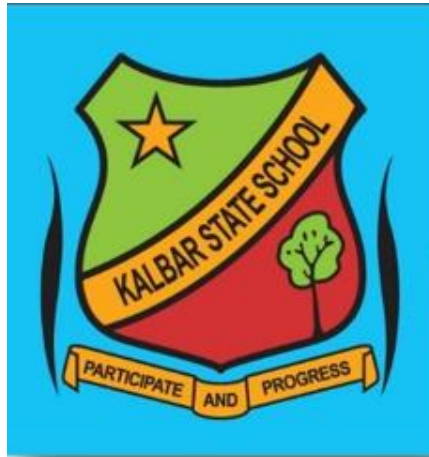




Kalbar State School

Student Code of Conduct 2026-2029

Executive Summary

Our Vision

At Kalbar State School, we are committed to providing a safe, inclusive and high-expectations learning environment where every student is empowered to succeed. We believe that every child deserves to feel safe, valued and connected, and we are committed to developing confident, capable and compassionate young people who contribute positively to their school and community.

Our Values

Our Student Code of Conduct is underpinned by our shared school values:

- **Be Safe**
- **Be Respectful**
- **Be Responsible**
- **Be a Learner**
- **Be Kind**

These values provide a common language and clear expectations for students, staff and families, guiding behaviour and decision-making across all aspects of school life.

Our Approach

At Kalbar State School, we believe that positive behaviour is taught, learned and strengthened over time. Just as students are explicitly taught literacy and numeracy, they are also explicitly taught the personal, social and behavioural skills needed to thrive at school and beyond.

Our approach aligns with the **Australian Curriculum: Personal and Social Capability**, supporting students to develop self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Through explicit teaching, consistent expectations, positive relationships and restorative practices, we create a culture where students are supported to learn from their behaviour and make positive choices.

Supporting Every Student

We recognise that students learn and develop at different rates and require different levels of support. Our three-tiered approach ensures that every student receives the level of teaching, guidance and intervention they need:

- **Tier 1:** Universal support for all students through explicit teaching and consistent expectations.
- **Tier 2:** Targeted support for students requiring additional behavioural or wellbeing assistance.
- **Tier 3:** Individualised support for students with complex or ongoing needs through personalised planning and collaborative intervention.

Responding to Behaviour

Behaviour is viewed as an opportunity for learning and growth. Responses to behaviour are fair, consistent and proportionate, taking into account each student's individual circumstances, the context of the behaviour and its impact on others. Where appropriate, students are supported to repair relationships, restore trust and re-engage positively in learning. The safety and wellbeing of all members of the school community remains our highest priority.

Working Together

Positive behaviour is a shared responsibility.

Students are expected to demonstrate our school values every day.

Staff are committed to providing safe, supportive and consistent learning environments where expectations are explicitly taught and reinforced.

Parents and carers play an essential role by working in partnership with the school to support their child's learning, wellbeing and positive behaviour.

Our Commitment

This Student Code of Conduct reflects Kalbar State School's commitment to equity, inclusion and excellence. Together, we are building a school where every student is safe, respected and supported to achieve their personal best in learning, behaviour and life.

Purpose

Kalbar State School is committed to providing a safe, inclusive and high-expectations learning environment where every student is empowered to succeed. We prioritise student wellbeing, belonging and engagement, ensuring all learners are supported to achieve excellence through consistent effort in their academic, social and personal development.

The Student Code of Conduct outlines the expectations for behaviour, learning and interactions across our school community. It provides a clear and consistent framework that supports students, staff and families to understand their roles in creating a respectful, inclusive and equitable environment, where effort, responsibility and positive behaviour are explicitly taught and valued.

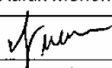
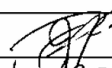
This document promotes consistent practice within our school and alignment with expectations across Queensland state schools. It ensures that all students experience fairness, clarity and support, regardless of their background, while upholding our commitment to social justice, diversity and inclusion.

Through this Code, we aim to build a culture where every student feels safe, valued and connected, and where high-quality teaching and learning can thrive through strong effort, high expectations and shared responsibility.

Contact Information

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Endorsement

Principal Name:	Dr Kartik Menon
Principal Signature:	
Date:	22/7/2026
P/C President:	Mrs Jenny Perkins
P/C President Signature:	
Date:	22/7/2026

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Principal's Foreword

Kalbar State School has a proud history of serving its community since 1879. We continue to be a high-performing school built on strong relationships, high expectations and a deep commitment to every student's success. Our school reflects the values of its community where respect, responsibility and care for others are central to who we are.

As Principal, I am committed to leading a school where every student is empowered to succeed in a safe, inclusive and supportive environment. We prioritise wellbeing, belonging and engagement, ensuring that all students feel valued and connected as learners. We also hold high expectations for effort, behaviour and learning, recognising that these are the foundation for achieving excellence.

At Kalbar State School, our shared values of being respectful, responsible, safe, a learner and kind underpin everything we do. These values are explicitly taught, modelled and reinforced across all areas of the school, supporting students to develop the skills and dispositions needed to thrive both now and into the future.

Kalbar State School is committed to equity, inclusion and social justice. We celebrate diversity and work to ensure that every student, regardless of their background, has access to high-quality learning and the opportunity to succeed. Our approach is grounded in strong relationships, clear expectations and consistent practice across all classrooms and settings.

This Student Code of Conduct outlines the expectations for behaviour, learning and interactions across our school. It provides a clear and consistent framework to support students, staff and families, ensuring a shared understanding of how we create a positive and productive learning environment. The Code includes our behaviour expectations, strategies to support student wellbeing and engagement, approaches to responding to behaviour, and key processes relating to bullying and the responsible use of technology.

Through this Code, we aim to build a culture where every student is safe, respected and supported to learn, and where strong effort, positive behaviour and high expectations underpin success for all.

Consultation

The Kalbar State School Student Code of Conduct has been developed through a collaborative consultation process involving key members of the school community. Feedback has been gathered from teaching and non-teaching staff, the Local Consultative Committee (LCC), the Parents and Citizens' Association (P&C), and the Student Council. This process ensures that the Code reflects the values, expectations and needs of our students, staff and families.

The Student Code of Conduct is communicated to all members of the school community through a range of channels. The document is available on the school website and is shared directly with families through school communication platforms. Key expectations, supports and processes are explicitly taught and reinforced with students through classroom practice and whole-school approaches.

To support accessibility and inclusion, the Student Code of Conduct is available for translation upon request, ensuring that families from diverse language backgrounds are able to engage with and understand the document. The school also offers opportunities for families to engage with the Code through information sessions and discussions, supporting a shared understanding of expectations, support structures and disciplinary processes.

Through this approach, Kalbar State School ensures that the Student Code of Conduct is clearly understood, consistently applied and supported by the entire school community.

Learning and Behaviour Statement

At Kalbar State School, we believe that learning and behaviour are interconnected. All areas of the school are learning environments, and every interaction provides an opportunity to teach, model and reinforce positive behaviours that support student success.

We are committed to creating a safe, inclusive and high-expectations environment where all students are empowered to succeed. We recognise that strong behaviour supports strong learning, and that students require clear expectations, consistent teaching and opportunities to practise and reflect on their behaviour.

Our approach is grounded in the explicit teaching of expected behaviours. These expectations are taught in the same way as academic skills - through modelling, guided practice, feedback and reinforcement. This work is aligned with the Australian Curriculum, including the General Capability of Personal and Social Capability, supporting students to develop self-awareness, self-management, social awareness and responsible decision-making.

At Kalbar State School, our shared behavioural expectations are that all students are:

- Respectful
- Responsible
- Safe
- Learners
- Kind

These expectations are positively stated, explicitly taught and consistently reinforced across all settings. They provide a common language for students, staff and families, ensuring clarity and consistency in how behaviour is understood and supported. The matrix below outlines what these expectations look like in different contexts across the school and wider community.

We acknowledge and celebrate the diversity within our school community and are committed to equity, inclusion and social justice. Through consistent expectations and supportive practices, we aim to ensure that every student feels a strong sense of belonging and is supported to achieve excellence through effort, engagement and positive behaviour.

A Message for Our Students 🧑🧒

Learning and Behaviour at Kalbar State School

This part of the Student Code of Conduct has been written especially for our students.

At Kalbar State School, we believe everyone has the right to feel **safe, respected, included and supported to learn.**

Learning isn't just about reading, writing and maths. At school, we also learn how to:

- make good choices
- manage our emotions
- solve problems
- work with others
- show kindness and respect.

These are skills that take time and practice, just like learning to read, ride a bike or play a sport.

That's why we **teach behaviour**, not just respond to it.

Every day, your teachers will help you understand what positive behaviour looks like. They will teach it, model it, encourage it and help you when you make mistakes.

Our five school values guide everything we do:

- ♥ Be Safe
- ♥ Be Respectful
- ♥ Be Responsible
- ♥ Be a Learner
- ♥ Be Kind

Everyone makes mistakes from time to time. When this happens, we'll work with you to understand what happened, repair any harm where possible, learn from the experience and make better choices next time.

We believe that every student can learn, grow and succeed.

Together, we create a school where everyone belongs and everyone can achieve their personal best.

Context	Be Safe	Be Responsible	Be Respectful	Be a Learner	Be Kind
Learning Environments	Enter and exit safely Use equipment appropriately Keep hands and feet to self	Be prepared for learning Follow instructions Complete tasks	Be a good listener Use appropriate language Respect others' right to learn	Always have a go Stay engaged Set goals and reflect	Encourage others Show patience Support peers
Play & Social Areas	Play safely Stay within boundaries Use equipment appropriately	Follow rules of games Care for equipment Look after the environment	Take turns Use respectful language Respect others' space	Learn and follow rules Be a problem solver	Include others Show good sportsmanship Help others
Transitions & Movement	Walk on concrete areas Walk bikes/scooters Be aware of others	Move promptly after the bell Follow staff directions Be in the right place on time	Respect personal space Allow others to move safely	Move purposefully between activities	Be courteous Look out for others
Community & Beyond School	Follow road safety rules Stay with group Use transport safely	Represent the school positively Follow expectations on excursions	Use respectful language in public Respect property and community	Engage appropriately in activities	Show kindness to others Be inclusive Show pride in self and school

Student Wellbeing and Support Network

Kalbar State School provides a range of proactive supports, programs and services to promote student wellbeing, engagement and success. These supports are designed to build positive relationships, strengthen resilience and ensure that all students feel safe, supported and connected at school.

Our whole-school approach includes practices that promote respectful relationships, positive behaviour and safe participation across all environments, including classroom, playground and digital environments.

Students and families are supported through access to a range of school-based and regional services. This includes support from the Guidance Officer, Inclusion Teachers and Chaplain, as well as access to visiting professionals and advisory services such as allied health supports and regional support staff.

Our staff work in partnership with families and external agencies to ensure that supports are responsive, inclusive and aligned to individual student needs. Through these networks and supports, Kalbar State School is committed to fostering a positive, inclusive and supportive environment where all students can thrive.

Whole School Approach to Discipline

Kalbar State School adopts a whole-school, preventative and supportive approach to discipline, recognising that positive behaviour is developed through explicit teaching, consistent expectations and strong relationships.

Our approach is grounded in the understanding that children develop socially and emotionally over time, and that behaviour is a form of communication. Staff work to understand the underlying needs of students and respond in ways that are supportive, fair and developmentally appropriate. High expectations for behaviour are maintained, alongside a commitment to teaching and reinforcing the skills students need to be successful learners and positive members of the community.

Teachers play a central role in creating and maintaining safe, inclusive and productive learning environments. This includes explicitly teaching expected behaviours, modelling positive interactions, providing regular feedback, and responding to behaviour consistently. Classroom practices are aligned with the Australian Professional Standards for Teachers, ensuring that student participation, safety and engagement are actively supported.

Kalbar State School uses a tiered model of support to respond to student learning and behaviour needs. This model ensures that all students receive appropriate levels of support, with increasing levels of intensity provided as required:

Tier 1 – Universal Support (All students, approximately 80–90% will only need Tier 1 intervention)

All students are supported through the explicit teaching of behavioural expectations, consistent routines and high-quality classroom practices. Expectations are taught, modelled and reinforced across all school settings. A strong focus is placed on building positive relationships, promoting engagement, and creating safe, inclusive learning environments.

Tier 2 – Targeted Support (Some students, approximately 10–15%)

Additional support is provided for students who require more focused assistance. This may include small group interventions, targeted teaching of social and behavioural skills, increased monitoring and structured support within the classroom and playground. These supports are designed to address emerging needs and prevent escalation.

Tier 3 – Individualised Support (Few students, approximately 2–5%)

Intensive, individualised support is provided for students with complex and ongoing needs. This includes personalised behaviour and learning plans, increased adult support, and collaboration with families and external agencies. Strategies are tailored to the individual student and focus on teaching replacement behaviours, supporting self-regulation, and ensuring the safety and wellbeing of all students and staff.

This tiered approach is supported by ongoing data collection and monitoring, including the use of departmental systems such as OneSchool. Student needs are regularly reviewed, and adjustments are made to ensure that supports remain responsive and effective.

Through this approach, Kalbar State School ensures that behaviour is proactively supported, expectations are consistently applied, and all students are provided with the opportunity to succeed.

Consideration of Individual Circumstances

At Kalbar State School, staff take into account each student's individual circumstances when teaching behavioural expectations, providing support and responding to inappropriate behaviour. This includes consideration of factors such as the student's age, behaviour history, disability, mental health and wellbeing, religious and cultural background, and home and care arrangements.

We recognise that students learn and respond in different ways, and that the support required for success will vary. This reflects our commitment to equity, where each student is provided with the support they need to be successful. As a result, responses to behaviour may differ between students, as treating all students the same does not always result in fair or effective outcomes.

Some students may require additional support to understand expectations, while others may need more opportunities to practise and develop appropriate behaviours. For a small number of students with complex needs, including those impacted by trauma or significant life circumstances, certain disciplinary responses may be adjusted to ensure they are appropriate, supportive and effective.

All decisions regarding behaviour support and disciplinary responses are made professionally by school staff, based on available information and in the best interests of the student and the wider school community.

The school is legally and ethically required to protect the privacy and confidentiality of all students. Information relating to the disciplinary consequences of individual students will not be shared with other parents, carers or students. This applies even in situations where an incident has directly involved or impacted another student.

While families may understandably seek information about the consequences applied to another student, the school is not permitted to disclose this information. Parents and carers can be assured that all incidents are taken seriously and addressed appropriately in line with school and departmental processes. We ask that all members of the school community respect the privacy and confidentiality of students and families at all times.

Differentiated and Explicit Teaching

At Kalbar State School, differentiation and explicit teaching are central to both learning and behaviour. Expected behaviours are taught in the same way as academic skills, through modelling, guided practice, feedback and reinforcement.

Teachers differentiate behaviour support by adjusting what is taught, how it is taught and how students are supported to demonstrate expected behaviours. These decisions are informed by data, observation and ongoing monitoring of student needs.

The school applies three levels of differentiation to support student behaviour:

Differentiated and Explicit Teaching (All students)

All students receive explicit instruction in expected behaviours, supported through consistent routines, modelling and opportunities for practice across all school settings.

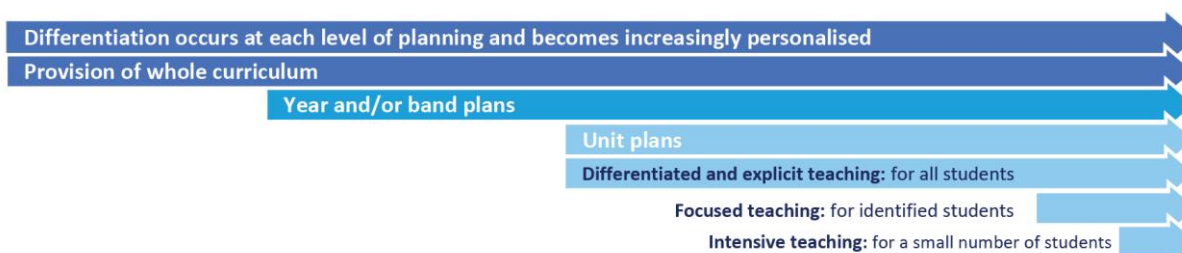
Focused Teaching (Some students)

Some students require additional targeted support, including small group instruction, increased feedback, and more frequent opportunities to practise specific behavioural skills.

Intensive Teaching (Few students)

A small number of students require highly individualised support, including personalised teaching, individual behaviour plans, and increased adult support to address complex needs.

This approach ensures that behaviour is proactively taught and supported, with adjustments made to meet the individual needs of each student and to promote engagement, safety and success.



Focused Teaching

Some students require additional support beyond differentiated and explicit teaching to meet behavioural expectations. These students may experience difficulty in particular settings, at certain times of the day, or when engaging in specific tasks.

Focused teaching involves revisiting key behavioural concepts and skills through explicit and structured teaching strategies. This includes increased opportunities for practice, targeted feedback, and support to develop specific behavioural and self-regulation skills.

Support is typically provided in small groups or through targeted in-class strategies, and may involve collaboration between classroom teachers and support staff, including those with expertise in inclusion, learning or development.

Focused teaching is responsive and data-informed. Student progress is monitored regularly to determine whether students:

- no longer require additional support
- require ongoing focused teaching
- require more intensive, individualised support

Where appropriate, evidence-informed programs and strategies are implemented to support specific skill development. Through this approach, students are provided with multiple opportunities to practise and achieve expected behaviours in a structured and supportive environment.

Intensive Teaching

A small number of students require intensive teaching to meet behavioural expectations. These students typically present with complex and ongoing needs that require highly individualised and sustained support.

Intensive teaching involves frequent, explicit instruction delivered on an individual basis or in very small groups. The focus is on developing mastery of foundational behavioural skills, including self-regulation, communication and appropriate social interactions.

Support is tailored to the individual student and informed by ongoing data collection, observation and consultation with families. Strategies are adjusted regularly to ensure they remain responsive and effective.

For students with complex and challenging behaviours, individualised, function-based behaviour assessment and support plans are developed. These plans focus on understanding the underlying causes of behaviour, teaching appropriate replacement behaviours, and reducing the likelihood of unsafe or disruptive behaviours.

Intensive support may involve collaboration with regional staff and external agencies to ensure a coordinated and comprehensive approach.

Students receiving intensive teaching are supported through a coordinated team approach, with clear communication between school staff, families and relevant professionals to ensure consistency and continuity of support.

Legislative Delegations

Legislation

The links below provide relevant legislation that inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school.

These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the following legislative instruments of delegation and instruments of authorisation:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Disciplinary Consequences

At Kalbar State School, disciplinary consequences are designed to support student learning and reinforce expected behaviours. Consequences are applied in a fair, consistent and considered manner, with the aim of teaching students more appropriate ways to meet their needs.

There is no automatic consequence for any specific behaviour. Each situation is considered on an individual basis, taking into account the context, the student's circumstances and the impact on others. Decisions are made in line with departmental procedures and the principles of natural justice.

Consequences are logically connected to the behaviour and are intended to support students to reflect, learn and re-engage positively with their learning. Staff use a range of responses, which may include re-teaching expectations, restorative conversations, withdrawal from activities, or temporary removal from the learning environment where required to ensure safety. The school places a strong emphasis on maintaining a safe, respectful and supportive environment for all students and staff. Where behaviour poses a risk to safety or significantly disrupts learning, more significant responses may be required, including referral to the Principal and the use of formal disciplinary measures in accordance with departmental policy.

Staff work collaboratively to ensure consistency in the application of consequences, and behavioural data is used to monitor patterns, evaluate effectiveness and inform future support strategies.

For students who require additional support, consequences are aligned with individual plans and are used alongside targeted teaching and intervention.

Following any significant disciplinary response, including suspension, the school implements a structured re-entry process. This process supports the student to successfully return to school, re-establish expectations and strengthen positive relationships with staff and peers.

Throughout all responses to behaviour, the school's values of being Respectful, Responsible, Safe, a Learner and Kind are upheld. This includes ensuring that all interactions are conducted with care, dignity and a focus on maintaining positive relationships.

The following table provides examples of behaviours to support consistent understanding across the school. It is not exhaustive and does not prescribe fixed consequences. All responses are determined on a case-by-case basis using professional judgement. Repeated or targeted minor behaviours may be treated as major behaviours.

 DIFFERENTIATED RESPONSES What is included	 FOCUSED RESPONSES What is included	 INTENSIVE RESPONSES What is included
• Non-verbal cue or proximity • Reminder or re-teaching of expectations • Redirection or choice offered • Positive practice or restorative conversation • Behaviour reflection • Teacher conference • Classroom consequence (e.g. temporary removal from an activity) • Short time out within the classroom • Buddy classroom for a short period to regulate or refocus • Parent/carer communication where appropriate	• Leadership support • Time out in the Administration Office (supervised) • Restorative conference involving relevant staff • Parent/carer meeting • Increased behaviour monitoring (e.g. check-in/check-out) • Behaviour tracking or behaviour card • Guidance Officer, Inclusion Teacher or Chaplain referral • Student Support Team discussion • Development of a Student Behaviour Support Plan or targeted intervention plan	• Functional Behaviour Assessment based on individual support plan • Complex case management and review • Stakeholder meeting with parents and external agencies including regional specialists • Temporary removal of student property (e.g. mobile phone) • Short term suspension (up to 10 school days) • Long term suspension (up to 20 school days) • Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities) • Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school) • Exclusion (student is excluded from Kalbar State School for a defined period of time or permanently)

Expectation	Context	Minor Behaviours (may include)	Major Behaviours (may include)
Be Safe	All Settings	Using objects unsafely Misuse of equipment	Physical aggression (hitting, kicking, biting, pushing, scratching) Fighting Using objects as a weapon Behaviour causing or intending harm Inciting others to behave in a manner that is unsafe.
	Learning Environments	Running indoors Unsafe use of furniture or equipment	Behaviour posing risk of injury to self or others
	Play & Social Areas	Running on concrete Incorrect use of equipment Playing out of bounds Not wearing a hat	Throwing objects to harm Dangerous play Serious unsafe behaviour
	Transitions & Movement	Running in stairwells Not walking bikes/scooters Misuse of equipment Playing in toilets	Leaving supervised areas Unsafe conduct in transitions
	Community & Beyond	Not following safety expectations in public or on excursions	Behaviour placing self or others at significant risk
Be Respectful	All Settings	Swearing Inappropriate language (verbal, written, gestural) Disrespectful tone	Verbal abuse Discriminatory language (racist, sexist, homophobic, ableist, religious) Harassment Intimidation Sexual or sexualised behaviour
	Learning Environments	Calling out Interrupting Low-level disruption	Ongoing disruption Refusal to allow others to learn
	Play & Social Areas	Excluding others Minor conflict	Leaving school grounds Serious breaches of expectations
	Transitions & Movement	Disruptive movement Not respecting shared spaces	Vandalism Property damage
	Community & Beyond	Inappropriate behaviour in public or online Poor representation of school values	Harassment Intimidation Behaviour damaging school reputation

Expectation	Context	Minor Behaviours (may include)	Major Behaviours (may include)
Be a Learner	All Settings	Low-level disengagement Inconsistent effort	Repeated or persistent disruption to learning
	Learning Environments	Off-task behaviour Not completing tasks Distracting others Brief refusal Minor academic misconduct (e.g. speaking with another student during a test)	Persistent refusal to work Repeated disruption Behaviour significantly impacting teaching and learning Major academic misconduct (e.g. deliberately cheating during an assessment)
	Play & Social Areas	Not following rules Not taking turns	Ongoing conflict impacting participation
	Transitions & Movement	Not following expectations during assemblies or transitions	Persistent non-compliance in structured settings
	Community & Beyond	Not engaging appropriately in external learning	Behaviour significantly disrupting excursions or off-site learning
Be Responsible	All Settings	Possession of personal digital device without permission Minor misuse of property Not caring for environment (including flora/fauna)	Use of personal digital device inappropriately Cyberbullying Possession/use of illegal substances (including vapes) Possession/use of hazardous items (including aerosols and items which can be considered a weapon) Theft
	Learning Environments	Not completing tasks Low-level non-compliance Uncooperative behaviour	Persistent non-compliance Refusal after support Leaving class without permission
	Play & Social Areas	Littering Not caring for equipment or environment	Significant damage to property
	Transitions & Movement	Not following directions Not moving promptly Being in the wrong place	Repeated non-compliance impacting school operations
	Community & Beyond	Not representing the school appropriately Not following expectations on excursions Using playground after school hours	Leaving supervised group Serious breaches of responsibility

Expectation	Context	Minor Behaviours (may include)	Major Behaviours (may include)
Be Kind	All Settings	Unkind comments Dismissive behaviour Minor peer conflict	Bullying (including repeated or targeted behaviour) Ongoing social harm
	Learning & Social Settings	Excluding others	Repeated exclusion Targeted behaviour towards individuals
	Play & Social Areas	Not sharing Minor conflict	Ongoing negative peer interactions causing harm
	Digital & Online	Isolated inappropriate or unkind use of technology	Cyberbullying Harassment Misuse of digital platforms (including outside school)
	Community & Beyond	Lack of kindness or respect in public settings	Harassment Intimidation Sexual harassment Behaviour causing harm to others



Guided Response to Minor Behaviour

Staff Practice Guide

Supporting consistent, calm and effective responses.



Staff use professional judgement to respond to behaviour.

This guide supports staff in responding to minor behaviours. It is not intended to be a rigid sequence, and staff may respond at any stage based on context, student needs and safety considerations.

PRIOR TO LEVEL

Set the Conditions for Success

Use proactive strategies to prevent and support positive behaviour.

- Least intrusive behaviour management – ignore or redirect
- Positive behaviour feedback – “I like the way... is doing...”
- Clear display and regular revisiting of school rules with class understanding
- Proactive strategies including relationship building, differentiation and adjustment to support student engagement



LEVEL 1 Warning & Redirection

- Give a calm warning and remind the student of the expected behaviour.
- Let the student know they are at Level 1.
- Redirect to the desired behaviour (e.g. “I need you to work quietly.”)



LEVEL 2 Clear Direction & Support

- Inform the student of their continued inappropriate behaviour, refer to the school rule, and advise that they are at Level 2.
- Provide an explicit direction to support a positive choice (e.g. “You need to work quietly so as not to disrupt others.”)



LEVEL 3 Time Out

- Verbalise the behaviour observed and the rule that has been infringed.
- Student takes a short time out either in the classroom (with supervision sustained – eye contact) or in Buddy Class (escorted with learning materials).
- Student continues with learning activity where possible.
- Time out does not exceed 20 minutes.
- Specialist teachers consult with classroom teacher.



REFERRAL TO ADMINISTRATION

School Leadership Support

Referral to Administration occurs when:

- A behaviour is assessed as **major**, or
- Behaviour persists despite targeted classroom support, or
- There are concerns regarding safety, wellbeing or escalation
- Teachers finalise the behaviour record on OneSchool as soon as possible to support administration investigation and management.
- Teachers communicate with parents regarding ongoing or repeated minor behaviours.

Record the parent contact in OneSchool.

- For behaviours managed by administration, school leadership will coordinate parent contact and record subsequent consequences in OneSchool.



Working Together

Consistent, calm responses support student success and strengthen trust between home and school.



REMEMBER:

This guide supports professional judgement.
Use what works, when it works, for the right reason.

Acknowledging Positive Behaviour

At Kalbar State School, we believe that positive behaviour is fundamental to creating a safe, inclusive and high-expectations learning environment. We recognise that students are more likely to demonstrate expected behaviours when these behaviours are explicitly taught, consistently acknowledged and positively reinforced.

Our approach is based on the belief that recognising positive behaviour strengthens relationships, builds student confidence and reinforces the behaviours that contribute to successful learning and positive school culture. We are committed to ensuring that all students experience encouragement, belonging and opportunities for success.

Staff intentionally acknowledge students who demonstrate our school values of **Being Safe, Being Respectful, Being Responsible, Being a Learner and Being Kind**. Recognition focuses not only on achievement, but also on effort, improvement, resilience, responsibility, kindness, citizenship and positive contributions to the school community.

Positive behaviour may be acknowledged in a variety of ways, including:

- specific verbal praise and positive feedback
- acknowledgement during classroom lessons and school activities
- positive communication with parents and carers
- classroom rewards and celebrations
- certificates and awards
- postcards or letters home
- acknowledgement at assemblies
- leadership opportunities and student responsibilities
- participation in special school events or celebrations
- other recognition determined by classroom teachers or school leaders.

Recognition at Kalbar State School is meaningful, timely and connected to our school values. While formal awards and celebrations are valued, we believe that the most powerful recognition occurs through everyday interactions, where staff acknowledge positive choices, encourage personal growth and reinforce behaviours that contribute to a positive learning environment.

Through the consistent acknowledgement of positive behaviour, we aim to foster a culture where students feel valued, motivated and connected to their school community. By celebrating positive choices, we encourage students to take pride in their behaviour, strive for personal excellence and contribute to a school culture where everyone feels safe, respected, included and supported to succeed.

Positive behaviour is everyone's responsibility, and every member of the Kalbar State School community plays an important role in recognising, encouraging and celebrating students who demonstrate our shared values each day.

School Policies

Kalbar State School has developed specific discipline policies to ensure all members of the school community work consistently to create and maintain a safe, supportive and inclusive learning environment. These policies align with departmental procedures and reflect our commitment to student wellbeing, respectful relationships and high expectations for behaviour.

All students, staff and visitors are expected to understand and uphold the responsibilities outlined in the following policies:

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

These policies should be read in conjunction with this Student Code of Conduct and are applied consistently and fairly across the school.

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, and to maintain and foster mutual respect between all state school staff and students.

The *Temporary removal of student property by school staff procedure* outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school

The principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Kalbar State School and will be removed if found in a student's possession:

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

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

** The administration of medication to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary, or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

Staff at Kalbar State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone
- may, however, in emergency circumstances, search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency)
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination

Parents of students at Kalbar State School:

- ensure their children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Kalbar State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- collect temporarily removed student property as soon as possible after being notified by the principal or state school staff that the property is available for collection

Students of Kalbar State School:

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

Use of mobile phones and other devices by students

Digital technologies are an important part of modern life and learning. Kalbar State School supports students to develop the skills needed to use technology safely, responsibly and respectfully. While personal technology devices can provide benefits, inappropriate use can disrupt learning, compromise privacy and negatively impact the wellbeing of others.

This policy outlines the school's expectations regarding the use of mobile phones and other personal technology devices at school. Students are expected to use all technology in a manner that supports learning, respects the rights of others and complies with school and departmental requirements regarding the acceptable use of ICT facilities and devices.

Mobile Phones

All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00 pm. All care will be taken; however, no responsibility will be accepted for the equipment.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for the purposes of a disciplinary investigation, in which case they 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 the Queensland Police Service (QPS) directly.

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

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 being recorded without their knowledge or consent.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading, etc.); and/or
- knowingly being a subject of a recording

may be subject to disciplinary action (including suspension and a 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, harassment or even 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.

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 they are 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 otherwise contravene this policy (for example, to assist with a medical condition or disability, or for a special project) should negotiate a special circumstances arrangement with the Principal.

Personal technology devices include, but are not limited to, gaming devices (such as portable gaming devices and Tamagotchis®), laptop computers, tablets, smart watches and other wearable technology, PDAs, BlackBerry® devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Preventing and responding to bullying

Preventing and Responding to Bullying

Kalbar State School promotes positive relationships and the wellbeing of all students, staff and visitors.

Our staff know that student learning is optimised when students feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged in their child's education contribute to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours That Do Not Constitute Bullying

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

However, these conflicts are still considered serious and need to be addressed and resolved.

At Kalbar State School, staff will work to respond promptly to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Kalbar State School teachers will take when they receive a report of student bullying, including bullying that may have occurred online or outside of the school setting. Please note that the indicative timeframes may vary depending on the professional judgement of the teacher receiving the bullying complaint and their assessment of the immediate risk to the student or students involved.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – (07)5469 9333

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

Appropriate use of social media

Appropriate Use of Social Media

The Department of Education acknowledges the growing popularity of social media as a communication, information-sharing and educational tool. Kalbar State School supports the appropriate use of social media and recognises the opportunities it provides for connection, collaboration and learning.

Students are expected to use social media responsibly, respectfully and safely. Students should understand that they are responsible for the content they create, publish, share and comment on online. Inappropriate online behaviour can negatively impact individuals, relationships, learning environments and the broader school community.

Expectations for Students

Students are expected to:

- communicate respectfully online at all times
- use appropriate language and behaviour when interacting with others online
- respect the privacy and dignity of others
- obtain permission before posting photographs, videos or personal information about others
- protect their own personal information and passwords
- report inappropriate online behaviour to a parent, caregiver or school staff member
- use social media in a way that supports the values and expectations of Kalbar State School.

Students must not:

- use social media to bully, harass, threaten or intimidate others
- post, share or forward inappropriate, offensive or harmful material
- create, share or comment on content that damages the reputation of another student, staff member or the school
- impersonate another person online
- record or distribute images, videos or private conversations without permission
- engage in online behaviour that may place themselves or others at risk.

Cybersafety and Reputation Management

Students should understand that information published online may remain accessible indefinitely. Content shared online can affect personal relationships, future educational opportunities, employment prospects and personal reputation.

Students are encouraged to:

- think carefully before posting online
- consider whether content is respectful, accurate and appropriate
- remember that online actions can have real-world consequences
- seek assistance if they feel unsafe or uncomfortable online.

Responding to Concerns

Reports of inappropriate social media use will be taken seriously and investigated by the school. Responses will be determined according to the nature and severity of the behaviour and may include:

- restorative conversations
- parent or caregiver contact
- behaviour support strategies
- disciplinary consequences in accordance with this Student Code of Conduct
- referral to external agencies where appropriate.

Where social media behaviour involves bullying, harassment, threats, the sharing of inappropriate images, or other potentially unlawful conduct, the matter may be referred to the Queensland Police Service and/or the Office of the eSafety Commissioner.



Social Media Incident Response Process

1. Report the concern to a staff member.
2. The concern is documented and investigated.
3. Relevant information or evidence is collected.
4. Parents or caregivers are informed where appropriate.
5. Support is provided to students involved.
6. Appropriate behavioural responses or consequences are implemented.
7. Follow-up actions are undertaken to monitor student wellbeing and safety.

Students should be aware that inappropriate online behaviour that occurs outside school hours or away from school grounds may still result in school disciplinary action where the behaviour negatively impacts the wellbeing, safety or good order and management of the 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](#).

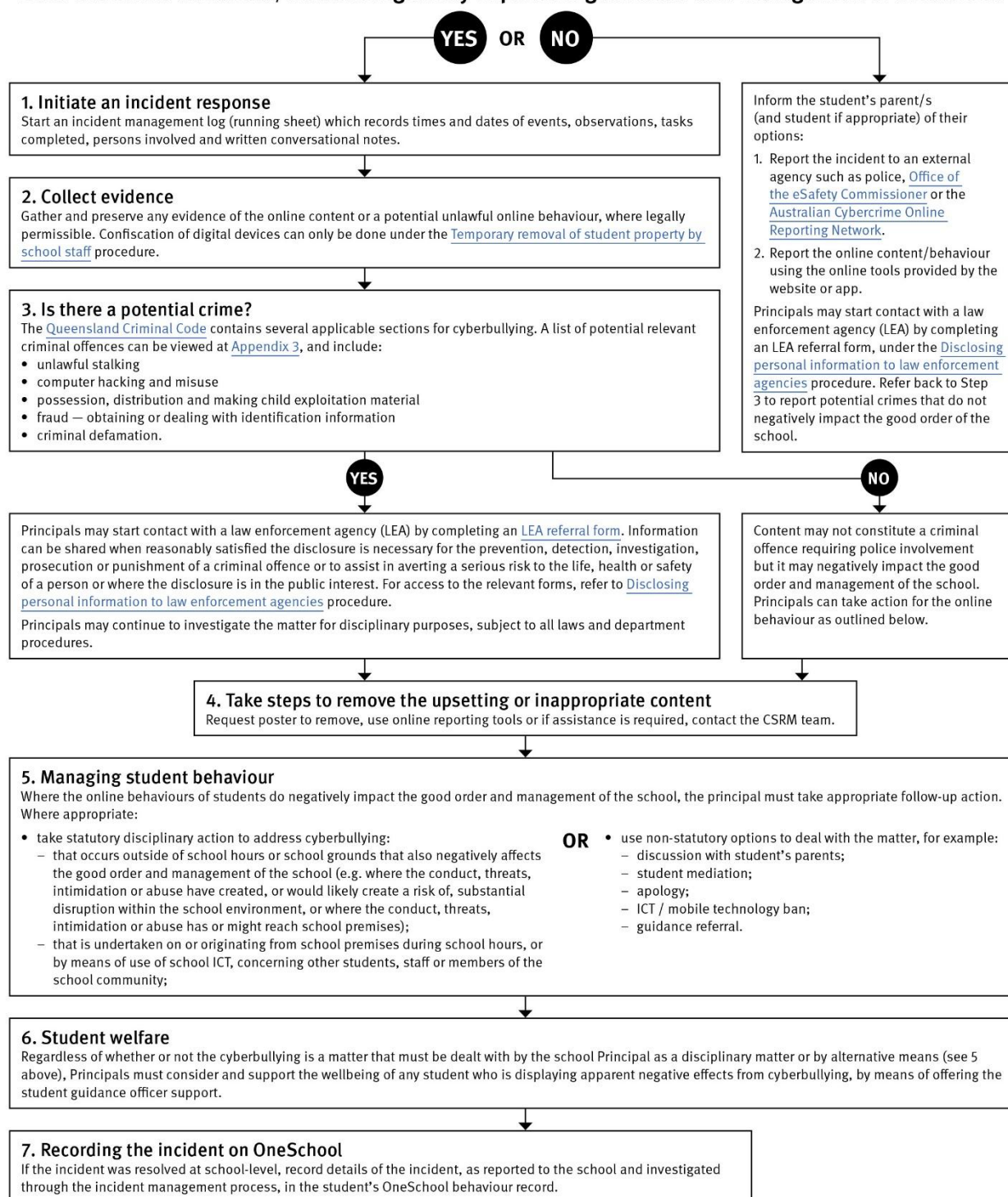
Explicit images

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?



Student Behaviour While Representing Kalbar State School

Kalbar State School students are ambassadors for their school whenever they are wearing the school uniform, travelling to or from school, attending school activities, excursions, camps, sporting events, or representing the school within the wider community.

Students are expected to demonstrate the school's values of being **Safe, Respectful, Responsible, a Learner and Kind** in all settings. These expectations apply both on and off school grounds whenever there is a clear connection to the school.

Students wearing the Kalbar State School uniform should conduct themselves in a manner that reflects positively on themselves, their families and the school. This includes demonstrating respectful behaviour towards others, following lawful directions, caring for public and private property, and contributing positively to the reputation of the school.

The school may respond to behaviour occurring outside school grounds where there is a sufficient connection to the school or where the behaviour has an impact on the good order and management of the school. This may include behaviour that:

- occurs while travelling to or from school
- occurs while wearing the school uniform
- occurs during excursions, camps, sporting events or other school activities
- negatively impacts the safety or wellbeing of students, staff or members of the school community
- involves bullying, harassment, discrimination or inappropriate online behaviour connected to the school
- damages the reputation of Kalbar State School or brings the school into disrepute.

Where appropriate, the school will work collaboratively with students, parents/carers and external agencies to respond to incidents and support positive behaviour.

Wearing the Kalbar State School uniform is a privilege and a symbol of belonging. We encourage all students to wear their uniform with pride and demonstrate the values that make Kalbar State School a safe, respectful, inclusive and high-expectations learning community.

Restrictive Practices

School staff at Kalbar State School may need to respond to student behaviour that presents a risk of physical harm to the student themselves or to others.

It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On rarer occasions, a student's behaviour may continue to escalate and staff may need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In very rare situations, where there is an 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 a last resort when there is no other available option for reducing the immediate risk to the student, staff or other people. Restrictive practices are not used as 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 for the human rights of students
2. Safeguarding students, staff and others from harm
3. Ensuring transparency and accountability
4. Placing importance on communication and consultation with parents and carers
5. Maximising the opportunity for positive outcomes
6. Aiming 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 (such as physical restraint, mechanical restraint or clinical holding) that are based on a behaviour risk assessment or clinical health need and are documented in advance.

The use of planned strategies will occur only where there is a 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 to manage an unforeseeable emergency situation. 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 assist staff to understand how they responded to the risk in any incident involving the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This process supports the reduction of restrictive practices over time.

All incidents involving restrictive practices will be recorded and reported in accordance with departmental procedures.

Critical Incidents

It is important that all staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. Consistency ensures appropriate action is taken to keep students, staff and others safe.

A critical incident is an occurrence that is sudden, urgent and usually unexpected, requiring immediate action. The aim in these situations is to bring the behaviour under rapid and safe control. This is a crisis-management period only; it is not the time to punish or discipline the student.

Where a student is involved in regular critical incidents, staff must follow the documented support or response plan available in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. **Avoid escalating the behaviour:** Avoid shouting, cornering the student, moving into their personal space, touching or grabbing, sudden responses, sarcasm, defensive responses, or communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want the student to adopt. Stay calm and controlled, use a serious and measured tone, choose language carefully, avoid humiliating the student, remain matter-of-fact and avoid responding emotionally.
3. **Approach in a non-threatening manner:** Move slowly and deliberately, speak privately where possible, use calm and respectful language, minimise body language, maintain a reasonable distance, establish an appropriate eye-level position, be brief, stay with the agenda, acknowledge cooperation and withdraw if the situation escalates.
4. **Follow through:** If the student begins displaying appropriate behaviour, briefly acknowledge their choice and redirect other students to their usual work or activity. If the behaviour continues, remind the student of expected school behaviour and identify the consequences of continued unsafe or unacceptable behaviour.
5. **Debrief:** When there is low risk of re-escalation, help the student identify the sequence of events that led to the behaviour, pinpoint decision moments, evaluate decisions made and identify acceptable options for future situations.