



Kenmore South
State School

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student



Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

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Principal Signature:	
Date:	08-12-2023
P/C President and-or School Council Chair Name:	Peta Wilson
P/C President and-or School Council Chair Signature:	
Date:	08-12-2023

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Purpose

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

The Kenmore South State 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 and students enjoy a safe workplace.

Principal's Foreword

Kenmore South State School has a long and proud tradition of providing high quality education to students in the inner west of Brisbane. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

At Kenmore South we believe that education develops the whole child; is a lifelong activity and that all children learn at a different rate and in different ways. This informs all educational practices. Children's experiences at our school encourage independence, a respect for others, cooperation, initiative, self-discipline, adaptability, enthusiasm, curiosity and imagination.

Our school provides a positive, safe, challenging and supportive environment for all students. In seeking to achieve this, we encourage open and effective communication among teaching staff, students and parents. We constantly seek to enhance these productive partnerships in order to achieve the best possible education for our students.

At the heart of our school is our positive approach to learning, encouraging students to engage in the learning process throughout the teaching domains. We are creating Positive Agile Learners. Students, teachers and parents are partners in the learning process. The joy of learning flourishes in an atmosphere of trust, sharing and caring at Kenmore South, where students strive to be respectful, responsible, safe and create their new best.

Kenmore South State School aims to create students who:

Take a Risk

Innovate

Perform

Reflect

These qualities 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, kind, agile learners. 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.

Kenmore South State School staff take an educative approach to discipline, and know 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 the 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.

I thank the students, teachers, parents and other members of the community for their work in bringing this Kenmore South State School Student Code of Conduct together over the last year. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Kenmore South State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by the principal and the Leadership team has ensured that parents have had opportunities to contribute and provide feedback. This has been an important aspect in the development of the Kenmore South State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Kenmore South State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Any parents who wish to discuss the Kenmore South State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Kenmore South State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, and appropriately supported to meet their individual social and learning needs.

Consultation

The consultation process used to inform the development of the Kenmore South State School Student Code of Conduct occurred throughout 2023.

In the initial stage, we held a series of internal meetings with staff, parents and the community in 2023, facilitated by an external consultant as part of a School Review. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

We provided a survey to all parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school. Student representatives from all classes met with the consultant and the Leadership team so their opinions were included.

Further opportunities were given in 2023 for Students Reps to have their input; for parents to meet and email through their views and comment; and for staff to reflect and offer comment.

Finally, a draft Student Code of Conduct was prepared and discussed with a working party made up of members from the school community. This final phase of consultation was completed in November 2023. The completed document will be presented at the first P&C meeting of 2024.

A communication strategy will be developed to support the implementation of the Kenmore South State School Student Code of Conduct, including parent information evenings, promotion through the school website and weekly newsletter items. Any families who require assistance to access a copy of the Kenmore South State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Whole School Approach to Discipline

Kenmore South State School uses the Positive Agile Learners (PALs) framework as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PALs is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Kenmore South State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach, learn, grow and adapt.

The development of the Kenmore South State School Student Code of Conduct is an opportunity to explain the Tree of Growth within the PALs framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of the Tree of Growth can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or Tree of Growth are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Tree of Growth Expectations

Our staff are committed to delivering high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same expectations in place for students, by being Responsible; being Respectful; being Safe; and Doing your Best. Alongside these expectations, is the Positive Agile Learner's framework where students Take a Risk, Reflect, Innovative and Perform - TRIP.



Students

Below are examples of these expectations for all students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Kenmore South State School.

Be Respectful

- Listen to fellow students' questions in class.
- Put rubbish in the bins provided.
- Use kind language at school.
- Say "please" and "thank you".
- Make a new friend.
- Respect others space and belongings

Be Responsible

- Be prepared for class.
- Complete your homework and assignments on time.
- Follow teacher directions.
- Ask for help when you need.
- Take different roles for group work activities.

Do your best

- Do your own work.
- Learn from your mistakes.
- Hand in items you find to the teacher.
- Be honest.

Be Safe

- Look for opportunities to help others.
- Be considerate of others.
- Reflect and value mistakes.
- Encourage fellow students to do their best.

Parents and staff

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Be Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Do your best

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Be Kind

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Consideration of Individual Circumstances

Staff at Kenmore South State School take into account 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 equity, 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 consequence 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.

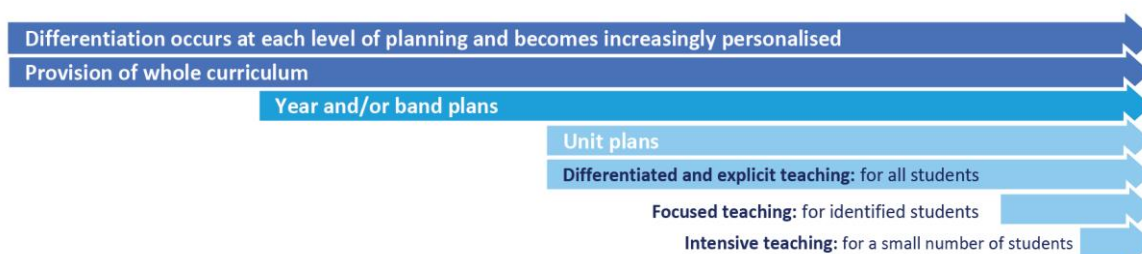
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

There are three main layers to differentiation, as illustrated in the diagram below. This 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. In the framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Kenmore South SCHOOLWIDE EXPECTATIONS MATRIX							
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRWELL	TOILETS	Before & After school areas Entering and leaving school
BE RESPECTFUL	Arrive on time Be prepared for school and class Use equipment and materials correctly in the appropriate areas Follow the uniform policy	Walk Enter and exit room in an orderly manner Be organised and have your equipment and materials ready	Participate in use of approved online sites and educational games Be courteous and polite in all online communications Keep your passwords safe	Participate in school approved games Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat	Rails are for hands Walk one step at a time Carry items Keep passage ways clear at all times	Respect privacy of others Return to class/ area promptly Use year/ age appropriate toilets	Use own bike/scooter only Wait inside the gate until the parents have arrived Store bags and belongings in correct locations Be lined up and ready to go into class on bell 8:55
BE RESPONSIBLE	Follow all instructions Ask permission to leave the room Show courtesy and use polite, positive language (including non-verbal) Be on time and in the right place at the right time Be responsible for your words and your actions Respect and allow personal space of others Put litter in bins	Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest Encourage and support all others	Report any unacceptable behaviour to a teacher Post only appropriate content online Use computers and internet appropriately with supervision	Establish and agree on rules before play Be a problem solver Return equipment to appropriate place at the sports bell Show good sportsmanship Respect garden areas	Move peacefully in single file	Use toilets during breaks Respect the privacy of others Clean up after yourself	Walk bike/scooter in school grounds Leave school promptly Wait quietly with bags on backs in designated stop, drop and go areas when waiting to be collected. Obey crossing supervisors and staff on duty.
BE SAFE	Respect others' personal space and property Care for equipment Use polite language, solve problems with words Walk on concrete and around corners. Wear a hat whenever you are outdoors Wait your turn keep hands, feet and objects to yourself Manage time and movement effectively around the school	Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener	Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites	Play fairly – take turns, invite others to join in and follow rules Care for the environment	Walk quietly and in an orderly way so that others are not disturbed	Wash hands after using the toilet and before eating food Walk	Go directly to covered areas and sit quietly until 8:30 8:30 -8:45 quiet games in under covered areas and tiger turf areas Wait your turn Keep your belongings nearby Go straight home from school or to agreed location Obey road rules and use supervised crossing areas
DO YOUR BEST		Listen attentively Attempt set tasks and strives to complete to a high standard Contributes to class discussions and activities Demonstrates interest in subjects Completes homework tasks		Follow the You Can Do it guidelines Reflect the five keys – Resilience, Organisation, Persistence, Getting along, Confidence			

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behavioural 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 practise 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 Kenmore South State School to provide focused teaching. Focused teaching is aligned to the Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching

Kenmore South State School has a range of Diverse Learning Teachers in place to help arrange and deliver focussed teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Tree of Growth
- Zones of Regulation
- Switch4Schools Framework
- Functional Behaviour Assessment.

For more information about these programs, please speak with the Leadership Team.

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 who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Kenmore South State School Student Code of Conduct are links to legislation that 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 Kenmore South State 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 practised. 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 may 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 leadership 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.

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 of 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 goes, 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
- Classwide 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
- Parallel praise
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)

Focused

Class 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
- Token economy
- Reflection Room/Restorative conversation
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in / Check Out strategy
- Teacher coaching and debriefing
- Referral to Diverse Learning Teachers (DLT) or classroom teachers for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with teachers 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 offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from 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 educational 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 Kenmore South State 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 Kenmore South State School may be invited to attend a re-entry meeting on 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 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 parents 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 email. 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 focussed 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

Kenmore South State 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
- Preventing and responding to bullying
- Appropriate use of social media

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and 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 Kenmore South State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- 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 Kenmore South State 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 Kenmore South State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Kenmore South State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Kenmore South State 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.

The responsibilities for students using **mobile phones** or other devices at school or during school activities, are outlined below.

Students at Kenmore South State School are to:

- sign in their mobile phones into the office on arrival at school and collect and sign out at end of day
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Wearable (Smartwatch) Devices Policy

Students are **not** permitted to wear wearable devices and smartwatches during school hours. Students may sign the wearable devices in at the office by 9:00am and collect them at 3:00pm if they wish to bring one to school. Wearable devices include smartwatches and fitness trackers. Wearable devices may be approved by a principal or teacher as a reasonable adjustment for student health considerations. The Student Code of Conduct will be applied for misuse of wearable devices.

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.

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 Kenmore South State 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.

Preventing and responding to bullying

Kenmore South State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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.

Kenmore South State School has a Student Council with diverse representatives from years 4 to year 6, meeting regularly to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Council representative 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 representatives 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 2018, and at Kenmore South State 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 Kenmore South State 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 Kenmore South State 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.

Kenmore South State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6

- Class teacher
- Deputy Principal
- Principal

First hour
Listen

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

Day one
Document

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

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue

Day three
Discuss

- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Appropriate use of social media

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* (Cwth) 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.

Cyberbullying

Cyberbullying is treated at Kenmore South State 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 the regular class teacher (for students in primary year levels) or deputy principal. There is also the principal 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 the e-Safety Commissioner](#) or the Queensland Police Service.

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

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

Kenmore South State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

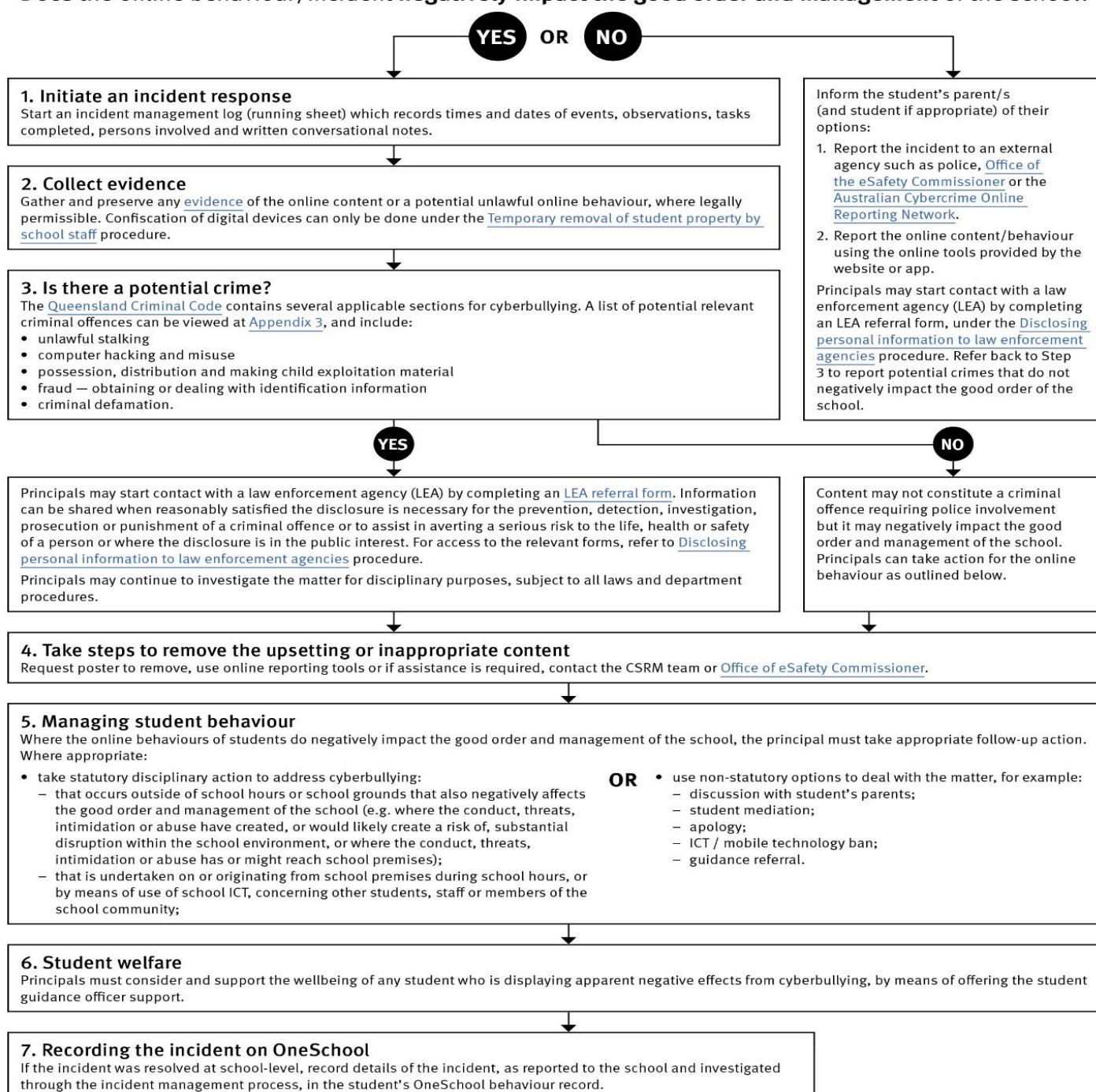
Explicit images

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

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?**



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Kenmore South State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or other consequences such as suspension or exclusion from school.

Kenmore South State School – Anti-Bullying Agreement

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

Kenmore South State School – Anti Bullying Agreement

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

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

<https://ppr.ged.qld.gov.au/attachment/restrictive-practices-procedure.pdf>

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 focussed 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!](#)
- [eheadsace](#)
- [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

Kenmore South State 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 resolution:** 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 to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

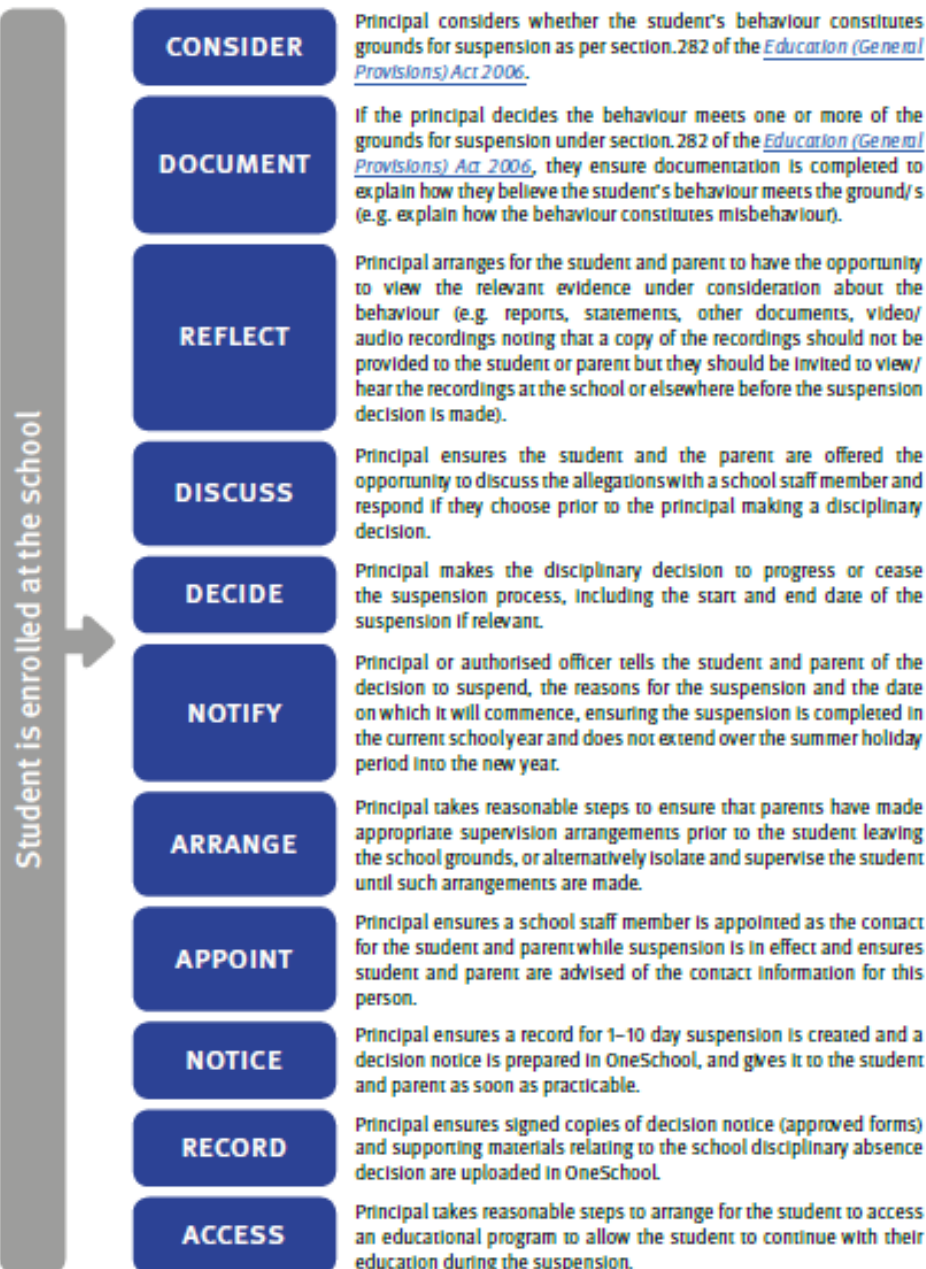
3. External review: contact a review authority

If you are dissatisfied after the internal 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, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

Flowchart: Suspensions (1–10 days)



Appendices

KSSS Minor and Major Behaviour Guide

	Area	Minor Behaviours	Major Behaviours
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike/scooter in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons Misuse of toilet facilities
	Physical contact	<input type="checkbox"/> Minor physical contact (for example, pushing and shoving)	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Other	<input type="checkbox"/> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
	Accept outcomes for behaviour	<input type="checkbox"/> Minor dishonesty (lying about involvement in a low-level incident)	<input type="checkbox"/> Major dishonesty that has a negative impact on others
	Rubbish	<input type="checkbox"/> Littering	
	Mobile Phone or personal technology devices	<input type="checkbox"/> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Appendices

Kenmore South SCHOOLWIDE EXPECTATIONS MATRIX						
ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRWELL	TOILETS	Before & After school areas
BE RESPECTFUL	<p>Walk</p> <p>Enter and exit room in an orderly manner</p> <p>Be organised and have your equipment and materials ready</p>	<p>Participate in use of approved online sites and educational games</p> <p>Be courteous and polite in all online communications</p> <p>Keep your passwords safe</p>	<p>Participate in school approved games</p> <p>Wear shoes and socks at all times</p> <p>Be sun safe; wear a broad brimmed hat</p>	<p>Rails are for hands</p> <p>Walk one step at a time</p> <p>Carry items</p> <p>Keep passage ways clear at all times</p>	<p>Respect privacy of others</p> <p>Return to class/ area promptly</p> <p>Use year/ age appropriate toilets</p>	<p>Use own bike/scooter only</p> <p>Wait inside the gate until the parents have arrived</p> <p>Store bags and belongings in correct locations</p> <p>Be lined up and ready to go into class on bell 5:55</p>
BE RESPONSIBLE	<p>Be prepared</p> <p>Complete set tasks</p> <p>Take an active role in classroom activities</p> <p>Keep work space tidy</p> <p>Be honest</p> <p>Encourage and support all others</p>	<p>Report any unacceptable behaviour to a teacher</p> <p>Post only appropriate content online</p> <p>Use computers and internet appropriately with supervision</p>	<p>Establish and agree on rules before play</p> <p>Be a problem solver</p> <p>Return equipment to appropriate place at the sports bell</p> <p>Show good sportsmanship</p> <p>Respect garden areas</p>	<p>Move peacefully in single file</p>	<p>Use toilets during breaks</p> <p>Respect the privacy of others</p> <p>Clean up after yourself</p>	<p>Leave school promptly</p> <p>Wait quietly with bags on backs in designated stop, drop and go areas when waiting to be collected.</p> <p>Obey crossing supervisors and staff on duty.</p>
BE SAFE	<p>Pur litter in bins</p> <p>Respect others' personal space and property</p> <p>Care for equipment</p> <p>Use polite language, solve problems with words</p> <p>Walk on concrete and around corners.</p> <p>Wear a hat whenever you are outdoors</p> <p>Wait your turn, keep hands, feet and objects to yourself.</p> <p>Manage time and movement effectively around the school</p>	<p>Respect others' right to use computers from interference or bullying</p> <p>Keep any usernames or passwords private</p> <p>Follow all teacher instructions about keeping private information off online sites</p>	<p>Play fairly - take turns, invite others to join in and follow rules</p> <p>Care for the environment</p>	<p>Walk quietly and in an orderly manner in others are not disturbed</p>	<p>Wash hands after using toilets and before eating food</p> <p>Walk</p>	<p>Go directly to covered areas and sit quietly until 8:30</p> <p>8:30 - 8:45 quiet games in under covered areas and lighter turf areas</p> <p>Wait your turn</p> <p>Keep your belongings nearby</p> <p>Go straight home from school or to agreed location</p> <p>Obey road rules and use supervised crossing areas</p>
DO YOUR BEST	<p>Listen attentively</p> <p>Attempt set tasks and strives to complete to a high standard</p> <p>Contributes to class discussions and activities</p> <p>Demonstrates interest in learning</p> <p>Completes homework tasks</p>	<p>Follow the 'You Can Do It' guidelines</p> <p>Reflect the five keys – Resilience, Organisation, Persistence, Getting along, Confidence</p>				

Appendices

2. UNDERSTAND

What does the behaviour tell you about the child? When children show these behaviours and attitudes through their behaviour, understanding the reason behind a child's sexual behaviour is important. When children or young people do not have the language, experience or ability to seek help, adults must look carefully at the behaviour to interpret it.

When sexual behaviours are identified as concerning or harmful, it is essential to think about why the child or young person is exhibiting the behaviour. Revealing the behaviour and the way it happens will help you understand what is going on for the child and indicate what is needed.

Q1. What are the issues or concerns regarding the child or young person and their behaviour?

Q2. What might these concerns indicate?

- lack of accurate sexual information
- boredom or loneliness
- curiosity
- sexual excitement
- lack of social skills
- medical needs
- conflict in relationships
- confusion about sexuality, relationships and sexual activities
- lack of roles and consequences
- lack of information about the risks of the behaviour
- overexposure to explicit sexual activity and materials
- lack of adult supervision and support
- experience of physical, emotional or sexual abuse or neglect
- lack of consistency across environments
- anxiety about adult or family relationships

Understanding the child or young person and the issues that may be contributing to the behaviour guides the planning of effective responses.

Expressing sexuality through sexual behaviour is natural, healthy and a basic aspect of being human. Sexual behaviour which makes children or young people vulnerable or causes harm to another requires adult intervention to provide support and protection.

All children and young people have the right to be safe.

RED

Sexual behaviours which indicate or cause harm because they are:

- excessive, intrusive, coerced, forced, degrading or threatening
- secretive, manipulative or involve bribery or bribery
- not appropriate for the age and stage of development
- between children with a significant difference in age, developmental ability or power

These behaviours signal the need to provide immediate protection and follow-up support.

ORANGE

Sexual behaviours which cause concern because of:

- persistence, intensity, frequency or escalation of behaviours
- the type of activity or knowledge for the age and stage of development
- inequality in age, size, power or developmental ability
- risk to the health and safety of the child or others

These behaviours require the need to monitor and provide extra support.

GREEN

Sexual behaviours which are part of normal and healthy development and are:

- spontaneous, curious, light hearted
- easily diverted, enjoyable, mutual and consensual
- appropriate to the child's age and development
- activities or play among equals in terms of age, size, power and ability level
- about understanding and getting information, balanced with curiosity about other parts of life

These behaviours provide opportunities to talk, explain and support.

- compulsive masturbation which may be self injurious, of a persistent nature or duration
- persistent explicit sexual themes in talk, art or play
- disclosure of sexual abuse
- persistently touching the genitals/private parts of others
- forcing other children to engage in sexual activity
- sexual behaviour between young children involving penetration with objects, masturbation of others, oral sex
- presence of a sexually transmitted infection

- masturbation in preference to other activities
- preoccupation with sexual behaviours
- persistently watching others in sexual activity, toileting or when nude
- explicit sexual talk, art or play
- following others into private spaces e.g. toilets, bathrooms to look at them or touch them
- putting other children's pants down or skirts up against their will
- touching the genital/private parts of other children in preference to other activities
- attempting to touch or touching adults on the breasts, bottom, or genitals in ways that are persistent and/or intrusive
- touching the genital/private parts of animals after redirection

- comfort in being nude
- body touching and holding own genitals
- unconsensual masturbation
- interest in body parts and functions
- wanting to touch familiar children's genitals during play, toilet or bath times
- participation in make believe games involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine", "playing 'family'"
- asking about or wanting to touch the breasts, bottoms or genitals of familiar adults e.g. when in the bath

- compulsive masturbation e.g. self injuring, self harming, seeking an audience
- disclosure of sexual abuse
- persistent bullying involving sexual aggression e.g. pulling/lifting/twisting another child's clothing, sexually threatening notes, drawing, text messages
- sexual behaviour with significantly younger or less able children
- accessing the rooms of sleeping children to touch or engage in sexual activity
- stimulation of or participation in, sexual activities e.g. oral sex, sexual intercourse
- presence of a sexually transmitted infection
- persistent sexual activity with animals
- using mobile phones and internet which includes giving out identifying details or sexual images

- masturbation in preference to other activities, in public, with others and/or causing self injury
- persistent explicit talk, art or play which is sexual or sexually intimidating
- persistent questions about sexuality despite being answered
- persistently nudging and/or exposing private parts in public places
- persistently watching or following others to look at or touch them
- pulling other children's pants down or skirts up against their will
- persistently mimicking sexual lifting behaviour (as advocated) for age, with other children or adults
- touching genital/private parts of animals after redirection
- use of mobile phone and internet with known and unknown people which may include giving out identifying details

- increased sense of privacy about bodies
- body touching and holding own genitals
- masturbation, usually with awareness of privacy
- curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine", "playing 'family'"
- asking about or wanting to touch the breasts, bottoms or genitals of familiar adults e.g. when in the bath

- compulsive masturbation e.g. self harming, seeking an audience
- engaging vulnerable others in a process to gain sexual activity by using grooming techniques e.g. gifts, lies, flattery
- force or coercion of others into sexual activity
- oral sex and/or intercourse with a person of different age, developmental ability and/or peer grouping
- presence of sexually transmitted infection or pregnancy
- deliberately sending and/or publishing sexual images of self or another person
- arranging a face to face meeting with an online acquaintance
- sexual contact with animals
- sexual activity in exchange for money or goods
- possessing, accessing or sending child exploitation materials e.g. photos of children naked or in sexual activities

- masturbation in preference to other activities, in public and/or causing self injury
- persistent explicit talk, art or play which is sexual or sexually intimidating
- accessing age restricted materials e.g. movies, games, internet with sexually explicit content
- persistent expression of fear of sexually transmitted infection or pregnancy
- marked changes to behaviour e.g. older or adult like behaviour
- interest and/or participation in girlfriend or boyfriend relationships
- oral sex and/or intercourse with a known partner of similar age and developmental ability
- using mobile phones and internet with unknown people which may include giving out identifying details

- growing need for privacy
- masturbation in private
- accessing information about sexuality
- viewing materials for sexual arousal e.g. music videos, sexual pictures, movies
- sexually explicit mutual conversations and/or use of humour and obscenity with peers
- interest and/or participation in a one on one relationship with someone of the same or other sex
- sexual activity with a partner of similar age
- developmental ability (ability to consent must be considered)
- use of mobile phones and internet in relationships with peers

- compulsive masturbation e.g. self harming, in public, seeking an audience
- preoccupation with sexually aggressive and/or illegal pornography
- sexual contact with others of significant age and/or developmental difference
- engaging others in a process to gain sexual activity by using grooming techniques e.g. gifts, manipulation, lies
- deliberately sending and/or publishing sexual images of another person without their consent
- arranging a meeting with an online acquaintance without the knowledge of a peer or known adult
- sexual contact with animals
- sexual activity in exchange for money, goods, accommodation, drugs or alcohol
- forcing or manipulating others into sexual activity
- possessing, accessing or sending child exploitation materials

- sexual preoccupation which interferes with daily function
- intentional spying on others while they are engaged in sexual activity or nudity
- explicit communications, art or actions which are obscene or sexually intimidating
- repeated exposure of private parts in a public place with peers e.g. flashing
- unsafe sexual behaviour, including unprotected sex, sexual activity while intoxicated, multiple partners and/or frequent change of partner
- presence of sexually transmitted infection or unplanned pregnancy
- oral sex and/or intercourse with known partner of more than two years age difference or with significant difference in development
- arranging a meeting with an online acquaintance accompanied by a peer or known adult
- using mobile phones and internet to send or receive sexual images of another person with their consent

- need for privacy
- masturbation in private
- accessing information about sexuality
- viewing materials for sexual arousal e.g. music videos, sexual pictures, movies
- sexually explicit mutual conversations and/or use of humour and obscenity with peers
- interest and/or participation in a one on one relationship with someone of the same or other sex
- sexual activity with a partner of similar age
- developmental ability (ability to consent must be considered)
- use of mobile phones and internet in relationships with peers

Traffic lights adapted from the Child at Risk Assessment Unit, (2006), Age Appropriate Sexual Play and Behaviour in Children, Canberra: Australian Capital Territory Government Community Care v. 5.1.

3. RESPOND

What you do to address the child's needs

All behaviour has a function. When adults understand why the behaviour may be occurring, they can respond by helping to meet the needs of the child or young person in effective ways. Behaviour usually reflects a range of needs. Many strategies may be required to respond to children with concerning or harmful behaviours. It is also important to address the needs of the people who have an impact on the lives of children or young people e.g. family, carers, teachers and support workers.

Strategies for meeting the need could include:

- get accurate facts and information about sexuality
- teach social skills
- support healthy friendships and relationships
- teach about privacy and make home and other environments private and safe
- make clear rules and reinforce them with praise or consequences
- have consistency between homes, family, school, community
- supervise during times of risk
- monitor behaviour and review support strategies
- restrict access to previous victims or vulnerable others and explain why
- limit time spent with people who bully or who also show concerning sexual behaviours
- remove from situations where risk of harm, exploitation, abuse or neglect is suspected
- check for infections or injuries and get medical attention if needed
- provide information and support to family, carers and staff
- get family counselling or therapy
- refer to other services

Sexuality and relationship education provides open and clear communication to provide a foundation for the development of healthy sexual behaviours and attitudes.

Topics for education may include:

- body parts
- reproductive health
- being private
- contraception
- personal safety
- sexual abuse issues
- puberty
- sexual health checks
- managing periods
- sexual functioning
- types of touch
- self esteem and feelings
- relationships
- decision making
- safe sex

Taking action

Most sexual behaviours are normal and healthy and will be in the green category. Green light behaviours present opportunities to communicate with children and young people about healthy sexuality.

Orange or red light behaviours are less common. They indicate the need to pay attention, monitor, supervise, provide sexuality and personal safety education and may also require threat protection from harm or a legal response. All green, orange and red light behaviours require some form of action and support.

How serious is the behaviour?

When sexual behaviour raises concern or involves harm to others, the behaviour is serious.

If the answer to any of the following is yes, adults have a duty of care to take action.

- is against the law
- is against organisational policy
- is of concern to others
- provides a potential risk to the child
- provides a potential risk to others
- interferes with the child's relationships
- is life threatening

Sexual behaviour and the law

There are many different laws relating to aspects of sexuality and sexual behaviour.

- Sexual activity must be voluntary and mutually agreed by those involved.
- The age of consent to sexual intercourse varies from 16 to 17 depending on where you live.
- A person must be able to consent to sexual activity. Age, intellectual and psychological ability to understand and give full permission is taken into account. This includes being intoxicated by drugs or alcohol.

• Incest or sexual activity between close family members is against the law. Close family members could include: parents, step, foster and biological relatives.

• Talking, sharing, selling, showing or posting sexual images of a person under the age of 18 is against the law.

• Children from 10 years old can be charged for sexually abusing others. Their ability to understand their actions is taken into account when working out if they can be liable.

WHAT DO YOU THINK? green, orange or red?

- Use the traffic lights framework to identify these scenarios**
1. Harry, aged 8, masturbates for most of the day at school.
 2. Tessa, aged 13, spends a lot of time alone in his bedroom with the door shut. When his mum knocks on the door he tells her to go away. Later he is putting his sheets and pyjamas into the washing basket to be washed every morning.
 3. Gayle, aged 12, often tries to sit on the lap of her mum's male friend. When she sees, she will talk about their bodies and say that it's OK for them to kiss her. Sometimes she likes to dance to them and says she's being a pop star.
 4. Alex, aged 15, spends lots of time chatting to friends on the internet. The more they text, the more Alex feels attracted to 'Saw' boy and thinks about making a time to meet in person. Alex talks to a friend about it.
 5. Marley and Ashmi, both aged 4, are playing in the cubby house and have both taken their underpants off. They are looking at and touching each other's genitals.
 6. Marley, aged 7, tells the teacher that she has been kissed, aged 13, touches her best friend Codi's vagina.
 7. Tilly, aged 16, is overheard telling her close friends about having intercourse and oral sex with her boyfriend. He is 17 year old at the same school. She tells them that she enjoys it.

WHERE TO GET HELP

- Talking about concerns helps prevent harm or abuse.
- Parentline: 1300 30 1300
 - www.parentline.org.au
 - Lifeline: 131 144
 - www.lifeline.org.au
 - Relationships Australia: 1800 364 277
 - www.relationships.org.au
 - 1800Respect Online: 1800 732 732
 - www.1800respect.org.au
 - Child Safety Services (QId): 1800 177 135
 - www.comunities.qld.gov.au/childsafty/protecting-childern
 - Contact Child Protection or Police Services in your state or territory if a child or adult requires protection from harm.

SEXUAL BEHAVIOURS IN CHILDREN & YOUNG PEOPLE

A guide to IDENTIFY, UNDERSTAND and RESPOND to sexual behaviours

1. IDENTIFY

What is the behaviour? Green, orange or red? Sexual development is influenced by many factors. The environment in which children grow, develop and interact has a significant influence on their knowledge, attitudes and behaviours. When using the traffic lights framework to establish whether the sexual behaviour of children or young people is normal, concerning or harmful, it is necessary to consider the current social, cultural and familial context.

The chart on the next page lists specific examples of green, orange and red light behaviours at various ages. These are examples only and must be considered in context. Take into account the age and ability level of the child, young person and others involved as well as the location, frequency and nature of the behaviour.

Use the traffic lights framework to identify the characteristics of the behaviour and the way it occurs and then follow steps 2 and 3 to understand and respond. All green, orange and red behaviours require some level of information, support and protective response.

Sexual behaviours that are problematic or harmful, forced, secretive, coerced, excessive or degrading signal the need to provide immediate protection and follow up support.

Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or intensity in age, power or ability signal the need to monitor and provide extra support.

Sexual behaviours that are normal, age appropriate, spontaneous, curious, mutual, light hearted and easily diverted/experimentation provide opportunities to talk, explain and support.

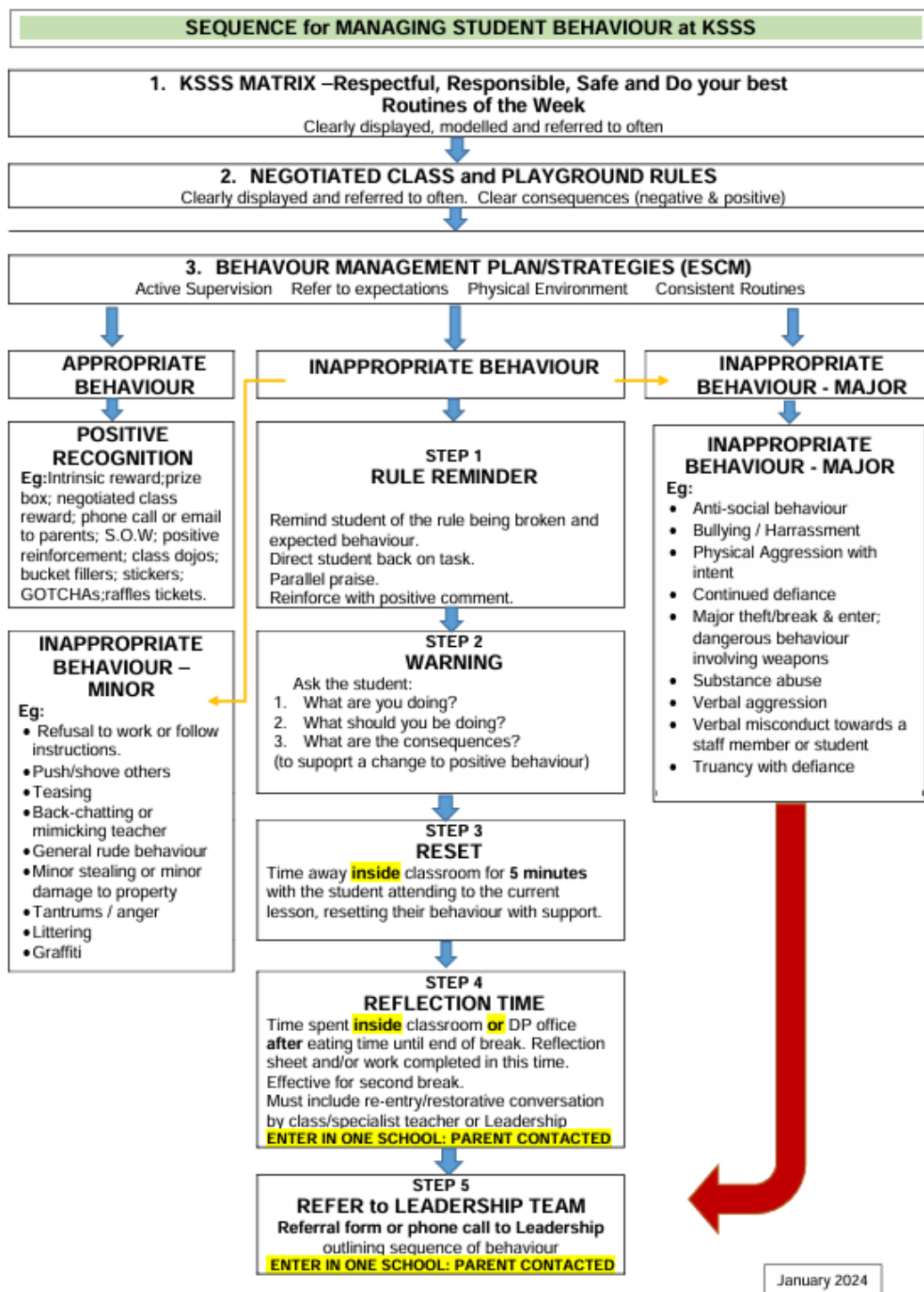


Report harm or abuse - If you are aware of, or reasonably suspect, a child has been or is being sexually abused, or is at risk of sexual abuse, or is at risk of sexually abusing others, you should contact child protection services or the police.

For more information about other traffic lights responses go to **www.fpq.com.au** Phone: 07 3250 6240



Appendices





Classroom Expectations



Rule Reminder: restate the rule and expected behaviour

Warning: state the rule and behaviour is redirected

Reset time: sitting elsewhere in the classroom for **5 mins** and continuing to be involved in the lesson, resetting their body with supports

Reflection Time: in classroom/office with reflection sheet/work at breaktime. Restorative conversation to take place. Parent contacted by class/specialist teacher

Leadership: phone call made for Leadership member to support. Leadership team inform parents and class teacher of actions.

Consequences reset after each break.

Teacher discretion allows for a student to be moved through the stages where warranted.

At each stage, the student is supported to change their behaviour to a positive outcome.

Kenmore South State School 2024

Appendices

KSSS Classroom Expectations elaborated for staff.

Use One School to track and monitor students who regularly present repeated behaviour in the classroom and playground (yellow slips). Seek advice from Deputy Principals.

Rule Reminder: restate the rule to the student, referencing the 4 rules of KSSS

Warning: say "That's a warning because..." stating the rule, using behaviour management strategies and redirecting the student's behaviour

Reset Time: student is to move away from the teaching area and sit elsewhere in the classroom for **5 mins**, continuing to attend the lesson and taking time to reset, with support. This may involve fidget items, Tree of Growth strategy cards or other supports. Student moves back into the learning space.

Reflection Time: student is made aware in a respectful, private manner that they will spend their break time in their class or DP office (teacher choice) to complete a reflection sheet or class work. This time will be after eating time of either break. Teacher responsible at the time is to contact parents by phone or email on the day and One School the incident under the Behaviour Tab.

Leadership: student meets with a Leadership member either in class or break time depending on the nature of the event and request of the teacher. Leadership team will follow through, One School the incident and contact parent and class teacher as a follow up.

Consequences reset after each break -on return to class after the break, the student is given the opportunity to reset their behaviour. Teachers record in diaries the stages students reach prior to Reflection Time.

Aim for a positive, supportive classroom and strong relationships using ESCM techniques, rewards, Zones of Regulation, Tree of Growth, intrinsic rewards, dojos and verbal praise.

"For children to succeed they must first believe that you care about them, that you have the confidence in their ability to solve problems, and they must experience mutual respect. The stronger the relationship, the easier it is to resolve differences. If done in a calm, respectful environment, this responsible thinking process can help build that relationship. It also teaches self-discipline through responsible thinking." Edward E Ford

2024

BEHAVIOR TRACKING SHEET

WEEK OF _____

Name	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5
	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5	Warning 2 3 4 5

To the teacher: When a student receives a warning, write the student's name on this tracking sheet. If a student breaks additional rules during that school day, circle each consequence on the appropriate box. For example, if a student receives a warning and chooses not to follow the rules again during the day, you would record Warning (2) (3) (4) (5).

Appendices

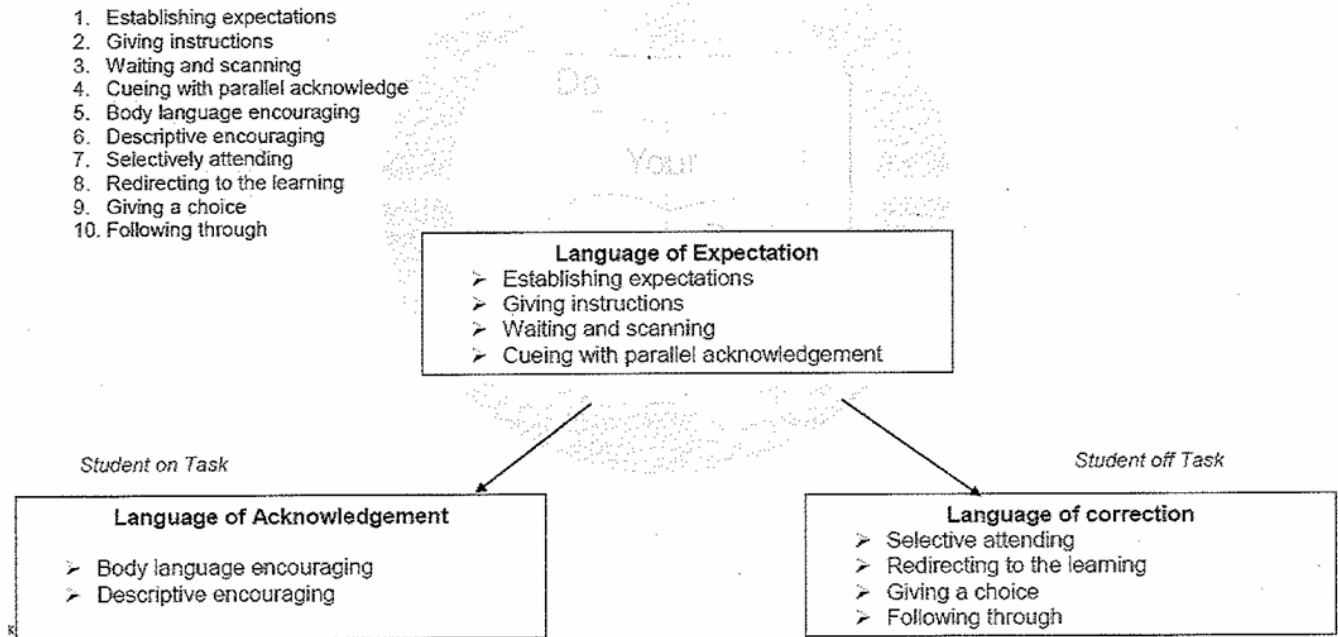
Kenmore South Essential Skills for Classroom Management

The Essential Skills of classroom management are ten strategies that are the core components that allow successful learning. They are not a replacement for innovative engaging curriculum design but the vehicle in which teachers can drive teaching and learning.

These core elements are setting clear expectations, acknowledging appropriate behaviour and the timely correction of inappropriate behaviour.

The Essential Skills are presented in a way where least intrusive to most intrusive intervention is preferred.

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledge
5. Body language encouraging
6. Descriptive encouraging
7. Selectively attending
8. Redirecting to the learning
9. Giving a choice
10. Following through



Language of Expectation

1. Establishing Expectations

To clearly articulate and demonstrate the boundaries of pro-social behaviour

1. Present a small number of rules
2. Short, simple and clear
3. Draw attention to appropriate behaviours
4. Discuss the rules and consequences
5. Refer to the rules when they are being followed, not just when they are not being followed
6. Model, model, model

2. Giving Instructions

To give a clear direction about what students are to do

1. Use verbal or non-verbal attention gaining prompt
2. Wait and scan (Skill 3)
3. Start with verb. Be short and concise
4. Short pause and scan
5. Separate instructions from content task
6. Phrase as direction not a question
7. Use "thanks" rather than "please"
8. Use firm, calm and measured voice
9. Use "now" if unlikely to comply

3. Waiting and Scanning

To wait and look at your students for 5–10 seconds after you give an instruction

1. Use assertive body language—stand still facing the group, while scanning the class
2. Link a descriptive encourager or redirection

4. Cueing with Parallel Acknowledgement

To acknowledge students' on-task behaviour with the intention of encouraging others to copy

1. Acknowledge with a descriptive encourager in a loud enough voice for others to hear
2. Follow up with a low-key acknowledgment to the students as soon as they choose to be on-task

Language of Acknowledgement

5. Body Language Encouraging

To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task

1. Walk near all members of the class, non-verbally signalling that they should be working on the task
2. After one tour of the room, walk slowly toward students who may be off-task, (quiet prompt)
3. Smile, make eye contact, use discrete nodding movement and finger signals to acknowledge appropriate behaviour

Avoid:

- Standing too close to a student, (intimidating), it is better to prompt, pause, walk away and scan back
 - Moving too fast towards a student, (fight or flight)
 - Holding eye contact, ('stare-out' challenge)
 - Showing irritation or annoyance through tapping your foot, pursing lips, crossing arms or frowning
- If something is irritating you, respond immediately by:
- providing a rule reminder
 - redirecting the behaviour
 - describing the irritating behaviour with minimal words and a neutral tone and giving a redirection

6. Descriptive Encouraging

To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently

1. Describe what you see or hear that you want to see or hear more frequently
2. Use respectful, measured tone rather than an exaggerated tone
3. Use descriptive encouraging sooner not later
4. Use it privately (not publicly) with some students
5. Use it collectively to a group
6. Use frequently

Avoid

- Giving conditional praise
- Generic praise. (Use these as add-ons after descriptive encouraging)

Language of Correction

7. Selective Attending

To deliberately give minimal attention to safe, off-task or inappropriate behaviour

1. Use for displays of off-task or inappropriate behaviour that are not seriously disrupting others
2. Keep student in your peripheral vision
3. Attend to the student with skill 5 or 6 when student comes on task, or skills 4, 8 or 9 if behaviour escalates or persists for a long period of time.

8. Redirecting to the Learning

To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal

- ask a question about the set task
- ask a question related to an offer of teacher assistance
- using body language encouraging e.g. proximity, gestura, and facial expression
- 1. If the student maintains off-task behaviour, repeat, with specific instruction, then move to skill 9

9. Giving a Choice

To respectfully confront the student, who is disrupting others, with the available choices and their logical consequences

1. Give choice when
 - despite redirection, remained off-task, is disturbing others, or period of off-task has become extended
 - has begun to seriously disturb the class after redirection
 - is overly hostile and is challenging your management when you can't think of any less intrusive options
2. Firm, calm, measured tone, with considered proximity
3. Pause briefly after giving the choice. Walk away after the pause and look back intermittently (scan back)

10. Following Through

Resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment

