

KIRWAN STATE HIGH SCHOOL

Responsible Behaviour Plan for Students



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

1. Purpose

Kirwan State High School, a mindful community, is committed to providing a safe, positive, 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 underpinned by the school's Statement of Intent and Pedagogies framework, 'The New Art and Science of Teaching' (Appendix 1). The 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 mindfully and positively within our school community.

2. Consultation and data review

Kirwan State High School developed this plan in collaboration with our school community. Positive Behaviour for Learning (PBL) forms the foundation of the school's Responsible Behaviour Plan and our expected positive behaviours have been developed through consultation with parents, staff and students.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents and referrals from 2013-2017 also informed the development process.

The Plan was endorsed by the Executive Principal, the President of the Parents and Citizens' Association and the Chair of the School Council in November 2017 and will be reviewed annually in Term 4.

3. Learning and behaviour statement

All areas of Kirwan State High 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 and mindful behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Kirwan State High 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. A Restorative Justice approach is used to build community and respond to unacceptable behaviour, with the goals of repairing harm and restoring relationships between those impacted. Restorative Justice is built into all PBL processes to reduce School Disciplinary Absences and foster a positive school climate.

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

- Be Respectful
- Be Engaged
- Be Safe

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



KIRWAN STATE HIGH SCHOOL

A World Class School

Statement of Intent



Our mission is to provide educational excellence for tomorrow's citizens.

Our philosophy is to enable greatness through an inclusive culture underpinned by a mindful school community built on professionalism, continuous improvement and accountability.

We have respectful and supportive relationships with our whole school community, underpinned by the tenets of the United Nations Universal Declaration of Human Rights.

Our core beliefs about student learning are:

- All students can learn.
- All students can achieve at a high level.
- All students are part of a world wide community of learners.
- All teachers have high expectations of all students.
- All teachers are responsible for student learning.

Our core beliefs about student wellbeing are:

- We all accept responsibility for the wellbeing of others.
- We all deserve to feel safe, valued and respected.
- All students are citizens of the world.
- We must demand "greatness" from everyone.
- "Something is Right" in every person.



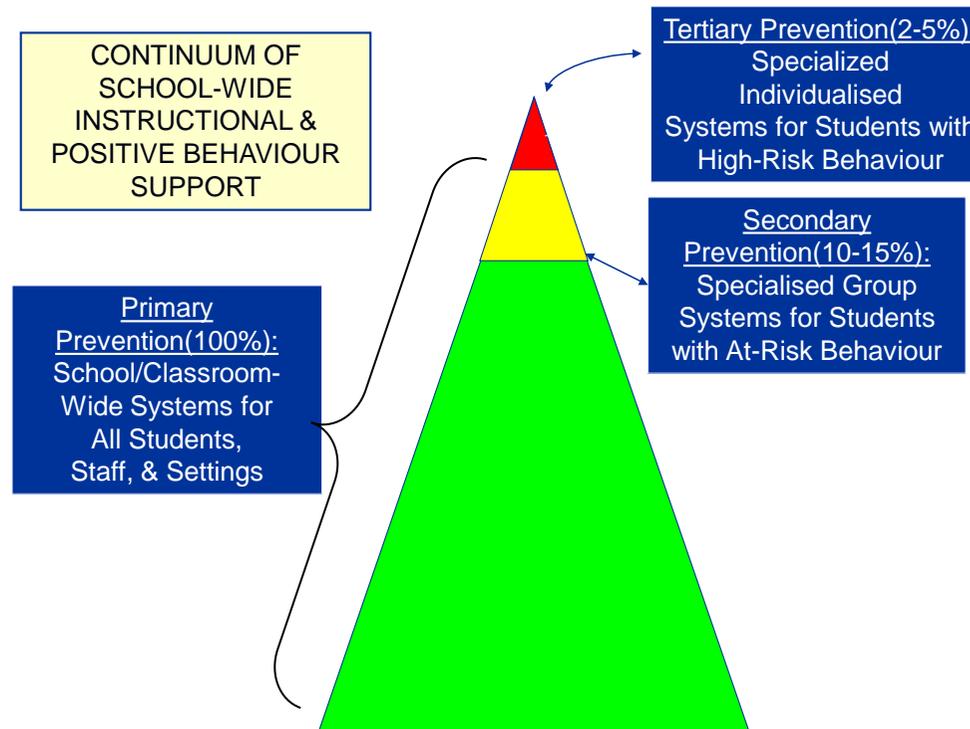
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Kirwan High - a great school...a good place to be!

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

Universal Support or Primary Prevention is provided to **ALL** students at Kirwan State High School where students are taught explicitly the expected positive behaviours through the use of the Effort and Behaviour Matrix as well as recognition and extrinsic rewards for desirable behaviour through PBL slips, postcards, Parade Awards and Gold Awards. Data tells us that the majority of students (80%-90%) will demonstrate these positive behaviours. However about 10% to 15% of students may need additional support and timely intervention (Secondary Prevention). At Kirwan High we have a Behaviour, Intervention and Support Team (BIST) in place which meet fortnightly to discuss the students in each year level who have had multiple behaviour incidents recorded on One School. The team is comprised of Youth Support Co-ordinators, School Nurse, Deputy Principals as well as the Guidance Officers and together we brainstorm appropriate support strategies for individual students. For a variety of reasons, 2% to 5% of students may not respond to the secondary prevention strategies and may need more intensive support (Tertiary Prevention) and/or flexible learning options to assist them to continue their learning. These students require a Complex Case Management (CCM) approach usually led by one of our Guidance Officers and includes external Stakeholders. The CCM team also meet fortnightly to discuss in-school support and behaviour management strategies specific to the individual student.

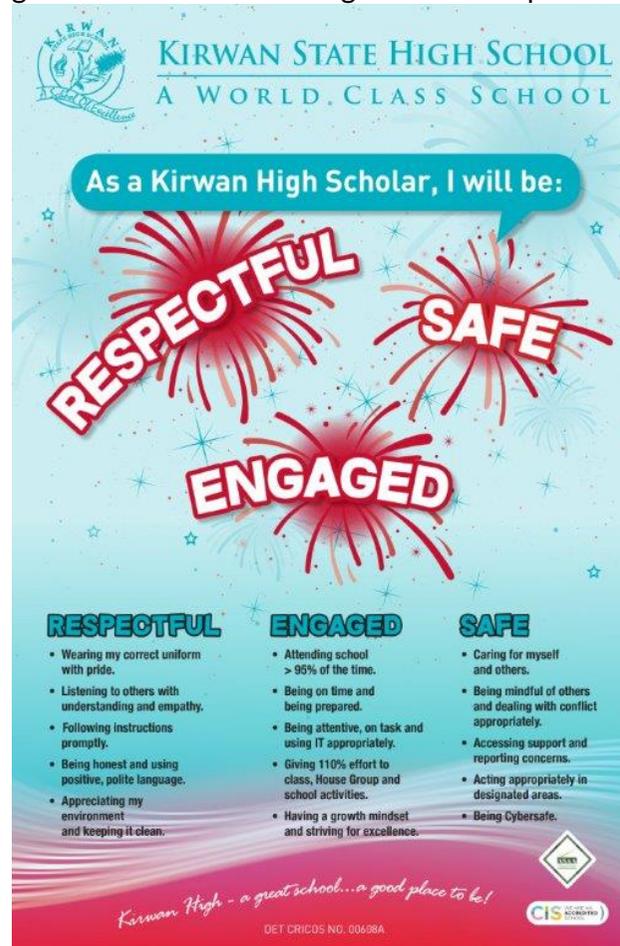
Kirwan State High School School's Positive Behaviour for Learning (PBL) supports students at three (3) distinct levels:



Universal Behaviour Support or Primary Prevention

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Kirwan State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. These behaviours are underpinned by the 'Art and Science of Teaching' (Appendix 1) and Art Costa's 16 Habits of Mind (Appendix 2) which contribute to the development of highly successful citizens. Communicating behavioural expectations is a form of universal behaviour support or primary prevention - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Positive Behaviour for Learning (PBL) at Kirwan High focuses on the following behaviour 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; signs in all areas of the school; and Student Planners.

Kirwan State High School's teaching and learning framework, 'The New Art and Science of Teaching' Design Question 8 provides strategies for recognising and acknowledging the adherence or the lack of adherence to rules and procedures and establishing and maintaining classroom rules and procedures. All staff participate in professional development on PBL processes, Essential Skills for Classroom Management and Restorative Practices. PBL data is analysed regularly and targeted professional development is provided to staff in response to identified needs. A Positive Behaviour for Learning Leadership Team oversees the implementation of all PBL processes and programs throughout the school.

Kirwan State High School implements the following proactive and preventative processes and strategies to recognise, acknowledge and support positive student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- PBL Leadership Team provide information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Kirwan State High School Responsible Behaviour Plan for Students is delivered to new students as well as new and relief staff.
- The Behaviour Intervention Support Team (BIST) meet fortnightly to discuss support for Secondary Prevention students.
- Complex Case Management (CCM) also meet fortnightly to update the team about intensive support for the Tertiary Prevention students.
- Personalise Learning Plans are developed for students with high behavioural needs or mental health concerns and provide staff with strategies and 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 3);
 - procedures for Preventing and Responding to Incidents of Bullying/ Cyber-Bullying (Appendix 4); and
 - Positive Behaviour and Resilience Policy. (Appendix 5).
 - Incident Report – Student Response Strategy (Appendix 6).

Reinforcing expected school behaviour

At Kirwan State High School, communication of our key messages about behaviour is supported 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.

Kirwan State High School Rewards System

At Kirwan State High School staff are encouraged to reward positive behaviour in a number of ways:

- PBL Reward Slip

Staff members issue a PBL Reward slip to students they observe demonstrating positive behaviours in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules teachers can choose to issue students with a reward slip. Students will place their reward slip into their House PBL Box. House captains will tally the number of slips received by students and those students gaining a reward slip will be presented with a certificate on weekly house parades. Prizes will also be given out on weekly House Parades.

- Postcards

Students demonstrating positive classroom behaviours will also be identified and teachers will send a postcard home to parents at any time. Kirwan High Scholar certificates will be presented to those students consistently meeting the attributes of a Kirwan High Scholar - Inquiring, Optimistic, Inclusive, Aspirational, Acting with Integrity.

- Gold Awards

In Term 4 Gold Awards will be presented to students achieving an Excellent or Very Good for behaviour and effort in all of their subjects.

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 follow our school rules. A lack of adherence to rules and procedures will result in the following:

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 for teachers to ask students to think of how they might be able to be more respectful, more engaged or safer at school. This encourages students to reflect on their own behaviour, evaluate it against our expected school behaviours, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Secondary Prevention Support

Each year a small number of students at Kirwan State High School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students participating in Secondary Prevention attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive

- positive contact with adults;
- additional support from House Masters/ Mentors as they check-in/check-out each day;
- access to a range of student wellbeing staff (See p.11);
- increased opportunities to receive positive reinforcement through daily reporting sheets; and
- when required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

Secondary Prevention Support is coordinated by a school-based 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 Secondary support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support at the Tertiary Prevention level.

Tertiary Prevention Intensive behaviour support (CCM):

Kirwan State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Behaviour Intensive Support Team*:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student;
- works with the PBL Leadership Team to achieve continuity and consistency; and
- access community support agencies as required.

Following referral to the *Complex Case Management (CCM) Team*, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. 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

Through MAPA (Management of Actual and Potential Aggression) trained personnel, all staff will be trained in prevention and de-escalation strategies to minimise the likelihood of circumstances occurring where physical intervention is required. 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; and
- posing an immediate danger to him/herself or to others.

When exercising physical interventions the following guidelines must be applied:

- intervention respects the rights of the student and keeps risks to a minimum
- is thoroughly evidence based, quality assured and has built-in evaluation procedures
- reduces the need for restraining as far as practicable
- holds the view that restraining students is for their safety and never about discipline or punishment
- is provided by appropriately trained personnel
- is ethical and complies with legal requirements

- is appropriate to the particular needs of the students within school community
- training gives staff the skills they need to effectively support students
- training is reviewed and updated the training regularly to take into account new research findings and evidence
- considers:
 - departmental policies and procedures
 - how staff behaviour can affect behaviour of students
 - prevention and de-escalation strategies
 - care for students and staff following incidents involving physical intervention.

Physical Intervention- Immediate or Emergency Response

When using Physical Intervention staff will:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical;
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised;
- notify the principal (if not directly involved) and the student's parent of the incident, detailing:
 - the behaviour that preceded the use of physical intervention;
 - the type and duration of intervention used;
 - staff members and other witnesses present during the period of the incident;
 - student's physical condition before and after physical intervention;
 - counselling provided to the student following the period of physical intervention; and
 - planned future action to prevent further incidences of the behavior.
- provide debriefing for the student and any other students after a suitable interval of time has elapsed; and
- hold a debriefing meeting with the relevant staff members.

Physical Intervention– Planned Response including Prevention of Self-Harming Behaviours (individual plan)

Staff working directly with students identified will undertake the physical intervention component of the MAPA training.

When physical intervention is used as part of a student's individual plan staff will:

- develop the student individual plan by:
 - including strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours;
 - not using physical intervention process in isolation;
 - developing procedures with support personnel, parents and relevant staff including medical practitioner or other appropriate professional personnel where applicable; and
 - identifying strategies to reduce and eliminate the need for physical intervention.
- prevent self-harming behaviours by:
 - considering whether safety can be restored in another practicable way such as removing potentially harmful objects;
 - employing a range of responses including increased monitoring and support within the classroom and/or referral to appropriately trained staff; and
 - using postural, or movement limiting, and/or protective devices at times when there is a high risk of injury.

- employ responses to support student and to support any other student or staff who may be affected by witnessing an incident of self-harm.
- establish a regular review process to monitor effectiveness of strategies and procedures, including advice from the medical practitioner or other appropriate professional personnel where applicable.

Record keeping

Each instance involving the use of physical intervention must be formally documented in OneSchool as a behaviour incident. In the Special Education Program this information must be recorded in the Physical Intervention Register. The following records must be maintained:

- Physical Intervention Incident Report (Appendix 7);
- Health and Safety incident record; and
- Debriefing Report (for student and staff) (Appendix 8).

6. Consequences for unacceptable behaviour

Kirwan State High 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 9) is used to record minor and major problem behaviour. The recording of persistent minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team or Head of Department.

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out), 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; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to a Head of Department or 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 fills out the office referral form and directs the student to the Head of Department or Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time out; Withdrawal from class to peer support class/subject department withdrawal area; detention; Restorative Justice process; alternate lunchtime activities; loss of privilege; restitution; loss of break times; warning regarding future consequence for repeated offence, and referral to Secondary Prevention Support.

AND/OR

- **Level Two:** Parent contact, referral to Student Wellbeing Staff, withdrawal from classes, referral to Intensive Behaviour Support Team; outside of school hours detention (including Saturday detentions); a Discipline Improvement Plan; and Community Service Intervention or suspension from school. Students who in engage in verbal abuse of staff can expect Saturday detention/s or to be suspended. Students who engage in physical assault of others can expect to be suspended.
- **Level Three:** Students who engage in very serious problem behaviours such as:
 - major violent physical assault;
 - the possession, use, cultivation or supply of drugs;
 - the possession, use or supply of weapons;
 - sexual harassment, grooming, sexual assault;
 - stalking;
 - cyber bullying;
 - legal and restricted drugs such as alcohol, tobacco, inhalants, amphetamines, benzodiazepines, betel nut, ketamine, khat;
 - illegal drugs including psychoactive substances;
 will be recommended for exclusion from school following an immediate period of suspension.

Definition of consequences*

Time out	A principal or a teacher may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
Detention	A principal or a teacher may use detention as a consequence for a breach of school expectations and provide students with an opportunity to reflect on their behaviour. Parents must be notified at least 24 hours prior to proposed detentions outside of school hours (after school or Saturday morning) and provide consent. (See Appendix 10 for Kirwan SHS Detention Policy)
Temporary Removal of Property	A principal or staff member of Kirwan State High School has the power to temporarily remove property from a student, as per the procedure <i>Temporary Removal of Student Property by School Staff</i> . Removed items will be kept in the Administration Block and returned to students at 3pm on the day of removal. Students will sign the removal of property register when collecting removed items. In the event of a Student Protection issue confiscated items may be provided to police as evidence and will not be returned to students. Parents will be notified in this case.
Discipline Improvement Plan	Is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.
Community Service Intervention	With the consent of the student and their parent, the student performs unpaid work or activities (outside of school hours) in their local community or school with a host organisation or under the supervision of a school staff member to address inappropriate student behaviour. Students under the age of 14 will complete the Community Service Intervention on school grounds.
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> • disobedience; • misbehaviour; • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; • the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> • persistent disobedience; • misbehaviour; • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; • the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school; and • the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school.
Cancellation of Enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

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

	Area	Minor	Major
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal). Calling out. Poor attitude. Disrespectful tone. 	<ul style="list-style-type: none"> Offensive language. Aggressive language. Verbal abuse / directed profanity.
	Property	<ul style="list-style-type: none"> Petty theft. Lack of care for the environment. Littering 	<ul style="list-style-type: none"> Stealing / major theft. Wilful property damage. Vandalism.
	Others	<ul style="list-style-type: none"> Minor disruption to class. Minor defiance. Bullying / harassment. 	<ul style="list-style-type: none"> Repeated incidents of bullying/cyber bullying / harassment. Major disruption to class. Blatant disrespect. Major defiance.
Being Engaged	Class tasks	<ul style="list-style-type: none"> Not completing set tasks at an appropriate level. Refusing to work. 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks). Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight). Leaving school without permission.
	Follow instructions	<ul style="list-style-type: none"> Failure to respond to adult request. Non compliance Unco-operative behaviour. 	<ul style="list-style-type: none"> Repeatedly failing to follow the reasonable and lawful directions of staff.
	Electronic devices	<ul style="list-style-type: none"> Unauthorised use of mobile phone and electronic devices during class time. 	<ul style="list-style-type: none"> Inappropriate use of a mobile phone in school/ school activity/excursion for voicemail, email, text messaging or filming purposes without authorisation. Refusal to hand over mobile phone or electronic devices when requested.
	Uniform	<ul style="list-style-type: none"> Failure to wear full school uniform. Wearing facial piercing/excessive jewellery. 	<ul style="list-style-type: none"> Refusing to abide by uniform policy. Refusal to remove facial piercing.
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings. Use of scooters/skateboards in school grounds. Not walking bike in school grounds. 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment. Not playing school approved games. Playing in toilets. 	<ul style="list-style-type: none"> Throwing dangerous objects or using objects as weapons. Possession of weapons/replica weapons (See Appendix 11: Knife Policy). Possession of drugs/alcohol.
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving). 	<ul style="list-style-type: none"> Serious physical aggression. Fighting
	Correct Attire	<ul style="list-style-type: none"> Lack of sun protection. No shoes 	
	Other		<ul style="list-style-type: none"> Smoking Possession or selling of drugs/alcohol.

Relate problem behaviours to expected school behaviours

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 Kirwan State High 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 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.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident; or
- after consideration has been given to all other responses.

7. Network of student support

Students at Kirwan State High School are supported through positive reinforcement and a system of Primary, Secondary and Tertiary behaviour support. Together with the support received from parents, Kirwan State High School has a range of staff available to support positive student behaviour.

These include:

- Teachers
- Learning Support Staff
- Subject Heads of Department
- Student Wellbeing Heads of Department
- House Masters
- Community Education Counsellors
- Administration Staff
- Guidance Officers
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Defence Transition Mentor

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

- Disability Services Queensland; <http://www.communities.qld.gov.au/disability/disability-and-community-care>
- Child and Youth Mental Health; <http://www.health.qld.gov.au/rch/professionals/cymhs.asp>
- Headspace; <http://www.headspace.org.au/>
- Queensland Health; <http://www.health.qld.gov.au/>
- Department of Communities (Child Safety Services); <http://www.communities.qld.gov.au/>
- Queensland Police Service; and <http://www.police.qld.gov.au/>
- Townsville City Council. <http://www.townsville.qld.gov.au/>

8. 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.

Kirwan State High 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.

Student Disciplinary Absences are used after consideration has been given to all other responses but with consideration for the welfare and safety of other students and staff.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(Strengthening Discipline in State Schools\) Amendment Bill 2013](#)
- [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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related policies

- [Safe, Supportive and Disciplined School Environment](#)
- [The Code of School Behaviour](#)
- [Statement of Expectations for a Disciplined School Environment](#)
- [Accidents, Incidents and Incident Investigations](#)
- [Code of Conduct for the Queensland Public Service](#)
- [Department of Education, Training and Employment Standard of Practice](#)
- [Health, Safety and Wellbeing Policy Statement](#)
- [Managing Risks in School Curriculum Activities](#)
- [Work Experience Placements for School Students](#)
- [Working with Children Check- Blue Cards](#)
- [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](#)

11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

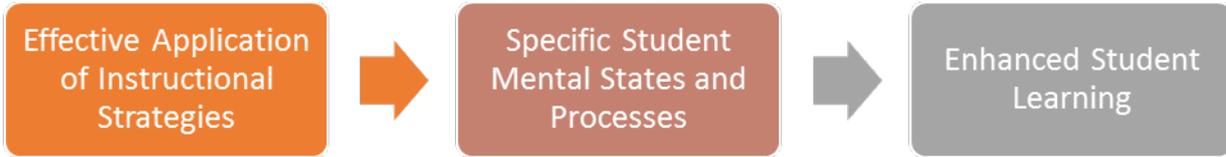
Endorsement

Position	Name	Signature	Date
Executive Principal	Mrs Meredith Wentz		
P & C President	Mr Des Morris		
School Council Chair	Mr Mark Brine		

Effective Date:

THE NEW ART AND SCIENCE OF TEACHING: DESIRED MENTAL STATES TO ENHANCE LEARNING

Robert Marzano’s *The New Art and Science of Teaching* is Kirwan High’s pedagogical framework.



The framework details a comprehensive model of quality teaching which balances research based strategies [the science] with a teacher’s knowledge of when to use them [the art].

	Teacher Actions and Design Areas	Student Metal States and Processes	Design Questions
FEEDBACK	1. Providing and Communicating Clear Learning Goals	Students understand the progression of knowledge they are expected to master and where they are along that progression.	DQ1: How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are alongside that progression?
	2. Using Assessments	Students understand how test scores and grades relate to their status on the progression of knowledge they are expected to master.	DQ2: How will I design and administer assessments that help students understand how their test scores and grades are related to their status on the progression of knowledge they are expected to master?
CONTENT	3. Conducting Direct Instruction Lessons	When content is new, students understand which parts are important and how the parts fit together.	DQ3: When the content is new, how will I design and deliver direct instruction lessons that help students understand which parts are important and how the parts fit together?
	4. Conducting Practicing and Deepening lessons	After teachers present new content, students deepen their understanding and develop fluency in skills and processes.	DQ4: After presenting content, how will I design and deliver lessons that help students deepen their understanding and develop fluency in skills and processes?
	5. Conducting Knowledge Application Lessons	After teachers present new content, students generate and defend claims through knowledge application tasks.	DQ5: After presenting content, how will I design and deliver lessons that help students generate and defend claims through knowledge application?
	6. Using Strategies That Appear in All Types of Lessons	Students continually integrate new knowledge with old knowledge and revise their understanding accordingly.	DQ6: Throughout all types of lessons, what strategies will I use to help students continually integrate new knowledge with old knowledge and revise their understanding accordingly?
CONTEXT	7. Using Engagement Strategies	Students are paying attention, energised, intrigued and inspired.	DQ7: What engagement strategies will I use to help students pay attention, be energised, be intrigued, and be inspired?
	8. Implementing Rules and Procedures	Students understand and follow rules and procedures.	DQ8: What strategies will I use to help students understand and follow rules and procedures
	9. Building Relationships	Students feel welcomed, accepted and valued.	DQ9: What strategies will I use to help students feel welcome, accepted, and valued?
	10. Communicating high expectations	Typically reluctant students feel valued and do not hesitate to interact with the teacher and peers.	DQ10: What strategies will I use to help typically reluctant students feel valued and comfortable interacting with me and their peers?

Habits of Mind

<p>1. <u>Persisting</u> Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	<p>2. <u>Managing impulsivity</u> Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>
<p>3. <u>Listening with understanding and empathy</u> Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p>	<p>4. <u>Thinking flexibly</u> Look at it Another Way! Being able to change perspectives, generate alternatives, and consider options.</p>
<p>5. <u>Thinking about your thinking (Metacognition)</u> Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	<p>6. <u>Striving for accuracy</u> Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>
<p>7. <u>Questioning and problem posing</u> How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	<p>8. <u>Applying past knowledge to new situations</u> Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
<p>9. <u>Thinking and communicating with clarity and precision</u> Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	<p>10. <u>Gather data through all senses</u> Use your natural pathways! Pay attention to the world around you. Gather data through all the senses; taste, touch, smell, hearing and sight.</p>
<p>11. <u>Creating, imagining, and innovating</u> Try a different way! Generating new and novel ideas, fluency, and originality</p>	<p>12. <u>Responding with wonderment and awe</u> Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
<p>13. <u>Taking responsible risks</u> Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>14. <u>Finding humour</u> Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>
<p>15. <u>Thinking interdependently</u> Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	<p>16. <u>Remaining open to continuous learning</u> Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.</p>



KIRWAN STATE HIGH SCHOOL

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.

Personal Technology Devices

Students are permitted to use personal technology devices for learning purposes during teaching time, and under the direct supervision of a teacher. The responsible and respectful use of personal technology devices is permitted in the school grounds during lunch breaks.

Confiscation

Personal technology devices used inappropriately 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.

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 not interfere with teaching and learning.

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 Kirwan State High 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.

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 bullying¹ 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.*

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



KIRWAN STATE HIGH SCHOOL

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

Purpose

1. Kirwan State High 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 at Kirwan State High 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 Kirwan State High 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;
 - socio-economics; and
 - young carers or children in care.
5. The main forms of cyber bullying are identified as:
 - **Flaming:** online fights using electronic messages with angry or vulgar message.
 - **Harassment:** repeatedly sending nasty, mean or insulting messages.
 - **Denigration:** Posting or sending gossip or rumours about a person to damage his/her reputation or friendships.
 - **Outing:** sharing someone's secrets or embarrassing information or images online.
 - **Exclusion:** Intentionally and cruelly excluding someone from an online group.
 - **Cyber stalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.
6. At Kirwan State High School students, staff and parents are educated on our school policy Prosocial Behaviour and Resilience Policy (Appendix 5). There is a broad agreement that bullying is an 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 unacceptable in the school community.

Rationale

7. 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. Our anti-bullying procedures involve teaching the entire school the process of reporting or dealing with incidents as outlined in the Prosocial Behaviour and Resilience Policy provided to all staff and students.
8. The prosocial behaviour and resilience procedures at Kirwan State High school complement our already research-validated School-Wide 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

9. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our School-Wide Positive Behaviour Support practices will be maintained at all times. This will ensure that:
 - Teaching students explicitly our expected behaviours 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 are receiving high levels of positive reinforcement (rewards) for demonstrating expected positive behaviours, including those associated with following our routines, from all staff in the classroom and non-classroom settings of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom settings. This means that Playground Duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
10. An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying/cyber-bullying behaviour either as a person being bullied, the person bullying or bystander.
11. A series of follow up bullying lessons/workshops are then delivered to further empower students. This includes lessons on cyber bullying and the dangers associated with social networking sites such as Facebook, Instagram, etc.
12. Kirwan State High 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.



Prevention and Intervention for Bullying and Anti-social Behaviour

Purpose

Kirwan State High School promotes a positive school environment, fostering a caring, respectful, inclusive and supportive school culture. Every member of the school community (school staff, parents and students) has a role to play in creating a safe, supportive and disciplined school environment, where students can learn and achieve.

Rationale

Bullying is the subject of ongoing worldwide research and is a high priority for communities and government. In Australia it has been reported that approximately one child in four is being bullied over a period of several weeks (Cross et al., 2011). Approximately one in seven young people have been cyberbullied, with research suggesting this number may be increasing. More than three quarters of students who were bullied online were also bullied offline. Peers are present as onlookers in most bullying interactions and play a central role in the bullying process. Bullying is the fourth most common reason young people seek help from children's help services. *Australian Covert Bullying Prevalence Study (ACBPS), (2009).*

As a result of bullying, there is increasing evidence of the psychological damage, especially through the loss of self-worth and persistent feelings of anxiety and depression. In addition, studies have shown that peer victimisation is significantly related to poor academic performance (Juvonen, Wang and Espinoza, 2011; Lacey and Cornell, 2013).

What is Bullying?

"Bullying is a systemic and repeated abuse of power. In general bullying may be defined as: dominating or hurting someone, unfair action by the perpetrator(s) and an imbalance of power or a lack of adequate defence by the target and feelings of oppression and humiliation." (Rigby, 2010)

There are many forms of bullying. *The National Centre against Bullying* identifies five kinds of bullying:

Physical bullying: This is when a person or group of people uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeated and intentionally damaging someone's belongings is also physical bullying.

Verbal bullying: Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

Covert bullying: Such as lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.

Psychological bullying: For example, threatening, manipulating or stalking someone.

Cyber bullying: Using technology or a carrier service, such as an email, mobile phone or social media to bully verbally, socially or psychologically.

Commonwealth legislation relevant to bullying, harassment, discrimination and violence include: Disability Discrimination Act 1992, Human Rights and Equal Opportunity Commission (HREOC) Act 1986, Racial Discrimination Act 1975, Racial Hatred Act 1995, Sex Discrimination Act 1984.

What Behaviours are not Bullying?

- **Mutual arguments or disagreements** (where there is no imbalance of power)
- Not liking someone or a **single act** of social rejection
- **One-off acts** of meanness or spite
- **Isolated incidents** of aggression, intimidation or violence.

There is no place for bullying at Kirwan State High School.

Kirwan State High School provides a whole of school response to the prevention and intervention of bullying. At Kirwan prevention underpins a system of evidence based programs, curriculum and events to support the development of prosocial behaviour and resilience in young people. Within this system, the school utilizes a Restorative Practice Framework to develop problem solving, empathy and relationship building skills. The school also ensures that disciplinary action is taken in accordance with the school's Responsible Behaviour Plan.

Adolescents' prosocial behaviour, or voluntary behaviour intended to benefit others (Eisenberg, Fabes, & Spinrad, 2006), has been linked with several positive outcomes, including high self-esteem, academic success, and high quality relationships (Laible et al. 2004; Padilla-Walker and Carlo 2014; Wentzel, 1993). Prosocial behaviour has been related positively to perspective taking and theory of mind abilities, empathy and emotion regulation skills. Cultivating prosocial behaviour has also been demonstrated to improve cognition and learning, by encouraging active discussion, problem solving, and elaborative feedback among peers.

Students who are resilient are better able to stay on track with the biological, psychological and social demands of child development. Being resilient is associated with better academic performance and school behaviour and over the longer term is associated with fewer mental health difficulties and greater life opportunities. Students are supported to develop knowledge, skills and confidence to cope with common life challenges such as school, study and relationship issues and bullying through our social and emotional learning programs and events at Kirwan (*Mindmatters; Resilient Youth Australia*).

Restorative Practice assists teachers, students and parents to build, maintain and restore relationships. Restorative Practice build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes. (Restorative Practices Australia, 2015). Restorative Practice is used at Kirwan as a school wide response to social conflict by supporting the development of communication and social skills. Restorative Practice is a reflective tool that assists to process an incident of wrongdoing or conflict such as bullying. By reflecting on the incident it allows students to reflect on their actions and how they impact others. It encourages empathy, accountability, expression of feelings and thoughts, and problem solving and offers an opportunity for the student who was harmed to process their thoughts and consider what needs to be done to make things right.

Kirwan State High School also utilizes a Positive Behaviour for Learning (PBL) system to prevent problem behaviour by reinforcing expected behaviour. This school wide system reinforces positive behaviours, acknowledges individual strengths and supports positive behavioural development. The system enables schools to facilitate a continuum of supports that are intensified to meet the needs of every student, utilizing data to track and support development. When unacceptable behaviour occurs, students experience predictable and fair consequences. Kirwan State High School ensures that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour and the young person is provided with opportunities to learn and grow.

Cultivating Prosocial Behaviours and Resilience

Whole of School

The School:

- Enables student voice through Student Voice, Resilience Survey and Resilience Student Group
- Supports relationships and positive connection through the use of *Home Groups* and the Inter-House Structure. Students from Years 7-12 meet daily to connect with their Home Group teacher and each other. Peer support and opportunities for role-modelling and strengthening peer and teacher relationships are structured and facilitated through these groups. During Home group lessons, students develop skills in personal and social capabilities, resilience, bullying and protective responses. Lessons provide teaching of skills and understandings to promote cyber safety and for countering harassment, aggression, violence and bullying. The lessons provide teaching and learning of skills and understandings related to personal safety and protective behaviours. The Home Group program uses evidence based research such as *Mind Matters* and *Resilient Youth Australia*.
- Uses a range of evidence based programs to develop students Personal and Social Capabilities (*Australian Curriculum*). For example the school partners with *The Resilience Project* which provides structured program in Health and Physical Education (HPE). *Respectful Relationships (Beyond Blue)* is also used in Home Group Lessons and in HPE to support the development of safe relationships between young people.
- Utilizes *Restorative Practice* to restore relationships and repair harm. Students develop problem solving skills, empathy and prosocial behaviours.
- Utilizes the PBL Framework, explicitly teaching students expected behaviours, including rules that clearly describe how students are expected to treat each other and rewarding positive bystander behaviour.
- Supports Clontarf Academy for indigenous young men and supports Community Education Counsellors (CEC) and the Young Indigenous Leaders program to support young people from Aboriginal and/or Torres Strait Islander backgrounds.
- Provides active Supervision in the Playground. The school provides structured activities, positive social interaction during break times to support prosocial behaviours and social skills.
- Clearly communicates and provides consistent definitions of bullying and prevention and response to bullying to students, caregivers and parents and community members.
- Ensures all students know what to do when bullying happens. The school has established safe reporting channels for students and ensures respectful responses and management of any reports. There are clear procedures that enable staff, parents, carers and students to confidentially report any incidents or situations of child maltreatment, harassment, aggression, violence or bullying.
- Clearly communicates procedures for staff to follow when responding to incidents of student harm from child maltreatment, harassment, aggression, violence, bullying or misuse of technology.
- Provides ongoing staff skilling and support training for teachers to respond to bullying effectively.
- The inquiry cycle is used to continue to review, plan and gather data to support student's social and emotional development, track responses and escalating behaviours. The school engages with *Resilience Youth Australia* and collects data through an annual survey to all students. *The Learning and Wellbeing Framework* is used to capture and monitor wellbeing across the school. The Behaviour Intervention and Support Team (BIST) monitor behaviour in scheduled meetings and provide necessary intervention to minimize escalating or pattern behaviours.

Cultivating Prosocial Behaviours and Resilience Classroom

The Classroom and Teacher:

- Establishes a safe, supported environment by modelling and explicitly teaching expected classroom behaviours, prosocial behaviours, personal and social capabilities and resilience.
- Use *Restorative Practices* to respond to behaviour, social conflict and bullying.
- Use PBL system to reinforce expected behaviour which includes rewards systems.
- Encourage equal opportunities for leadership.
- Enable students to feel comfortable to report bullying and believe they will be listened to. Incidents related to bullying and social conflict are responded to and there is a shared understanding that the classroom is safe for everyone.

Cultivating Prosocial Behaviours and Resilience Individuals and Small Groups

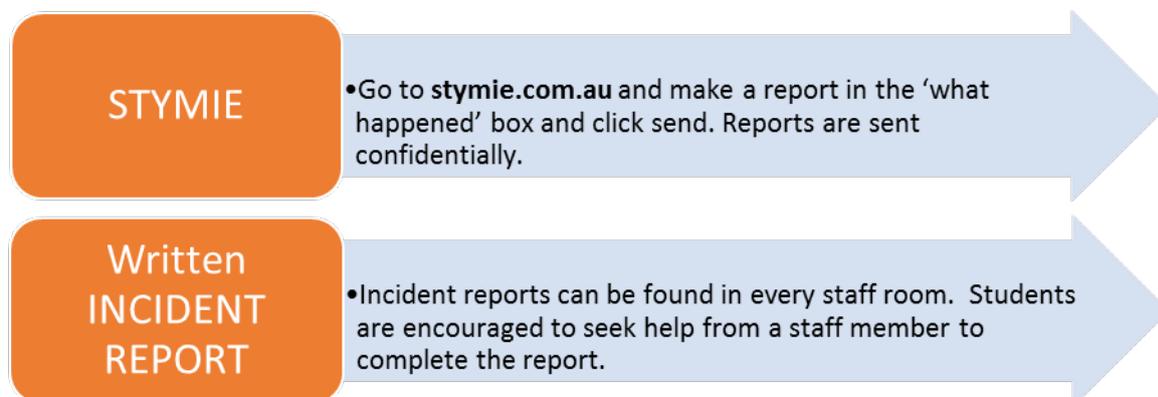
Case Teams, Small Group Programs and Individual Support:

- Provides effective processes for the early identification of students and families who need, or could benefit from additional support through Complex Case Management and BIST.
- Provides appropriate early intervention with students requiring support and/or skill development (e.g. students who exhibit anti-social behaviour or experience peer difficulties). Support may include but is not limited to: Assertive communication and affective language development, Restorative conversations, building and maintaining friendships support and social skills development through programs such as Strength, Power Up, Rock and Water, Shine, Reach for the Stars etc.
- Provides ongoing and follow-up support to individual students and families in times of need through Engagement Team, Wellbeing Team or Guidance Officer Intervention.
- Provides a referral process through the Guidance Officer or Wellbeing Staff to access external support.

Response to Incidents

Reporting Incidents – Student

1. Locate a teacher, trusted adult or peer for support.
2. Use **IDEAL** strategy to identify the problem, report and access support.
3. Report the incident. Students can report bullying through:

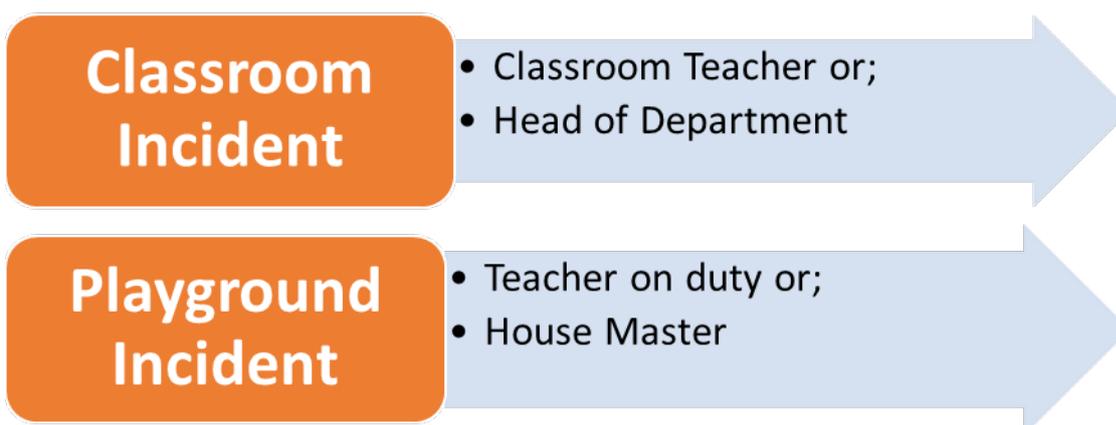


4. Incident Reports are forwarded to the relevant staff (Classroom or HGR Teacher, House Master, Wellbeing HoD, DP or Guidance Team).

Response to Incidents

Reporting Incidents – Staff Member

1. Listen to student and validate concerns. Avoid judgement.
2. Use **IDEAL** strategy to facilitate problem solving.
3. Assist student to write a report if required.
4. Use Restorative Practice and record the chat on Support and Intervention (attach the stymie report if available).
5. Seek intervention assistance if required. (*Classroom Teacher refer to HoD, House Master refer to Wellbeing HoD, HoD refer to DP or Guidance Team.*)
6. Contact parents and record the contact on One School.
7. File Incident Report.



Part A: Incident Report – Student Response Strategy

1. Locate a teacher, trusted adult or peer for support.
2. Use **IDEAL** strategy below to identify the problem, explore options and decide how to act.

Identify	<p>Identify what has been happening and what is the main problem? Is this a problem that you can solve yourself or do you need help to resolve it? Continue below if you need help.</p>
Define	<p>Define what happened. What were you thinking at the time? Who has been harmed or affected? What have you done or tried to solve the problem in the past? What have you thought about since?</p>
Explore	<p>Exploring possible problem-solving strategies. Could you:</p> <ul style="list-style-type: none"> - Act unimpressed or pretend you don't care what they say or do to you. You could say "okay, whatever" and walk away. - Stand up for the person if you are a bystander or walk away to show you disapprove of their behaviour. - Use strong, assertive statements, starting with the word 'I'; tell the other person 'I think you are being unfair or mean etc.' in a strong confident voice. - Use 'fogging' which means making a joking or funny comment that makes the other person think you don't care about what they say. - Try reframing? Considering the situation in different ways. - Use mindfulness to focus on your present feelings and thoughts? Try 3 breaths count to 4 to breath in, hold for 3 and then out for 6. Consider how past experiences might be affecting your emotions. - Use optimism (staying positive). Focus on all the things that you do well, the people who like you and care about you. - Find security. Hang around with your friends and be with people who help you feel good about yourself. Good friends respect, encourage and support you. They care for your wellbeing and are fun to be around. - Use a Restorative Chat? Explore the process with a staff member or a trusted friend.
Act	<p>Act on problem-solving strategies above if suitable. Decide how you will respond and discuss your decisions with a trusted adult or friend. Have you decided to report the incident? You can make a report through either:</p> <div style="display: flex; align-items: flex-start;"> <div style="background-color: #800000; color: white; padding: 10px; margin-right: 10px; text-align: center;"> <p>STYMIE</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>•Go to stymie.com.au and make a report in the 'what happened' box and click send. Reports are sent confidentially.</p> </div> </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="background-color: #800000; color: white; padding: 10px; margin-right: 10px; text-align: center;"> <p>Written INCIDENT REPORT</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>•Incident reports can be found in every staffroom. Students are encouraged to seek help from a staff member to complete the report. Turn over and complete part B of this form.</p> </div> </div> <p>Incident Reports are forwarded to the relevant staff (Classroom or HGR Teacher, House Master, Wellbeing HoD, DP or Guidance Team).</p>
Look Back	<p>Look back on problem-solving strategies (Reflect). In new situations, consider what you have tried before and what worked for you. After the incident has been dealt with, is it still occurring? If yes, then notify the teacher who initially dealt with it or seek help from your House Master.</p>

Was this incident bullying? Refer to the definition to work it out.

- Yes No

Bullying is: An ongoing misuse of power in relationships through **repeated** verbal, physical and/or social behaviour that causes **physical and/or psychological harm**. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying is not: Single incidents and conflict or fights **between equals**, whether in person or online, are not defined as bullying.



KIRWAN STATE HIGH SCHOOL

Part B: Incident Report

Your full name: _____ Year Level: _____ Date: _____

HGR: _____ What subject/s did this occur in? _____

Where and when did this happen? _____

Who has been affected by what happened? _____

How long has this been happening? _____

How have you tried to deal with this already? _____

What happened? _____

What is needed to make it right/to make you feel better? _____

Need Support? Kids Helpline: 1800 55 1800 www.kidshelpline.com.au Youthbeyondblue: 1300 22 4636
www.youthbeyondblue.com Lifeline: 13 11 14 www.lifeline.org.au Sane Australia: 1800 18 7263
www.sane.org www.stymie.com.au www.reachout.com www.headspace.org.au www.somazone.com.au
www.inspired.org.au

Teacher Notes: _____

For Staff

- Restorative chat conducted
- Record action on Support and Intervention and attach the report
- Seek intervention assistance if required. (Classroom Teacher refer to HoD, House Master refer to WB HoD, HoD refer to DP or Guidance Team.)
- Contact parents and record the contact on One School.
- File Incident Report



KIRWAN STATE HIGH SCHOOL

Physical Intervention Incident Report

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).		

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 your 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 be modified to accommodate their specific receptive and expressive needs.



KIRWAN STATE HIGH SCHOOL

School Wide Positive Behaviour for Learning (PBL) STUDENT REFERRAL

Student Name: _____ Date: _____

Subject Code: _____

Teacher Code _____



Referred to: *Please circle*

SUBJECT HEAD OF DEPARTMENT _____

HOUSE MASTERS _____

HEAD OF STUDENT WELLBEING _____

PRINCIPAL/ DEPUTY PRINCIPAL

- Year 7 Jamie Hunt
- Year 8 Liz Hennig
- Year 9 Karen Andersen
- Year 10 Vicki James
- Year 11 Vicki James
- Year 12 Stephen Baskerville

Time of Incident: (✓)

HGR	P1	P2	LUNCH	P3	RECESS	P4	After

Location: (✓)

Classroom	Walkways	Playground/Eating Areas	Toilets	Library	MPS	OVAL
Tuckshop	Assembly	Staffroom	Admin	Bus /Road Crossing	Off Campus	

Referring Teachers Previous Corrective Action: (✓)

Rule reminder		Re-Positioned		Parents Contacted	
Selective Ignoring		Isolated		Detention/Litter Duty	
Restated Instruction		Personal Counselling		Colleague Support	
Set Extra/Different Work		PBS Behaviour Plan		Other	



Detention is given to students in accordance with Kirwan State High School Responsible Behaviour Plan for Students and within the parameters outlined in the Safe, supportive and disciplined school environment procedure as a disciplinary option used to address inappropriate student behaviour.

The Executive Principal has the flexibility and autonomy to apply detention as a meaningful consequence for inappropriate student behaviour and as an alternative to suspension or exclusion.

At Kirwan State High School detentions can be applied:

- during school hours
- after-school hours on a school day or
- on a Saturday morning

At Kirwan State High School teachers have been authorised by the Executive Principal to implement detentions both during school hours and after-school hours on a school day. Saturday morning detentions may be issued by the Executive Principal, the Principals, Deputy Principals or Heads of Department.

Detentions during School Hours

Detentions during school hours will be issued during a lunch break. Students are required to report to the teacher implementing the detention for a maximum of 20 minutes duration (provision made for food and toilet breaks during the remaining time at lunch). During the detention, students will be fully supervised and will be required to complete teacher set tasks.

Detentions After-School Hours

Detentions after-school hours will be issued on a week day for a maximum of 30 minutes duration. During the detention, students will be fully supervised and will be required to complete teacher set tasks.

Saturday Morning Detentions

Saturday morning detentions will be issued for 1½ hours duration from 9.00am to 10.30am. Students are required to be in attendance at the Administration Block in full school uniform and with their school equipment. Students will be supervised by the Executive Principal, Principals, Deputy Principals or Heads of Department.

Saturday morning detentions provide an alternative to being suspended from school. Should a student fail to attend a Saturday morning detention, a further consequence for the original behaviour will be applied which may be a long term suspension.

Protocols for After-Hours Detentions and Saturday morning Detentions

If the detention is to be undertaken outside of school hours, including Saturday the following procedures will apply:

- a risk assessment will be completed and a risk management plan developed
- parents will be notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- Parents will be consulted about suitable times for the detention to be completed within the parameters set by Kirwan State High School
- Parents will be informed of:
 - location, times and duration of the detention
 - their responsibility to arrange travel/ supervision to and from the detention, where appropriate

After-Hours and Saturday morning detentions will be recorded in OneSchool (keeping records in OneSchool enables them to be used as evidence in the future).



KIRWAN STATE HIGH SCHOOL

Knives are Dangerous Knife Policy

Knives are dangerous and must not be brought to school.

At Kirwan State High 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 a 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 knife 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 Executive Principal will take 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 will result in serious disciplinary consequences such as suspension or a recommendation for exclusion from school
- 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.

Parent Responsibilities

- 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 a member of the Kirwan State High School Administration Team.