



Kepnock State High School

Student Code of Conduct

2025-2028

Every student succeeding

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

***Queensland Department of Education
State Schools Strategy 2020-2027***

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Endorsement

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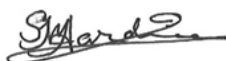
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Date: 28-08-2025

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Date: 28-08-2025

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Purpose

Kepnock State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Kepnock State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Data Overview

At Kepnock SHS we use numerous data sets to assess all aspects of school operation including:

School Opinion Survey - provides opportunities for four different groups within the school community to provide confidential feedback on the operations and performance of the school.

- Queensland Engagement and Wellbeing Survey - de-identified results from this survey will tell us about students' levels of wellbeing and engagement. This information will allow us to better support our students and meet their needs.
- Behaviour and Effort data - from student reports is analysed to tailor programs and implementation to enhance student learning.
- School Disciplinary Absences (SDA) - all state schools are required to report SDA data in their School Annual Report.
- Positive Behaviour for Learning (PBL) is a multi-tiered support system to support us to plan, respond and report on student behaviour.

Our Annual Implementation Plan outlines the goals each year and how we intend to achieve these.

Principal's Foreword

Kepnock State High School has a long and proud tradition of providing high quality education to students from of the Bundaberg area within the Burnett Region of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Members of the Kepnock SHS community have collaboratively developed a simple statement of Vision and Values which underpins the way we operate at Kepnock High. Our school values of LEARNING, RESPONSIBILITY, RESPECT apply to all members of our school community – students, staff and parents alike. Together, we all strive to achieve our goal of every student succeeding.

Learning

- Be the best you can be
- Be positive
- Be persistent
- Be open to new ideas
- Be open to challenges
- Be organised

Responsibility

- Be cooperative
- Be courteous
- Be prepared
- Be punctual
- Be safe
- Be tolerant

Respect

- Respect for self
- Respect for others
- Respect for our school
- Respect for our environment

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Kepnock State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying.

It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

At Kepnock State High School, we set out to support every student to succeed. We provide a range of supports and make adjustments tailored to our school community and individual students to support success and wellbeing through:



The success and wellbeing of all students as they transition through each stage of learning in an inclusive education system is a key priority of Kepnock State High School. At times, we may need to respond to information about individual students and provide supports for students who are at risk of disengagement or who have disengaged from education. For students with additional support needs, these responses may need to be personalised with reasonable adjustments to enable the student to engage in education, have a voice and participate in decision-making.

Further information around Tiered supports can be accessed on the Department of Education Behaviour Website: <https://behaviour.education.qld.gov.au/supporting-student-behaviour/positive-behaviour-for-learning/tiers-of-support>

Student Wellbeing

Kepnock State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and Pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding Australian Curriculum (V9) [General Capabilities](#): critical and creative thinking, digital literacy, ethical understanding, inter-cultural understanding, literacy, numeracy, personal and social capability, and [Cross Curriculum Priorities](#) Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's Engagement with Asia, sustainability, in the implementation of the [K-12 Curriculum, Assessment and Reporting Framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Kepnock State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 12 students.

Policy and Expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students or in certain circumstances.

Drug education and intervention

Kepnock State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Kepnock State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medication

Kepnock State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to Administer Medication at School Form](#) signed by the prescribing health practitioner.

Kepnock State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Kepnock State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a student plan, as part of [supporting students' mental health and wellbeing procedure](#).

Suicide prevention

Kepnock State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Kepnock State High staff follow suicide intervention and prevention advice by ensuring:

- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Kepnock State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Kepnock State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Kepnock State High School is proud to have a comprehensive student support network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Kepnock State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the student support network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Student Services, Tricia Murray on the school phone number.

Role	What they do
Guidance Officers Kepnock SHS has three guidance officers supporting approximately 2 x year level cohorts	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
School Chaplain	<ul style="list-style-type: none"> Mentoring and support for students with concerns.
Community Education Counsellor (CEC)	<ul style="list-style-type: none"> Provides educational counselling and support services to Aboriginal and Torres Strait Islander students and communities.
Youth Support Coordinator	<ul style="list-style-type: none"> Provides individual and group support to students to assist their engagement with education and training Provides connection to community services and events for students.
School-Based Police Officer	<ul style="list-style-type: none"> Provides a positive link between the Queensland Police Service and young students at Kepnock SHS. Proactive involvement with mentoring programs and aiding with small group programs such as 'Rock and Water'.
School-Based Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.

Head of Engagement - covers 2 x year levels each	<ul style="list-style-type: none"> • Provides next level of support for behaviour and engagement of students • Supports students to organize school events • Supports Student Representative Council • Nurture a sense of belonging to the home groups, year level and school house.
Year Level Coordinators	<ul style="list-style-type: none"> • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network.

Supports available include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with Head of Student Services, Tricia Murray.

Whole School Approach to Discipline

Kepnock State High School's outlines our behaviour expectations and recognises the close relationship between learning, achievement and behaviour. The Student Code of Conduct for Students is revised annually and is designed to deliver the best possible outcomes for students and promote the development of responsible behaviour using a restorative practice approach. Kepnock community uses the Student Code of Conduct as a basis for:

- articulating school-wide positive behaviour expectations
- promoting high standards of achievement and behaviour
- determining responses and consequences for inappropriate behaviour
- building and maintaining positive relationships between teachers, students and parents.

Students are provided with a link to the Student Code of Conduct at the beginning of the year.

Consideration of Individual Circumstances

Staff at Kepnock State High School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our

staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Multi-tiered Systems of Support

Our multi-tiered systems of support are combined with data informed decision making to support the academic and behavioural development of all students. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. PBL is an evidence-based framework used to:

- an evidence-based framework used to:
- ensure that only evidence-based practices are used correctly by teachers to support student
- continually support staff members to maintain consistent school and classroom practices.

Establishing and maintaining clear Rules and Routines based on [Universal Behaviour Matrix](#) (see [Appendix A](#)), aligned to whole school and faculty procedures, is absolutely essential. Teachers at Kepnock State High School use Essential Skills for Classroom Management (ESCM) and Classroom Profiling to support implementation of expectations.

Targeted behaviour support

Targeted students are students who continue to have difficulty abiding by the established rules and routines of the learning environment.

X-Classing

A student who continues to display disruptive behaviour may be temporarily removed from class via cross- classing. X-Classing a student is the last resort after all other attempts to re-engage the student have been exhausted and the relationship has temporarily broken down. The student is sent to the Behaviour Support Room (BSR) in C16 where a member of the Senior Leadership Team works begins the return to class restorative conversation. Students meet with their teacher at a pre-arranged time to have a restorative conversation. Students are coached in this process during their time in the BSR. Students are sent to the BSR with relevant curriculum work that has not been completed previously. Every time a student is cross-classed the teacher contacts parent/carer and records the details in OneSchool Behaviour and Contact. An SMS is sent to parents at the end of each day.

The goal of X-Classing is to provide time out for student and teacher, and then restore the teacher-student relationship so that the student can return to class understanding and willing to meet the expectations. See [Appendix B](#).

Intensive Behaviour Support

In the classroom

Students who continue to behave inappropriately in class, despite X-Classing and parent involvement, are referred to the relevant Curriculum Head of Department. Heads of Department assist teachers and students in developing strategies which are aimed at improving learning outcomes.

Heads of Department may use a range of disciplinary measures with students who persistently fail to meet the school's behaviour expectations. Heads of Department may collaborate with the relevant Engagement HOD and Student Services staff if further intervention is indicated.

Students still requiring support in the classroom even after HOD intervention are referred by the HOD to relevant Deputy Principal or the Principal. They may also be referred for an Intervention Program which is managed by HOD Student Services in collaboration with HODs, DPs and Principal.

Outside the classroom

Year Coordinators monitor student well-being at school and also receive referrals for inappropriate behaviours outside the classroom e.g. in the playground. The referring teacher enters the incident details on OneSchool.

Year Coordinators can also provide information to teachers and Heads of Department about a student's broader spectrum of behaviour. Year Coordinators may refer students to the HOD of Engagement (Year 7/8, Year 9/10, Year 11/12).

Students on an Intervention Program will access a variety of support strategies specific to their particular needs. Referrals are made by a member of Admin or HOD. Kepnock SHS can provide a range of Intervention Programs both internal and external to the school. The Ignite off-campus program is one example and connections through the Bundaberg Regional Youth Hub provide a range of additional support options.

Intervention Program

Aims of an Intervention Program include:

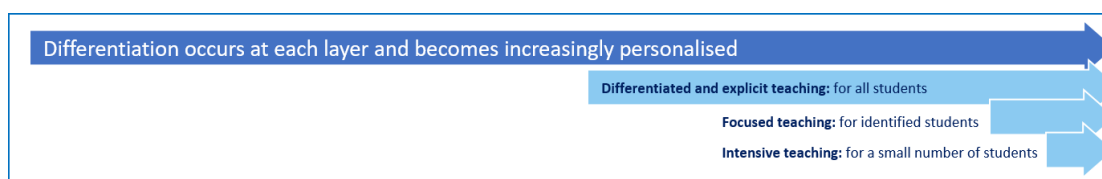
- to assist individual identified students to access relevant education programs within a conducive learning environment
- to support staff in managing students unable to remain within classroom as a result of inappropriate behaviour generally pertaining to safety or conflict situations
- to evaluate student performance and communicate information to staff in order to improve curriculum delivery/student learning.
- to deliver and/or develop and implement specific literacy/maths/transition programs for identified students from a life skills perspective accessing a variety of delivery modes (e.g. FlexiSpace online learning/online learning/TAFE courses, other school-based curriculum/programs).

Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. Each layer provides progressively more personalised supports for students.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practice skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Kepnock State High School to provide focused teaching. Focused teaching is key, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching.

Kepnock State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

For more information about these programs, please speak with Head of Student Services, Tricia Murray.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Kepnock State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

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 legislative instruments of delegation and instruments of authorisation provided below:

- [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

The disciplinary consequences model used at Kepnock State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practiced. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders.

On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations. See [Appendix C](#).

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat.")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question.")
- Rule reminders (e.g. "When the bell rings, stay seated until I dismiss you.")
- Explicit behavioural instructions (e.g. "Pick up your pencil.")
- Proximity control

- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

Classroom teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Discipline Improvement Plan
- Counselling and guidance support
- Self-monitoring plan
- Check in/Check out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership teamwork in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based 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 offense is suspended from school until the charge has been dealt with by the relevant 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 (students from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the education program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland State School, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently)

At Kepnock State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

It is not mandatory for the student or their parent/s to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via suspension paperwork. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Kepnock State High School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

Temporary Removal of Student Property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco, e-cigarettes/vapes, any other nicotine containing items).
- alcohol
- aerosol deodorants, hairspray or cans (including spray paint)
- 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)
- Other prohibited items including energy drinks, soft drinks, chewing gum, permanent markers, liquid correction fluid, metal rulers.

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

Responsibilities

State school staff at Kepnock State High 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
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency)
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Kepnock State High School:

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

Students of Kepnock State High 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 Kepnock State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Kepnock State High School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours. Kepnock SHS has developed a Personal Electronic Device Policy to ensure a balance of access to devices for appropriate use. See [Appendix D](#).

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Kepnock State High School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices
- schools may remotely access departmentally owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

iPad Program

A device inspires hands-on learning and can be used to promote creativity in the classroom. This innovative tool has the capability to provide personalised learning and education in a number of different subject areas. The device allows students to gain access to a continually growing bank of educational content. The use of a device will allow our teachers to expand their programs to fit the needs of today's students and to better equip them with the skills they'll need in the modern world.

Use of devices can also encourage students, boost confidence and provide a valuable feedback loop outside of a traditional classroom setting. Students will be able to better develop their 21st Century learning skills including opportunities for authentic collaboration and teamwork, innovation, creating and publishing in ways never possible before. 1:1 is about the learning and not the technology.

The Principal, as the department representative at Kepnock SHS, reserves the right to restrict access of personally-owned mobile devices (including mobile phones, laptops, iPads) to ensure the integrity of the network and a safe working and learning environment for all network users, therefore **no BYOD devices are permitted**. Kepnock SHS is an 'iPad school' utilising an iPad home-use program, to support student access to resources and educational engagement. The [Student iPad Agreement](#) can be accessed on the school website.

To ensure the acceptable use of ICT devices, software and the school network, all students enrolled at Kepnock SHS will be restricted to using a school issued iPad. Students are provided with an iPad at the start of year 7, with the iPad replaced at the end of year 9, through the Student Resource Scheme. If a parent/carer chooses not to participate in the Student Resource Scheme, the student will have an option to 'daily hire' a device for learning, with consideration given to individual circumstances.

Preventing and Responding to Bullying

Kepnock State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. The school has partnered with Stymie as our on-line anonymous reporting system and support for students and parents.

Working to Stymie The Cycle of Teenage Bullying and Harm at Kepnock SHS



<https://www.stymie.com.au> encourages you to support your peers by making anonymous notifications through their site. These notifications will be about other students who you see being bullied or experiencing harm at Kepnock State High School. You can also make notifications about illegal activity and any other kind of harm to your school community. The notifications can include evidence such as screen shots of social media conversations or text messages and are automatically forwarded to the appropriate adult. The first conversation we have, will be with the student who is experiencing harm - they will know they are not alone.

Kepnock State High School is committed to supporting all of you in being able to make positive choices about bullying and harm in our community. Please use it. Use it responsibly and thoughtfully and know that you can make a difference.

Sometimes the hardest thing and the right thing are the same.

Our staff know student learning is optimised when they 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 with their child's education leads 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.

Kepnock State High School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce](#) report in 2020, and at Kepnock State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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

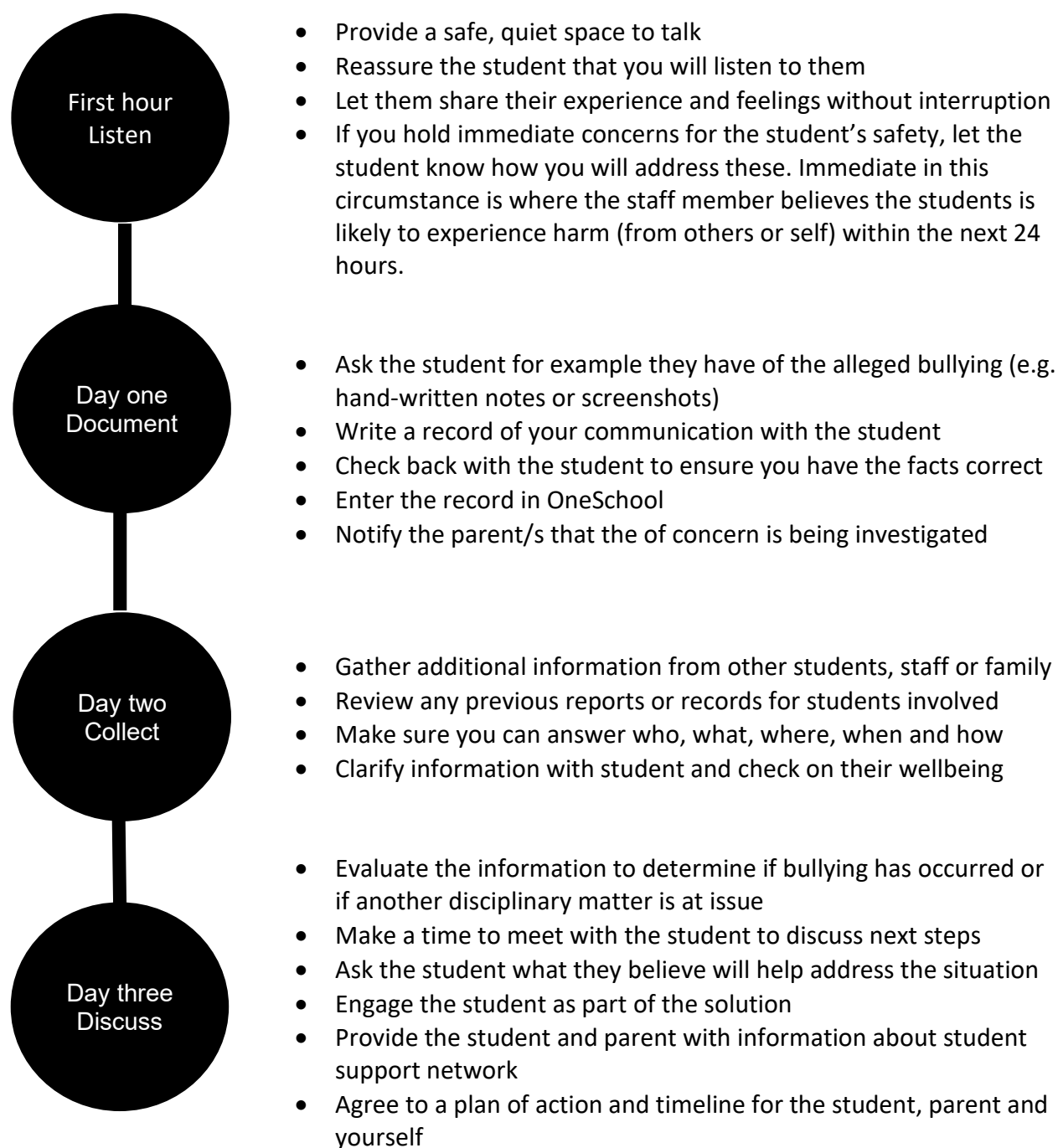
Kepnock State High School – Bullying response flowchart for teachers

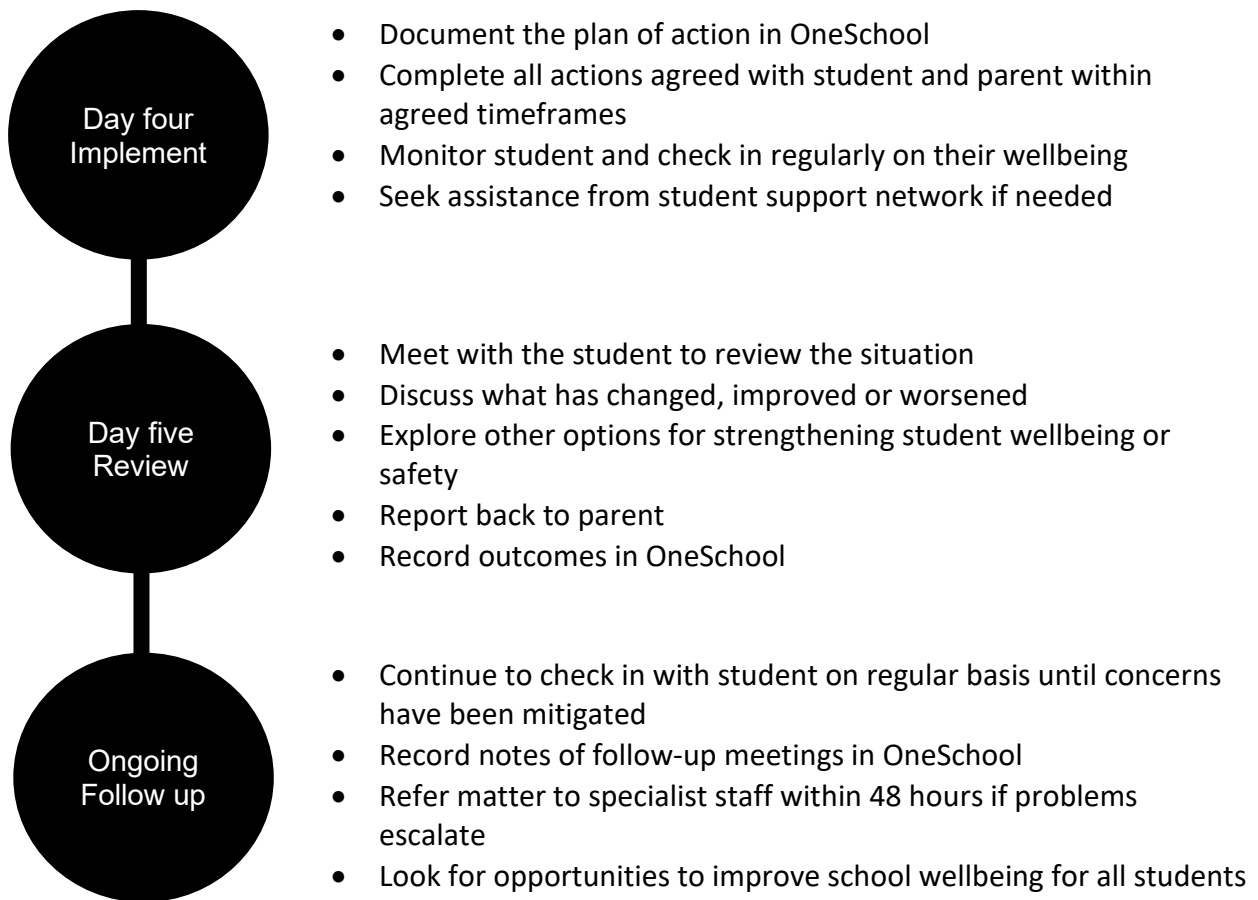
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgement of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Year 7 – Year 12 – Year level Coordinator or trusted staff member

Head of Student Services – Tricia Murray





Cyberbullying

Cyberbullying is treated at Kepnock State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their Year Level Co Coordinator or trusted staff member. Students are encouraged to use Stymie to make an online and anonymous report that goes directly to the relevant Deputy Principal. There is also a dedicated Deputy Principal for Junior School and Senior School, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of e-Safety Commissioner](#) or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Head of Student Services, Tricia Murray.

Kepnock State High 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](#).

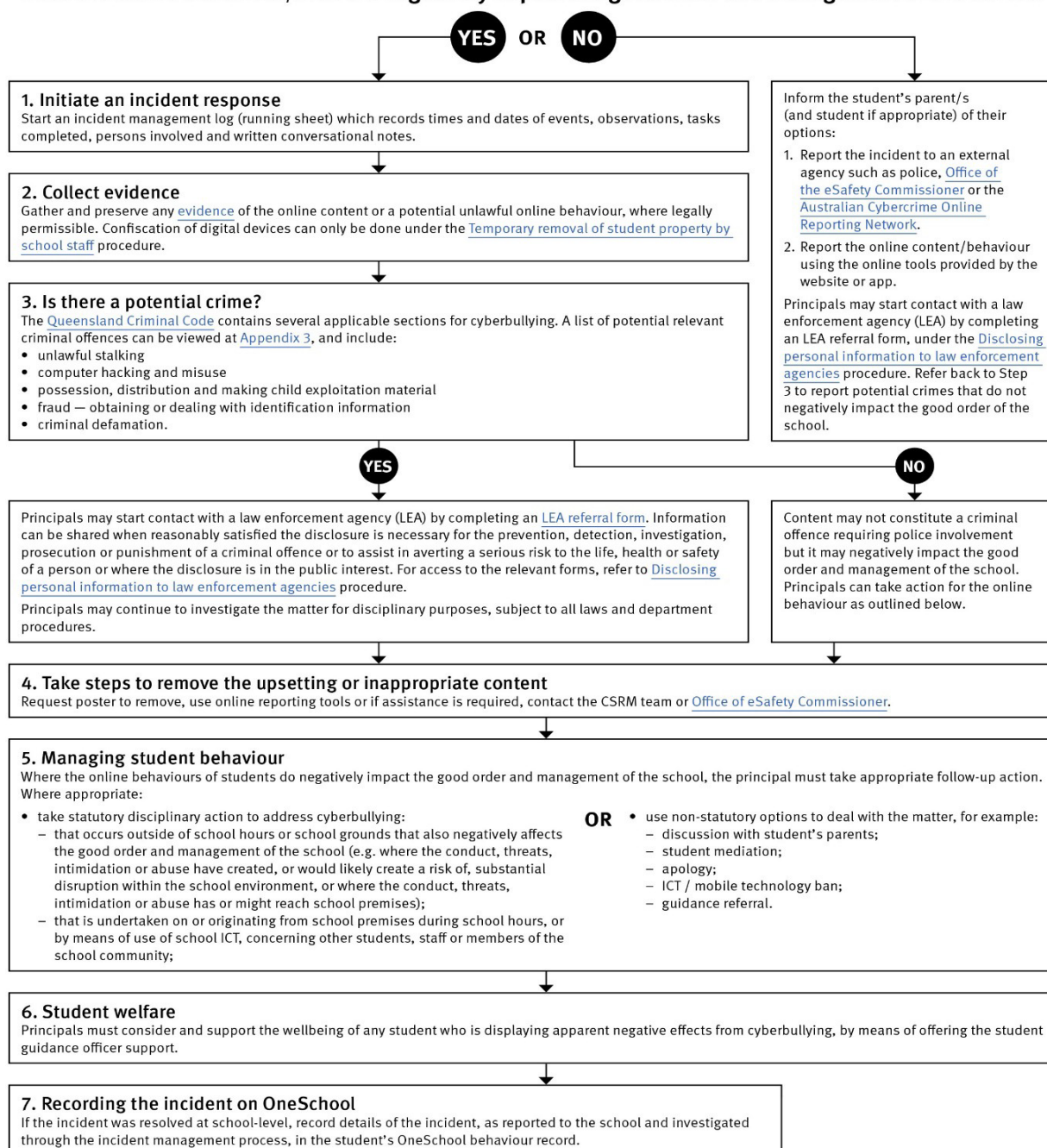
Explicit images

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](#).

Report

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

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



Cyber safety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school.

All staff at Kepnock State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy.

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Kepnock State High School – Anti-Bullying Commitment

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

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature_____ Parent's signature_____

School representative signature_____ Date_____

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Dress Code

The purpose of our dress code is to ensure that Kepnock State High School students present themselves positively within the school and the wider community. When students enrol in our school, they must accept a shared responsibility for its public image, as well as develop a sense of belonging and pride.

It is our expectation that students will wear the appropriate school uniform every day. The Parents' and Citizens' Association (P & C) has endorsed the current uniform. It is our expectation that students comply with all aspects of our dress code, including footwear, jewellery, make-up, hairstyle etc.

Parents and students will be kept well-informed about any proposed changes in uniform or policy, through the usual channels of P & C meetings and Newsletters.

The school will work with students and parents/carers to ensure all students are wearing the correct uniform. Students will be permitted, on presentation of a note from parents, to have a temporary non-uniform pass. If the student fails to provide a note, the student will be asked to change into suitable clothing provided and/or required to do lunch-time detention for non-compliance with this policy in accordance with a provision of the Education General Provisions Act 2006. Parents will be kept informed on the implementation of the dress code and actions taken for non-compliance by students. Details of this procedure will be provided to students at the commencement of each school year.

See [Appendix E](#) for full descriptions of the school uniforms. No other items are permitted.

Restrictive Practices

School staff at Kepnock State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's [restrictive practices procedure](#) is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the [restrictive practices procedure](#).

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolutions:** discuss your complaint with the school.
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need submit a request for internal review form within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority

If you are dissatisfied after the interval review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

Appendix A: Behaviour Matrix



BEHAVIOUR EXPECTATIONS MATRIX

The Schoolwide Behaviour Expectations Matrix outlines our agreed values and specific behaviour expectations in all school settings.

	All School Settings including grounds and toilets	All Classrooms	Representing Kepnock State High School in the community.	Representing Kepnock State High School in the virtual community.
Learning	<ul style="list-style-type: none"> We listen and follow instructions. We wear correct safety equipment for each learning environment. We all follow school procedures inc. sign in/out. 	<ul style="list-style-type: none"> We are all in class on time and prepared for work. We do our best work and ask for help if unsure. We are open to new challenges. 	<ul style="list-style-type: none"> We are Kepnock Proud. We learn from others. We engage with others appropriately. We demonstrate safe and suitable behaviours. 	<ul style="list-style-type: none"> We use technology to enhance our learning. We only share content that is helpful to others learning and wellbeing.
Responsibility	<ul style="list-style-type: none"> We will safely and calmly move around our school. We take pride in our school grounds and school facilities. We are in the right place, at the right time. We are kind and polite to others. We report inappropriate behaviour and WHS safety concerns to staff members. 	<ul style="list-style-type: none"> We are honest. We remain in class for the first 15 and the last 15 minutes to maximise learning opportunities. 	<ul style="list-style-type: none"> We travel to and from school safely. We remain in the bus area, when waiting for a bus. We walk bikes and scooters through the school. We secure our personal belongings. 	<ul style="list-style-type: none"> We ensure our electronic devices are on silent, secured and out of sight unless directed. We follow the rules in the ICT agreement. We keep our personal information private. We use STYMIE to report inappropriate behaviour.
Respect	<ul style="list-style-type: none"> We respect diversity in race, religion, gender, sexuality and/or physical appearance. We keep our hands and feet to ourselves. We encourage our peers to walk away from conflict. We wear the school uniform correctly and with pride. 	<ul style="list-style-type: none"> We respect others' right to learn. We respect the teachers' right to teach. We are active listeners. 	<ul style="list-style-type: none"> We respect the community. We respect the privacy of others. 	<ul style="list-style-type: none"> We keep ourselves and others safe when using technology. We treat technology with care.

Learning ♦ Responsibility ♦ Respect

Appendix B: Cross Classing Process



Cross-Class Procedure

Audience

Kejnock SHS Staff

Implementation Date : 28/01/2025
Version : V.17_2025

Purpose

The Cross-Classing procedure is a behaviour management strategy which aims to minimise the impact of disruptive/noncompliant behaviours on the teaching and learning process within a classroom.

Overview

Teachers should use the Essential Skills of Classroom Management with students prior to cross-classing any student. The Cross-Classing process is used to temporarily remove a student from an environment where they are choosing to not meet the classroom expectations asked of them AND to prevent disruptive students from interfering with the learning experiences of "on task" students.

Responsibilities

Student

- Report immediately to C16 with Cross-Class card
- Sign in with teacher
- Place iPad in bag and place bag on rack inside C16
- Place phone pouch on desk
- Discuss incident with supervisor
- Complete restorative conference questions and curriculum work
- Attend restorative conference prior to next lesson and complete consequence in C16

Teacher

- Use ESCMs prior to utilising cross-class room
- Complete details of restorative conference on cross-class card, send student to C16
- If possible, send curriculum work for student to complete
- Try to avoid sending multiple students at once
- Phone **792** and inform SUPERVISOR of referral
- **Document cross-class in OneSchool (within a day) and contact home.**
- Hold restorative conference with student **prior** to next lesson. Enlist support from HOD/DP/Case Manager (Specialist Support Students) if required.

Internal Relief or Supply Teacher

- Use ESCMs prior to utilising cross-class
- Complete details of restorative conference on cross-class card, send student to C16
- If possible, send curriculum work for student to complete
- Try to avoid sending multiple students at once
- Phone **792** and inform SUPERVISOR of referral



Procedure

- **Document** names and details of any student that was cross-classed on 'pinkie' in unsuitable behaviour section
- Internal relief or supply teachers may have a restorative conference if desired

Supervisor

- Record entry in cross-class LOG book and DAYMAP
- Ensure iPad in bag and place bag on rack inside C16
- Ensure phone pouch is on student desk
- Discuss incident with student. Use restorative questions (see below)
- Actively monitor students to ensure they complete restorative conference questions/classwork and behave appropriately in cross-class room

HOD Student Services

- Send cross-class message to parent by 4:00 pm
- Email staff list of students whose parents have been sent cross-class message

Process (including flowchart)

APPLY	CLASS TEACHER to apply Essential Skills of Classroom Management to assist student to modify noncompliant/disruptive behaviours
REMIND	Remind student that they will be cross-classed if disruptive behaviour continues
DECIDE	<p>Behaviour has continued Before cross-classing a student, you must be able to answer YES to these questions:</p> <ol style="list-style-type: none"> 1. Have you effectively implemented Essential Skills of Classroom Management (ESCM)? 2. Is the student behaviour impacting on the teaching/learning process? 3. Have you reminded the student and given sufficient opportunities to modify their behaviours? 4. Is there sufficient time left in the lesson for the student to report to the cross-class room and complete the restorative questions with the supervisor? 5. Avoid sending multiple students at once <p>Inform student they have been cross-classed. Complete restorative conference details on cross-class card. Send Student to C16 with cross-class Card.</p>
NOTIFY	Call 792 and notify SUPERVISOR that student has been cross-classed.
DOCUMENT	<p>CLASS TEACHER records entry in One School (within 1 day)</p> <ul style="list-style-type: none"> • Incident type - Minor • Incident details - {Name} was cross-classed for {Behaviour}. • Behaviour strategies <ul style="list-style-type: none"> ◦ <i>Main behaviour – Disruption</i> ◦ <i>Strategy – Cross-Classed (Could select to Notify or Refer)</i> ◦ <i>If you selected to Notify/Refer above (select staff in referral column)</i> • Enter details in Record of Contact.



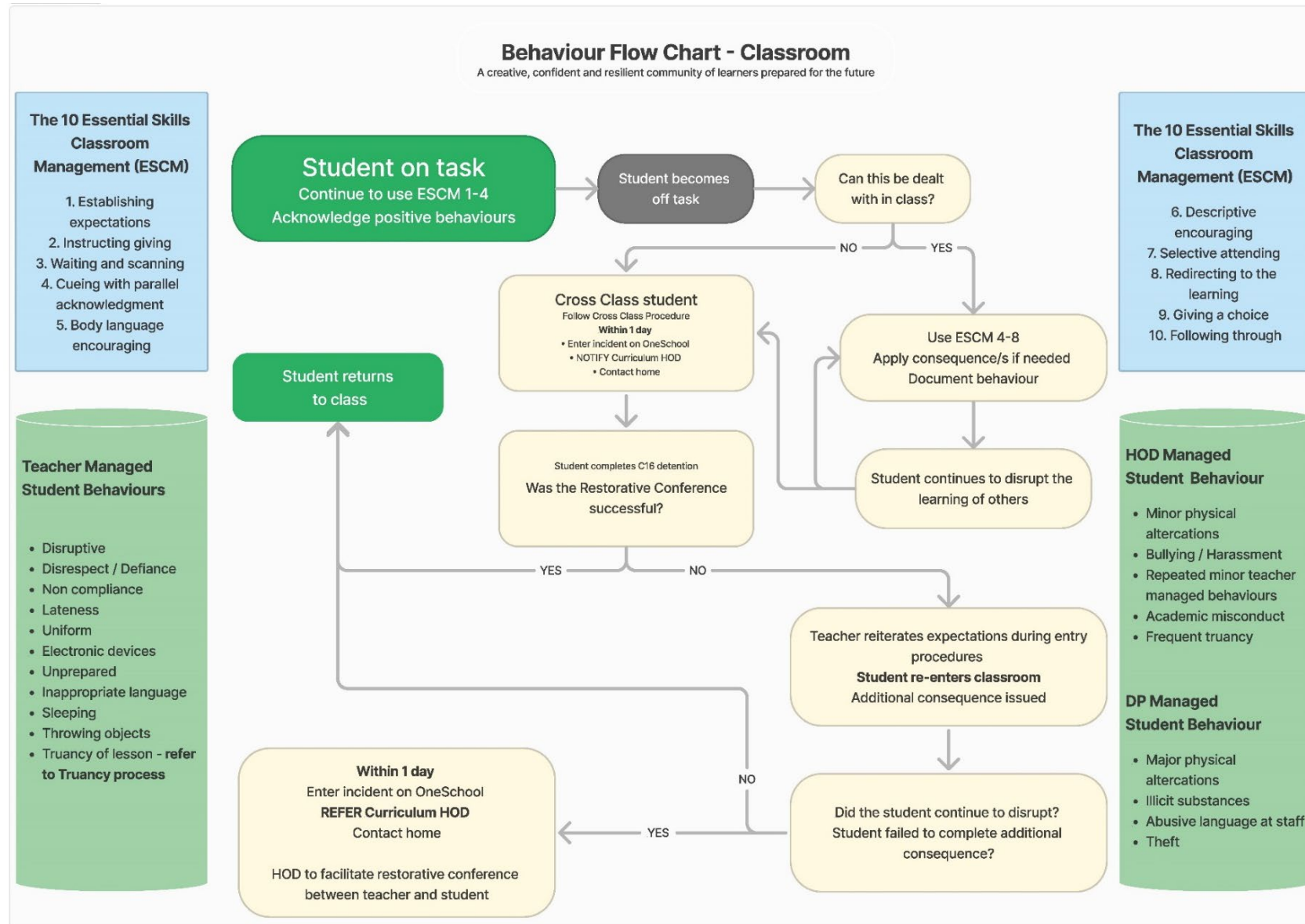
Procedure

	<ul style="list-style-type: none"> ○ <i>Contact name – First Emergency Contact</i> ○ <i>Contact Type – Phone or email</i> ○ <i>Details – Discussed incident with parent and informed of consequence</i> ○ <i>Task to be completed by student – Restorative Conference</i> <p>SUPERVISOR</p> <ul style="list-style-type: none"> • Enter details into cross-class room LOG Book. • Record cross-class in DayMap <ul style="list-style-type: none"> ○ Search – Student name ○ View timetable and select class ○ right click on student name ○ select Cross-class and ○ enter description of behaviour – disruption
DISCUSS	SUPERVISOR discusses referral with student using restorative conference questions
INFORM	HOD SS to send DAYMAP text to parent at end of school day. <i>{First Name} {Surname} was cross-classed during {Subject} today. A restorative conference will need to be completed with their teacher. Please discuss this with {First Name}.</i>
MONITOR	SUPERVISOR actively monitors students to ensure restorative questions and curriculum work is completed. Student sent to next timetabled class.
CONFERENCE	Teacher & student engages in restorative conference at scheduled time.

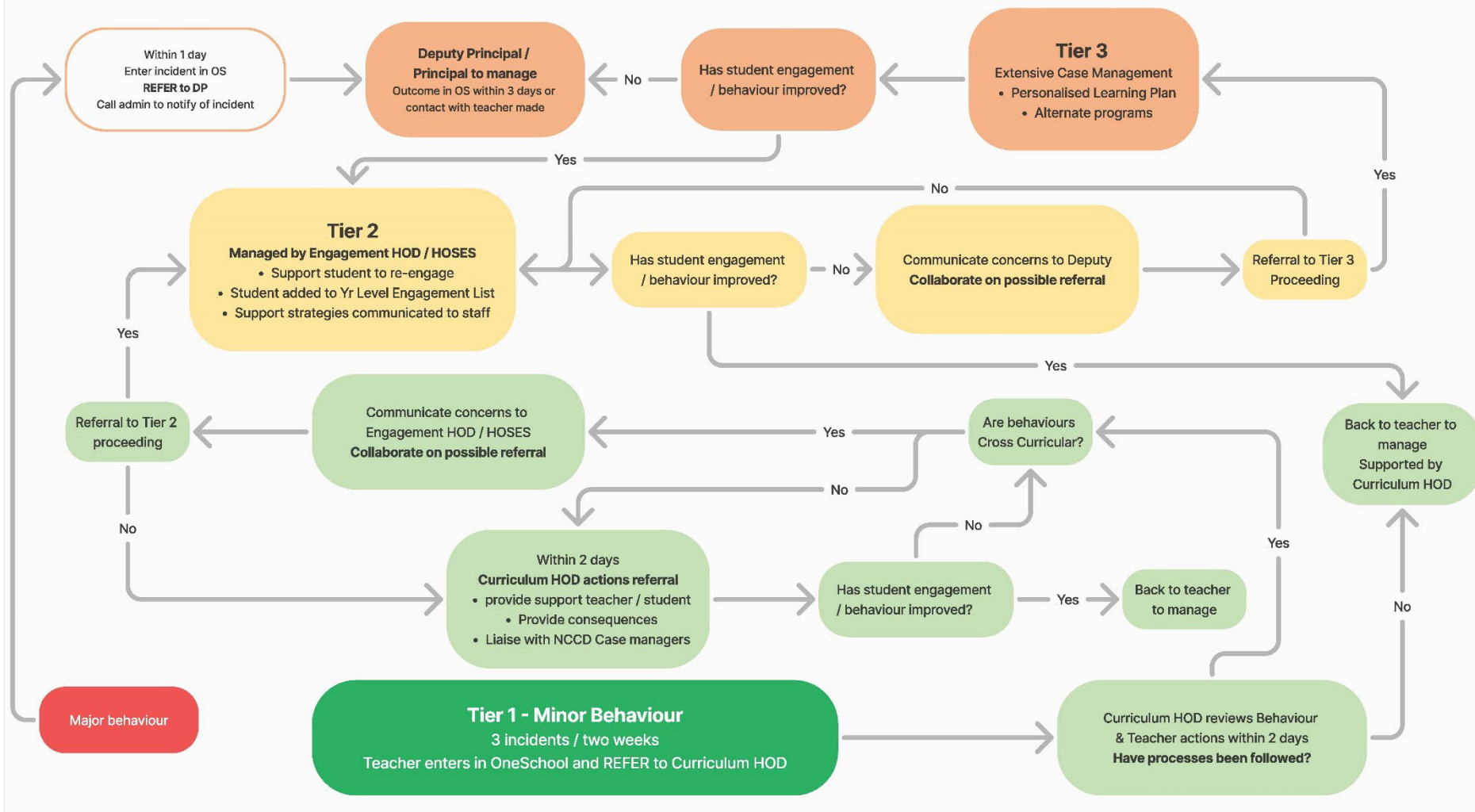
When is Cross-Class Appropriate?

Use cross-class for these behaviours: -	Use an alternate behaviour management strategy for these behaviours: -
<ul style="list-style-type: none"> • Student is displaying repeated behaviours that is impacting the learning of others e.g. calling out, moving around class • Confrontational language directed at staff and/or other students 	<ul style="list-style-type: none"> • Inappropriate use of iPad • Refusal to complete classwork • Late to class

Appendix C: Behaviour Flowcharts



Behaviour Flow Chart - HOD Referral



Appendix D: Personal Electronic Device Policy



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LEARNING | RESPONSIBILITY | RESPECT

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Personal Electronic Device Policy

Version 1.0 Effective January 2024

RATIONALE

This policy has been developed to align with the Queensland State Schools procedure that students must

keep their mobile phones switched off and 'away for the day' during school hours.

The 'away for the day' requirement will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

SCOPE

Personal Electronic Devices include, but are not limited to, mobile hand-held devices, mobile telephones, smart watches, headphones, ear buds and music players. In this policy, they are collectively referred to as 'mobile phones'.

SCHOOL RESPONSIBILITIES

During enrolment interviews staff will discuss and clarify the electronic device policy with parents/carers and students. Students will be regularly be reminded of their responsibilities around complying with this policy on year level parades and it will be explicitly discussed with parents/carers and students should there be any ongoing issues of non-compliance.

At the beginning of the year or upon commencement at Kepnock SHS a student will be assigned a personal mobile phone pouch with an ID Number, similar to being assigned a textbook. While the mobile phone pouch is considered school property, it is each student's responsibility to bring their pouch with them to school every day.

STUDENT RESPONSIBILITIES

- Students may own and use a mobile phone outside school hours while parents/carers monitor its responsible use.
- Students are encouraged to leave mobile phones at home.
- Mobile phones are not to be used throughout the day and must be secured in pouches between the hours of 8.30 am and 3.00 pm for Year 11 and 12 students and 9.00 am and 3.00 pm for Year 7-10 students.



- Students who bring a phone to school may use them on the journey to and from school and are encouraged to use them responsibly.
- Students who bring a phone to school must switch it off and secure it in a mobile phone pouch as described in the day process below.
- The pouch will remain with the student throughout the day and it is a requirement that it is placed on their desk at the beginning of every lesson.
- Students should respect the electronic device policy and refrain from attempting to tamper with or bypass the pouches.
- Students are encouraged to report any violations of the phone-free policy they observe to school staff or designated authorities.
- Use of electronic devices on excursions, camps and extended trips will be specified for the particular activity.

Students create a focused and productive learning environment by fulfilling these responsibilities while promoting greater engagement, social interaction, and academic achievement.

PARENT RESPONSIBILITIES

This policy only covers mobile phone use to, from and during school time.

- Parents/carers accept responsibility for supervision and development of responsible use of mobile phones by their children.
- Parents/carers should support the policy by sending messages to mobile phones outside the mobile phone free period.
- For non-urgent issues, parents/carers can send their child an email to the student's school email account.
- Parents/carers contact student services 4131 1888 – Option 2 - if they need to communicate an urgent message to their child during the school day. Student services staff will then notify the student.
- Parents/carers can expect to be contacted should their child require serious medical attention

The school communicates via text message to parents/carers should there be an emergency requiring evacuation or lock down.

STAFF RESPONSIBILITIES

All staff at Kepnock State High School:

- Model the appropriate use of mobile phones at school.
- Use mobile phones to fulfil duties e.g., notify emergency services, report safety issues to administration, manage class rolls, notify student services.
- Consistently and fairly help to enforce the implementation and use of mobile phone pouches and the departmental 'away for the day' policy on electronic devices.
- Employ class routines to assist students to comply with the electronic device policy.

- Ensure pouches are visible on student desks at the beginning and throughout every classroom lesson. Variations to this process will be required for practical lessons in workshops, kitchens or on the oval.
- Promote and reinforce positive behaviour related to the electronic device policy. Assist in rolling out rewards strategies, recognition, and positive reinforcement of students adhering to the policy.
- Abide by the Code of Conduct with regard to social media and mobile phone use.

DAY PROCESS

As students enter the school, they will:

- 1) turn their phone off
- 2) unlock their empty pouch using an Unlocking station at the Building Entrances – refer to Map 1
- 3) place their electronic equipment, phone, ear buds and smart watches inside the pouch and securely close it
- 4) each student will maintain possession of their pouch for the duration of the school day
- 5) late students will complete this process at student services as they sign in.

As students exit the school at the end of the school day, they will:

- 1) unlock their pouch using an unlocking station at a building Exit – refer to Map 1
- 2) remove their phone / ear buds / smart watches from their pouch
- 3) securely close their empty pouch and place it in their bag for the next day.

Students leaving school for an approved reason i.e., planned appointment, will:

- 1) present to student services with approved leave pass
- 2) student services staff will unlock their pouch
- 3) remove their phone / ear buds / smart watches from their pouch
- 4) securely close their empty pouch and place it in their bag for the next day
- 5) if a student returns to school after appointment, Student services staff will assist in the unlocking, storing of phone / ear buds/ smart watch and relocking of the pouch.

Should a student forget their pouch, they will:

- 1) present to student services prior to 8.00 am class, Year 11 and 12 students or Home Group, Year 7- 10 students
- 2) swap their mobile phone for a loan pouch. Loan pouch will contain slip stating mobile phone handed in
- 3) present to student services at end of day to swap the loan pouch for their mobile phone.

Repeated forgetfulness will incur additional consequences in line with Student Code of Conduct.

INDIVIDUAL EXEMPTIONS

Exemptions to any part of this policy may apply for some students in some circumstances. Individual students with documented and verified needs will work with the relevant deputy principal, the head of specialised support or the guidance officer to consider the specific needs of the individual student, develop and enact a plan.

Students with exemptions will have the following;

- phone pouch exemption pass
- flagged on Daymap under student profile.

SECURITY

Kepnock State High School cannot take responsibility for the loss, damage or theft of any electronic device that is brought to school.

CONSEQUENCES FOR MISUSE

- Students who misuse devices according to this policy will be subject to the Student Code of Conduct.
- Staff have the right as delegated by the principal to instruct a student to hand in the device to student services. Non-compliance will be referred to administration and addressed in accordance with our Student Code of Conduct.
- Refusal by students to co-operate will result in a referral to administration and will be addressed in accordance with our Student Code of Conduct.
- Using their phone during school hours – refer to Flowchart 1.
- Physical damage to the pouch in an attempt to circumvent its intended purpose - refer to Flowchart 2.
- Parents or caregivers are normally required to collect the device from the office unless there are extenuating circumstances which, are determined by the deputy principal.
- Serious or repeated misuse will be treated as wilful or persistent disobedience will be addressed in accordance with our Student Code of Conduct.
- All personal technology devices – including school iPads and BYOD iPads - must be connected to the iDET Wi-Fi network and used at all times within the law. Breaches of the law will be referred to the police.

COMPLAINTS

If a student, parent or carer has a complaint under this procedure, they should first contact the student's Year level deputy principal to discuss. If the issue cannot be resolved, please refer to the department's guide for students/ parents/ carers about making a complaint;

<https://www.qld.gov.au/education/schools/information/contact/complaint>

REVIEW

The principal or delegated staff will review this procedure annually.

Appendix E: Uniform Guide

Uniform Requirements: Junior School



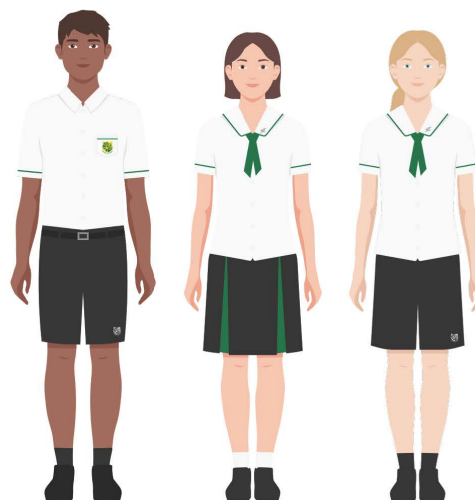
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Formal Uniform (Years 7-9)

This is the main uniform and it is expected that students wear it most days and for all formal occasions including weekly assemblies.

Boys

- White collared shirt with emblem
- Plain black trousers OR shorts both with emblem
- and a plain black leather belt
- Plain black or white socks
- Plain black shoes



Girls

- White collared shirt with "K" logo
- Plain green button-on tie
- Black pleated skirt OR black trousers with emblem OR shorts with emblem
- Plain black or white socks
- Plain black shoes

Sports Uniform (Years 7-9)

Students may choose to wear the Sports Uniform on the days they are participating in Sport or HPE prac lessons or prac lessons in areas such as The Arts and Technology.

Unisex

- Green sports polo with emblem
- Black unisex sports shorts OR black female sports shorts
- Plain black or white socks
- Plain black shoes



Hats

Students are strongly expected to wear 'sun smart' brimmed hats/caps for sporting activities/lessons and all other outside activities. Beanies and hats/caps with inappropriate logos/slogans will not be allowed. School hats may be purchased at the school Uniform Shop.



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Success is Earned

Uniform Requirements: Senior School



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Formal Uniform (Years 10-12)

This is the main uniform and it is expected that students wear it most days and for all formal occasions including weekly assemblies.

Boys

- White collared shirt with "K" logo
- Plain green tie with emblem
- Plain black trousers OR shorts both with emblem
- and a plain black leather belt
- Plain black or white socks
- Plain black shoes



Girls

- White collared shirt with "K" logo
- Plain green tie with emblem
- Black pleated skirt OR black trousers with emblem OR shorts with emblem
- Plain black or white socks
- Plain black shoes

Sports Uniform (Years 10-12)

Students may choose to wear the Sports Uniform on the days they are participating in Sport or HPE prac lessons or prac lessons in areas such as The Arts and Technology.

Unisex

- Green sports polo with emblem
- Black unisex sports shorts OR black female sports shorts
- Plain black or white socks
- Plain black shoes



Hats

Students are strongly expected to wear 'sun smart' brimmed hats/caps for sporting activities/lessons and all other outside activities. Beanies and hats/caps with inappropriate logos/slogans will not be allowed. School hats may be purchased at the school Uniform Shop.



Uniform Requirements: Winter Uniform



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Winter Jumper Options (Unisex)

V-Neck Pullover



Polar Fleece Jacket



Microfibre Options (Unisex)

Microfibre Jacket



Microfibre Track Pants



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Success is Earned

Uniform Requirements: Senior and Junior School



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Footwear

School shoes must be of solid construction, covering the foot, with either lace-up or strong Velcro fastened uppers. They must be black leather or strong vinyl with black laces. Because of Workplace Health and Safety requirements, parents will be contacted immediately if a student has inappropriate footwear, so that correct shoes can be brought to the school. Students will not be able to attend classes without appropriate shoes. Boots, thongs, ballet flats, dolly shoes, slip-ons etc are unacceptable.

Examples of Correct Footwear



Examples of Incorrect Footwear



Jewellery

Jewellery is not part of the school uniform. A wristwatch and one pair of small ear studs/sleepers are acceptable. No bracelets, anklets, rings are permitted. A one small, unobtrusive and unnoticeable facial piercing will be tolerated. Stretchers are NOT permitted. Students will be required to remove all non-permitted jewellery items. In persistent cases, non-permitted jewellery items will be held at the office to be collected by parents. Our policy complies with that applying in many workplaces and reflects Workplace Health and Safety Standards.

Make-up and Finger Nail Polish

Make-up if worn should be minimal and appropriate for the school setting. Heavy face make-up is not permitted. Students will be required to remove it if worn at school. Nail Polish is to be clear or neutral in colour and acrylic/gel nails, if worn, should of an appropriate length for the school setting. Students will be required to remove them if they do not meet these expectations.

Hairstyles

Brightly coloured hair and extreme styles are not permitted. Hair is to be neat and tidy at all times. Plain hair bands in school colours may be worn. If a student comes to school with an extreme hairstyle or colour they may be sent home to have it corrected

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