Kilkivan P-10 State School 2017

The Code of
School
Behaviour

Better Behaviour
Better Learning

Kilkivan P-10 State School 2017

Responsible Behaviour Plan for Students

Purpose

Kilkivan P-10 State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Consultation and data review

Kilkivan P-10 State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents informed the development process.

The Plan was endorsed by the Principal and the President of the P&C in November 2017.

Learning and behaviour statement

All areas of Kilkivan P-10 State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Kilkivan P-10 State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

Keeping ourselves and others Safe.

Showing ourselves and others Respect.

Showing ourselves to be Learners.

Our school rules have been agreed upon and endorsed by all staff. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Kilkivan P-10 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 designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

At Kilkivan P-10 State School, we complement the direct teaching of the student expectations matrix with the Program Achieve "You Can Do It" Social Emotional Wellbeing program throughout the school from Prep to Year 10. The successful achievement of the schoolwide expectations assists us to provide an environment where the rights and responsibilities of Students, Parents and Staff can be met.

STUDENTS

Rights	Responsibilities
To learn and not have their learning disrupted by others	To be organised and participate in all lessons to the best of their ability
To play and learn in a safe, caring, learning environment	To act and play in a safe manner at all times
To have access to an education in order to reach his/her full potential	To work in an independent fashion
To develop and be accepted as an individual	To respect the differences of others
To express himself/herself in an appropriate manner	To be aware and abide by the Responsible Behaviour Plan for Students

PARENTS

Rights	Responsibilities
To be informed of classroom learning and management and to be given the opportunity to assist	To become involved & support their child's education & school procedures
To feel welcome and involved within the school	To attend / participate in school functions on differing levels
To be treated respectfully and courteously by others in the school community	To be respectful and courteous to others in the school community
To be informed about and feel free to ask questions about their child's educational progress	To follow correct procedures when enquiring about a child's progress

STAFF

Rights	Responsibilities
To be treated with respect and courtesy	Provide an appropriate role model, by showing respect for children, staff and community members
To work in a non-threatening environment	Provide a supportive school environment conducive to learning
To be treated as a professional member of the Department of Education, Training and Employment	Ensure they comply with departmental policies and guidelines
To access appropriate professional development	Reflect on their own teaching practices
To be respected for individual differences	Respect the differences of others

Schoolwide Expectations / Behaviour Benchmarks Years 4-10

	A – Excellent	B – Very Good	C – Satisfactory	D – Developing / Needs Attention	E – Support Required / Unacceptable
Keeping ourselves and others SAFE	**I, CONSISTENTLY** ▪ Follow school, classroom & non-classroom rules ▪ Follow directions of all staff ▪ Protect self & others from harm ▪ Resolve conflict ▪ Wear school uniform including Sun Safe hat & closed-in shoes ▪ Move safely around school, classroom, non-classroom & community ▪ Follow risk management and safety (OHS) strategies ▪ Report health & safety issues ▪ Follow evacuation procedures ▪ Use equipment safely ▪ Stay cyber-safe	**I, MOSTLY** ▪ Follow school, classroom & non-classroom rules ▪ Follow directions of all staff ▪ Protect self & others from harm ▪ Resolve conflict ▪ Wear school uniform including Sun Safe hat & closed-in shoes ▪ Move safely around school, classroom, non-classroom & community ▪ Follow risk management and safety (OHS) strategies ▪ Report health & safety issues ▪ Follow evacuation procedures ▪ Use equipment safely ▪ Stay cyber-safe	**I, USUALLY** ▪ Follow school, classroom & non-classroom rules ▪ Follow directions of all staff ▪ Protect self & others from harm ▪ Resolve conflict ▪ Wear school uniform including Sun Safe hat & closed-in shoes ▪ Move safely around school, classroom, non-classroom & community ▪ Follow risk management and safety (OHS) strategies ▪ Report health & safety issues ▪ Follow evacuation procedures ▪ Use equipment safely ▪ Stay cyber-safe	**I, SOMETIMES** ▪ Follow school, classroom & non-classroom rules ▪ Follow directions of all staff ▪ Protect self & others from harm ▪ Resolve conflict ▪ Wear school uniform including Sun Safe hat & closed-in shoes ▪ Move safely around school, classroom, non-classroom & community ▪ Follow risk management and safety (OHS) strategies ▪ Report health & safety issues ▪ Follow evacuation procedures ▪ Use equipment safely ▪ Stay cyber-safe	**I, RARELY / WITH SUPPORT** ▪ Follow school, classroom & non-classroom rules ▪ Follow directions of all staff ▪ Protect self & others from harm ▪ Resolve conflict ▪ Wear school uniform including Sun Safe hat & closed-in shoes ▪ Move safely around school, classroom, non-classroom & community ▪ Follow risk management and safety (OHS) strategies ▪ Report health & safety issues ▪ Follow evacuation procedures ▪ Use equipment safely ▪ Stay cyber-safe
Showing ourselves & others RESPECT	**I, CONSISTENTLY** ▪ Respect myself ▪ Respect others' ○ Feelings, opinions & rights ▪ Resolve conflict ▪ Help others to make appropriate choices ▪ Respect staff and community members ▪ Respect property and equipment ▪ Use appropriate language	**I, MOSTLY** ▪ Respect myself ▪ Respect others' ○ Feelings, opinions & rights ▪ Resolve conflict ▪ Help others to make appropriate choices ▪ Respect staff and community members ▪ Respect property and equipment ▪ Use appropriate language	**I, USUALLY** ▪ Respect myself ▪ Respect others' ○ Feelings, opinions & rights ▪ Resolve conflict ▪ Help others to make appropriate choices ▪ Respect staff and community members ▪ Respect property and equipment ▪ Use appropriate language	**I, SOMETIMES** ▪ Respect myself ▪ Respect others' ○ Feelings, opinions & rights ▪ Resolve conflict ▪ Help others to make appropriate choices ▪ Respect staff and community members ▪ Respect property and equipment ▪ Use appropriate language	**I, RARELY / WITH SUPPORT** ▪ Respect myself ▪ Respect others' ○ Feelings, opinions & rights ▪ Resolve conflict ▪ Help others to make appropriate choices ▪ Respect staff and community members ▪ Respect property and equipment ▪ Use appropriate language
Showing ourselves to be RESPONSIBLE	**I, CONSISTENTLY** ▪ Attend school, on time, every day when not sick ▪ Follow all school rules ▪ Am prepared & organised: ○ Wear School Uniform in relation to Dress Code ○ Know my timetable ○ Have correct equipment for class ○ Eat healthy food at school ▪ Aim for the "A" standard ○ Engage positively & actively in class ○ Complete all work on time ○ Communicate with teachers about learning (homework, classwork, assignments, missed work) ▪ Strive to be an independent learner ▪ Use equipment responsibly for the purpose intended ▪ Accept responsibility for own behaviour ▪ Accept consequences for own actions	**I, MOSTLY** ▪ Attend school, on time, every day when not sick ▪ Follow all school rules ▪ Am prepared & organised: ○ Wear School Uniform in relation to Dress Code ○ Know my timetable ○ Have correct equipment for class ○ Eat healthy food at school ▪ Aim for the "A" standard ○ Engage positively and actively in class ○ Complete all work on time ○ Communicate with teachers about learning (homework, classwork, assignments, missed work) ▪ Strive to be an independent learner ▪ Use equipment responsibly for the purpose intended ▪ Accept responsibility for own behaviour ▪ Accept consequences for own actions	**I, USUALLY** ▪ Attend school, on time, every day when not sick ▪ Follow all school rules ▪ Am prepared & organised: ○ Wear School Uniform in relation to Dress Code ○ Know my timetable ○ Have correct equipment for class ○ Eat healthy food at school ▪ Aim for the "A" standard ○ Engage positively and actively in class ○ Complete all work on time ○ Communicate with teachers about learning (homework, classwork, assignments, missed work) ▪ Strive to be an independent learner ▪ Use equipment responsibly for the purpose intended ▪ Accept responsibility for own behaviour ▪ Accept consequences for own actions	**I, SOMETIMES** ▪ Attend school, on time, every day when not sick ▪ Follow all school rules ▪ Am prepared & organised: ○ Wear School Uniform in relation to Dress Code ○ Know my timetable ○ Have correct equipment for class ○ Eat healthy food at school ▪ Aim for the "A" standard ○ Engage positively and actively in class ○ Complete all work on time ○ Communicate with teachers about learning (homework, classwork, assignments, missed work) ▪ Strive to be an independent learner ▪ Use equipment responsibly for the purpose intended ▪ Accept responsibility for own behaviour ▪ Accept consequences for own actions	**I, RARELY / WITH SUPPORT** ▪ Attend school, on time, every day when not sick ▪ Follow all school rules ▪ Am prepared & organised: ○ Wear School Uniform in relation to Dress Code ○ Know my timetable ○ Have correct equipment for class ○ Eat healthy food at school ▪ Aim for the "A" standard ○ Engage positively & actively in class ○ Complete all work on time ○ Communicate with teachers about learning (homework, classwork, assignments, missed work) ▪ Strive to be an independent learner ▪ Use equipment responsibly for the purpose intended ▪ Accept responsibility for own behaviour ▪ Accept consequences for own actions

Schoolwide Expectations / Behaviour Benchmarks Years Prep - 3

	A – Excellent	B – Very Good	C – Satisfactory	D – Developing / Needs Attention	E – Support Required / Unacceptable
Keeping ourselves and others SAFE	I, CONSISTENTLY ▪ Keep myself safe ▪ Help others to stay safe ▪ Move safely around the school and in my classroom ▪ Play safely in the playground ▪ Follow all the rules ▪ Listen to my teacher ▪ Use classroom and playground equipment safely ▪ Wear my school uniform, hat and shoes ▪ Stay safe on the computers ▪ Tell a teacher when I am hurt or when my friend is hurt ▪ Tell a teacher when I see danger	I, MOSTLY ▪ Keep myself safe ▪ Help others to stay safe ▪ Move safely around the school and in my classroom ▪ Play safely in the playground ▪ Follow all the rules ▪ Listen to my teacher ▪ Use classroom and playground equipment safely ▪ Wear my school uniform, hat and shoes ▪ Stay safe on the computers ▪ Tell a teacher when I am hurt or when my friend is hurt ▪ Tell a teacher when I see danger	I, USUALLY ▪ Keep myself safe ▪ Help others to stay safe ▪ Move safely around the school and in my classroom ▪ Play safely in the playground ▪ Follow all the rules ▪ Listen to my teacher ▪ Use classroom and playground equipment safely ▪ Wear my school uniform, hat and shoes ▪ Stay safe on the computers ▪ Tell a teacher when I am hurt or when my friend is hurt ▪ Tell a teacher when I see danger	I, SOMETIMES ▪ Keep myself safe ▪ Help others to stay safe ▪ Move safely around the school and in my classroom ▪ Play safely in the playground ▪ Listen to my teacher ▪ Use classroom and playground equipment safely ▪ Wear my school uniform, hat and shoes ▪ Stay safe on the computers ▪ Tell a teacher when I am hurt or when my friend is hurt ▪ Tell a teacher when I see danger	I, RARELY / SUPPORT REQUIRED ▪ Keep myself safe ▪ Help others to stay safe ▪ Move safely around the school and in my classroom ▪ Play safely in the playground ▪ Follow all the rules ▪ Listen to my teacher ▪ Use classroom and playground equipment safely ▪ Wear my school uniform, hat and shoes ▪ Stay safe on the computers ▪ Tell a teacher when I am hurt or when my friend is hurt ▪ Tell a teacher when I see danger
Showing ourselves and others	I, CONSISTENTLY • Respect myself • Am kind to others • Help solve problems • Help my friends to make good choices • Respect my friend's things • Respect school property • Respect my teachers • Respect our community • Use good manners • Talk nicely	I, MOSTLY • Respect myself • Am kind to others • Help solve problems • Help my friends to make good choices • Respect my friend's things • Respect school property • Respect my teachers • Respect our community • Use good manners • Talk nicely	I, USUALLY • Respect myself • Am kind to others • Help solve problems • Help my friends to make good choices • Respect my friend's things • Respect school property • Respect my teachers • Respect our community • Use good manners • Talk nicely	I, SOMETIMES • Respect myself • Am kind to others • Help solve problems • Help my friends to make good choices • Respect my friend's things • Respect school property • Respect my teachers • Respect our community • Use good manners • Talk nicely	I, RARELY / SUPPORT REQUIRED • Respect myself • Am kind to others • Help solve problems • Help my friends to make good choices • Respect my friend's things • Respect school property • Respect my teachers • Respect our community • Use good manners • Talk nicely
Showing ourselves to be RESPONSIBLE	I, CONSISTENTLY ▪ Come to school every day when not sick ▪ Bring all of my books and pencils ▪ Wear my school uniform ▪ Bring my lunch ▪ Follow all the school rules ▪ Work hard to do my best. ▪ Talk with my teacher about my work ▪ Join in with all class learning ▪ Can work by myself when I need to ▪ Accept responsibility for own behaviour ▪ Accept consequences for own actions	I, MOSTLY ▪ Come to school every day when not sick ▪ Bring all of my books and pencils ▪ Wear my school uniform ▪ Bring my lunch ▪ Follow all the school rules ▪ Work hard to do my best. ▪ Talk with my teacher about my work ▪ Join in with all class learning ▪ Can work by myself when I need to ▪ Accept responsibility for own behaviour ▪ Accept consequences for own actions	I, USUALLY ▪ I come to school every day when not sick ▪ I bring all of my books and pencils ▪ I wear my school uniform ▪ I bring my lunch ▪ I follow all the school rules ▪ I work hard to do my best. ▪ I talk with my teacher about my work ▪ I join in with all class learning ▪ I can work by myself when I need ▪ Accept responsibility for own behaviour ▪ Accept consequences for own actions	I, SOMETIMES ▪ Come to school every day when not sick ▪ Bring all of my books and pencils ▪ Wear my school uniform ▪ Bring my lunch ▪ Follow all the school rules ▪ Work hard to do my best. ▪ Talk with my teacher about my work ▪ Join in with all class learning ▪ Can work by myself when I need to ▪ Accept responsibility for own behaviour ▪ Accept consequences for own actions	I, RARELY / SUPPORT REQUIRED ▪ Come to school every day when not sick ▪ Bring all of my books and pencils ▪ Wear my school uniform ▪ Bring my lunch ▪ Follow all the school rules ▪ Work hard to do my best. ▪ Talk with my teacher about my work ▪ Join in with all class learning ▪ Can work by myself when I need to ▪ Accept responsibility for own behaviour ▪ Accept consequences for own actions

		Learning Space	School Community	Outdoor Environment (Eating/Seating/ Tuckshop)	Toilets	Transition	Ovals
As a **Responsible** member of my school community:	I am Safe	• I move about my learning space safely • I carry my equipment safely • I sit on my chair appropriately • I keep my hands , feet and objects to myself	• I promote a bully free school • I use calm words to solve problems • I use appropriate language at all times • I remain on the school grounds at all times • I report injuries or incidents to staff immediately	• I sit down and eat my lunch in the designated area • I wash my hands before eating. • I keep all sporting equipment still when eating • I use sporting equipment appropriately	• I am hygienic • I wash my hands after going to the toilet	• I enter and exit school by the correct entrances • I sign in and out at Administration with a parental note each time • I follow the road rules • I keep pathways, stairwells and verandas clear to allow movement • I walk on the concrete • I wait quietly at the library before the bell in the morning	• I am not a part of bullying or harassment • I walk away from conflict • I use appropriate language at all times • I follow staff directions • I take ownership of my own behaviour • I play safely on the oval and stay in my correct area • I wear a school hat • I use sporting equipment appropriately

I am Respectful	• I keep my learning space neat and tidy • I follow staff directions respectfully • I listen to the ideas and opinions of others • I only enter a learning space when a teacher is present • I care for school and personal equipment and resources	• I represent my school with pride • I am honest • I celebrate other students achievements • I follow the KSS dress code • I show respect, courtesy and manners in the community • I take care of all school equipment including lockers, laptops and sporting goods	• I show respect for mine and other's property • I keep my eating area clean and tidy • I place rubbish in the bins provided • I raise my hand and wait for the teacher to let me play and move around the area	• I use the toilets for the correct purpose • I allow others their privacy	• I follow the bus code of conduct • I walk quietly and sensibly when moving about the school	• I am a positive bystander • I report responsibly to an adult • I play fair by taking turns, inviting others to join in and following rules
I am a Learner	• I actively participate and focus on my learning and allow others to focus on their learning • I encourage others • I leave items not related to my learning at home • I complete work within the required time frame • I am organised and ready for learning • I use ICT's for learning only	• I take ownership of my behaviour • I am a problem solver • I encourage and support others • I maintain the highest possible attendance • I follow staff directions	• I make healthy food choices • I follow staff directions	• I care about making the school environmentally sustainable and limit the use of water/paper towels	• I line up in an orderly manner • I am prepared for offsite activities • I maintain the highest possible attendance rate • I transition between classes in a timely manner	• I encourage and support others • I am a problem solver

Kilkivan P-10 State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- 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 Kilkivan P-10 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.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Kilkivan P-10 State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed.   This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

General/Classroom/ Individual	Group & class awards	Tokens
• Student of the week – average of one certificate per week for each class recognising academic success, behaviour, effort or attitude • stickers • free time • verbal recognition • in-class certificates/prizes (of teacher's choice) • special treats or rewards e.g. class party for rewarding specific achievements	• for large groups of students e.g. group of students playing well in playground; whole class for outstanding effort, work or attitude; a sporting team that demonstrate excellent sportsmanship; excursion/out-of-school activity group • newsletter and parade recognition and/or concrete reward such as icy pole, stickers, etc.	• all settings • Double Delights for non-classroom (appendix 7) • have a 'Focus Behaviour' for the week • individual or group • rewards such as ice-blocks, vouchers, etc. • class winners announced each parade • newsletter recognition • BigW Voucher at the end of each term.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support
At times students exhibit patterns of inappropriate behaviour and require a higher level of support. If this occurs, the student is assigned a case manager (usually the classroom teacher) and an Individual Behaviour Support Plan (IBSP) is written and may incorporate the following elements:

Individual Behaviour Support Plan
- Behaviours of concern are identified
- Student strengths are acknowledged
- Class Support
- Transitions Support
- Student Support Network
- Case Monitoring / Evaluation
- Carer Communication
- Other Relevant Information is gathered

- Behavioural Goals are set
- Curriculum Adjustments
- Playground Support
- Reinforcements for desired behaviour
- Individual Monitoring
- Reactive Strategies are established
- Interagency Support is investigated

The Process is undertaken by stakeholders and monitored by the case manager to work towards identified Behavioural Goals. This level of support is provided on a needs basis and is overseen by the School Behaviour Team. The Behaviour Support Teacher is instrumental in assisting with the development of the Plan and the provision of expertise throughout the process.

Intensive behaviour support: Behaviour Support Team
Students exhibiting significant behavioural challenges are provided with higher levels of support from a wider range of agencies and personnel. Students requiring intensive behaviour support are determined by analysis of OneSchool data and Teacher information. The SWPBS committee discuss the needs of the student and refer to regional behaviour support team for input and what possible interventions and or alternate options are available and suitable to the student. The classroom teacher assumes the role of Case Manager, however a support team approach is adopted.

This proactive process is coordinated through the development and regular review of an Individual Behaviour Support Plan (Intensive). Clearly aligned with The Code of School Behaviour as well as relevant legislation and policy, the IBSP (Intensive) may include:

Student Profile – including only factual, social and behavioural information that has led to the development of the IBSP.
Identified Dates (e.g. commencement, review.)
Critical Medical / External Agency Information
Data (quantitative and qualitative sets which provide an observable measure of problem behaviour)
- Strengths   - Dislikes   - Target Behaviours
- Behaviour Goals   - Functional Behaviour Analysis

Preventative and Teaching Interventions to reduce identified behaviour

- Parental support from school
- Specific in class and out of class teaching strategies
- Professional development for staff
- Acknowledgement / celebration programs
- Documentation of timetabled support

- Strategies for parents to enact
- Curriculum adjustments
- Monitoring strategies
- Daily program / timetable
- Timetable adjustments

Consequence-based interventions to reduce the likelihood of the continuance of the problem behaviour (e.g. a consequence flow chart)
Student Support Network (all personnel who provide support to the student)
Safety / Emergency Procedures (Risk Assessment and Crisis Intervention Plan)
Evaluation
- Who is involved in the evaluation?   - What information is to be collected?
- How will the success of the IBSP be measured?

Support provided at this level is geared to meet the student's specific needs and in doing so aims to assist the student in reaching agreed goals.

The social-emotional, behavioural and academic development of the student is our objective and the IBSP is the avenue through which support is provided.

Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies
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).

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).

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).

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).

Debrief
> (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).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Kilkivan P-10 State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. School staff are offered training in Non-Violent Crisis Intervention on an annual basis and when available.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 4)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).

Consequences for unacceptable behaviour

Kilkivan P-10 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 form** (Appendix 3) is used to record all minor behaviour with major problem behaviour recorded on OneSchool. The recording of three minor behaviours in one school week (Monday to Friday) 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 to the school Principal or Teacher in Charge

Minor behaviours are those that:
- are minor breeches 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
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence 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 takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  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
- 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 and remind the student of expected school behaviour. The staff member then records the incident on OneSchool and refers the incident to the Principal or Teacher in Charge.

Major problem behaviours may result in the following consequences:
- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.

  AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school

- **Level Three:** 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.

The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
Keeping ourselves and others Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds	
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects inappropriately • Possession of weapons
	Physical contact	• Minor physical contact (eg: pushing and shoving)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	
	Other		• Possession or selling of drugs • Possession of a weapon (including knives) see Appendix 6
Showing ourselves to be Responsible	Language	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage • Vandalism
	Others	• Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment • Minor misuse of technology (eg: playing games at incorrect times)	• Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance • Major misuse of technology (eg: cyberbullying, inappropriate emailing)
Showing ourselves and others Respect	Class tasks	• Not completing set tasks that are at an appropriate level • Refusing to work • Minor breaches of copyright, cheating	• Continued refusal to participate in the program of instruction • Major forms of plagiarism
	Being in the right place	• Not being punctual (eg: lateness after breaks) • Not in the right place at the right time.	• Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	• Continued refusal to follow instructions • Continued non compliance
	Accept outcomes for behaviour	• Minor dishonesty	• Major dishonesty
	Rubbish	• Littering	
	Mobile Phone	• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation

<u>Temporary Removal of Student Property by School Staff</u>

Please see Appendix 8 for details regarding the process where it may be appropriate for a staff member to temporarily remove property from a student.

<u>Relate problem behaviours to expected school behaviours</u>
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At Kilkivan P-10 State School staff members authorised to issue consequences for problem behaviour (Teachers and Teacher aides) are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Network of student support
Students at Kilkivan P-10 State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

Consideration of individual circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Kilkivan P-10 State School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies and procedures
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

Some related resources
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

_____   _____
Principal   **P&C President**

Date effective: from 1st November 2017 to 31st December 2019

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras, phones 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. Students may hand in their devices to the office and pick them up at the end of the school day.

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. However, if they are brought to school, they must be turned off and handed in at the office for safe keeping.

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 Kilkivan P-10 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[1] 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 involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and 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.

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

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

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.

* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, 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.*

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[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

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

Purpose
1. Kilkivan P-10 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.

2. There is no place for bullying in Kilkivan P-10 State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Kilkivan P-10 State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Kilkivan P-10 State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, 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 response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Kilkivan P-10 State School are an addition to our already research-validated 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. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. 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 schoolwide 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 nonclassroom 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 nonclassroom areas of the school
    - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Kilkivan P-10 State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

13. Kilkivan P-10 State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

Kilkivan P-10 State School - Blue Slip Behaviour Office Referral Form				
Student Name:	**Date:**		**Location:**	**Tick**
			Specialist Lesson	
Referring Staff Member:	**Time:**		Classroom	
			Playground	
			Other	
Problem Behaviour:	**Tick Behaviour/s**	**Consequence:**		
Play Throwing or using an object to inflict damage, possession of a weapon.		**Sent to Office**		
Physical Contact Serious physical aggression, fighting				
Language Offensive/ aggressive language. Directed profanity/verbal abuse				
Property Stealing, wilful property damage, vandalism.				
Following instructions Continued refusal to participate, major forms of plagiarism, continued noncompliance				
Right Place, Right Time Leaving class without permission, leaving school without permission.				
Safety Student engages in high- level safety violation that involves hurting an individuals or group				
Dishonesty Major dishonesty				
Other: Use of mobile phones in any part of the school. Video, email, etc. Major bulling, blatant disrespect, misuse of technology, any drugs or alcohol.				

Kilkivan P-10 State School – Orange Slip Behaviour Referral Form				
Student Name:	**Date:**	**Location:**		**Tick**
		Specialist Lesson		
Referring Staff Member:	**Time:**	Classroom		
		Playground		
		Other		
Problem Behaviour:	**Tick 1ˢᵗ Behaviour**	**Consequence:**	**Please Tick**	
Defiance (Low intensity brief failure to follow directions)		**Expectation Reminder**		
Disrespect (Low intensity brief failure to follow directions)		**Apology**		
Physical Contact (Student engages in non-serious but inappropriate physical contact)		**Detention**		
Inappropriate Behaviour (Low intensity language – eg shut up, idiot, etc)		**Relocation out of class**		
Disruption (Low intensity but inappropriate disruption)		**Relocation within classroom**		
Property Misuse (Low intensity misuse of property)		**Teacher Conference**		
Safety (Student engages in brief or low-level safety violation that does not involve hurting any other individuals or groups)		**Parent Contact**		
Dishonesty (Student engages in minor lying/cheating not involving any other person)		**Buddy Class**		
Homework not completed		**Time Out**		
Other:		**Other:**		

Appendix 4

Incident Report On OneSchool (Please note all minor behaviours must be filled out and recorded on OneSchool

Name: Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR
Date of incident   Time incident started   Time incident ended
Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where was staff when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred **immediately** before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

Appendix 5

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- **Reverse or minimise the negative effects of physical intervention**
- **Prevent the future use of physical intervention**
- **Address organisational problems and make appropriate changes**

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was you emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.

Appendix 6

WORKING TOGETHER TO KEEP KILKIVAN P-10 STATE SCHOOL SAFE

We can work together to keep knives out of school. At Kilkivan P-10 State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knives are banned?

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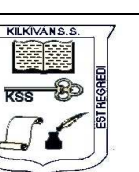
The Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Kilkivan P-10 State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.

Appendix 7

Kilkivan SS Double Delight SAFE RESPECT LEARNER Name:_____ Class:_____ Staff Member:_____	Kilkivan SS Double Delight SAFE RESPECT LEARNER Name:_____ Class:_____ Staff Member:_____
Kilkivan SS Double Delight SAFE RESPECT LEARNER Name:_____ Class:_____ Staff Member:_____	Kilkivan SS Double Delight SAFE RESPECT LEARNER Name:_____ Class:_____ Staff Member:_____
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Kilkivan SS Double Delight SAFE RESPECT LEARNER Name:_____ Class:_____ Staff Member:_____	Kilkivan SS Double Delight SAFE RESPECT LEARNER Name:_____ Class:_____ Staff Member:_____

Appendix 8

Confiscation of property
- Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
  - preserve the caring, safe, supportive and productive learning environment of the school
  - maintain and foster mutual respect among staff and students at the school
  - encourage all students to take responsibility for their own behaviour and the consequences of their actions
  - provide for the effective administration of matters about the students of the school
  - ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated property
- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
  - its condition, nature or value, and/or
  - to ensure the safety of the student or staff, and/or
  - for the good order and management, administration and control of the school.
- Where the child is an independent student it may not be appropriate to make the property available for collection by the student's parents and the property should be returned to the student.
- Ensure property made available for collection is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection
- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
  - [notify police](http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx) about the removal of the property, and
  - if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so, or
- If the police seize the property under the *[Police Powers and Responsibilities Act 2000 (Qld)]*(http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PolicePowResA00.pdf), the property need not be made available by the school for collection.
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student's parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection
- Consider, in deciding a reasonable time for making property available for collection:
  - the condition, nature or value of the property
  - the circumstances in which the property was removed
  - the safety of the students from whom the property was removed, other students or staff members
  - good management, administration and control of the school.

Kilkivan P-10 State School
Student Behaviour Support Plan Referral Process

| Appropriate Behaviour |

YES → **Positive Consequences Options**

NO → **MANAGEABLE? Safe?**

YES → **Teacher Intervention using Corrective Strategies (ESCM)**
(Non-verbal redirection, proximity, cueing with parallel acknowledgement, expectations restated, redirection to learning, description of reality)

NO → **Crisis Plan Options**

Positive Consequences Options
Praise / Encouragement
(Verbal / Non-verbal / Written)

Class Responsibilities
(Messenger / Teacher's Helper / Class Jobs)

Class reward system
(Sticker / Stamps / Token / Voucher / Certificates / Free time)

Whole Class Reward
(Parties / Fun days / Game Time / DVD's)

Positive Phone Call Home to Parents

Sharing good news with others
(Take work to show other teachers / Principal), School newsletter

OneSchool Awards on Parade

Student Leadership Roles

(Record on OneSchool)

Teacher Intervention using Corrective Strategies (ESCM)
Improvement — YES / NO

Teacher Intervention using Corrective Strategies (ESCM)
(Give Choice, Follow through, Time Out, Buddy Class, 1-1 with teacher or teacher aide, Logical consequence, Behaviour Expectations Matrix, Contact Parent, Record incident on OneSchool)

Improvement — YES / NO

Referral to Principal – Intervention
Meeting with Parent, Teacher, Student, Behaviour Folder including Behaviour Expectations Matrix.
Referral: Student Services, Guidance Officer
Consider Supportive Learning Strategies (flexible learning arrangements)

Improvement — YES / NO

Referral to Principal Intensive Intervention
Internal or external suspension
(Followed by Re-Entry)
Exclusion / Cancellation of Enrolment

Crisis Plan Options
Contact Office
(Phone / send messenger)

Ensure student / Class Safety
(Remove class if necessary)

Withdraw Student
(Class / playground)

Observe & Monitor student closely

OR

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