



Karumba State School

Student Code of Conduct 2025

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 2020-2024

Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education.

Karumba State School P-6 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 supportive of their lifelong wellbeing.

Our school is committed to providing a positive school environment, which maximises the educational opportunities for all students, by teaching an inclusive and engaging curriculum and developing respectful relationships. To this end, we ensure that staff expertise in all areas is progressively developed and valued. Positive behaviour is the responsibility of the whole school community, with all key stakeholder being actively involved.

Karumba State School's Student Code of Conduct aligns with and supports the Education Queensland Student Code of Conduct. Our Code is built around fostering positive behaviour throughout the school community; outlining how positive behaviours are encouraged for all members of our school, and the processes for how positive outcomes will be achieved.

Essential to effective learning is a safe, supportive, and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe

Contact Information

| | |
|-------------------------|--|
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| Phone: | 07 4747 6222 |
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| Contact Person: | Tamsyn Gardiner (Principal) |

Endorsement

Principal Name: Tamsyn Gardiner

Principal Signature:

Date:

TG
30.10.24

P&C President Name: Hannah Little

P&C President Signature:

Date:

H Little
31.10.24

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Data Overview and Consultation

Karumba State School developed this Code in collaboration with the school community. Broad consultation with parents, staff, and students was undertaken through survey distribution and P&C meetings held throughout 2024. A review of school data relating to attendance, absenteeism, school disciplinary absences, and behaviour incidents from 2024 also informed the development process. The plan was endorsed by the Principal, staff, and community members.

Learning and Behaviour Statement

Our mission statement: At Karumba State School we collaborate with students, families, and community to provide high quality teaching and learning; celebrating achievement, improvement and success, and embedding safe and respectful relationships and behaviour.

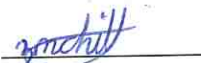
Our student leaders for 2024:

We come to school every day to learn skills that will help us now and into our future. At school we learn how to read, write and to maintain and learn new maths skills. When students follow our school rules we behave responsibly and respectfully towards each other, so that we all can feel safe and focused on our learning at school.

Another reason for being at school is to develop and hone our communication and interaction skills, so that we can build and strengthen solid relationships both inside and outside of school. While we are at school, we contribute to conversations relating to types of skills for success that we will use every day, and as we grow up. These skills can be used at events such as excursions, camps, and sporting events to ensure we are kind, resilient, and respectful to our peers and new people that we meet.



Bianca Gofton
School Captain



Zahara Chilman
Wills House Captain



Isabella McGee
Burke House Captain

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

Be Responsible

Be Respectful

Be Resilient

Be Safe

Be a Learner

Student Wellbeing and Support Network

Students at Karumba State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports. These include:

- Parents
- Teachers
- Support staff
- Advisory Visiting Teachers
- Guidance Officer
- Senior Guidance Officer
- Youth Support Officer

Support is also available through the following government and community agencies:

- Medicare Local
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Karumba 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.

A set of behavioural expectations in specific settings has been matched to each of our three school rules. The School Wide Behaviour Expectations Matrix is attached (Appendix 1).

These expectations are communicated to students via a number of strategies, including:

- 21st Century Skills for Success lessons conducted by classroom teacher;
- Reinforcement of learning from behaviour lessons on School Parades and through active supervision by staff during classroom and non-classroom activities;
- School and classroom displays of rules and expectations;
- Reinforcement of learning across all school contexts;
- Modelling appropriate behaviour;
- School newsletter;
- School website;
- School Facebook page;
- Parent and Citizens' meetings
- Face-to-face, verbal, and written communication to parents

Karumba State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A weekly behaviour focus introduced to the staff and student body. This is published in the school newsletter and promoted on the school sign; enabling parents to be actively informed and positively involved in school behaviour expectations (PBL).
- Professional development delivered to support others in having successful practices, including staff release to observe other professionals work.
- Induction to the Karumba State School Student Code of Conduct is delivered to new staff on Pupil Free Days and to students and parent through the enrolment interview.
- 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

At Karumba 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 – identified as Karumba Catch awards (Positive Behaviour). This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. Training for all staff members is ongoing to support consistent and appropriate acknowledgement and awarding of rewards.

Staff members acknowledge students explicitly as they observe them following school rules in both classroom and non-classroom areas. This occurs continuously throughout the day. In order to create a positive, productive, and safe environment for teaching and learning, we use a number of strategies both at classroom and whole school levels.

Classroom Strategies

Individual classroom teachers use a range of different positive behaviour systems. Examples include:

- Positive acknowledgement and recognition
- Reward time
- Special classroom incentive

Special Parades

Throughout the year students are recognised on special parades for a range of academic, sporting, and social achievements. Examples include:

- Leadership parade
- Homework Heroes
- Cross-country, Athletics, and Swimming Carnival awards presentations

Student of the Week

Student of the Week Awards are presented to students as identified by the individual classroom teacher. Awards are typically for exhibiting a behaviour expectation; which often mirrors the focus 21st Century Skill for Success for the week.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others, and to improve personal learning behaviours. Staff are trained in the Essential Skills for Classroom Management (ESCM).

Redirecting 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/ school rules.

Our preferred way of redirecting low-level problem behaviour is to ask the student 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 expectation of our school community. Corrective strategies for minor behaviours:

- Selective attending
- Proximity
- Body language encouraging
- Waiting and scanning
- Cueing
- Descriptive encouraging
- Non-verbal redirecting
- Distraction/ diversion
- Non-verbal directional action
- Curriculum redirection
- Calling the student's name
- Individual close talk
- Verbal redirection – Directive question
- Giving choices
- State logical consequences
- Follow through – enforce consequences

Our aim at Karumba State School is to identify and respond to unacceptable behaviour promptly, when a less intrusive strategy is still effective for correcting problem behaviour. Our responses to behaviours that develop into Minor or Major Behaviours are outlined in the Disciplinary Consequences section of the Code.

Consideration of Individual Circumstances

To ensure alignment with the Student Code of Conduct 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. Karumba State School considers the individual circumstances of students when applying support and consequences by:

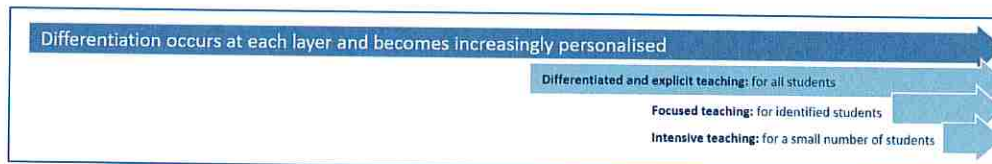
- Promoting an environment which is responsive to the diverse needs of its students;
- Establishing procedures for applying fair, equitable, and non-violent consequences for infringement of the Student Code of Conduct; ranging from the least intrusive sanctions to the most stringent;
- Recognising and taking into account a student's age, gender, behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements;
- **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; and
 - Receive adjustments appropriate to their learning and/ or impairment needs.
 - Confidentiality. We are governed by obligations limiting discussion or sharing information about individual circumstances of students, including applied disciplinary consequences, with persons other than the student's parents.

Differentiated and Explicit Teaching

Karumba State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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



Focused Teaching

Students identified as requiring additional support attend their normal scheduled classes, however, they are provided with reasonable adjustments and additional classroom support (if required).

Identified students have increased daily opportunities to receive positive contact with adults and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring, or intensive social skills training. The support program is documented on OneSchool under Personalised Learning and Support Provisions in the student's file, and is coordinated by a school and regional team with active administrator support and staff involvement. All staff members are provided with continuous professional development, consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the support program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Teaching

Karumba State School's intensive intervention and behaviour support processes and programs facilitate and promote standards of behaviour in students who have not responded to the explicit and focused behaviour processes and other strategies employed by the school.

OneSchool behaviour data is analysed to accurately identify students requiring individualised support through:

- Whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations, and individual curriculum plans (ICPs);
- Counselling and consultation with student and parents;
- Individual Behaviour Support Plans developed for students with high behavioural needs enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings (documented in OneSchool under Personalised Learning and Support Provisions in the student's file);
- Use of the Functional Behaviour Analysis (FBA) process to investigate patterns of behaviour;
- Use of regional behaviour support options;
- Liaising with external agencies as required.

Legislative Delegations

Legislation

- [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 \(Cwth\)](#)

School Policies

- Acceptable use of the Department's Information, Communication, and Technology (ICT) Network and Systems – is this: Appropriate use of social media (*Mandated*)
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students – is this now: Use of mobile phones and other devices by student (*Mandated*)
- Enrolment in State Primary, Secondary, and Special Schools
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Inclusive Education
- Managing Electronic Identities and Identity Management
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Preventing and responding to bullying (*Mandated*)
- Safe, Supportive, and Disciplined School Environment
- Statement of expectations for a disciplined school environment policy
- Student Dress Code
- Student Protection
- Temporary Removal of Student Property by School Staff (*Mandated*)

Disciplinary Consequences

Karumba 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. For this reason, staff at Karumba State School have collaborated to define categories of exhibited problem behaviours, and agreed upon logical disciplinary consequences pertaining to each. Staff use OneSchool to record all minor and major problem behaviour. The recording of persistent minor behaviours may constitute a major behaviour.

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 consequence if the problem behaviour continues;
- Identify what they will do to change their behaviour to align with the 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 Karumba State School, staff members authorised to issue consequences for problem behaviour 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 support through the whole school Social Skills program about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member redirects their behaviour or when consequences are applied for problem behaviour.

Minor behaviours

Minor behaviours are those that:

- Are minor breaches of the school rules;
- Prevent others from learning within the classroom or school;
- 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 picking up rubbish in the school ground if the student has littered;
- 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 redirection procedure. The staff member takes the student aside to:
 1. Discuss what has happened (the behaviour the student demonstrated). The student identifies their behaviour and accepts responsibility for it.
 2. Discuss the thinking and feeling behind the behaviour and whether it was a positive or negative habit of the mind.
 3. Ask the student to name expected school behaviour.
 4. Give positive verbal acknowledgment for expected school behaviour.

Major behaviours

Major behaviours are those that:

- Put self or others at risk of harm;
- Persistently prevent others from learning within the classroom or school;
- Are bullying behaviours;
- Cause significant damage to school property;
- Significantly violate the rights of others;
- Require the involvement of school Administration;
- Characterise as substance abuse

Major behaviours result in an immediate referral to Administration due to 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 records incident on OneSchool and the nominated staff member escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room (Teacher Aide/ buddy classes), alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to support program, exclusion from extra-curricular activities;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to external support agencies, 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.

A description of Minor and Major Behaviours is detailed in Appendix 2. These matrices give definition of each behaviour and provide examples and non-examples of these behaviours.

Temporary removal of student property

Personal items that cause a disruption to learning or pose a possible threat to another child's physical and emotional health and wellbeing, including personal technology devices, will be confiscated by school staff. Ordinarily, the items will be made available for collection from the school office at the end of the school day. If the items are required to be kept for purposes of disciplinary investigation, they will only be returned in the presence of a parent, or in some instances the items may be seized by the police.

Examples of items that may be confiscated include but are not limited to:

- Jewellery
- Mobile phones
- Bags
- Prohibited items, or items that could potentially be used as weapons e.g. knives

Use of mobile phones and other devices by students

At Karumba State School we place an importance on students displaying courtesy, consideration, and respect for others whenever they are using persona technology devices.

Personal Technology Devices include, but are not limited to:

- Games devices
- Laptop computers
- Tablets
- Mobile phones
- Cameras
- Voice recording devices
- iPods®
- Wearable technology or sensing devices

Banned personal technology devices

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. Students are to hand personal technology devices in to the office upon arriving at school for safe keeping 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 (through the Principal), 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. If this is the case, the device 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 the device for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording voice and images

Karumba State School upholds the value of trust and the right to privacy. We believe that every member of the school community should feel confident about participating fully and without inhibition in all aspects of school life, without concern that their personal privacy is being invaded.

Recording of events in class is not permitted unless express consent is provided by the class teacher. Students using personal technology devices must not record images anywhere that recording would not reasonably be considered appropriate e.g. In toilets, showers, or any other place where a person would expect to be afforded privacy.

A student who uses a personal technology device to record private conversations, embarrassing matter, vandalism, pranks, fighting (even if staged), violent, illegal or any content which is capable of bringing the school into public disrepute is considered in breach of our Student Code of Conduct. Further to this, if the content was recorded for the purpose of dissemination among the student body or outside the school by any means (including distribution by text messaging, display, internet uploading, or other means) disciplinary consequences would apply, including suspension and recommendation for exclusion.

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 as a reasonable person would conclude that such outcomes may have or will occur.

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 referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying, harassment, or potentially stalking, and will subject the sender to disciplinary action 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.

Devices that store information

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

Special circumstances arrangement

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

Preventing and responding to bullying

Karumba State School takes bullying seriously, and has a zero-tolerance policy for bullying behaviours inside and outside of the school environment. We take a proactive approach to bullying by actively and explicitly teaching and promoting positive behaviours, including social and emotional competencies, among students. We have adopted a whole school approach to building these capabilities in our students, and provide opportunities for students to practice applying these skills daily. We achieve this by way of integrating our PBL Social Skills program into the scheduling of our school day.

Karumba State School has adopted the High Five, which is an effective program to develop problem-solving strategies for our students. This is implemented at the whole school level, and has been found effective in eradicating bullying. It is adaptable and transferable to classroom and playground environments, as well as for use in perceived bullying incidents. (See Appendix 3).

Talk Friendly

- Use a calm voice
- Maintain eye contact
- Confident body language
- Maintain relatively close body proximity
- Use "I" statements – I feel... when you... because...

Talk Firmly

- Eye contact, confident body language, relatively close
- Use an assertive voice, slightly raised
- Tell them to stop it
- Restate your "I" statement e.g. I said...
- State the consequence of continued bullying

Ignore

- Pretend you didn't hear it
- Do not make eye contact
- Maintain positive body posture (calm, confident)
- Think positive self-esteem statements
- Count to five in your head slowly
- Take deep breaths

Walk Away

- Stand tall, head up high
- Mouth closed
- Look confident
- Do not use eye contact
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher)
- Do not look back. Walk confidently, don't run

Report

- Walk away and tell a staff member
- Go to a safety zone (depending where you are in the school, Principal's Office, quiet area in a classroom)
- Bystanders – support and report
- Report, report, REPORT until somebody listens

Karumba State School Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Tamsyn Gardiner (Principal)

Ph: 07 4747 6222

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing
Follow up

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

Cyberbullying

Karumba State School treats cyberbullying 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. Principal, Tamsyn Gardiner can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Karumba 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the school principal, Tamsyn Gardiner.

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.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Karumba 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 Support Network 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 Karumba 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.

Karumba State School – Anti-Bullying Compact

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

Karumba State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Karumba State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as:

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying, and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date: _____

Karumba State School Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

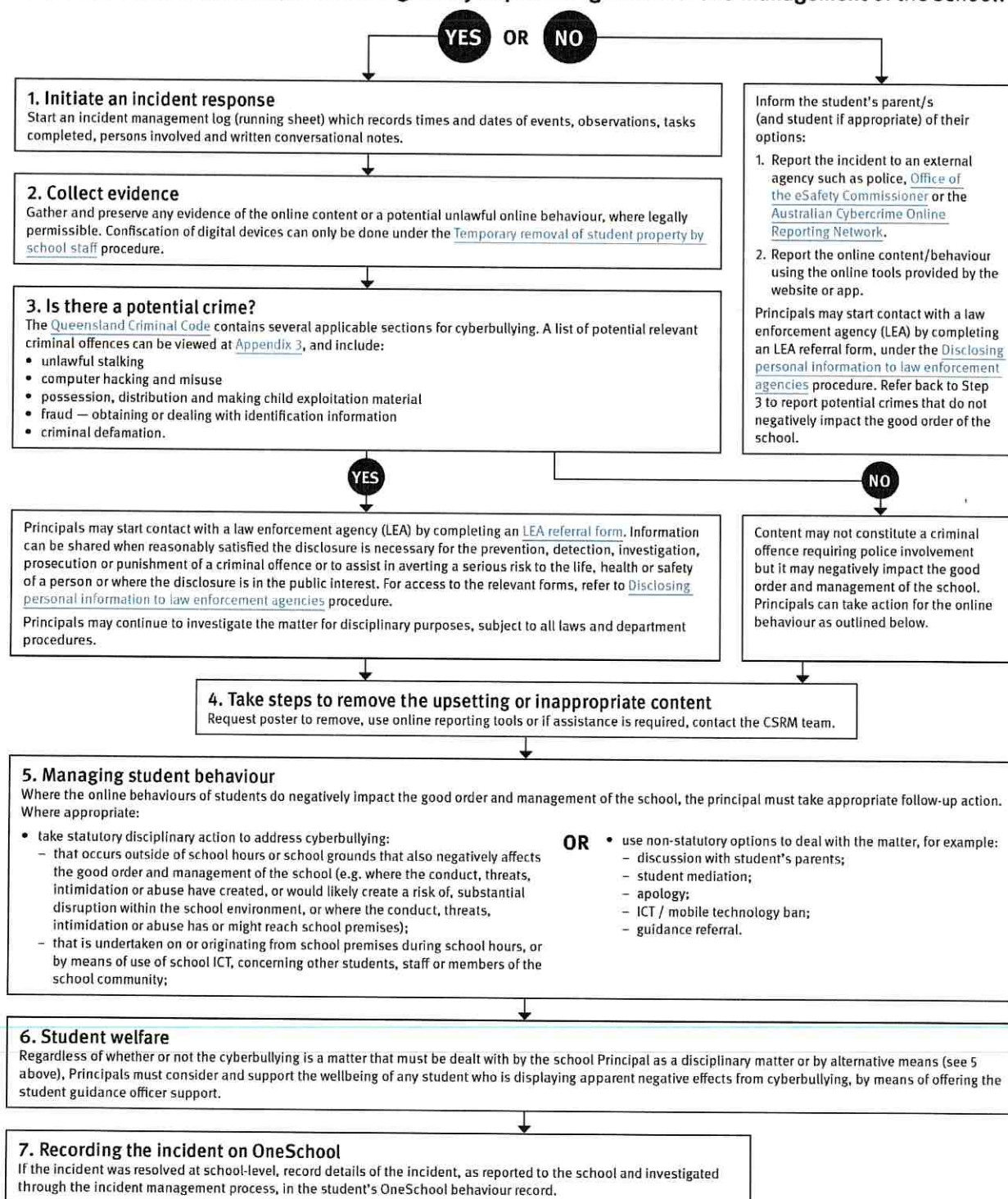
Explicit images

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

Help

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

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



Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals, and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others.

Is it appropriate to comment or post about schools, staff, or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint, or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint, or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning, and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- Refrain from responding;
- Take a screen capture or print a copy of the concerning online content;
- If you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal or police for escalation of serious concerns;
- Block the offending user;

Report the content to the social media provider.

Restrictive Practices

School staff at Karumba 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.

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

Physical intervention may be a part of individual students' behaviour plans or risk assessments. Appropriate physical intervention may be used to ensure that Karumba State School's duty of care to protect students and staff from foreseeable risks or 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.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment;
- Physical intervention should 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 or verbal threats;
- Leaving a classroom.

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;
- Take into account the age, gender, stature, disability, and understanding of the student.

Debriefing after an incident

Time spent on debriefing can be an effective part of the recovery process. Debriefing will take place as soon as possible after an incident. It is important that the environment has returned to a calm state. The purpose of debriefing is to:

- Support those in a crisis situation (provide professional assistance if necessary);
- Provide an opportunity for people who have participated in, or witnessed, a potentially traumatic classroom or playground event to talk it through.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following record must be maintained in OneSchool.

- Physical Restraint Incident Report completed by observer, indicating duration and student's response.

Critical Incidents

Emergency responses or critical incidents

Staff Training

All staff will receive training in the principles and techniques of the Non-Violent Crisis Intervention Model. This training gives staff the confidence necessary to handle crisis situations with minimum anxiety and maximum security – allowing staff to intervene safely when behaviour becomes dangerous.

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.

Risk management is the process of systematically eliminating or minimising the adverse impact of the behaviour potential of some students that may give rise to dangerous situations. This process will involve a thorough analysis of the student's behaviour history so that unacceptable risk factors can be identified, removed, avoided, or suitably controlled. This process will include risk identification to establish the range of risks and hazards, both actual and potential.

To identify risks, safety concerns, or potential dangers, the main factors are taken into consideration. For example:

- The physical and emotional needs of the student, including students with disabilities;
- The expertise and experience of staff and students including their strengths and limitations;
- Age of student;
- How to manage an emergency situation.

Basic deescalating strategies:

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, or communicating anger or 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 and 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, and withdraw if the situation escalates.
4. **Follow through.** If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and redirect 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.** 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.

A likely outcome following a critical incident may be suspension and/ or exclusion. Each incident is considered individually – the length of a suspension is determined by prior behaviour and the individual's case. A re-entry meeting takes place between student, parent, and Principal after a suspension is completed. The re-entry meeting is in place to develop a support system so that the student is able to return to school and engage in their work program. All investigations are based on natural justice and all decisions are made in accordance with DET Guidelines.

Related Procedures and Guidelines

- Acceptable use of Department's Information, Communication, and Technology (ICT) Network and Systems
- Appropriate use of Mobile Telephones and other Electronic Equipment by Students
- Enrolment in State Primary, Secondary and Special Schools
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Inclusive Education
- Managing Electronic Identities and Identity Management
- Police and Child Safety Officer interviews with students, and Police searches at State Educational Institutions
- Student Dress Code
- Student Protection
- Temporary Removal of Student Property by School Staff

Resources

- Bullying. No Way!
- Cybersafety and Schools Resources
- National Safe School Framework
- Safe Schools Hub
- Take a Stand Together
- Working Together Resources for Schools

Appendix 1: SCHOOL WIDE BEHAVIOUR EXPECTATIONS MATRIX

| SCHOOLWIDE EXPECTATIONS | | | | | | |
|-------------------------|---|---|---|--|--|--|
| | ALL AREAS | CLASSROOM | ONLINE | PLAYGROUND/ EATING AREA | MOVING AROUND THE SCHOOL | TOILETS |
| BE RESPECTFUL | <ul style="list-style-type: none"> Respect personal space Respect property Use your own property Wait patiently Use manners and kind words with everybody Keep unkind thoughts to yourself Dress appropriately | <ul style="list-style-type: none"> Hand up, and wait, to speak Ask permission to leave the classroom/ go to the toilet Allow others to learn Take turns Be a good listener | <ul style="list-style-type: none"> Use approved online sites and educational games Be courteous and polite in all online communications | <ul style="list-style-type: none"> Participate in school approved games Ask the teacher on duty if you need to leave the area Include others in games | <ul style="list-style-type: none"> Walk in line Walk quietly Keep your place in line | <ul style="list-style-type: none"> Respect privacy of others Flush the toilet after use |
| BE RESPONSIBLE | <ul style="list-style-type: none"> Be on time, to and from school Be honest Be in the right place at the right time Follow instructions promptly Leave valuable items at home Walk bike/scooter in school grounds | <ul style="list-style-type: none"> Be prepared and organised Complete set tasks promptly Be involved in discussions Keep work space and classroom tidy Bring a water bottle to class, or save drinks for break times | <ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online | <ul style="list-style-type: none"> Eat sitting down, and quietly Put your rubbish in the bin Put your lunchbox away Wear enclosed shoes and socks Be sun safe Use the High 5 Return play equipment as you found it | <ul style="list-style-type: none"> Use toilets during breaks Use toilets properly Report issues/ damages to a teacher | <ul style="list-style-type: none"> Return permission slips as soon as possible Stay with the group Let a teacher know if you need to leave the group for any reason Inform a teacher if you know someone is missing/ doing the wrong thing Be patient |
| BE RESILIENT | <ul style="list-style-type: none"> If at first you don't succeed, try again The opinions others have of you is none of your business | <ul style="list-style-type: none"> Welcome and use feedback to improve Have patience | <ul style="list-style-type: none"> Have patience when using technology | <ul style="list-style-type: none"> Have a go Accept that winning and losing are part of play Accept that we don't always get to play the game we want | <ul style="list-style-type: none"> Accept your place in line | <ul style="list-style-type: none"> Be patient |
| BE SAFE | <ul style="list-style-type: none"> Use equipment appropriately Clean up after yourself Wait your turn Use words to solve problems Run only on grassed areas – walking everywhere else | <ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner | <ul style="list-style-type: none"> Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites | <ul style="list-style-type: none"> Wash hands with soap, and dry with paper towel before eating Wait outside if there are more than 4 people getting their lunchbox from the sport room Eat your own food, don't share Stay inside the school grounds Keep out of trees, bushes, and under buildings Follow rules and teacher directives | <ul style="list-style-type: none"> Use paths and undercover walkways Always walk, and do so in line Keep your place in line | <ul style="list-style-type: none"> Wash hands with soap, and dry with paper towel after using the toilet Close and lock door when using the toilet One person in a cubicle only |
| BE A LEARNER | <ul style="list-style-type: none"> Come to school on time Come to school every day Be humble | <ul style="list-style-type: none"> Set and own your learning goals Use the learning wall Have a 'can do' attitude Try to do it yourself before asking for help | <ul style="list-style-type: none"> Stay on task | <ul style="list-style-type: none"> Try new games | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A |
| | | | | | | <ul style="list-style-type: none"> Know and work towards the learning intention and success criteria of the excursion |

Appendix 2: Minor and Major Behaviour Definitions

MINOR BEHAVIOUR DEFINITIONS

| Definitions | | Examples | Non-Examples |
|-------------------------------|---|---|--|
| Disrespect | <ul style="list-style-type: none"> Behaviour which shows contempt for authority. Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | <ul style="list-style-type: none"> Rolling eyes Smirking Making faces Walking away when an adult is addressing them Eating in class without permission Wearing hats in classroom Mimicking | <ul style="list-style-type: none"> Culturally sensitive behaviours i.e. <ul style="list-style-type: none"> Indigenous students: making eye contact is rude when directed towards an elder; discussing a person who has passed away. Asian students: inappropriate to touch students on the head or beckon to come using hand gestures. |
| Disruption | <ul style="list-style-type: none"> Low intensity but inappropriate interference that takes away from the learning environment, but does not result in physical harm to self or others. Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | <ul style="list-style-type: none"> Inappropriate, non-related comments Talking to friends Touching other people or their property Repeated noises – tapping pencils Throwing objects without intent i.e. wads of paper Playing with objects Calling out Leaving chair without permission Tapping, banging, and drumming on the classroom window, door, or desk Arriving at class unprepared – incorrect/ no materials, unprepared to work Whistling Singing | <ul style="list-style-type: none"> Unintentional dislocation of objects – dropping pencils, rubbers on the floor. Not arriving with materials due to factors outside their control. |
| Inappropriate Verbal Language | <ul style="list-style-type: none"> Low intensity instance of inappropriate language which I not directed at a person. Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | <ul style="list-style-type: none"> Swearing in the classroom (e.g. "this is s..t") and odes not respond to redirection. | <ul style="list-style-type: none"> It is not an accidental slip e.g. drop lunch on the floor... "Oh s..t" |
| Lying | <ul style="list-style-type: none"> Student delivers a message that is untrue and/ or deliberately violates rules Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | <ul style="list-style-type: none"> Copying work from others. Lying to an adult i.e. "The dog ate my homework." | <ul style="list-style-type: none"> Misinterpretation of a message. |

| | | | |
|---|---|--|--|
| Missed Detention/ Classroom Consequence | <ul style="list-style-type: none"> • Student has failed to attend/ complete the detention/ classroom consequence adequately. • Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | <ul style="list-style-type: none"> • Student has failed to comply with teacher applied consequences. • Does not adequately complete the applied consequences. | <ul style="list-style-type: none"> • Student has not attended due to an approved absence from school. |
| Non-compliance/ Work refusal | <ul style="list-style-type: none"> • Brief or low intensity failure to respond to a reasonable adult request. • Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | <ul style="list-style-type: none"> • Talks while adult is talking • Is slow to respond but eventually does what was asked. • Saying, "this is stupid", "I'm not doing it", "you can't make me", "I don't care" etc. | <ul style="list-style-type: none"> • Students who have difficulty maintaining focus due to medical or educational needs i.e. auditory processing difficulties. • Not completing work due to a skill deficit which could impair completion of work. |
| Property Misconduct | <ul style="list-style-type: none"> • Taking someone else's property. • Using objects to annoy others. • Throwing objects around the classroom. • Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | <ul style="list-style-type: none"> • Taking other's property/ work with or without permission, including intellectual property. | <ul style="list-style-type: none"> • Accidentally taking other's property e.g. confusion over who owns the property.. |

MAJOR BEHAVIOUR DEFINITIONS

| Definitions | Examples | Non-Examples |
|--|---|--|
| <p>Disrespect</p> <ul style="list-style-type: none"> • Behaviour which shows contempt for authority, consistent ignorant behaviour toward staff direction or school rules. • Dependant upon the severity, the behaviour could be grounds for suspension and/ or exclusion. | <ul style="list-style-type: none"> • Arguing with staff • Talking over others • Leaving classroom/ playground/ school grounds without permission | <ul style="list-style-type: none"> • Culturally sensitive behaviours i.e. <ul style="list-style-type: none"> - Indigenous students: making eye contact is rude when directed towards an elder; discussing a person who has passed away. - Asian students: inappropriate to touch students on the head or beckon to come using hand gestures. |

| | | | |
|---|---|--|--|
| Disruption | <ul style="list-style-type: none"> • Student's persistent behaviour causes interruption to school activities. • Dependant upon the severity, the behaviour could be grounds for suspension and/ or exclusion. | <ul style="list-style-type: none"> • Repeatedly and deliberately interrupting others | <ul style="list-style-type: none"> • Where there is a cognitive, developmental, behavioural impairment, disorder, or disability present, where that behaviour is symptomatic of the impairment, disorder, or disability. |
| Inappropriate Verbal Language | <ul style="list-style-type: none"> • Student's verbal messages are inappropriate and/ or abusive. • Dependant upon the severity, the behaviour could be grounds for suspension and/ or exclusion. | <ul style="list-style-type: none"> • Swearing of any kind at staff, students, visitors, or in the heat of the moment. • Using words that are of a racial, sexual, or embarrassing nature. • Writing or drawing offensive words or pictures on books, paper, whiteboard etc. | <ul style="list-style-type: none"> • Where there is a cognitive, developmental, behavioural impairment, disorder, or disability present, where that behaviour is symptomatic of the impairment, disorder, or disability. |
| Lying | <ul style="list-style-type: none"> • Student delivers a message that is untrue and/ or deliberately violates rules • Dependant upon the severity, the behaviour could be grounds for suspension and/ or exclusion. | <ul style="list-style-type: none"> • Being dishonest for personal gain at the expense of another student. • Intentionally trying to get another student into trouble. • Lying which negatively impacts the emotional or physical wellbeing of another student. | <ul style="list-style-type: none"> • Misinterpretation of a message. |
| Missed Detention/ Classroom Consequence | <ul style="list-style-type: none"> • Student refuses to attend detention or acceptance of classroom consequence. • Dependant upon the severity, the behaviour could be grounds for suspension and/ or exclusion. | <ul style="list-style-type: none"> • Student states that he/ she will not attend detention or that they will not accept the classroom consequence e.g. "You can't make me", "I'm not doing that". • Student does not attend detention or does not complete delegated consequence. | <ul style="list-style-type: none"> • Student has not attended due to an approved absence from school. |
| Non-compliance/ Work refusal | <ul style="list-style-type: none"> • Student's repeated refusal to participate in class, follow directions, school rules etc. • Dependant upon the severity, the behaviour could be grounds for suspension and/ or exclusion. | <ul style="list-style-type: none"> • Disengagement • Leaving classroom, play ground, or school. | <ul style="list-style-type: none"> • Students who have difficulty maintaining focus due to medical or educational needs i.e. auditory processing difficulties. • Not completing work due to a skill deficit which could impair completion of work. |
| Property Misconduct | <ul style="list-style-type: none"> • Student deliberately damages or misuses another student's or school property. • Dependant upon the severity, the behaviour could be grounds for suspension and/ or exclusion. | <ul style="list-style-type: none"> • Theft of items • Malicious damage with intent | <ul style="list-style-type: none"> • Serious incident resulting in the non-intentional damage to property. |

HIGH FIVE PROGRAM

What is High Five?

It is an effective strategy to develop problem-solving strategies for our students.

A whole school approach that can also eradicate bullying.

It is a 5-step problem-solving strategy that can be used in the classroom, in the playground, and for perceived bullying incidents.



