping others to follow rules Demonstrating virtues such as generosity, honesty, patience Consistently interacting appropriately with others Shows initiative Is tidy & organised Verbal respect for others Including others in activities Assisting others 	<p>Demonstrating and modelling consistently <u>very high level</u> appropriate behaviour choices, virtues and citizenship values of students at Kimberley Park State School (following our 3 rules of Be SAFE; Be RESPECTFUL; Be a LEARNER). For example:</p> <ul style="list-style-type: none"> Demonstrating and accepting Student Leadership Role. Intervening to provide positive solutions Helping others to achieve success Humility Being tolerant Encouraging others Actively reinforcing school rules Self-motivated learner

RESPONSE STRATEGIES & CONSEQUENCES	Consequences & strategies should logically match the inappropriate behaviour choice whenever possible. <u>All</u> inappropriate behaviour choices are opportunities for teaching and learning.			Consequences & strategies should celebrate and reinforce behaviour choice whenever possible. Appropriate behaviour choices are opportunities for improving teacher student rapport and classroom climate.
	ADMIN INTERVENTION & DECISION Example consequences and strategies for... Intensive Support (red) Inappropriate Behaviour Choices:	Example consequences and strategies for... Targeted Support (orange) Inappropriate Behaviour Choices:	Example consequences and strategies for... Redirected Support (yellow) Inappropriate Behaviour Choices:	CLASS TEACHER & ADMIN INTERVENTION & DECISION <ul style="list-style-type: none"> Verbal recognition or praise Pat on the back Public acknowledgement e.g. High five clap or special round of applause Privileges such as special errands, bonus computer time, leader of line, etc Student of the day Assembly award Certificate of Merit Principal acknowledgement Class certificates Class DoJo or other such App Whole school or class rewards Letter or phone call home Lucky Dip or Treasure Box rewards Newsletter recognition Whole Brain Teaching Strategies: Whoa and Snaps etc.
	<ol style="list-style-type: none"> Immediate referral to Office. Complete OneSchool Entry Compulsory parent contact 	<ol style="list-style-type: none"> Note behaviour on OneSchool Compulsory parent contact Reset Room Register completed 	<ol style="list-style-type: none"> Note behaviour on OneSchool Parent contact recommended 	<ol style="list-style-type: none"> Post Card sent home in recognition of efforts. OneSchool 'Positive Behaviour Record' completed (as required).

- Positive proactive behaviour skilling is critical
- Visuals – three school rules and flowchart of processes are be visible in all learning spaces
- Zones of Regulation & strategies we use to regulate our behaviours are part of the ‘script’ teachers use when responding to students.
- KPSS Staff use ACTIVE supervision in the playground and when on duty (5 positives to every single negative interaction is a good ratio to work towards consistency) & reinforce expected and appropriate behaviours.

TIER 2 RESPONSES (responding to + & -)

- **EVERY INAPPROPRIATE BEHAVIOUR IS A TEACHING OPPORTUNITY**
- RESPONSE SCOPE & SEQUENCE: Phases of responding to inappropriate behaviours

PHASE ONE : ESCM suite – Christine Richmond's Ten Micro Skills

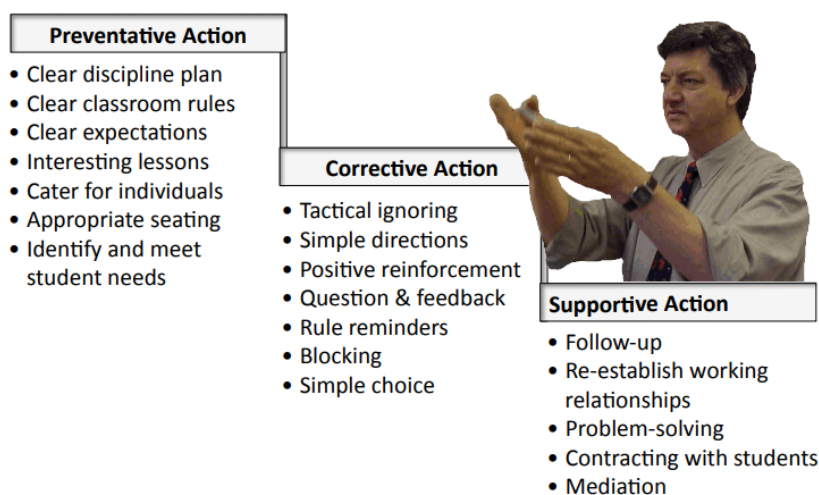
ESCM Essential Skills for Classroom Management refers to teacher practice as well as student behaviour.

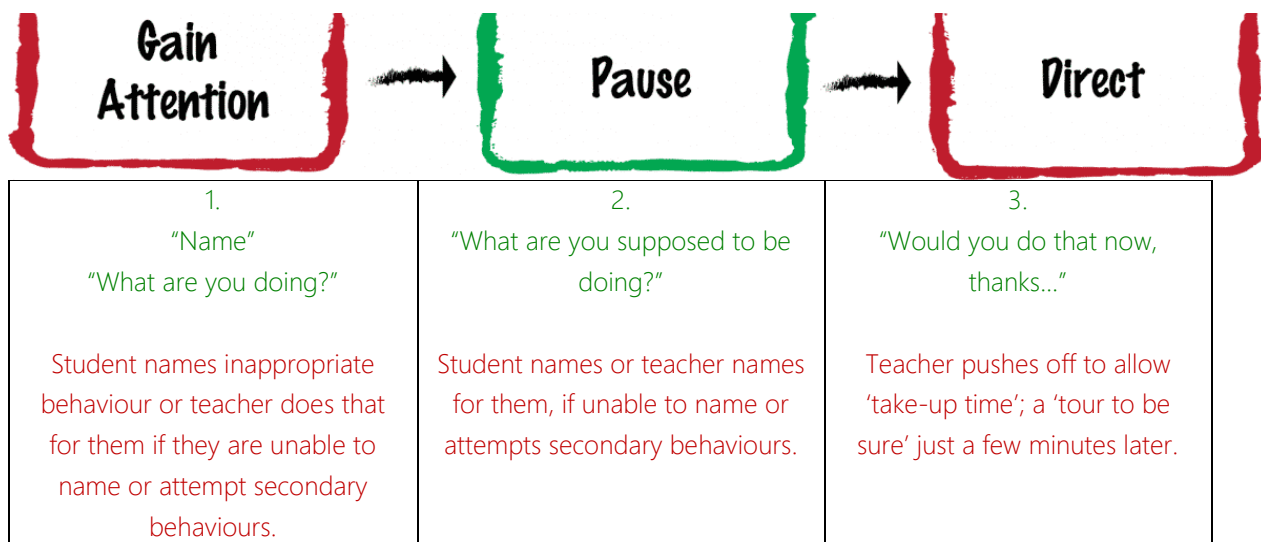
- Positive classroom climate, positive interpersonal relationships, clarity and consistency of expectations and consequences (both positive and negative) all work together to create an efficient learning environment.
- ✓ Establishing expectations – Making rules.
- ✓ Giving instructions – Telling students what to do.
- ✓ Waiting and scanning – Stopping to assess what is happening.
- ✓ Cueing with parallel acknowledgement – Praising a particular student to prompt others.
- ✓ Body language encouraging – Smiling, nodding, gesturing and moving near.
- ✓ Descriptive encouraging – Praise describing behaviour.
- ✓ Selective attending – Not obviously reacting to certain behaviours.
- ✓ Redirecting to the learning – Prompting on-task behaviour.
- ✓ Giving a choice – Describing the student’s options and likely consequences of their behaviour.
- ✓ Following through – Doing what you said you would.

PHASE TWO: Redirection script – use Bill Rogers 3 questions

In using Bill Rogers corrective language, teachers gain the students’ attention by stating their name, pausing, and then giving the direction once they have the students’ attention. For example: *Tony (pause) lining up sensibly please*. When directing a whole class, teachers say: *Everybody, everybody (pause) looking at me and ready to start thanks*. The pause is critical, but often overlooked. Without the pause, teachers are halfway through their direction (or more) before the student even catches on that they are talking to them.

Bill Rogers’ 3 steps of Decisive Discipline





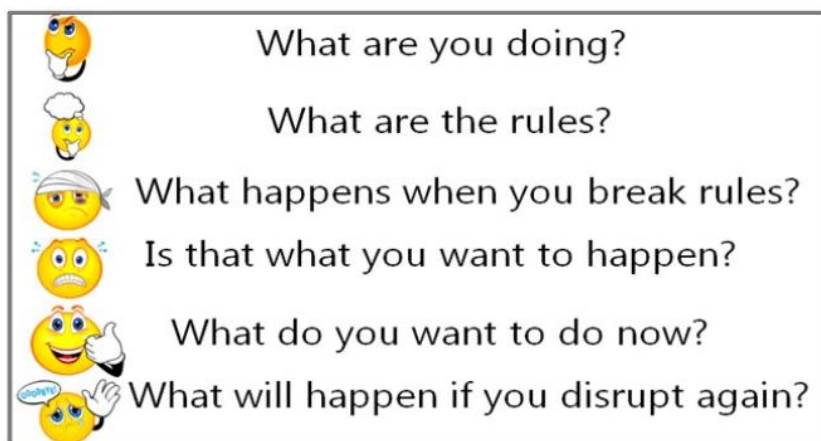
The second component is to focus on what the teacher wants the students to do, not what they want them to stop doing. There are times when teachers can't do this, but most of the time it is possible. For example, it's better to say *working silently* than it is to say *stop talking*.

PHASE THREE : RTC script (Bourbon & Ford)

Kimberley Park State School has three rules: **Be SAFE; Be RESPECTFUL; Be a LEARNER**. When children choose to break a rule, they are asked a series of questions in a calm and curious tone:

1. What are you doing?
2. What are the rules? (Is that OK?)
3. What happens when you break the rules?
4. Is that what you want to happen?
5. What do you want to do now?
6. What will happen if you disrupt again?

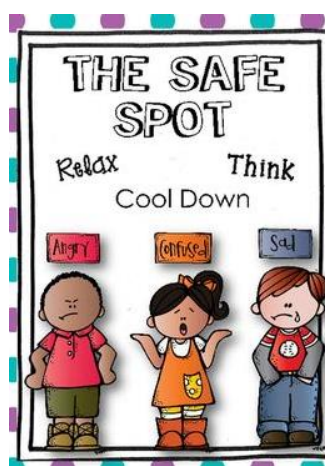
In many cases, the questioning process alone will help students 'reset' get back on task. If children avoid answering a question, it is repeated. If they persist in not dealing with the situation, the teacher asks, "Do you want to work on this or not?" If they continue to avoid dealing with the situation, or if they disrupt a second time that day, the child has not chosen to follow the rules. At this time, the teacher says, "I see you have chosen to move to 'Reset Space'; This may escalate to **Buddy Class**.



- i. Reset space in class (up to 15 min; timer & activity) – teachers have a 'reset kit/tub' of activities already set up for students to use; this is a supportive strategy, not a punitive one; have a conversation with the student once they are calm and operating back in their frontal cortex.
- ii. Exit to buddy class (up to 15 min; timer & activity)
- iii. SPECIAL CIRCUMSTANCES TO BYPASS THIS FLOW AND CALL OFFICE DIRECTLY include physical assault, a child in full fight/flight mode (refer to BEHAVIOUR CONTINUUM)

- **Buddy class**

- Is a supportive strategy to reset thinking back to green zone (not punitive); script required for exiting students to buddy class;
- Every class to visit and teach what & where (& who) buddy class is in first week of school;
- Expectations taught & set around exit, travel, entry, return to class; timed reset e.g. up to 15-20 minutes;
- Activity to complete while at buddy class - sensory activity or thinking sheets appropriate to individual student; (buddy class needs to have these activities on hand);
- Buddy class teacher needs to check-in & support but shouldn't engage at a high level with the student;
- Re-entry (supportive, not emotional or punitive) back into to class by class teacher.
- Teachers need to develop their own strategy to use to keep themselves and students thinking in frontal cortex rather than flipping to emotional brain; within cohort buddy classes teacher support each other and step in if required.
- We employ 'Exit processes' and managing high fliers is done on a case by case manner.
- Teachers consider age/developmentally expected or appropriate behaviours when determining if a behaviour is acceptable or not
- Kimberley Park State School uses Trauma-informed practices to ensure consistency of response and understanding
- Teacher employ Zones of Regulation strategies to help students back to GREEN zone.
- These are generally within Year Level Teams unless negotiated otherwise. E.g. as part of an Individual Behaviour Support Plan (IBSP) in Tier 3.



TIER 3 RESPONSES (responding to + & -)

- Learning Engagement PLC team referral
- Collaborative development of Behaviour Support Plans
- Alternate placements in another class for a session or a day

Strategy Two: When the ADULTS Change, Everything Changes

Kimberley Park State School incorporates the Paul Dix's Program and research to deliver behaviour policy and practice that is simple, highly effective and utterly consistent.

The Five Pillars of Pivotal Practice, as articulated in "When the Adults Change; Everything Changes".

The Five Pillars of Pivotal Practice

Pillar One: Consistent, calm adult behaviour

- consistency, adult behaviour, emotional control, teacher expectations as the adult and the members of staff we remain calm, consistent and professional at all times.

Pillar Two: First attention to best conduct

- rewards, recognition, praise, motivation, engagement. We focus our attention on catching the students being good, recognising and praising it when we see it, and rewarding when appropriate.

Pillar Three: Relentless routines

- rules, routines, follow-up, teacher habits, non-verbal cues. We regularly and consistently follow routines that encourage positive behaviour: Reminding students of our three school rules:

Be SAFE, Be RESPECTFUL, Be a LEARNER

- Setting our Learning Intentions and Success Criteria in every lesson
 - Giving our first attention to best conduct
 - Ensuring our first response is kindness
- Maintaining our Rewards and Consequences in a timely manner
 - Contacting home to praise good behaviour

Pillar Four: Scripting difficult interventions

- de-escalation, disruption, delivering consequences, confrontation. We ensure that, in dealing with inappropriate behaviour, we respond with politeness, seek to de-escalate, allow the student time to reflect and provide opportunities to change poor behaviour choices.

Pillar Five: Restorative conversations

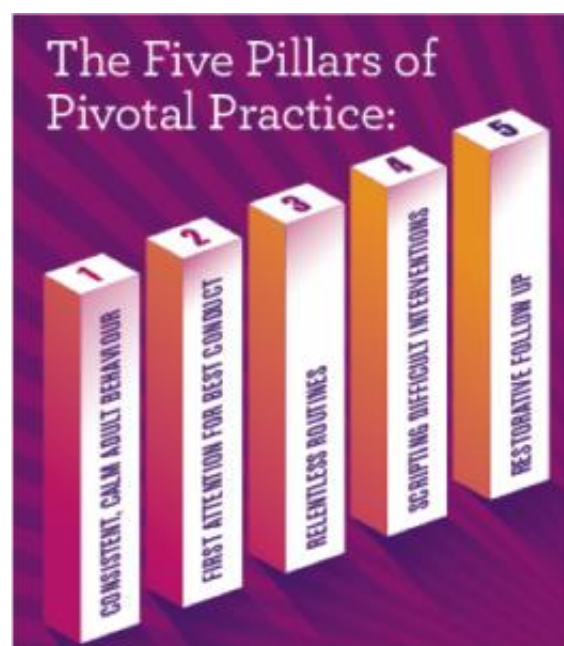
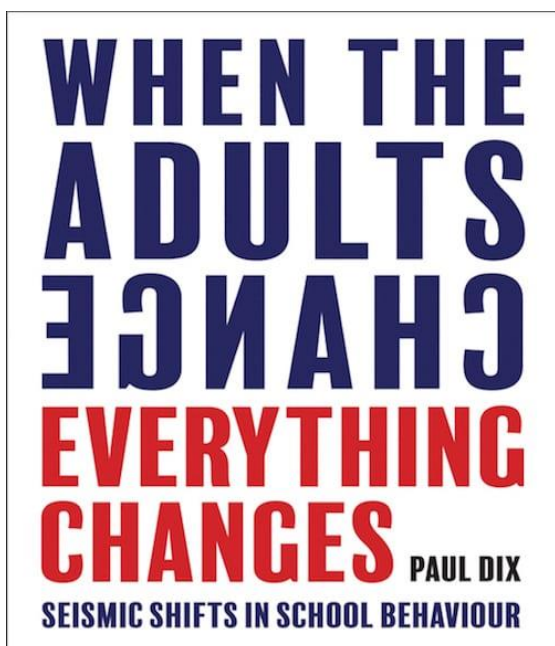
- restorative practice, structuring sanctions, working with the students so that they have an opportunity to talk through a behaviour incident in order to reflect on their choices and to ensure they repair and rebuild their most troubled, developing relationships.

At Kimberley Park State School, we are focussed on the Positive Engagement of Learners with Learning. This is evident in the implementation of Pillar One:

- ✓ This consistency is palpable, planned and safe.
- ✓ This consistency is built on authentic, exciting behaviour practice.
- ✓ The foundation policy of our school must be excellent behaviour.
- ✓ Our school insists that on a visible culture where impeccable conduct is required.
- ✓ We agree innovative teaching and learning CANNOT be built on inconsistent behaviour practice.
- ✓ KPSS has ONLY three rules (slim and refined).
 - Be SAFE
 - Be RESPECTFUL
 - Be a LEARNER

✓

- ✓ Our behaviour plan has tight agreements; is simply framed and relentlessly pursued.



Strategy Three: Zones of Regulation:

Kimberley Park State School incorporates the Leah Kuyper's Program and research to deliver behaviour policy and practice that teaches strategies to adults and students alike; for social, emotional and sensory self-management.

The Zones approach uses four colours to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation. By understanding how to notice their body's signals, detect triggers, read social context and consider how their behaviour impact those around them, students learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities.

Using a cognitive behavioural approach, the curriculum's learning activities are designed to help students recognize when they are in different states or "zones," with each of four zones represented by a different colour:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however individuals have more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their zone based on the demands of their environment and the people around them. KPSS Classrooms employ various models and visual anchors to track, promote and teach the Zones throughout the school day.



Strategy Four: Trauma Informed Practices:

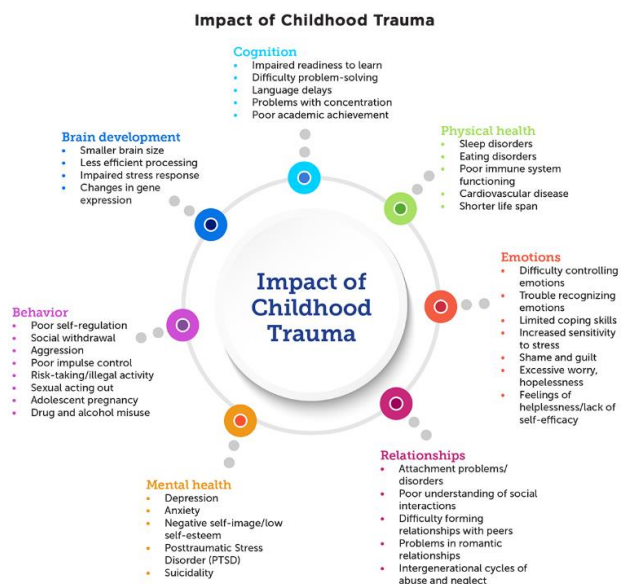
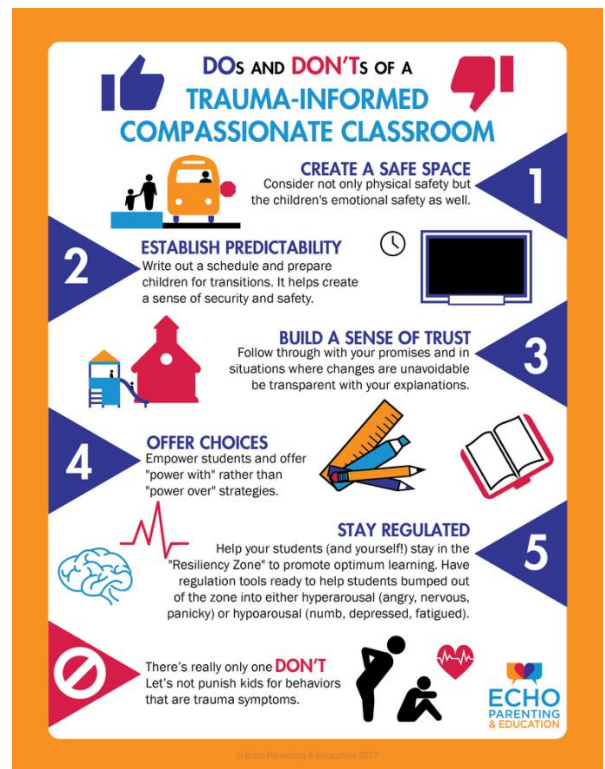
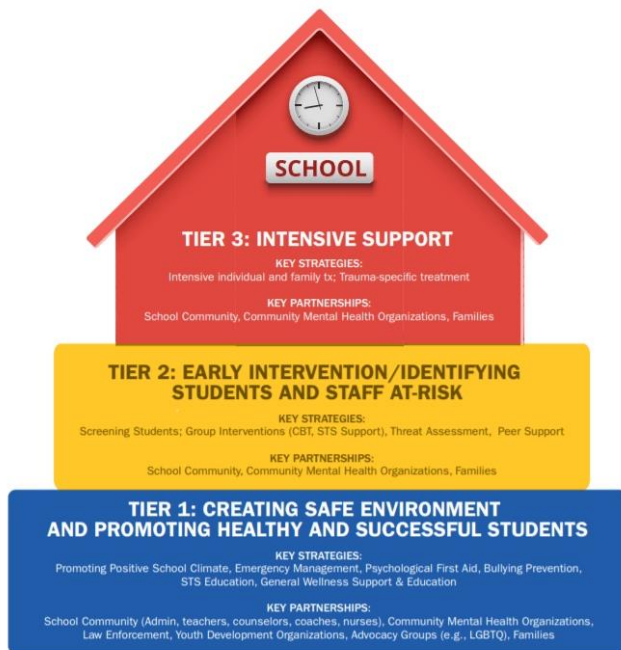
Kimberley Park State School incorporates Calmer Classrooms Program and research to deliver behaviour policy and practice that teaches strategies to adults and students alike; for social, emotional and sensory self-management.

Here at Kimberley Park State School are working with school staff, parents and students to create a trauma-informed, nonviolent whole school community. Taking lessons learned by researchers in this area, as well as findings from our own pilot work in this area, we have applied them to creating a trauma-informed, nonviolent school with an essential twist – shifting from the dominant to the nonviolent paradigm.

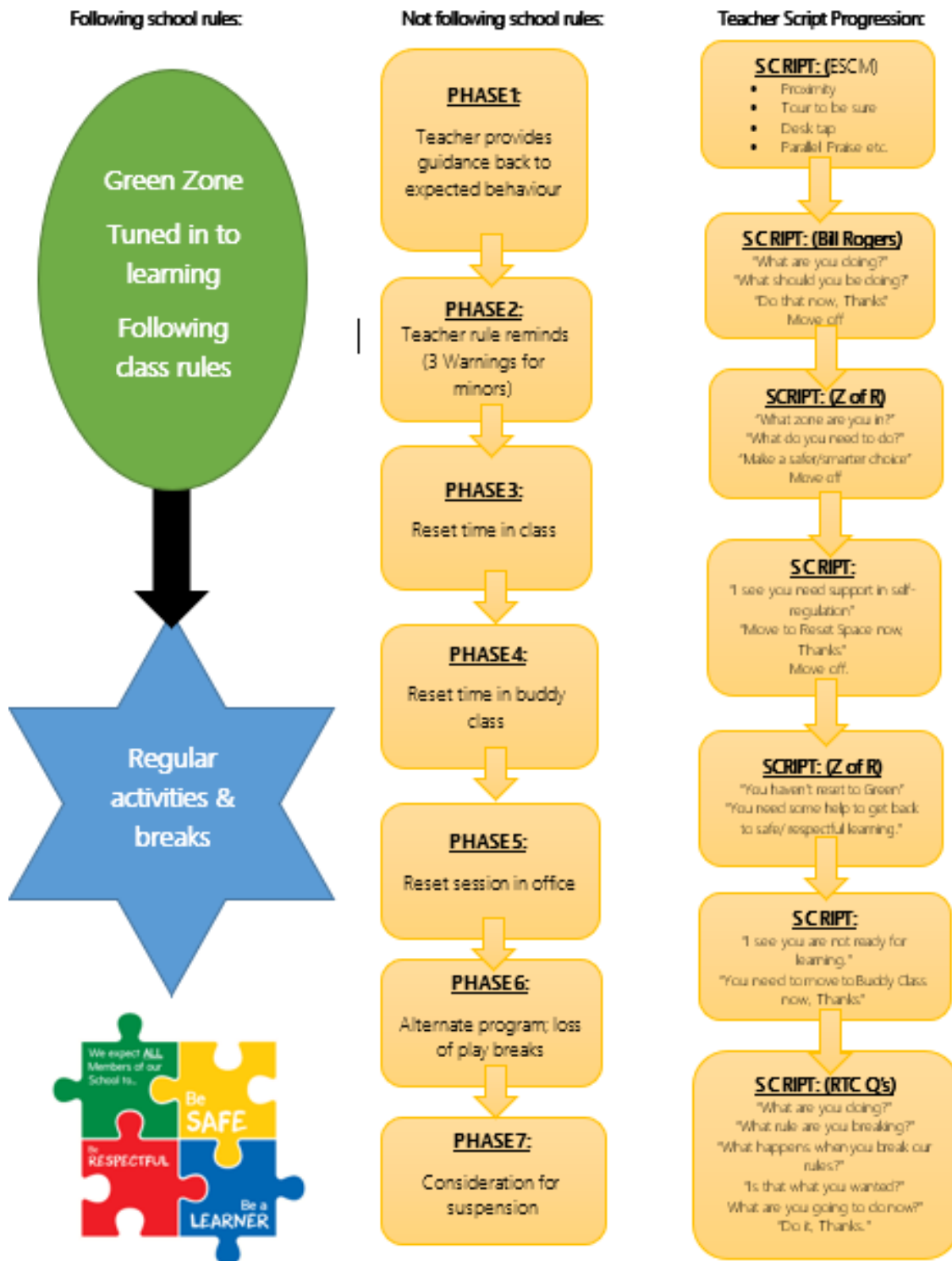
What do we mean by ‘trauma-informed’?

The recent scientific discoveries about the effects of trauma, especially childhood trauma, are revolutionizing the way we see health and human behaviour. Childhood trauma occurs when a child experiences emotional or physical threat, but is powerless to escape. If this happens often enough, instead of being able to discharge the ‘fight, flight or freeze’ survival response, trauma survivors either get stuck in hypervigilance (which can manifest as high anxiety, disruptive behaviour and rage) or constriction (‘shut-down’ or spacing out). Now that we understand that trauma lies at the root of many physical, mental and social problems, we are learning to ask, “What happened to you?” instead of “What’s wrong with you!”

Kimberley Park SS staff are able to recognize the outworkings of trauma and are being trained in techniques to regulate the nervous system for both adult and child, even setting up ‘peace corners’ where children can practice emotional regulation, are important advances. Building social-emotional skills in children is now understood to be just as important as academic learning. Through Mindfulness & Wellbeing Programs and Smiling Minds, KPSS students are getting the necessary building blocks to become much more resilient and compassionate; preparing them for a successful future.



Be Safe, Be Respectful, Be a Learner



Consideration of Individual Circumstances

Behaviour Management Overview

At Kimberley Park State School we use a Behaviour Management Plan that outlines the levels of behaviour and a leadership level. The **Standard** **Appropriate Level**, **Recognition Level** and **Leadership Level** indicate satisfactory to excellent behaviour while levels **Intensive**, **Targeted** and **Redirected** indicate behaviour that is less than satisfactory. There is a final action – **School Disciplinary Absences** that can be enacted. It is hoped that the rewards and consequences taken at each level will encourage students to strive to reach the Recognition Level of Behaviour.

While appropriate and acceptable behaviour should be its own reward, the school has introduced a system of recognition for satisfactory behaviour. These may include a variety of strategies and events for outstanding behaviour over long periods.

Intensive Support Level Highly Inappropriate behaviour choices that present serious risk to others	Targeted Support Level Continued or Inappropriate behaviour choices that impact on other people's rights	Redirected Support Level Low Level inappropriate behaviour choices managed in class	Appropriate Level Making choices that correlate with the expected Standard Behaviours	Recognition Level Behaviour choices that demonstrate citizenship/values	Leadership Level Consistently very high level of behaviour, and citizenship/values
--	--	---	---	---	--

Leadership LEVEL

Students at this level display all of the behaviours and also demonstrate leadership qualities.

Students demonstrate the following behaviours at this LEVEL
<ul style="list-style-type: none">√ Their behaviour will include the following:<ul style="list-style-type: none">○ Complying with School Rules in All Settings etc.<ul style="list-style-type: none">▪ Be Safe▪ Be Respectful▪ Be A Learner○ Behaviour choices<ul style="list-style-type: none">▪ Actively making good choices▪ Self-motivated▪ Self-efficacy and self-control○ Virtues and Citizenship<ul style="list-style-type: none">▪ Humility▪ Tolerance▪ Encouraging√ Accepting Student Leadership Role<ul style="list-style-type: none">○ Speak confidently, including public speaking at assemblies○ Ability to greet guests to the school and to do impromptu vote of thanks○ Organise school events both within the class and whole school. (These may include organising assemblies for special events, e.g. ANZAC Day.)○ Assist all staff in the running of the school, including informing staff of the actions of others√ Helping others to achieve success<ul style="list-style-type: none">○ Encouraging the appropriate behaviour of other students√ All Top Level behaviours
POSSIBLE CONSEQUENCES FOR APPROPRIATE BEHAVIOUR
<p>Students will be required to demonstrate their commitment to, and involvement in, their school, including attending and helping at school functions that are held outside of school hours, e.g. Fundraisers, Musicals, Dance, Choir and/or Performing Arts events etc.</p> <p>Students at this level will be eligible for election to the Office of School Captain, and Area Group Captain (including Playground Captains)</p>

Recognition LEVEL

Students at this level display strong commitment to their education, are very actively involved in their school and accept their responsibilities.

Students demonstrate the following behaviours at this LEVEL
<ul style="list-style-type: none">√ Complying with School Rules in All Settings etc.<ul style="list-style-type: none">○ Be Safe○ Be Respectful○ Be A Learner√ Behaviour choices√ Role model for other students√ Helping others to follow rules√ Consistently works to potential including completion of set tasks√ Consistently wears school uniform as designed√ Verbal respect for others√ Virtues and Citizenship√ Stewardship√ Picking up litter√ Tidy and organised√ Generosity, Honesty and Encouragement√ Inclusive practices√ Patience√ Cooperates with others√ Participation<ul style="list-style-type: none">○ Active participation in the education program○ Participates in and/or supports school and regional events
POSSIBLE CONSEQUENCES FOR APPROPRIATE BEHAVIOUR
<p>Students will receive school recognition and parents will be notified in writing</p> <p>All students at this level are eligible to be elected to Cohort Leader Roles</p> <p>Year 5/6 students at this level will be eligible for consideration for Leadership Level and subsequent nomination and election to School Captain, House Captain, Vice-Captain and Area Group Captains (including Playground Captains)</p> <p>Students at this level will be eligible to represent the school at special events if selected</p>

Appropriate LEVEL

Students at this level accept their responsibilities.

All students at Kimberley Park State School, are expected to demonstrate this level of behaviour

Students demonstrate the following behaviours at this LEVEL

√ Their behaviour should include the following:

- Complying with School Rules in All Settings etc.
 - Be Safe
 - Be Respectful
 - Be A Learner
- Behaviour choices
 - Using High 5 to resolve conflict
 - Lining up promptly
 - Walking on pathways
 - Wearing appropriate uniform, hat and shoes as designed
 - Active listening
 - Following directions/ instructions in a timely manner
- Virtues and Citizenship
 - Stewardship
 - Caring for the environment
 - Encouragement
 - Inclusive practices
 - Patience
 - Taking turns
 - Participation
 - Active participation in own education journey

POSSIBLE CONSEQUENCES FOR APPROPRIATE BEHAVIOUR

Year 6 students at this level are allowed to wear their Senior Commemorative Shirt
Students on this level will be eligible to be involved in school sporting and social events including excursions, incursions, competitions and camps
Students at this level will be eligible to be involved in the Performing Arts Programme including choir and instrumental music
Students at this level will be eligible to represent the school at District and Regional carnivals

BEHAVIOUR SUPPORT

Students who make inappropriate behaviour choices may be redirected and placed on a monitored individual behaviour plan, playground passport and/or referred to the Learning Engagement Team for support.

Redirected Support LEVEL

Students at this level have not accepted their responsibilities and have made choices that are not appropriate in the school community. These choices have been redirected and are managed, monitored and supported by class teacher.

Students demonstrate the following behaviours at this LEVEL

- √
- √ Their behaviour **COULD** include the following:
 - Non-compliance with School Rules in some or all Settings etc.
 - Being un-Safe
 - Being dis-Respectful
 - Not Being A Learner
 - Making poor behaviour choices
 - Refusing to comply with plan
 - * Calling Out
 - * Spitting
 - Using put downs
 - * Harassing and teasing
 - Running on concrete
 - * Abuse of ICT
 - Misusing equipment
 - * Making unwanted physical contact
 - Running on concrete/ pathways/ through gardens
 - Virtues and Citizenship
 - Lack of Stewardship
 - Littering
 - Repeatedly out of uniform
 - Lack of Encouragement
 - Refusing to let others join in etc.
 - Patience
 - Refusing to take turns
 - Participation
 - Refusing to comply with learning programme
 - Disrupting learning of others

POSSIBLE CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

For matters which relate to classroom behaviour, the student **MAY** be required:

- To give up any office of responsibility and **MAY** be counselled by the Guidance Counsellor or member of Admin team
- To attend Redirection sessions to address and re-learn appropriate and required behaviour standards
- Students **MAY** be placed on an Individual Behaviour Support Plan (IBSP). IBSPs may also include direction of the student to an Alternate Space and/or Restricted Play through a Playground Passport
- The length of time will be at the discretion of a member of Admin and Teacher
- The student **MAY** be excluded from extracurricular activities, e.g. disco, sporting teams, graduation, concerts, excursions and/or incursions, or competitions etc.
- Failure to improve behaviour **COULD** result in the student being placed on Targeted (Individual Management Plan).

Targeted Support LEVEL

Students at this level have committed a significant breach of the Students' Rights and Responsibilities.

Their behaviour is a more serious or persistent discipline problem.

Students demonstrate the following behaviours at this LEVEL

- Their behaviour **COULD** include:
 - Demonstrated sustained and/or extreme Non-Compliance with School and/or Individual Behaviour Support Plan (IBSP)
 - Demonstrated sustained and/or extreme Non-Compliance with School Rules: Be Safe: Be Respectful and Be a Learner.
 - Being abusive or offensive to members of the school community.
 - High level inappropriate language or swearing
 - Continued failure to comply with acceptable standards and disciplinary measures.
 - Verbal assault, including put downs, racial comments, sexual harassment.
 - Physical assault.
 - High level physical contact e.g. biting, kicking, and slapping
 - Spitting at people
 - Disregard of the property of others.
 - Possession of contraband goods (including Weapons)
 - Theft of school or personal property.
 - Dangerous behaviour which could lead to others being hurt.

- Repetition of REDIRECTED LEVEL behaviour.
- Repeatedly absenting themselves from the classroom or school grounds. (truancy)
- Repeated bullying. Including cyber-bullying.
- Inappropriate use (of a severe nature) of computers, internet, mobile phones, cameras and other electronic equipment, including breakage, damage or loss.
- Significant and repeated breaches of school dress code.

POSSIBLE CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Parents will be notified.

All consequences of Redirected Support Level including exclusion from extracurricular activities, e.g. disco, sporting teams, graduation, concerts, excursions and/or incursions, or competitions etc.

Students attend Redirected Learning sessions to address and re-learn appropriate and required behaviour standards

Students **MAY** be placed on (long term) restricted play

Students **MAY** be required to receive counselling from the Guidance Counsellor or member of Admin

Students **MAY** be required to attend Check In/ Check Out session with a member of Admin.

Students **MAY** be placed on a daily or weekly behaviour sheet by Admin and teacher for a minimum of two weeks.

Students **MAY** be excluded from all non-compulsory activities.

An in-school intensive social skill training programme **MAY** be put in place.

MAY be placed on an Individual Behaviour Support Plan (IBSP)

Intensive Support LEVEL

Students at this level have shown **major disregard** for the Students' Rights and Responsibilities. These consequences will be used after consideration has been given to all other responses and options. They have continued to ignore the rights of other people within the school community.

Students at this level have resisted efforts to help improve their behaviour. Alternatively, they have been guilty of a **very serious breach** of the Students' Rights and Responsibilities.

POSSIBLE CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

- Their behaviour **COULD** include the following:
- Demonstrated sustained and/or extreme Non-Compliance with School and/or Individual Behaviour Plan
- Demonstrated sustained and/or extreme Non-Compliance with School Rules: Be Safe: Be Respectful and Be a Learner.
- Persistent failure to co-operate as a student of this school and showing no effort to improve
- Gross disobedience
- Repeated insolence
- Dangerous behaviour
- Violence, including possession of weapons (used or not)
- Immoral behaviour
- Inappropriate sexual conduct
- Illegal behaviour
- Serious vandalism
- Repetition of previous high level behaviours
- Serious inappropriate use of computers, internet, mobile phone, cameras and other electronic equipment
- Other conduct prejudicial to the good order of the school
- Failure to comply with **Behaviour Improvement Condition (BIC)**
- Failure to comply with **Individual Behaviour Support Plan (IBSP)**

PRINCIPAL'S PLAN OF ACTION FOR INTENSIVE SUPPORT LEVEL

The principal **MAY** take the following steps:

- All consequences may be and not only: **exclusion from extracurricular activities, e.g. disco, sporting teams, graduation, concerts, excursions and/or incursions, or competitions etc.**
- Students will be interviewed by a member of Admin and parents contacted
- Prior to suspension student **MAY** be placed on an **Individual Behaviour Support Plan (IBSP)**
- **The principal will officially suspend the student from school**
- Students and parents may be required to attend an interview to discuss recommendations for the student's future
- **Further action could result, including exclusion**
- Serious incidents/offences **MAY** involve referral to Police and/or external agencies

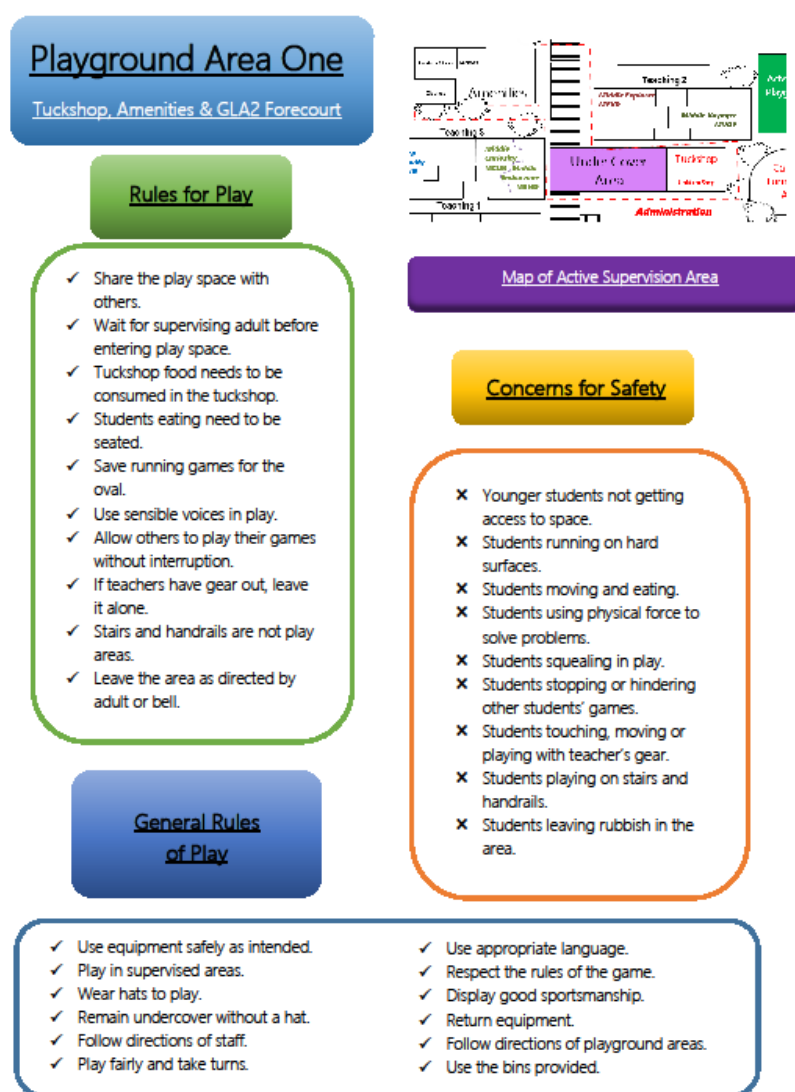
Admin, parent and student may meet before a student is allowed to return to school and class, to discuss and formulate a re-entry plan. From this meeting a written plan of action may be developed focusing on developing better choices of behaviour from the student. The student's behaviour will closely and actively monitored.

Differentiated and Explicit Teaching

At Kimberley Park State School, explicit teaching and differentiation of playground expectations is identified through the staff "annual walk through". Teaching and non-teaching staff engage with the "Active Supervision and Rules for Play" for each of the learning areas.

The three school rules and Matrix of Expectations are aligned and addressed with each adult member of the school. This is then delivered as a consistent and clear supervision model of all students in all playground situations.

An example of the Active Supervision and Rules for Play is here:



Each classroom and learning zone is expected to have a method of tracking, acknowledging and 'reminding students' of the path to self-regulated appropriate behaviour.

Using a tracking chart as illustrated below, coupled with daily recording allows students and teachers to identify and create Behaviour Goals.



Be SAFE

All Settings	<ul style="list-style-type: none"> ✓ Use High 5 to work out conflicts ✓ Cooperate with others ✓ Wear full school uniform as designed 	<ul style="list-style-type: none"> ✓ Report any safety concerns ✓ Stop, think, do. ✓ Demonstrate self-control ✓ Advise office of medical needs 	<ul style="list-style-type: none"> ✓ Ask permission to leave ✓ Keep hands and feet to yourself ✓ Follow directions ✓ Be cyber-safe
Classrooms	<ul style="list-style-type: none"> ✓ Enter and exit learning spaces as directed ✓ Use equipment safely, appropriately, as designed 	<ul style="list-style-type: none"> ✓ Move and sit, maintaining personal space ✓ Use furniture as intended and appropriately 	<ul style="list-style-type: none"> ✓ Move about the space, when directed, e.g walking ✓ Store, stow & tidy resources appropriately
Toilets	<ul style="list-style-type: none"> ✓ Use toilets appropriately; always wash hands after ✓ One person per cubicle 	<ul style="list-style-type: none"> ✓ Park properly; aim well ✓ Keep floor drains and wall sills clear and clean 	<ul style="list-style-type: none"> ✓ Flush toilet; using appropriate paper needed ✓ Use bins provided
Walkways	<ul style="list-style-type: none"> ✓ Transition in lines; keeping to the left on pathways ✓ Keep pathways clear 	<ul style="list-style-type: none"> ✓ Walk on concrete ✓ Latch back doors on hooks ✓ Play to suit location 	<ul style="list-style-type: none"> ✓ Line up in designated areas, lines and manner ✓ Keep verandahs and stairs clear for movement
Eating Areas	<ul style="list-style-type: none"> ✓ Eat in class or cohort designated areas ✓ Tuckshop purchased food gets eaten in the Tuckshop only ✓ Don't share food 	<ul style="list-style-type: none"> ✓ Transition to and from eating areas as directed ✓ Take only lunchbox or food required ✓ Clean up your area 	<ul style="list-style-type: none"> ✓ Wash hands first ✓ Eat healthy foods first ✓ Stay seated while eating ✓ Wait for permission to leave ✓ Use bins provided
Oval	<ul style="list-style-type: none"> ✓ No hat; No Play ✓ Play in supervised area ✓ Use equipment appropriately ✓ Play approved, appropriate games 	<ul style="list-style-type: none"> ✓ Play appropriate games ✓ Follow directions of staff supervising ✓ Wait for supervisor before entering oval 	<ul style="list-style-type: none"> ✓ No food or drink ✓ Make safe play choices near stone walls & retaining walls ✓ Use fair play rules
Adventure Playground	<ul style="list-style-type: none"> ✓ No hat; No play ✓ Use equipment appropriately ✓ Follow directions of staff ✓ No food or drink 	<ul style="list-style-type: none"> ✓ Play games and use equipment as intended ✓ Wait for supervisor before climbing on equipment 	<ul style="list-style-type: none"> ✓ Remain undercover as directed ✓ Use fair play rules ✓ Make safe choices near walls and ledges
Play Spaces	<ul style="list-style-type: none"> ✓ No hat; No play ✓ Follow directions of staff ✓ No food or drink 	<ul style="list-style-type: none"> ✓ Play games appropriate for the conditions and location ✓ Wait for supervisor before entering space 	<ul style="list-style-type: none"> ✓ Remain undercover if directed (rain or heat) ✓ Use fair play rules
Assembly	<ul style="list-style-type: none"> ✓ Enter area calmly ✓ Leave area under direction of teacher 	<ul style="list-style-type: none"> ✓ Line up in rows or chairs quietly ✓ Stay in the rows, chairs or zone as directed 	<ul style="list-style-type: none"> ✓ Respond to call to attention "school" immediately ✓ Stop, think, do
Before & After School	<ul style="list-style-type: none"> ✓ Be in the correct area (on time) ✓ Stay in charge of own tech ✓ Arrive on time for roll 	<ul style="list-style-type: none"> ✓ Sit, read, use tech quietly until supervisor releases you ✓ Watch for traffic; use the crossing 	<ul style="list-style-type: none"> ✓ Walk to class or car using pathways ✓ Walk bike through school ground
Off Campus Activities	<ul style="list-style-type: none"> ✓ Be sun smart ✓ Be on time ✓ Return all permission forms 	<ul style="list-style-type: none"> ✓ Stay with adult supervisors ✓ Wear seatbelt on bus ✓ Provide all medical inf 	<ul style="list-style-type: none"> ✓ Wear school uniform ✓ Follow all instructions ✓ Remain with designated group

Be RESPECTFUL

All Settings	<ul style="list-style-type: none"> ✓ Treat others the way you want to be treated ✓ Demonstrating KP Spirit: support events ✓ Use positive language ✓ Look after your belongings and those of others ✓ Care for school 	<ul style="list-style-type: none"> ✓ Accept and embrace individual differences ✓ Be honest ✓ Be an active listener ✓ Wear uniform correctly ✓ Help others to learn ✓ Enter room by knocking and waiting for permission 	<ul style="list-style-type: none"> ✓ Be Inclusive ✓ Show empathy to others ✓ Use polite language and manners ✓ Accept victory and defeat graciously ✓ Cooperate with others (staff and students)
Classrooms	<ul style="list-style-type: none"> ✓ Enter and exit a classroom with permission ✓ Move around the space calmly, safely and with permission 	<ul style="list-style-type: none"> ✓ Use appropriate language and volume ✓ Be tidy ✓ Use bins provided 	<ul style="list-style-type: none"> ✓ Raise hand for permission to speak, move or gain attention ✓ Show tolerance of others ✓ Accept others' opinions
Toilets	<ul style="list-style-type: none"> ✓ Respect privacy of others ✓ Use toilets as designed ✓ Clean up after self 	<ul style="list-style-type: none"> ✓ Use bins provided ✓ Use facilities so others can ✓ Drains and sills to stay clean 	<ul style="list-style-type: none"> ✓ Leave toilet area clean ✓ Stay inside own locked cubicle ✓ Report breaches to adults
Walkways	<ul style="list-style-type: none"> ✓ Transition quietly to allow working classes and groups to continue learning ✓ Keep bags in bag racks 	<ul style="list-style-type: none"> ✓ Walk on all hard surfaces ✓ Avoid gardens as shortcuts ✓ Keep belongings in bags 	<ul style="list-style-type: none"> ✓ Line up quickly, quietly and in an orderly manner ✓ Be courteous and use manners words
Eating Areas	<ul style="list-style-type: none"> ✓ Eat in peaceful, calm and quiet manner ✓ Follow directions of adults 	<ul style="list-style-type: none"> ✓ Only move when directed ✓ Use bins provided ✓ Keep voices down 	<ul style="list-style-type: none"> ✓ Eat your food only ✓ Be considerate of others' food choices
Oval	<ul style="list-style-type: none"> ✓ Follow directions of adults ✓ Share the space ✓ Play fairly and care for others 	<ul style="list-style-type: none"> ✓ Play approved games and to agreed rules ✓ Use equipment as designed 	<ul style="list-style-type: none"> ✓ Rocks and sticks to stay on the ground ✓ Invite others to play
Adventure Playground	<ul style="list-style-type: none"> ✓ Follow directions of adults ✓ Share the space ✓ Play fairly and care for others 	<ul style="list-style-type: none"> ✓ Play approved games and to agreed rules ✓ Use equipment as designed 	<ul style="list-style-type: none"> ✓ Wait on the edge of the playground for supervisor to confirm play ✓ Invite others to play
Play Spaces	<ul style="list-style-type: none"> ✓ Follow directions of supervising staff ✓ Share the space 	<ul style="list-style-type: none"> ✓ Play approved games and to agreed rules ✓ Play fairly and care for others 	<ul style="list-style-type: none"> ✓ Look after the environment, resources and animals ✓ Invite others to play
Assembly	<ul style="list-style-type: none"> ✓ Respond immediately to call to attention "school" ✓ Look at the speaker ✓ Use 'whole body' listening 	<ul style="list-style-type: none"> ✓ Applaud appropriately ✓ Stay seated and move as directed ✓ Be attentive 	<ul style="list-style-type: none"> ✓ Stand still and remove hat for National Anthem ✓ Be on time ✓ Listen when signalled
Before & After School	<ul style="list-style-type: none"> ✓ Be in the correct area (on time) ✓ Stay in charge of own tech ✓ Get late slip (after bell) 	<ul style="list-style-type: none"> ✓ Sit, read, use tech quietly, in the Tuckshop Area ✓ Watch for family vehicle calmly 	<ul style="list-style-type: none"> ✓ Wait with supervising adult until directed or family arrive ✓ Move carefully; share space
Off Campus Activities	<ul style="list-style-type: none"> ✓ Be a team player ✓ Show appreciation ✓ Show respect for all equipment 	<ul style="list-style-type: none"> ✓ Use appropriate language ✓ Follow directions ✓ Demonstrate pride in school 	<ul style="list-style-type: none"> ✓ Display good sportsmanship ✓ Wear full school uniform (if required)

Be a LEARNER

All Settings	<ul style="list-style-type: none"> ✓ Actively participate in all learning ✓ Attend school everyday ✓ Be in the right place/ right time ✓ Be prepared for all learning 	<ul style="list-style-type: none"> ✓ Complete set tasks ✓ Pursue your personal best ✓ Take responsibility for own learning ✓ Use tech appropriately 	<ul style="list-style-type: none"> ✓ Keep commitments ✓ Be a team player ✓ Follow directions and cooperate with staff ✓ Be accountable ✓ Allow others to learn
Classrooms	<ul style="list-style-type: none"> ✓ Have a go at all tasks and activities ✓ Take risks; challenge yourself ✓ Listen 	<ul style="list-style-type: none"> ✓ Set and achieve learning goals ✓ Display positive work habits ✓ Be on time 	<ul style="list-style-type: none"> ✓ Be organised for learning ✓ Focus ✓ Stay on task ✓ Work on your own work
Toilets	<ul style="list-style-type: none"> ✓ Use break time to ensure learning time is maximised 	<ul style="list-style-type: none"> ✓ Use learned hygiene and health practices to ensure personal safety 	<ul style="list-style-type: none"> ✓ Stop, think, do ✓ Toilets are not play zones
Walkways	<ul style="list-style-type: none"> ✓ Transition between lessons quickly and appropriately 	<ul style="list-style-type: none"> ✓ Be prepared; organise your belongings and equipment 	<ul style="list-style-type: none"> ✓ Return to class and use walkways appropriately for lesson access
Eating Areas	<ul style="list-style-type: none"> ✓ Eat healthy/ growing food first ✓ Bring healthy food snack 	<ul style="list-style-type: none"> ✓ Listen to supervising teachers ✓ Eat quietly and wait for instructions 	<ul style="list-style-type: none"> ✓ Wash hands ✓ Be in the correct area
Oval	<ul style="list-style-type: none"> ✓ Be a problem solver ✓ Use High 5 	<ul style="list-style-type: none"> ✓ Organise rules of play ✓ Share resources for games 	<ul style="list-style-type: none"> ✓ Try new games and activities ✓ Join in; be a good sport
Adventure Playground	<ul style="list-style-type: none"> ✓ Be a problem solver ✓ Use High 5 	<ul style="list-style-type: none"> ✓ Organise rules of play ✓ Share resources for games 	<ul style="list-style-type: none"> ✓ Try new games and activities ✓ Join in; be a good sport
Play Spaces	<ul style="list-style-type: none"> ✓ Be a problem solver ✓ Use High 5 	<ul style="list-style-type: none"> ✓ Organise rules of play ✓ Share resources for games 	<ul style="list-style-type: none"> ✓ Try new games and activities ✓ Join in; be a good sport
Assembly	<ul style="list-style-type: none"> ✓ Keep questions, responses and comments on topic ✓ Watch video screen displays 	<ul style="list-style-type: none"> ✓ Listen to speakers and their message ✓ Be attentive 	<ul style="list-style-type: none"> ✓ Stay focussed on stage and presenters ✓ Stop, think, do
Before & After School	<ul style="list-style-type: none"> ✓ Wait in the Tuckshop Area until 8:45am ✓ Wait at Stop Drop and Go behind building line ✓ Arrive before 1st bell 	<ul style="list-style-type: none"> ✓ Wait and watch for pick-up person or vehicle ✓ Wait at Admin forecourt as required or if unsure ✓ Follow directions of adults 	<ul style="list-style-type: none"> ✓ Give late slip (after 9:00am) to teacher ✓ Ask teachers and supervisors for assistance ✓ Use bus shelter to wait for bus
Off Campus Activities	<ul style="list-style-type: none"> ✓ Read all excursion notes ✓ Wear appropriate clothes/ uniform as directed ✓ Be the best you can be 	<ul style="list-style-type: none"> ✓ Be organised ✓ Be an active participant ✓ Ask relevant questions and listen to the questions others ask 	<ul style="list-style-type: none"> ✓ Be involved in extra-curricular activities ✓ Give full effort ✓ Strive for Success

Legislative Delegations

- [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 \(Cwth\)](#)

Disciplinary Consequences

Consequences for Unacceptable Behaviour

Kimberley Park State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral via OneSchool Record Behaviour (Admin Attention Req) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and Major Behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens.
- Major problem behaviour is referred directly (via OneSchool) to the school Administration team.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

- a re-direction procedure. The staff member enacts Tier Two Strategies... and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral (via OneSchool), allowing Administration to connect with the student, investigate and provide appropriate consequences.

Major problem behaviours may result in the following consequences:

- ✚ Level One: Alternate Program (session only) provided in Office, Buddy Class, Alternate Class or Space, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to support personnel;
- ✚ Level Two: Parent contact, Alternate Program (day or more) provided in Alternate Class or Space, Individual Behaviour Plan drafted in consultation with Class Teacher, Specialist and/or iLeap Team Member, Suspension (1 to 2 days), referral to Guidance Officer via Inclusion Support Team, suspension from school: and/or
- ✚ Level Three: Parent contact, Suspension (3 to 20 days), Alternate Placement via Outside School Agency Support Providers. Referral to Guidance and or GOIBS via Inclusion Support Team.
Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Learning Engagement is measured using various tools, throughout the teaching and learning process. One such measure is Attendance and Absence Monitoring. This is managed by Admin Team (Deputy Principal and Admin Officer)

The following table outlines examples of *minor* and *major* problem behaviours.

Be SAFE			
Description of Behaviour	Possible Consequences	Possible Interventions	Who is Responsible?
MINOR Behaviours (Lower Level Types Exhibited)			
Not reporting problems	Initiated actions may include: Warning Timeout in class Short term timeout in playground Litter duty Removal from play or learning space Confiscation of toys/device for short period (play break)	Discussion Restorative justice Redirection Essential Skills for Classroom Management Zones of Regulation language and choices Review of student group or seating placement	Supervising Adult Teacher Aide Teacher Specialist Optional Parent Contact Optional OneSchool Record (track repeat offenders)
Not showing self-control <ul style="list-style-type: none">Throwing objects (no intent to harm)Unsafe behaviour (climbing, running, hiding)Jostling with othersRunning in inappropriate areasTouching items in the classroom or outside the classroom that are not supposed to be handled (equipment, belongings, animals)Low level isolated (physical or verbal) incident with another studentNon-intentional physical violence student to student			
Not gaining permission to leave and/or to be in a setting <ul style="list-style-type: none">Leaving class or learning activity without permissionOut of bounds (non-designated play area – under building; carpark etc.)Late to class (without sound reason)Being out of tuckshop area before schoolBeing in playground after school			
Not following directions <ul style="list-style-type: none">DisobedienceUnfocussed behaviour in lessonsInvolvement in distracting behaviours (including use of ICT devices, objects, toys or stationery at inappropriate times)			
MINOR Behaviours (Repeated or Higher Level Types Exhibited)			
Not reporting problems	Initiated actions may include: Warning Timeout in class Timeout in buddy class 10min timeout in playground Loss of 10min of playtime (per break-teacher supervision) Confiscation of toys/device for longer period (school day)	Discussion Restorative justice Redirection Script for Response Bill Rogers 3 questions OR RTC questions Placement on Playground Passport or Area Restriction	Supervising Adult Teacher Aide Teacher Specialist Parent Contact recommended OneSchool Record (list as MINOR)
Not showing self-control <ul style="list-style-type: none">Teasing another student (physical or verbal)Threatening behaviour (student)Intentional breach of expected behaviours (walk bike to racks)Intentional physical violence student to student (no injury/ no first aid)Physical misconduct involving students/adults involving an object (no injury/ no first aid)Physical misconduct involving students/adults not involving an object (no injury/ no first aid)Inciting others to violentBehaviour which poses an immediate risk to self and othersSpitting on property, including school equipment and facilities			
Not gaining permission to leave and/or to be in a setting			
Not following directions <ul style="list-style-type: none">Deliberate refusal to follow instructions leading to a distraction or minor safety risk			

MAJOR Behaviours (Repeated x3 Minor or New Higher Level Types Exhibited)			
Not reporting problems Not showing self-control <ul style="list-style-type: none"> Physical (including deliberately spitting on another individual) Harassment (including cyber, sexual, racial, general) and bullying of others Abusive language directed at a staff member Inciting (including passing on) harassment (incl. cyber) or violence of others Aggressive and intimidating behaviour towards others (including staff) Intentional physical violence towards others resulting in minor injury Physical misconduct involving students/adults involving an object resulting in a minor injury Physical misconduct involving students/adults not involving an object resulting in a minor injury Bringing dangerous/ illegal goods or weapons to school Exposure and urinating in public Urinating on and/or defacing school property with intent (includes graffiti) In grounds and disruptive while in alternate placement or program on campus 	Final Warning Timeout in class Further Timeout in buddy class 10min timeout in playground Loss of 10min of playtime (per break-teacher supervision) Confiscation of toys/device/weapon for longer period (school day – parent to collect from office) Referral to Admin via OneSchool Record	Discussion Restorative justice Restitution Timeout in Office Play break or Session Timeout in Alternate class Timeout in Alternate space Playground Passport or Area Restriction Suspension (1 to 3 days)	Supervising Adult Teacher Aide Teacher Specialist Admin Parent Contact <u>required</u> OneSchool Record (list as MAJOR - preface with "Admin Attn Req.")
Not gaining permission to leave and/or to be in a setting <ul style="list-style-type: none"> Leaving school grounds without permission (deliberately to avoid program or consequences) 			
Not following directions <ul style="list-style-type: none"> Refusal to follow directions resulting in a major disturbance or safety risk to others Deliberately distracting class through overt non-compliant and unsafe behaviours from outside the classroom; preventing lesson progression 			

MAJOR Behaviours (Repeated MAJOR or New Extreme Level Types Exhibited)			
Not showing self-control <ul style="list-style-type: none"> In possession of a dangerous weapon with intent to seriously harm Threats with a dangerous weapon Intentional physical violence resulting in a moderate or major injury (first aid or off-campus medical care) Physical misconduct involving students/adults involving an object; resulting in a moderate or major injury (first aid or off-campus medical care) Physical misconduct involving students/adults not involving an object; resulting in a moderate or major injury (first aid or off-campus medical care) Intentional sexual assault 	Referral to Admin via OneSchool Record URGENT communication to Admin Referral to Inclusion Support Team Referral to Guidance Officer	Suspension (4 to 20 days) Drafting of Individual Behaviour Support Plan Re-entry from Suspension Plan	Supervising Adult Admin Principal <u>Parent Contact required</u> OneSchool Record (list as MAJOR - preface with "Admin Attn Req.")
Not gaining permission to leave and/or to be in a setting <ul style="list-style-type: none"> Repeated Major (Orange) Behaviours 			
Not following directions <ul style="list-style-type: none"> Repeated Major (Orange) Behaviours 			

Be RESPECTFUL

Description of Behaviour	Possible Consequences	Possible Interventions	Who is Responsible?
MINOR Behaviours (Lower Level Types Exhibited)			
Not being understanding of others <ul style="list-style-type: none">Low level verbal harassmentLow level isolated teasing and name callingDeliberate, disrespectful behaviour towards another student (minor)Dishonesty	Initiated actions may include: Warning Timeout in class Short term timeout in playground Litter duty Removal from play or learning space Use of when/then language to gain compliance	Discussion Restorative justice Redirection Essential Skills for Classroom Management Zones of Regulation language and choices Tactical ignoring of secondary behaviours	Supervising Adult Teacher Aide Teacher Specialist Optional Parent Contact Optional OneSchool Record (track repeat offenders)
Not caring for self, others and the environment <ul style="list-style-type: none">Minor graffiti (scribble, names or tags) on books, desks/chairs that can be removedMinor damage to gardens and plantsLitteringTheft of small objects/ personal items (stickers, ooshies etc)Causing injury to others through carelessness			
Not using polite language <ul style="list-style-type: none">Low level back chat to a staff memberGeneral low level swearing not directed at anyone such as incidental swearingInappropriate gestures			
Not showing school pride <ul style="list-style-type: none">Deliberate breach of school uniform policy (esp. jewellery & nail varnish)			
MINOR Behaviours (Repeated or Higher Level Types Exhibited)			
Not being understanding of others <ul style="list-style-type: none">Challenging staff directionsArguing with staff (once)Persistent teasingPersistent dishonestyVerbal harassmentIsolated verbal intimidation (as threats)Deliberately ruining the property of others (minor eg. picture or worksheet)	Initiated actions may include: Warning Timeout in class Timeout in buddy class 10min timeout in playground Loss of 10min of playtime (per break-teacher supervision) Confiscation of tech device for longer period (school day) Reminder of consequences for Officer Referral	Discussion Restorative justice Redirection Possible restitution (\$\$) Script for Response Bill Rogers 3 questions OR RTC questions Placement on Playground Passport or Area Restriction	Supervising Adult Teacher Aide Teacher Specialist Parent Contact recommended OneSchool Record (list as MINOR)
Not caring for self, others and the environment <ul style="list-style-type: none">Bringing offensive material to school or downloading it at school, possession of prohibited substances, theft of school property (games, books, sport equipment)Damage to school property (including buildings, gardens, assets, such as ICT/computers and musical instruments)Verbal misconduct directed towards family members of others (minor language)Intentional use of personal tech devices at school (without permission)Refusal to go to buddy classDeliberate inappropriate physical contact with another student (minor)Deliberately harassing or harming an animal in the school grounds			
Not using polite language <ul style="list-style-type: none">Moderate level back chat directed to a staff memberMasking explicit threats to another studentSwearing at or near others with intent			
Not showing school pride <ul style="list-style-type: none">Continuous and deliberate breach of school uniform policy (esp. jewellery & nail varnish)Inappropriate behaviour on excursions, camps or at school events			

MAJOR Behaviours (Repeated x3 Minor or New Higher Level Types Exhibited)			
Not being understanding of others <ul style="list-style-type: none">Racial and/or sexual discriminationDeliberately ruining the property of others (major eg. cutting uniform or hair)Spitting at/on another student or staff memberVerbally threatening a staff memberInsolence (walking off, not listening, laughing at, secondary behaviours)Verbal and Cyber harassment (especially sexual or threatening on social media)Using family as a basis for ongoing teasing and provocationAccessing, developing, copying, and/or distributing any material that is controversial, inappropriate, obscene and/or offensive through electronic medium	Final Warning Timeout in class Further Timeout in buddy class 10min timeout in playground Loss of 10min of playtime (per break-teacher supervision) Confiscation of material or substance for longer period (school day – parent to collect from office) Referral to Admin via OneSchool Record	Discussion Restorative justice Restitution (\$\$\$ or replacement) Timeout in Office Play break or Session Timeout in Alternate class Timeout in Alternate space Playground Passport or Area Restriction Suspension (1 to 3 days)	Supervising Adult Teacher Aide Teacher Specialist Admin Parent Contact <u>required</u> OneSchool Record (list as MAJOR - preface with "Admin Attn Req.")
Not caring for self, others and the environment <ul style="list-style-type: none">Deliberate inappropriate physical contact with others of a sexual natureDistributing offensive material and/or prohibited substances at schoolComputer hacking, maliciously introducing viruses, tampering with school recordsGraffiti – sexually explicit in public domain (including toilets)Theft of items worth \$100 or moreRefusal to attend Office Timeout (including non-compliance with personal plan)			
Not using polite language <ul style="list-style-type: none">Repetitive use of offensive language and swearingHigh level swearing directed at a staff member or visitor to the school			
Not showing school pride <ul style="list-style-type: none">Conduct bringing school into disrepute (damaging neighbouring property, breaking school rules in public (esp if in school uniform))Defaming students, staff or school on a social networking site			
MAJOR Behaviours (Repeated MAJOR or New Extreme Level Types Exhibited)			
Not being understanding of others <ul style="list-style-type: none">Major racial, sexual attack either physically or onlineRepeated verbal harassment/ bullying toward another student including online or email exchanges	Referral to Admin via OneSchool Record URGENT communication to Admin Referral to Inclusion Support Team Referral to Guidance Officer	Suspension (4 to 20 days) Drafting of Individual Behaviour Support Plan Re-entry from Suspension Plan	Supervising Adult Admin Principal Parent Contact <u>required</u> OneSchool Record (list as MAJOR - preface with "Admin Attn Req.")
Not caring for self, others and the environment <ul style="list-style-type: none">Major vandalism or theftSubstance misconduct involving other legal substancesSubstance misconduct involving an illicit substance			
Not using polite language <ul style="list-style-type: none">Repeating Major (Orange) behaviours			
Not showing school pride <ul style="list-style-type: none">Repeating Major (Orange) behaviours			

Be a Learner			
Description of Behaviour	Possible Consequences	Possible Interventions	Who is Responsible?
MINOR Behaviours (Lower Level Types Exhibited)			
Not being on task <ul style="list-style-type: none"> Calling Out Undue noise Walking around the learning space 	Initiated actions may include:		
Not doing your best <ul style="list-style-type: none"> Not attempting work to the best of ability Not submitting work for assessment or check-in 	Warning Timeout in class Short term timeout in playground Litter duty Removal from play or learning space Use of when/then language to gain compliance	Discussion Redirection Essential Skills for Classroom Management Zones of Regulation language and choices Restate Expectations	Supervising Adult Teacher Aide Teacher Specialist Optional Parent Contact Optional OneSchool Record (track repeat offenders)
Not managing your time and being prepared <ul style="list-style-type: none"> Late to class (no reasonable/ valid reason) Failure to bring equipment/ books/ supplies to class as required 			
MINOR Behaviours (Repeated or Higher Level Types Exhibited)			
Not being on task <ul style="list-style-type: none"> Disturbing the learning needs of others Inciting others to be disobedient Disrupting an exam, RTI assessment session Inappropriate use of tech, computer or internet access 	Initiated actions may include:		
Not doing your best <ul style="list-style-type: none"> Refusal to attempt set work including assessment tasks Academic dishonesty Failure to participate in lessons Refusal to meet lesson completion expectations 	Warning Timeout in class Timeout in buddy class 10min timeout in playground Loss of 10min of playtime (per break-teacher supervision) Reminder of consequences for Officer Referral	Discussion Redirection Possible re-sit assessment in lunchtimes Script for Response Bill Rogers 3 questions OR RTC questions Timeout in Office at lunch or during session	Supervising Adult Teacher Aide Teacher Specialist Parent Contact recommended OneSchool Record (list as MINOR)
Not managing your time and being prepared <ul style="list-style-type: none"> Persistent unexplained lateness to class Persistent unexplained lateness from breaks Failure to complete individual behaviour plan requirements Failure to contribute to learning though flipped or power-up sessions 			
MAJOR Behaviours (Repeated x3 Minor or New Higher Level Types Exhibited)			
Not being on task <ul style="list-style-type: none"> Preventing others from learning Disturbance of own and surrounding classes Major inappropriate use of computers and the Internet (including deleting and tampering with the files of others) Accessing inappropriate content and inappropriate email/ social media messages Deliberate and repeated disruptive behaviour adversely affecting other students 	Final Warning Timeout in class Further Timeout in buddy class 10min timeout in playground Loss of 10min of playtime (per break-teacher supervision) Confiscation of access passwords and limited access to ICT resources Referral to Admin via OneSchool Record	Discussion Restorative justice Restitution (\$\$\$ or replacement) Timeout in Office Play break or Session Timeout in Alternate class Timeout in Alternate space Suspension (1 to 3 days)	Supervising Adult Teacher Aide Teacher Specialist Admin Parent Contact required OneSchool Record (list as MAJOR - preface with
Not doing your best <ul style="list-style-type: none"> Refusal to participate in programs of instruction Refusal to participate in individualised programs of intervention, support or extension Refusal to comply with individual behaviour support plans Deliberate sabotaging of resources to prevent others using them Academic dishonesty in assessment or outside school tasks 			

Not managing your time and being prepared			"Admin Attn Req.")
<ul style="list-style-type: none"> Truancy (from class to deliberately avoid instruction) Truancy (from lessons to avoid adults) Truancy from school (not including school refusal) 			
MAJOR Behaviours (Repeated MAJOR or New Extreme Level Types Exhibited)			
Not being on task	Referral to Admin via OneSchool Record URGENT communication to Admin Referral to Inclusion Support Team Referral to Guidance Officer	Suspension (4 to 20 days) Drafting of Individual Behaviour Support Plan Re-entry from Suspension Plan	Supervising Adult Admin Principal <u>Parent Contact required</u> OneSchool Record (list as MAJOR - preface with "Admin Attn Req.")
Not doing your best			
Not managing your time and being prepared			
<ul style="list-style-type: none"> Repeating Major (Orange) behaviours Repeating Major (Orange) behaviours Repeating Major (Orange) behaviours School Refusal 			

PHASE ONE : ESCM suite – Christine Richmond's Ten Micro Skills

ESCM Essential Skills for Classroom Management refers to teacher practice as well as student behaviour.

- Positive classroom climate, positive interpersonal relationships, clarity and consistency of expectations and consequences (both positive and negative) all work together to create an efficient learning environment.
- ✓ Establishing expectations – Making rules.
- ✓ Giving instructions – Telling students what to do.
- ✓ Waiting and scanning – Stopping to assess what is happening.
- ✓ Cueing with parallel acknowledgement – Praising a particular student to prompt others.
- ✓ Body language encouraging – Smiling, nodding, gesturing and moving near.
- ✓ Descriptive encouraging – Praise describing behaviour.
- ✓ Selective attending – Not obviously reacting to certain behaviours.
- ✓ Redirecting to the learning – Prompting on-task behaviour.
- ✓ Giving a choice – Describing the student's options and likely consequences of their behaviour.
- ✓ Following through – Doing what you said you would.

School Policies

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 Kimberley Park State 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 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 Kimberley Park State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The addition of support staff, such as guidance officers or Inclusion teachers may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Kimberley Park State 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:

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

Temporary removal of student property

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

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 Kimberley Park State School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

Staff of Kimberley Park State School:

- do not require the student's consent to search school property such as pigeon holes, 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 Kimberley Park State School:

- 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 Kimberley Park State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Kimberley Park State School

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

Use of mobile phones and other devices by students

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

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

School Based Devices include, but not limited to, computers, laptop computers, iPads, cameras and devices of a similar nature that is the property of Kimberley Park State School.

ICT Agreement

Upon enrolment to Kimberley Park State School, parents and students are required to sign an ICT agreement. The ICT agreement outlines the expectations of students accessing the internet.

Mobile Phones at School

Students who bring mobile phones to school need to hand in and pick up either at Front Office or in Classroom with class teachers. Phones will be stored securely in the storerooms. The mobile phone will need to be turned off. Breaches of this expectation may result in discipline.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal technology device etiquette

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

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Kimberley Park State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

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

Recording private conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special circumstances arrangement

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

Use of School based devices and facilities

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 Kimberley Park State School Student Code of Conduct. In addition students and their parents should:

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

Preventing and responding to bullying

Purpose

Kimberley Park State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

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

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Kimberley Park State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Kimberley Park State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated areas.

Kimberley Park State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a frequent basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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

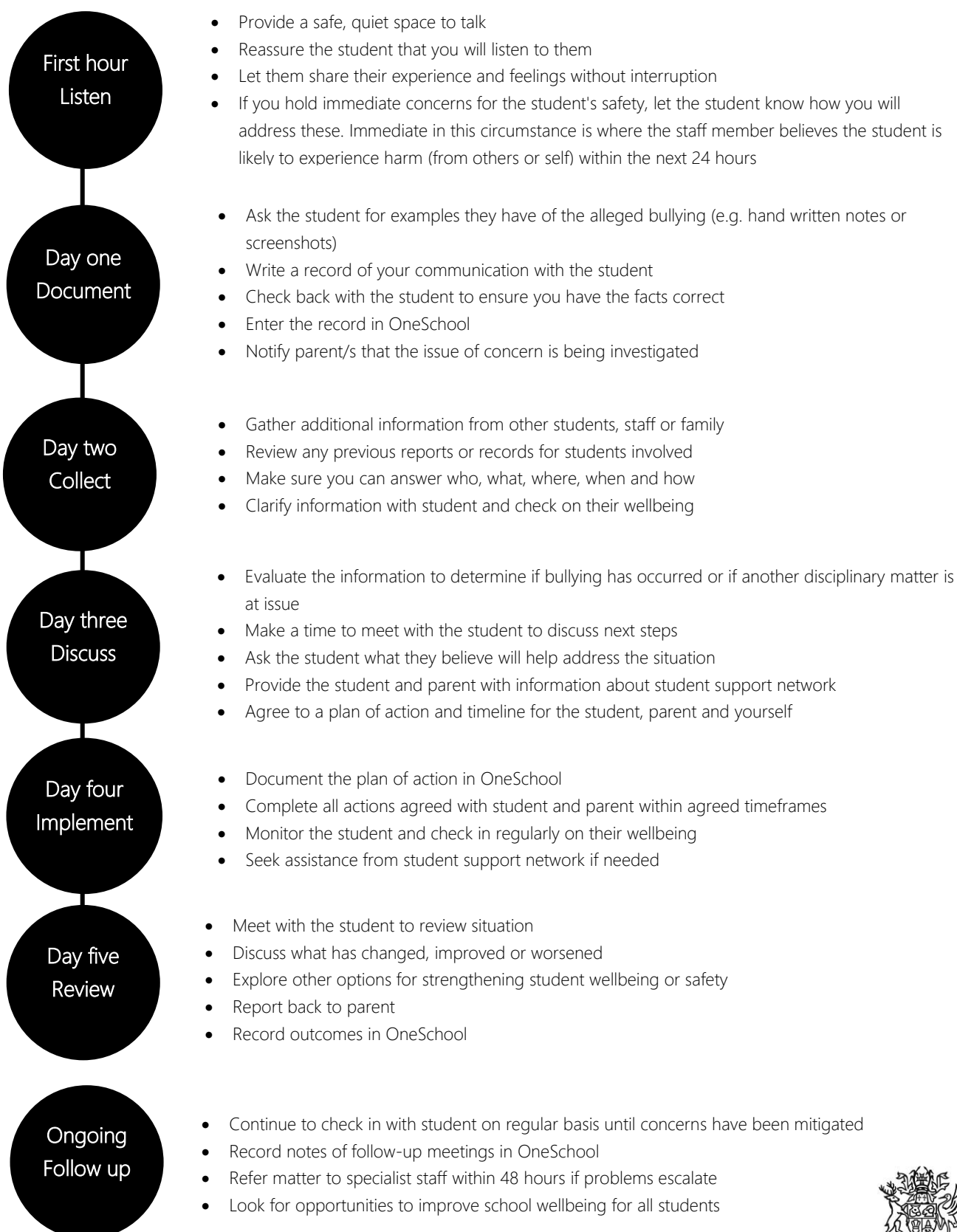
Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principals for Junior, Middle and Senior Cohorts

Principal



Cyberbullying

Cyberbullying is treated at Kimberley Park State 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 regular class 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 occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

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](#).

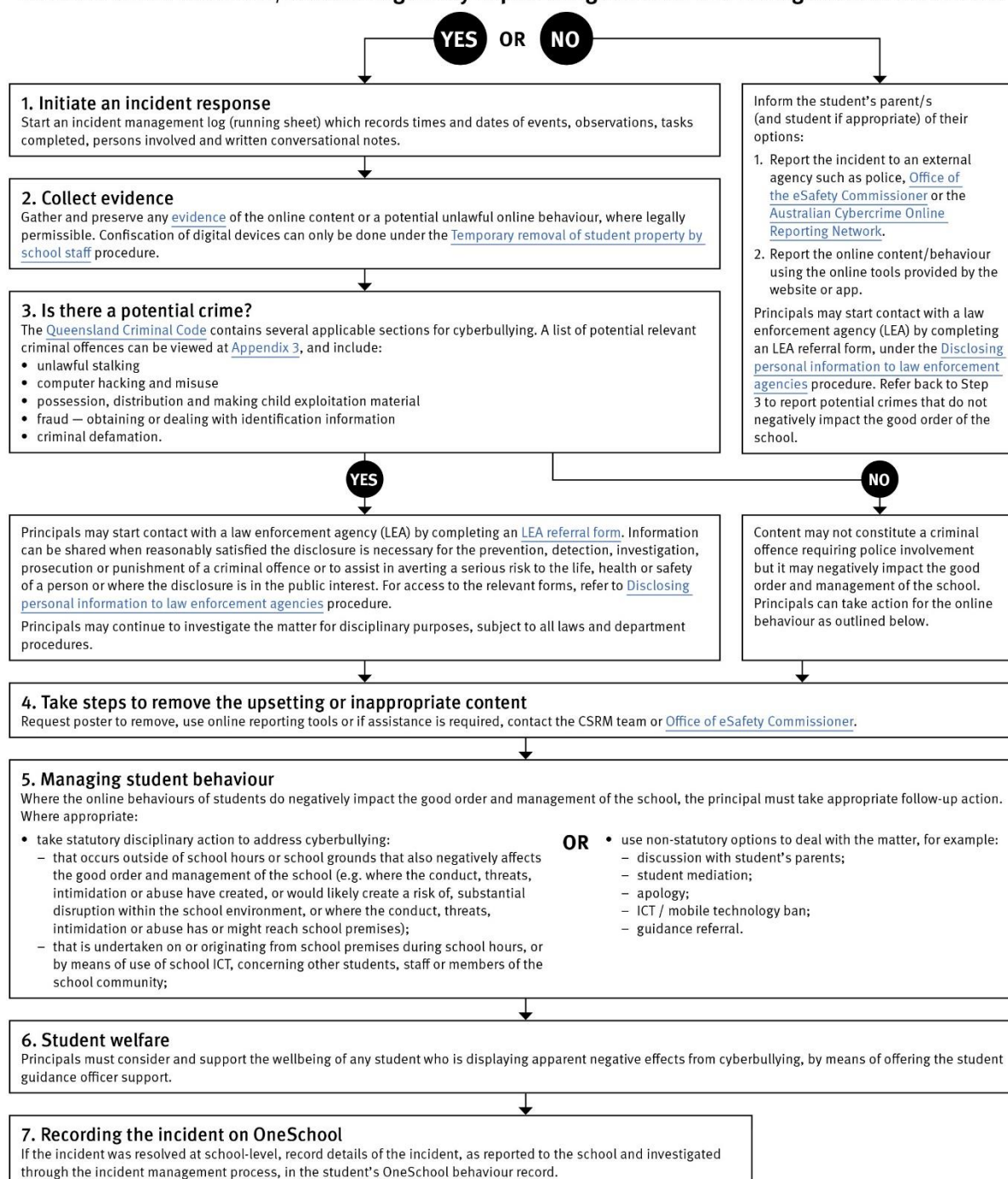
Explicit images

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?



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

Student Intervention

Kimberley Park State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Welfare section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Kimberley Park State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

students.

Appropriate use of social media

Kimberley Park State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Kimberley Park State School is committed to promoting the responsible and positive use of social media sites and apps. No student of Kimberley Park State School will face disciplinary action for simply having an account on Facebook or other social media site. As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Kimberley Park State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Kimberley Park State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Kimberley Park State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying. Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts. Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Kimberley Park State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Kimberley Park State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Kimberley Park State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”. The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Kimberley Park State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Kimberley Park State School expects its students to engage in positive online behaviours.

Restrictive Practices

School staff at Kimberley Park State 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 made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Kimberley Park State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

