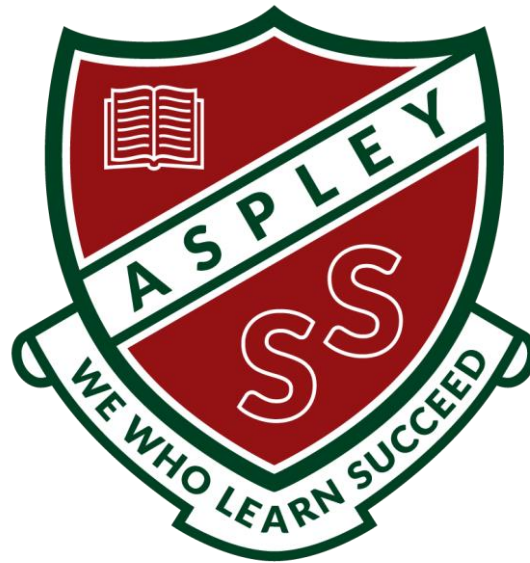


Aspley State School



EST. 1890

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

Aspley State School was established in August 1890. From a small beginning with 40 students, the school has evolved and grown to support the learning for young people in the local community for over 130 years.

Aspley State School is committed to providing a safe, respectful and disciplined learning environment for students and staff.

Aspley State School encourages students to enact learner agency and self-efficacy whilst they follow the school rules to act to:

- **be safe**
- **show respect**
- **value learning, and,**
- **act responsibly.**

Students co-construct an *Essential Agreement* which identifies their commitment to high standards of learning engagement.



The Code of Conduct for Students supports students to develop their ability to self-regulate including maintaining focus, working memory, managing emotions and making choices that support learning success and productive relationships that support quality learning experiences and acquire values supportive of their lifelong wellbeing.

The *Student Code of Conduct* is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective, and students can be active and positively within our school community.

Contact Information

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Endorsement

Principal Name:	Leann Griffith-Baker
Principal Signature:	
Date:	11.12.2020
School Council Chair Name:	Mr Dave Kerr
School Council Chair Signature:	
Date:	11.12.2020

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Introduction

At Aspley State School parents and school staff support students to be caring, compassionate, respectful, reflective and actively thinking about their behaviour and how they contribute to school life.

At Aspley State School we model and guide students to be inclusive, caring and respectful of others whilst maintaining high standards of student engagement and behaviour. As an inclusive community we provide educational opportunities and demonstrate an understanding that embraces the diversity of all learners.

We foster students to have a strong sense of identity and self-belief. We assist them to develop an understanding of their learning styles, skills for self-regulation and the knowledge to know right from wrong. Students, school staff, in conjunction with parents / carers act together to build a sense of community, where an awareness of self and others is key to a mutual understanding and respect. We embrace all students at Aspley State School with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Leann Griffith-Baker
Principal
Aspley State School

Shared Vision

Our Motto

We Who Learn Succeed

Our Vision

For all Aspley State School students to *Dream, Believe, Create* and *Succeed!*

We Who Learn Succeed

At Aspley State School, our school community strives for students to achieve quality learning outcomes through building self-efficacy, respectful relationships, developing students who are responsible, caring and self-managed.

The vision for inclusion, respect and high standards of learning and behaviour at the school, equally applies to students, parents / carers and all members of the school community.

Aspley State School Mission Statement

To prepare our students to be *Learners for Life*, knowledgeable and caring young people who help create a peaceful world through intercultural understanding and respect and are

Our Uniqueness

Some of the unique distinguishing features of Aspley State School are:

- School tradition and pride
- High standards of learning achievement
- Strong student engagement and student agency
- Rich and culturally diverse community
- Quality extra curriculum programs
- Strong student leadership program
- Inclusive practices and culture
- Personalised learning
- Strong sense of community
- Productive partnerships with early years providers

Educational Values

- Structured inquiry learning pedagogy
- Australian Curriculum
- Essential Agreements for Learning
- Every student succeeding
- Actively engaged students
- Student agency
- Respect for others and self
- Inclusive practices
- Rigorous and relevant learning inquiries
- Responsive, collaborative learning environments
- Expert and caring educators and school support staff
- Engaged and supportive community
- Consistent and accurate communication
- Community collaboration
- Parents and families are valued as partners in student learning.
- Parents, school leaders and teachers work together in mutually supportive ways.
- There is a strong sense of belonging and pride in the school.

Aspirational Values

- Refurbished flexible learning environments
- Engaged, motivated and curious students who have agency for their own learning
- Students, staff and families act as a member of a global community.

Enrolment Agreement

As part of the *Enrolment Agreement for Aspley State School*, enrolling students, their parent/s and a representative of the school (Principal / Deputy Principal) sign the agreement binding all parties to the following:

Responsibility of the student to:

- *attend school every day on time, ready to learn and take part in school activities*
- *act at all times with respect and show tolerance towards other students and staff*
- *work hard and comply with requests or directions from staff, the teacher, the Deputy Principals and the Principal*
- *abide by school rules as outlined in the school's Student Code of Conduct*
- *meet homework requirements*
- *wear the school's uniform*
- *respect the school's property and environment.*

Responsibility of parents to:

- *ensure your student attends school every day and on time*
- *support the authority and discipline of the school to educate and assist your student to achieve maturity, self-discipline and self-control*
- *maximise your student's attendance at school*
- *attend open evenings for parents and parent teacher interviews as required*
- *let the school know if there are any problems that may affect your student's ability to learn*
- *ensure your student completes homework regularly in keeping with the school's homework policy*
- *inform school of student absences and reasons for absences in a timely manner*
- *treat school staff with respect*
- *support the authority and discipline of the school to educate your student and assist your student to achieve maturity, self-discipline and self-control*
- *abide by the school's instructions regarding access to school grounds before, during and after school hours*
- *advise the Principal of any medical, legal or custodial arrangements regarding your student*
- *keep school informed of any changes to student details, such as home address and phone number*
- *ensure that you and/or your student does not attend school if they are unwell*

Responsibility of school staff to:

- *support colleagues through consistent behaviour management practices*
- *design and implement engaging and flexible learning experiences for individuals and groups*
- *inform parents and carers regularly about how their student is progressing*
- *design and implement learning experiences which develop language, literacy and numeracy*
- *create and maintain safe and supportive learning environments*
- *support student's personal development and participation in society*
- *foster positive and productive relationships with families and the community*
- *teach effectively and to set the highest standards in work and behaviour*
- *clearly articulate the school's expectations regarding the "Student Code of Conduct" and the "School Dress Code" policy*
- *ensure that parents and carers are aware that the school does not have personal accident insurance cover for students*
- *advise parents and carers of extra-curricular activities operating at the school in which their student may become involved (e.g. Program of Chaplaincy Services, sports programs)*
- *set, mark and monitor homework regularly in keeping with the school's homework policy*
- *contact parents and carers as soon as possible if the school is concerned about the student's school work, behaviour, attendance or punctuality*
- *deal with complaints in an open, fair and transparent manner*
- *treat students and parents with respect and tolerance*
- *re-inforce expected behaviours at a whole school and classroom level.*

Consultation

Aspley State School developed this plan from the review of the *Responsible Behaviour Plan for Students*. This review was conducted in collaboration with the school community. Consultation with parents, staff and students was undertaken in Terms 3 and 4, 2020. A review of school data sets e.g. attendance, behaviour records, suspensions from 2018-2020 informed the review. The *Student Code of Conduct* was introduced for consultation to the school community in November 2020. The Student Code of Conduct consultation concluded in December 2020 and signed by the Principal and School Council Chair at this time, for implementation from 2021 -2024.

Learning and Behaviour Statement

Aspley State School is a safe, supportive and disciplined learning environment. The *Student Code of Conduct* is a means to, and an opportunity for, valuable learning. This will maximise the success of student learning across curricular, extra-curricular and incidental situations and contexts.

The *Student Code of Conduct* outlines the school's processes to facilitate and recognise positive behaviours, as well as proactively and fairly respond to inappropriate and unacceptable behaviours as they present.

Through the *Student Code of Conduct*, our unwavering high, clear and consistent expectations and processes to manage student behaviour are clearly articulated, shared and promoted across our community. This assists Aspley State School to create and maintain a positive and productive learning and teaching environment where all members of the school community have a solid understanding of their role in the educational process.

At Aspley State School, the implementation of the *Student Code of Conduct* is achieved through explicit teaching and consistent school-wide promotion of high standards of responsible behaviour through adherence to the school rules:

- **Be safe**
- **Show respect**
- **Act responsibly**
- **Value learning**

Aspley State School Rules posters are displayed in all learning areas within the school including all classrooms, computer rooms, specialist classrooms, library, assembly hall and in the high-traffic areas of the school.

The *Aspley State School rules* have been agreed upon and endorsed by staff, the school's P&C and the Aspley State School Council. These form an integral part of how business is conducted in the school and is locally known as *The Aspley Way*.

The *Aspley State School Rules* poster forms part of a suite of documents used to promote and showcase *The Aspley Way* across the school site.



Student Wellbeing and Support Network

Aspley State School offers a range of programs and services to support the learning engagement and wellbeing of students at the school. We encourage parents / carers / students to speak with their class teacher or make an appointment to meet with the Student Support Services team, guidance officer or social worker if they would like individual advice about accessing particular service or referral for interagency support.

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self- management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Policy and expectations

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

Specialised health needs

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

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

Medications

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

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

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

Students at Aspley State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers and other school staff
- Student Support Services staff, Deputy Principal and Principal
- Administration staff
- Guidance Officer
- School Chaplain
- Metropolitan North Behaviour Services staff, where relevant

External support is also available through the following government and community agencies:

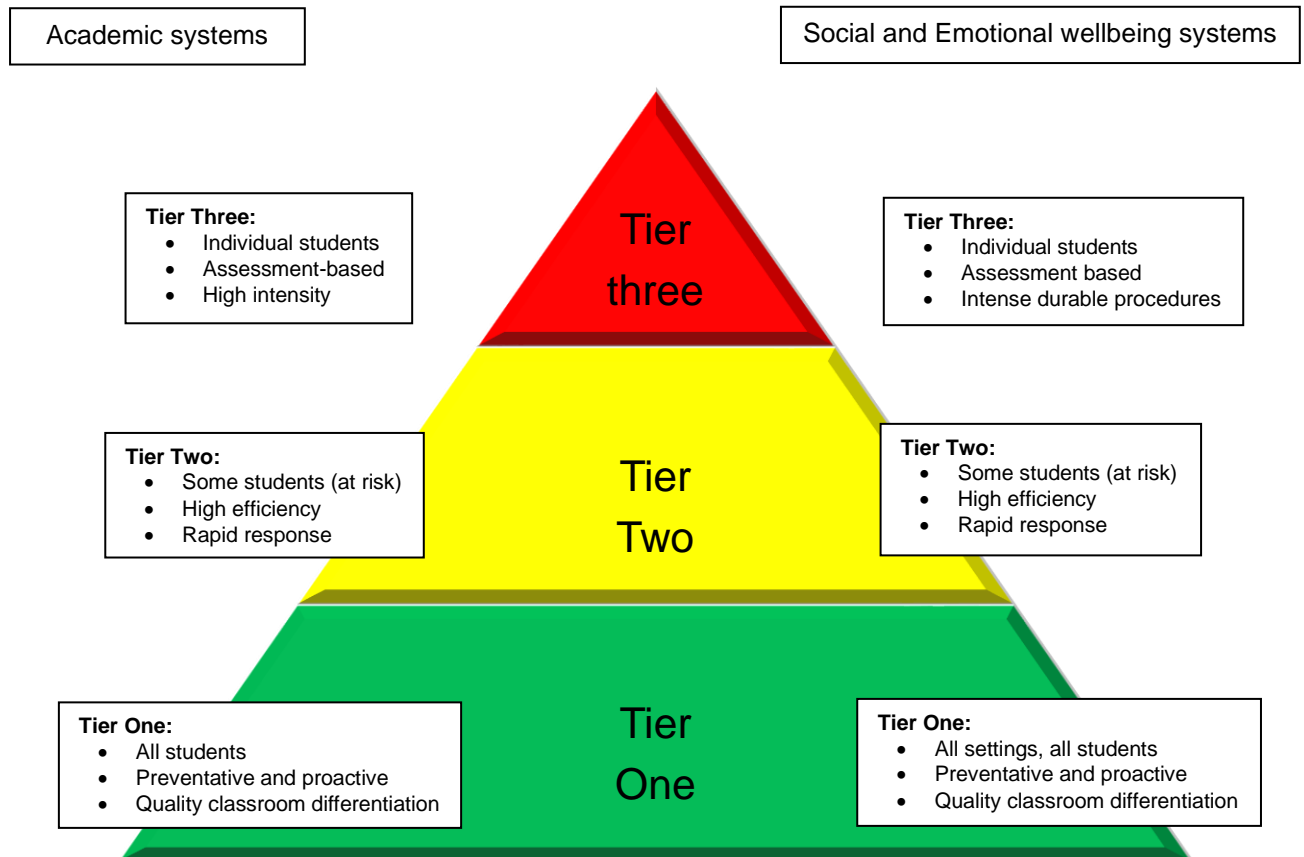
- Disability Services Queensland
- Student and Youth Mental Health
- Act4Kids
- Queensland Health and Department of Communities (Student Safety Services)
- Queensland Police Service and DV Connect
- Private specialists, consultants and agencies
- Other community support agencies in the Aspley area or greater Northside region.

Whole School Approach to Discipline

At Aspley State School, behaviour management is conducted via a three-tiered structure of support.

Using a three-tiered approach to facilitate standards of positive behaviour and respond to unacceptable behaviour, Aspley State School is able to outline whole school provision of **universal**, **targeted**, and **intensive** supports.

Continuum of Support



At Aspley State School, a range of **universal**, **targeted** and **intensive** behaviour support processes are implemented and include:

- effective use of Essential Skills for Classroom Management
- consistent and timely use of positive feedback – proximity praise, clear expectations
- understanding motivation for behaviour (attain or avoid peer / adult attention, tangible object, activity / event, sensory stimulation and instructional tasks)
- building quality relationships
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed procedures
- the implementation of evidence-based programs
- regular monitoring and review of school procedures and programs
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour
- adoption of practices that are non-violent, non-coercive and non-discriminatory
- a continuum of whole school positive preventative action for all students.

TIER ONE

Differentiated Teaching: Differentiated and explicit teaching for all students

Aspley supports the following principles of an inclusive education where:

- **education for all** is considered a human right
- education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of *all* students
- learning is considered from a **strength-based perspective**
- **learning diversity** is valued as a rich resource for building **inclusive communities**
- *all* learners belong and experience **equal opportunities** to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides *all* learners with opportunities to demonstrate their learning, which is **rewarded and celebrated**
- **multilingualism** is recognized as a fact, a right and a resource
- *all* students in the school community **fully participate** and are empowered to **exercise their rights and accept their responsibilities** as citizens
- *all* students in the school community have a **voice** and are **listened to** so that their input and insights are taken into account
- *all* students in the school community develop the attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include **all members of a community**
- *all* students experience **success** as a key component of learning.

The whole school approach at Aspley State School is to explicitly teach student how to manage their own behaviour in order to access the curriculum.

Schools provide differentiated teaching to respond to the particular learning needs **of all** students as a regular part of curriculum provision. Informed by student performance data and validated research, teachers vary what students are taught, how they are taught and how students demonstrate what they know. Teachers differentiate instruction in response to data and day-to-day monitoring that indicates the particular learning needs of students. Teachers purposefully plan a variety of ways to: engage students; assist them to achieve the expected learning; and to demonstrate their learning.

What this looks like at Aspley State School

Classroom Adjustments

Teachers at Aspley State School use a school-based differentiation planner for social and emotional well-being of every student to determine, record and enact adjustments within the whole school environment. Some examples include:

- General teacher aide time for class/year level interventions
- Sensory Accommodations
- Personal Learning goals
- Allowing more time
- Simplified verbal instructions
- Extra time for processing
- Visual supports/timetables
- Scheduled movement breaks

TIER TWO

Focused Teaching: Focused teaching for identified students

Schools provide focused teaching for students who continue to demonstrate that they are not meeting year-level achievement standards or behaviour expectations. Some students require additional support to meet year-level expectations in a particular strand, mode, or part of a learning area/subject. For some students, focused teaching addresses more significant support needs, and provides curriculum at a lower or higher year level. Some students require additional support to meet behaviour expectations. Focused teaching provides additional support by revisiting key concepts and/or skills and using explicit and structured teaching strategies, in particular aspects of a learning area or behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

What this looks like at Aspley State School

Short, sharp cycles of support are delivered by the class teacher, Student Support Services teacher/aide, general teacher aide or a combination of some or all. Consultation with specialists, for example, EALD teacher, Speech Language Pathologist, Occupational Therapist, Guidance Officer may be required.

Some examples include:

- Intervention Program
- Oral Language Groups
- Numeracy groups with a specific focus (eg. place value)
- Problem Solving
- Higher Order Thinking
- Inferencing
- Phonological Awareness
- Social Skilling
- Focus area/s on a student's Individual Curriculum Plan

TIER THREE

Intensive Teaching: Intensive teaching for a small number of students

Schools provide support for a small number of students who require intensive teaching, following focused teaching, as they continue to perform substantially below, or above, year-level expectations in a learning area/subject or across the whole curriculum. A small number of students may require frequent individual behaviour support.

Intensive teaching involves frequent and explicit instruction to develop sequential mastery of basic concepts, skills and knowledge. Some students may require intensive teaching for a short period of time, for particular aspects of the curriculum or behaviour skills. Other students may require intensive teaching for a more prolonged period of time.

A small number of students may be provided with a lower or higher year-level curriculum in one or more learning areas. This is always done in consultation with parent(s) and requires an Individual Curriculum Plan.

What this looks like at Aspley State School

Intensive teaching involves frequent and explicit instruction tailored for individuals (preferably in a small group where possible) for short to prolonged periods of time. This support can be delivered by the class teacher, Student Support Services teacher/aide, general teacher aide or a combination of some or all. Consultation with specialists eg. EALD teacher, Speech Language Pathologist, Occupational Therapist, Guidance Officer and outside professionals may be required. Some examples include:

- Student specific reading program
- Student specific phonological awareness program
- Student specific oral language program
- Student specific speech articulation program
- Individual Curriculum Plan focus areas
- Individual Behaviour/Management Plan

Consideration of Individual Circumstances

Individual circumstances, actions of the student and the needs and rights of school community members are taken into consideration when applying consequences under the Code of School Behaviour.

Aspley State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning, social or emotional needs.

Differentiated and Explicit Teaching

At Aspley State School, students are encouraged and supported to follow school rules and demonstrate appropriate social behaviours. Various levels of support are provided to all students to meet these expectations.

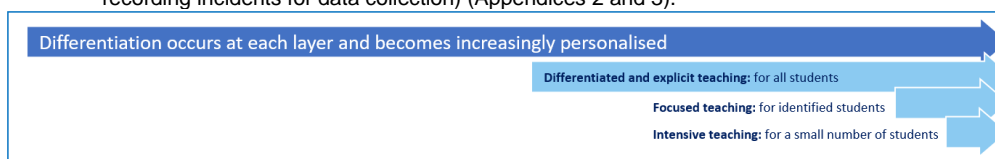
Aspley State School undertakes universal (whole school) proactive and preventative processes and strategies to:

- Facilitate the development of acceptable standards of behaviour, including:
 - explicit and scheduled teaching of rules, behavioural expectations or values
 - induction processes for new students and staff
 - school-wide systems of positive reinforcement
 - implementation of programs to address bullying and inappropriate online behaviour; and
 - provide opportunities for parents to be involved with activities that promote and reinforce acceptable behaviour.
- Encourage positive aspirations, relationships and values to develop, including:
 - establishing effective classroom management systems that encourage acceptable behaviour
 - procedures that provide students rapid access to assistance for learning problems.
- Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions, including:
 - recognition that students have individual needs when developing social competencies and that not all students develop these competencies at the same pace
 - making reasonable adjustments for students as required to facilitate the development of social competencies
 - procedures that emphasise teaching students' new skills to meet their needs in the school environment; and
 - procedures that recognise the importance of positive reinforcement in the teaching and learning process.

At Aspley State School, universal behaviour support is achieved through:

- Facilitating high standards and high expectations for student behaviour and communicating these standards across the school community.
- Conducting classroom conversations and processes, within Year Level teams
- Explicit teaching of expectations of behaviour

- An extensive outdoor education program, commencing in Year 4 – aimed at promoting interpersonal skills, build trust and resilience, and further develop year level teams
- A range of Student Leadership opportunities across the school, including school executive positions for Year 6 students, Year Level specific responsibilities and accountability, and opt-in opportunities in various formal teams and clubs
- Buddy systems, mentoring and peer support roles
- Celebrating success and participation in school life via weekly Assemblies and fortnightly School E-Newsletters
- Digital Citizenship agreements (Appendix 7) for our BConnected iPad class programs to ensure appropriate use of ICT hard/software in addition to the standard IT agreement upon enrolment
- Using the Essential Skills for Classroom Management as the preferred model for classroom behavioural monitoring
- Proactive classroom differentiation strategies, supported by the Student Support Services Team and the school Leadership Team.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendices 2 and 3).



Focused Teaching

At Aspley State School, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

In most cases, the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of these behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students on a **Behaviour Improvement Plan** attend their normal scheduled classes and activities with appropriate adjustments if required. It may be necessary to include some direction or restriction during playtime (play plan). Students issued with a Behaviour Improvement Plan have increased daily opportunities to receive positive contact with adults, additional support from the school Leadership Team and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

All staff members are provided with continuous professional development on Behaviour Management consisting of an overview of the Student Behaviour Management Plan and School Behaviour Matrix, the referral and response process, the *Essential Skills for Classroom Management* and the reporting responsibilities of staff through support mechanisms for students and their parents.

Students whose behaviour does not improve after the implementation of a *Behaviour Improvement Plan*, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Teaching

At Aspley State School, approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. A *Functional Assessment* of student behaviour and communication with parents is undertaken to assist with the development of intensive support options. This may also include external agencies, specialists or the *Metropolitan Region Behaviour Team*.

We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff.

The school *Leadership Team* in conjunction with the *Student Support Services Team*:

- work with other staff members to develop appropriate behaviour expectations and strategies
- monitor the impact of support for individual students through continuous data collection
- provide consistent strategies and adjustments outlined within applicable *Behaviour Improvement Plans*, *Individual Learning Plans* and/ or any other internal processes impacting upon a students' participation or enrolment
- work collegially to achieve continuity and consistency in response to behavioural intervention.

The ***Student Support Services Team*** has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team. The team gathers behaviour data, assessments or observations and other support processes as relevant to the student. In many cases, the support team also includes individuals from other agencies, already working with the student and their family, a representative from the school's Leadership Team and may include specialist behaviour services staff, the guidance officer or senior guidance officer.

Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

[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

Aspley State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour incidents occur, it is important that consequences are predictable. The school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Behaviour incidents will be recorded on OneSchool, regardless of the severity of the incident. OneSchool will also be used to document a 'Record of Contact' with the student/s, parent/caregiver or staff member/s.

Categorisation of behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens, or
- **Major** behaviour incidents are referred directly to the school Leadership Team

Minor problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously cause a suspicion of harm
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or the leadership Team.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the inappropriate behaviour, such as
 1. complete removal from an activity or event for a specified period of time
 2. partial removal (time away)
 3. individual meeting with the student
 4. apology
 5. restitution or detention for work completion.
- A re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.
- Referral to the 'Reflection Room' during the allocated break time to reflect on their behaviour and develop strategies to prevent a repeat of this behaviour. Students may complete learning tasks at this time.
- Repeat instances of minor behaviours will be referred to the school Leadership Team, if previous intervention at that level has not resulted in a demonstrated improvement in student behaviour.
- Behaviour at this level will be recorded on OneSchool, particularly in the event of repeated behaviours.

Major behaviours are those that:

- significantly violate the rights of others – the right either to learn or to teach.
- put others/ self at risk of harm
- may damage the reputation of the school within our community
- impact upon the good order and management of the school
- may include a repeat pattern of behaviour over a period of time
- require the involvement of school Leadership Team.

Major behaviours result in an immediate referral to school Leadership Team because of their seriousness.

When major, unacceptable behaviour occurs, staff members calmly state the demonstrated behaviour and remind the student of expected school behaviour.

The staff member then escorts the student to a safe area. A report of the student's behaviour is recorded on *OneSchool* as a behaviour incident, including any applicable records of contact.

Major unacceptable behaviours may result in the following consequences:

- Time out, detention (See *Safe, Supportive and Disciplined School Environment, DET* procedures/ guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour.

AND/OR

- Parent contact, referral to the Student Support Services Team, Guidance Officer, or referral for specialist behaviour services, suspension from school, Behaviour Improvement Conditions.
- AND/OR
- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs or serious breaches of the Digital Citizenship Agreement may receive a *Behaviour Improvement Condition* or a *School Disciplinary Absence* (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Major unlawful behaviours may also be referred to the Queensland Police Service (QPS). In the event that this will occur, the School Principal / Deputy Principal may advise parents/ caregivers of this intention and parents/ caregivers are requested to participate in the process.

The following table outlines some common examples of minor and major behaviours:

	Area	Minor Breach	Possible Consequence	Major Breach	Possible Consequence
Be Safe	Movement around school	<ul style="list-style-type: none"> ▪ Running on concrete or around buildings ▪ Running in stairwells ▪ Riding a bike or scooter in the school grounds ▪ Jumping from verandas and stairs 	<ul style="list-style-type: none"> Rule reminder Time Out Go back & walk Community service Reflection Ticket after two redirections / Reflection 	<ul style="list-style-type: none"> ▪ Climbing drainpipes or onto the roof ▪ Ongoing instances of misconduct 	<ul style="list-style-type: none"> Apology Reflection room Administration (broaden definition of Admin) reflection ticket Parent contacted Suspension Exclusion
	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"> Rule reminder Time Out Removal from activity Reflection ticket/ Detention 	<ul style="list-style-type: none"> ▪ Throwing objects to commit harm or damage ▪ Possession of weapons ▪ Using sporting implements incorrectly to hurt or intimidate 	<ul style="list-style-type: none"> Apology Detention Parent contacted Suspension Exclusion
	Physical Contact	<ul style="list-style-type: none"> ▪ Minor physical contact (for example, pushing and shoving) ▪ Physical contact with an adult 	<ul style="list-style-type: none"> Rule reminder Apology Time Out Removal from activity Community service Reflection ticket/ Detention 	<ul style="list-style-type: none"> ▪ Serious physical aggression ▪ Fighting, kicking, hitting, punching with intent ▪ Ongoing instances of physical misconduct ▪ Physical contact with an adult 	<ul style="list-style-type: none"> Apology Parent contacted Suspension Exclusion
	Correct Attire	<ul style="list-style-type: none"> ▪ Not wearing a hat in playground ▪ Not wearing shoes outside ▪ Wearing make-up or jewellery ▪ Non-school uniform, including black shoes 	<ul style="list-style-type: none"> Rule reminder Time Out Remove make-up or jewellery Temporary uniform provided Parent contacted Reflection ticket/ Detention 	<ul style="list-style-type: none"> ▪ Persistent inability to follow the health & safety rules of the school ▪ Persistent refusal to wear correct school uniform, including black shoes 	<ul style="list-style-type: none"> Apology Detention Parent contacted Suspension
	Other	<ul style="list-style-type: none"> ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school ▪ Use of personal technology devices before and/or after school, and during break times 	<ul style="list-style-type: none"> Time Out Rule reminder Reflection ticket/ Detention Parent contacted ICT network access revoked – short term 	<ul style="list-style-type: none"> ▪ Possession or selling of drugs ▪ Possession of any weapon (including knives and any other items which could be considered a weapon) ▪ Serious, or continued, 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"> Referral to Admin Parent contacted ICT network access revoked - ongoing Suspension Exclusion Police contacted
Be Responsible	Class tasks	<ul style="list-style-type: none"> ▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work 	<ul style="list-style-type: none"> Rule reminder Time Out Work completion in own time Reflection ticket/ Detention Parent contacted 	<ul style="list-style-type: none"> ▪ Persistent disengagement or work refusal which impacts on the rights of others to teach and/ or learn 	<ul style="list-style-type: none"> Detention Parent contacted Behaviour Contract Suspension
	Follow instructions	<ul style="list-style-type: none"> ▪ Low intensity failure to respond to adult request ▪ Non compliance ▪ Unco-operative behaviour 	<ul style="list-style-type: none"> Rule reminder Time Out Parent contacted Community Service Reflection ticket/ Detention 	<ul style="list-style-type: none"> ▪ Repeated failure to respond to adult request ▪ One-off incident of high impact rudeness, language, action or non-compliance with staff direction ▪ Unco-operative behaviour incident of a high impact nature or repeated incidents over a period of time 	<ul style="list-style-type: none"> Detention Parent contacted Restricted playtime Behaviour Contract Suspension
	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 ▪ Out of bounds areas 	<ul style="list-style-type: none"> Rule reminder Time Out Parent contacted Community Service Reflection ticket/ Detention 	<ul style="list-style-type: none"> ▪ Leaving class without permission (out of sight) ▪ Leaving the school grounds without permission 	<ul style="list-style-type: none"> Detention Parent contacted Restricted playtime Suspension Exclusion

	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) Not presenting for a detention or other consequence 	Rule reminder Counselling Time Out Parent contacted Reflection ticket/ Detention	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others Persistent inability to accept consequences for own behaviour 	Apology Detention Parent contacted Suspension Police contacted if theft
	Rubbish	<ul style="list-style-type: none"> Littering 	Rule reminder Restitution Time Out Parent contacted Reflection ticket/ Detention	<ul style="list-style-type: none"> Persistent littering 	Restitution Community Service Parent contacted Detention
	Mobile Phone or personal technology devices (including BYOD devices for iPad classes)	<ul style="list-style-type: none"> Mobile phone or BYOD iPad switched on or in use within any part of the school at any time without authorisation (permission from an authorised staff member) 	Rule reminder Time Out Loss of device – short term Parent contacted Reflection ticket/ Detention	<ul style="list-style-type: none"> Use of a mobile phone or BYOD iPad device in any part of the school for voicemail, email, text messaging or filming purposes without staff member authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	Apology Detention Parent contacted Loss of device - ongoing ICT network access revoked - ongoing Suspension Exclusion Police contacted
Show Respect	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/ verbal) Calling out Poor attitude Disrespectful tone 	Rule reminder Apology Restitution Time Out Parent contacted Reflection ticket/ Detention	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / profanity directed at another student or staff member Inappropriate language whilst online 	Written apology Detention Parent contacted Loss of device - ongoing ICT network access revoked - ongoing Suspension Exclusion Police contacted
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment Damage to others' property Damage to school property 	Rule reminder Counselling Time Out Parent contacted Restitution Item replacement Reflection ticket/ Detention	<ul style="list-style-type: none"> Stealing / major theft Wilful damage to others' property Wilful damage to school property Vandalism 	Written apology Community Service Detention Parent contacted Suspension Exclusion Police contacted
	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 school 	Rule reminder Apology Restitution Time Out Loss of device – short term Parent contacted Reflection ticket/ Detention	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Major disrespect towards staff Major defiance and non-compliance, directed towards staff Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	Apology Detention Parent contacted Loss of device - ongoing ICT network access revoked - ongoing Suspension Exclusion Police contacted
Value Learning	Engagement	<ul style="list-style-type: none"> Failure to engage in own learning Failure to follow instruction 	Rule reminder Time Out Parent contacted Reflection ticket/ Detention	<ul style="list-style-type: none"> Non-compliance and/ or non- engagement with learning 	Detention Parent contacted Behaviour Contract Suspension
	Classwork	<ul style="list-style-type: none"> Non-completion of set tasks 	Rule reminder Time Out Work completion in own time Parent contacted Reflection ticket/ Detention	<ul style="list-style-type: none"> Persistent non-completion of tasks 	Detention Parent contacted Behaviour Contract Suspension
	Homework	<ul style="list-style-type: none"> Failure to attempt set homework tasks Frequent non-completion of homework tasks – particularly failing to attempt such tasks 	Rule reminder Time Out Work completion in own time	<ul style="list-style-type: none"> Persistent non-completion of set homework tasks 	Detention Parent contacted Behaviour Contract Suspension
	Others	<ul style="list-style-type: none"> Disrupting or interfering with others' right to learn/ right to teach 	Rule reminder Time Out Parent contacted Reflection ticket/ Detention	<ul style="list-style-type: none"> Major/ ongoing disruption or interference with others' right to learn/ teach 	Detention Parent contacted Behaviour Contract Suspension
	Participation	<ul style="list-style-type: none"> Unwilling to participate in all areas of learning Not fulfilling the obligations of 'an Aspley student' 	Rule reminder Time Out Parent contacted Reflection ticket/ Detention	<ul style="list-style-type: none"> Ongoing refusal to participate in all areas of learning 	Detention Parent contacted Behaviour Contract Suspension

Summary of Disciplinary Consequence options available under this Plan

Under the Education (General Provisions) Act 2006, each school determines the behaviour management strategies and disciplinary consequences that may be applied.

At Aspley State School, the disciplinary consequences available to the Principal in addressing inappropriate behaviour include:

- Time Out: The proactive or reactive removal of a student from a situation at risk of escalating or following an incident
- Restorative Justice: Making remedy, restitution or apologising for inappropriate behaviour
- Administrative Follow-up: A member of the school Leadership Team will investigate behaviours of concern and provide management strategies. This may include parent/ guardian contact.

- Detention: Referral to the 'Reflection Room' can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning).
- *Discipline Improvement Plan* (behaviour Contract):
A *Discipline Improvement Plan* (behaviour contract) is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour. This may include a 'Play Plan' that indicates specific areas students can access at break times.
- Re-Entry Contracts and conditions: Mandated under the Education (General Provisions) Act following a suspension.
- Community Service Intervention: A community service intervention is an early intervention strategy that may be used by a school principal in consultation with students and parents to address behaviour concerns. A community service intervention is intended to provide students with exposure to a new environment that is challenging, encourages teamwork, self-respect, commitment, confidence and requires a student to perform tasks outside of school hours that are beneficial to the community
- Suspension: Suspension is a serious disciplinary consequence applied to address inappropriate behaviour. If a student is suspended, it means that they are required to stay away from school for a set period of time, either Short Term (1 – 10 school days) or Long Term (11 – 20 school days). The decision to suspend a student is made at the discretion of the Principal.
- Exclusion: A Recommendation for Exclusion is at the discretion of the Principal of a state school, a student can be excluded from their school on the following grounds:
 - persistent disobedience
 - misbehaviour
 - conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that:
 - adversely affects, or is likely to adversely affect other students enrolled at the school
 - adversely affects, or is likely to adversely affect the good order and management of the school
 - the student's attendance at the school poses an unacceptable risk to
 - the safety or wellbeing of other students or staff of the school
 - the student has been convicted of an offence and the principal is
 - reasonably satisfied it would not be in the best interests of other
 - students or staff for the student to continue to be enrolled at the school.

To recommend an exclusion from school the Principal must be satisfied that suspension of the student from the school would be inadequate to deal with the student's behaviour, unless the student poses an unacceptable risk to the safety or wellbeing of other students or staff or the student has been convicted of an offence.

Time Out processes at Aspley State School

At Aspley State School, 'Time Out' can be utilised for a variety of reasons, including:

- as one of a range of options for students to manage their own behaviour
- in order to assist a student in a calming down process
- as a strategy to reduce the frequency of a particular behaviour
- as a strategy to assist a student to maintain focus and engagement with their learning
- as part of a tailored plan to support and assist a particular student
- as part of the school's Student Code of Conduct and/or as part of a student's individual plan, including identification of situations or conditions where use of time out is and is not appropriate

Reflection Room processes at Aspley State School

At Aspley State School, a 'Reflection Room' operates during designated lunch breaks each day. The Reflection Room provides students with an opportunity to discuss their actions with a staff member. The process focusses on the impact that behaviour may be having on individual learning, the learning of others or a staff member's capacity to complete teaching and learning activities.

Referral to the 'Reflection Room' can be conducted through any of the following:

- Staff awarding **2 Tickets within a period of 5 school days**
- Direct referral by the school Leadership Team (using the **Reflection ticket**)
- As part of a **Discipline Improvement Plan** (Behaviour Contract) or Re- entry arrangement, as determined by the school Leadership Team.

'Reflection Room' attendance data is collated and multiple attendances are tracked. At key milestones in the data, referral is made to the School Administration via OneSchool for follow-up attention and/ or intervention. This referral can be the identifier to move from the *Universal support* phase to the *Targeted support* phase on the continuum of support.

Students who are required to be in the 'Reflection Room' will complete a worksheet to allow them to reflect on their behaviour, the school rules and articulate a more positive choice for future situations.

The students' worksheet is forwarded to the class teacher and a Parent Notification Letter will be forwarded to the parent / carer.

Grounds for suspension from Aspley State School

In accordance with the Education (General Provisions) Act, this Student Code of Conduct describes the behaviour that is expected at Aspley State School and the types of disciplinary consequences that may be used.

A Principal of a state school can suspend a student from their school on the following ground/s:

- disobedience
- misbehaviour
- conduct that adversely affects, or is likely to adversely affect, other students
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school
- the student is charged with a serious offence (as defined in the Commission for Student Young People and Student Guardian Act 2000)
- the student is charged with an offence, other than a serious offence and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending.

The Principal (or Deputy Principal) notifies the student, and his/her parent/carer of the suspension verbally and in writing. The school is required to enable the student to continue his/her education during the suspension. The school may provide schoolwork, have the student complete assignments or seek referral to Metropolitan North Behaviour Service programs such as Rocket, PLC or Outreach Programs. In a charge-related suspension, a Regional Case Manager is appointed to assist with this.

School Policies

Aspley 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*

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 Aspley 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

School Staff at Aspley 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 Aspley State School:

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

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Identified Personal Technology Devices Not Permitted at School

Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras or MP3 players to school, as there is a risk of damage or theft. Such devices will be confiscated by school staff and the devices may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

School staff will confiscate permitted personal technology devices used contrary to this policy on school premises. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent/ carer.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, Qld Police Service (QPS) may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a device at school for period as deemed by the Principal.

Protocols

Bringing personal technology devices to school is discouraged due to the potential for theft and general distraction and/or disruption associated with them. The exception to this are device used as part of the BYOD iPad program: BConnected.

If personal technology devices e.g. mobile phones (excluding BYOD iPads) are brought to school, they must be stored securely at the school office. Personal technology devices associated with medical conditions must be managed by the student and where best possible, out of general sight during assemblies and classes.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without the invasion of personal privacy.

We uphold the value of trust and the right to privacy at Aspley State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony and may bring the school reputation in to disrepute.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless the class teacher/s provides express consent for a specific learning activity to be recorded.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises, or elsewhere, being disseminated to others if the intent is to cause embarrassment to individuals or the school. The school will not tolerate the use of captured images or sound for the purpose of bullying¹ (including racial, religious and sexual harassment), or where without such intent, a reasonable person would conclude that such outcomes may have or will occur.

Students involved in recording, knowingly being the subject of a recording, and disseminating captured images and sound to embarrass, intimidate or bully will be considered in breach of this policy and may be subject to disciplinary action (including suspension and/ or a recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving student), is against the law, and if detected by the school, will result in a referral to the Queensland Police Service (QPS).

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to school discipline and possible referral to the Queensland Police Service (QPS). Students (or parents of students) receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the teacher / deputy principal or principal.

Assumption of cheating

Personal technology devices may not be taken into, or used by students during, exams or during class assessment unless expressly permitted by staff. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat or communicate answers / information during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is obtained appropriately. This includes school events that outside of regular hours or off the school grounds (sporting activities, music evenings, graduation ceremony).

BConnected Program

As part of the curriculum the BConnected Program supports students to permitted to take/ use photographs and sound recordings for purposes directly linked to their schoolwork and learning. This is under the clear direction of school staff and permission is only valid for the approved purposes.

At school, students must agree to follow the Student Code of Conduct and the Digital Citizenship Agreement guidelines in relation to Internet Use. Internet access is provided by the Department of Education (DET) and Managed Internet Service (MIS) and provides students with:

- Content-filtered Internet access
- Virus-filtered email
- School website hosting
- Access to The Learning Place

MIS provides the means to filter students' access to web pages from a global level, controlled by DET, and from a school level when appropriate.

- It is acceptable for students to use school computers, iPads and network infrastructure for:
- assigned class work and assignments set by teachers;
- developing literacy, communication and information skills;
- authoring text, artwork, audio and visual material for publication on the intranet or internet, solely for educational purposes as supervised and approved by the school;
- conducting research for school activities and projects;

- communicating with other students, teachers, parents or experts in relation to school work; and
- access to online references such as dictionaries, encyclopaedias, etc.

Students can also collaborate, research and learn through Education Queensland's e-learning environment, The Learning Place.

It is unacceptable for students to:

- download, distribute or publish offensive messages or pictures;
- use obscene or abusive language to harass, insult or attack others;
- deliberately waste printing and Internet resources;
- damage computers, printers or the network equipment;
- violate copyright laws which includes plagiarism;
- use unsupervised internet chat;
- use online email services (e.g. Hotmail), send chain letters or Spam email (junk email); and
- use prohibited games from the 'home' folder.

Students should be aware that they are held responsible for their actions while using the Internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services.

The school reserves the right to restrict/remove access of personally owned mobile devices to the intranet, internet, email or other network facilities to ensure the integrity and security of the network and to provide a safe working and learning environment for all network users. The misuse of personally owned mobile devices may result in disciplinary action that includes, but not limited to, the withdrawal of access to the school network and devices.

Preventing and responding to bullying

Definition

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

Purpose

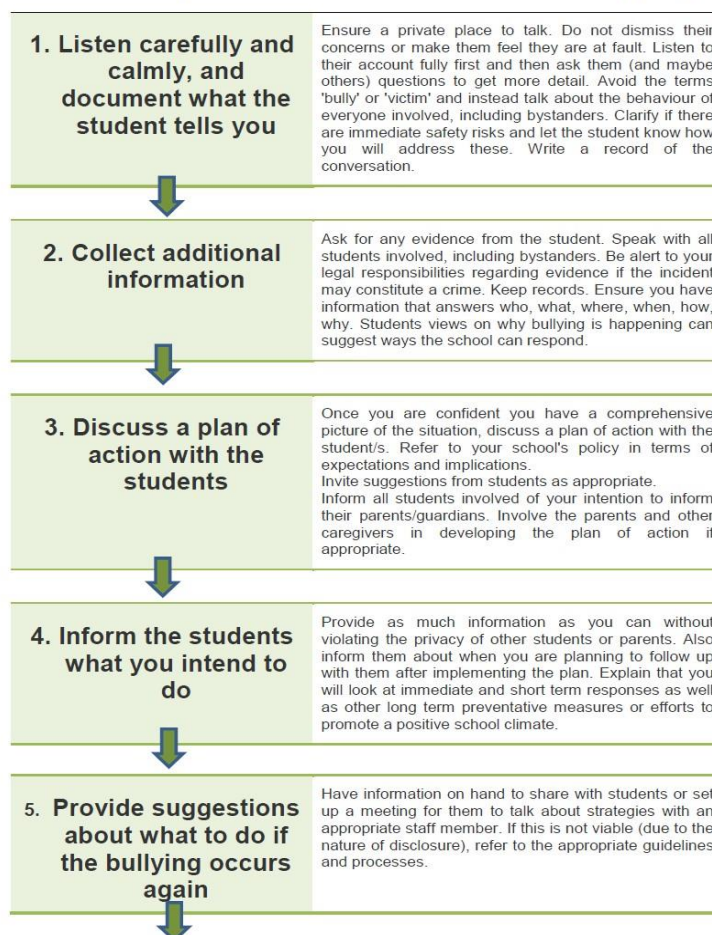
1. Aspley State School strives to create a positive, predictable environment for all students, at all times of the day. The disciplined teaching environment that we maintain is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and
 - regular attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. Bullying and violence are not acceptable at any time. There is no place for any form of bullying in Aspley State School. Research indicates that victims of bullying, and those who bully, are both at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all positive learning environment for all students.
3. Bullying behaviours that will not be tolerated at Aspley State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, punching, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or student in care.
5. At Aspley State School, there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence is to be avoided.
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating this poor behaviour.

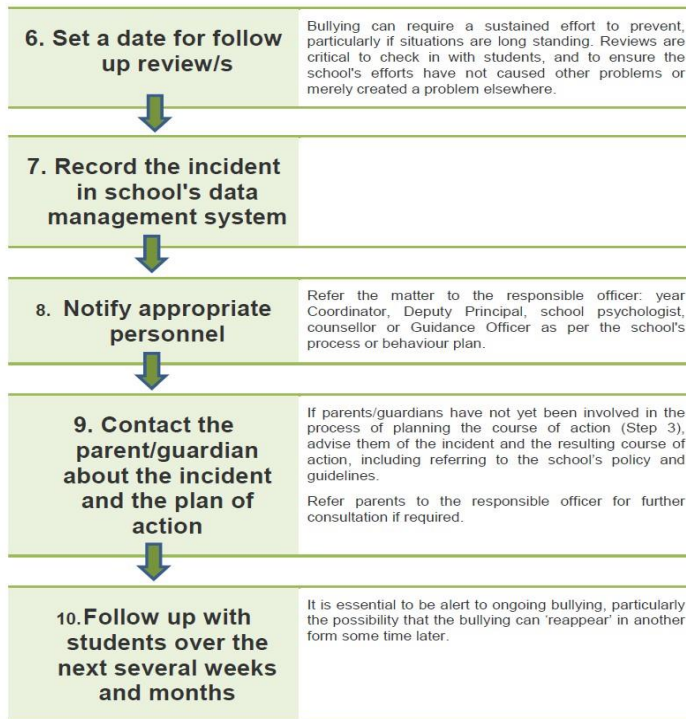
7. The anti-bullying procedures at Aspley State School are an addition to our already research-validated, schoolwide, positive behaviour, support processes. Students are explicitly taught the expected behaviours and they receive high levels of social acknowledgement enacting proactive behaviour to reduce the incidence of unkind or bullying behaviours.
8. Our school wide universal behaviour support practices are maintained at all times to will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour/s.
 - All students know the four school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
 - All students are taught the specific routines required for non- classroom areas (exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, and re-entering their classrooms).
 - All students receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following the required routines from all staff.
 - Duty staff members are to be easily identifiable and constantly moving, scanning and positively interacting with students in non- classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. Introductory lesson to teach and reinforce the High Five process to be used by all students when experiencing conflict or a bullying behaviour, as either a person being bullied, the person bullying or a bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of an anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Aspley State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing', as much as by 'knowing'.

Aspley State School uses behavioural data for decision-making. Behaviour data is entered into our database on a daily basis and can be recalled as summary reports. This use of data allows the school staff to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying type behaviours that may need to be revisited, or revised, through the instructional process.



School response flow chart: student bullying



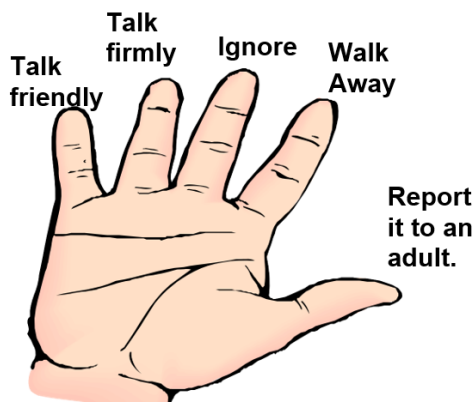


NOTES: Principals should ensure that all staff are aware of the procedures to follow when responding to incidents of student bullying, and that these are regularly reviewed and updated if necessary. Training for staff and the support of the school principal for teachers in dealing with bullying incidents improves staff capacity and readiness to respond well.

In the first instance, schools should consult their jurisdiction's policy and guidelines for how to respond to reports of bullying. This response flow chart provides a general guide for those who do not have jurisdictional guidelines. Your school or jurisdictional procedure may vary from above.

www.bullyingnoway.gov.au

HIGH FIVE



Prevention

Bullying response flowchart for teachers

** Please note 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.*

Example of an agreed timeline for responding to reported bullying



Key contacts for students and parents to report bullying:

-Prep to Year 6 – Class teacher, Deputy Principal or Principal
-Guidance Officer
-Chaplain

- 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
- 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
- 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
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed
- 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
- 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

Cyber bullying

Cyberbullying does not often occur at school. Students are explicitly taught *Cybersafe Behaviours*, for example, how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including, for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately, and,
- Report any instances of cyberbullying, they see as a bystander, to teachers / parents immediately.

Parents are encouraged to report any inappropriate online behaviour to the school Deputy Principal or Principal, if it involves bullying between students from the school, or involves the use of school ICT resources. While some online content may be upsetting for parents and students, it is unlikely that the school will get involved if the content does not affect the good order and management of a school. If online behaviours negatively affect the good order and management of the school, the Principal will take steps under the Student Code of Conduct or Code of School Behaviour. The department's Safe, Supportive and Disciplined School Environment procedure covers the provision of a safe and supportive learning environment, including the online learning environment. Behaviour management documents provide guidelines on acceptable online behaviour in school. They include the BConnected Program Policy, the Digital Citizenship Agreement and the BConnected Student Participation Agreement.

If an online incident affects the good order and management of your school, the Principal may:

- apply disciplinary action, such as detention, suspension, exclusion, or cancellations of enrolment; and / or;
- report the incident to the Qld Police Service (QPS).

Other approaches may include:

- assisting the students responsible to develop more appropriate social skills;
- implementing a Management Plan for individual students;
- teaching anti-conflict and antibullying strategies;
- implementing resilience and anti-bullying programs;
- conducting mediation sessions; and / or
- addressing bullying and cyberbullying in the curriculum.

Generally, for privacy reasons, a school cannot provide personal details of other students involved in an incident or details of any actions being taken towards them. Schools may generally advise whether a complaint has been investigated and substantiated, and whether disciplinary consequences have been enacted. The details of these actions are for the parent / carer of the student involved.

Further information

[Cybersafety in Queensland state schools | Education and training | Queensland Government](#)

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

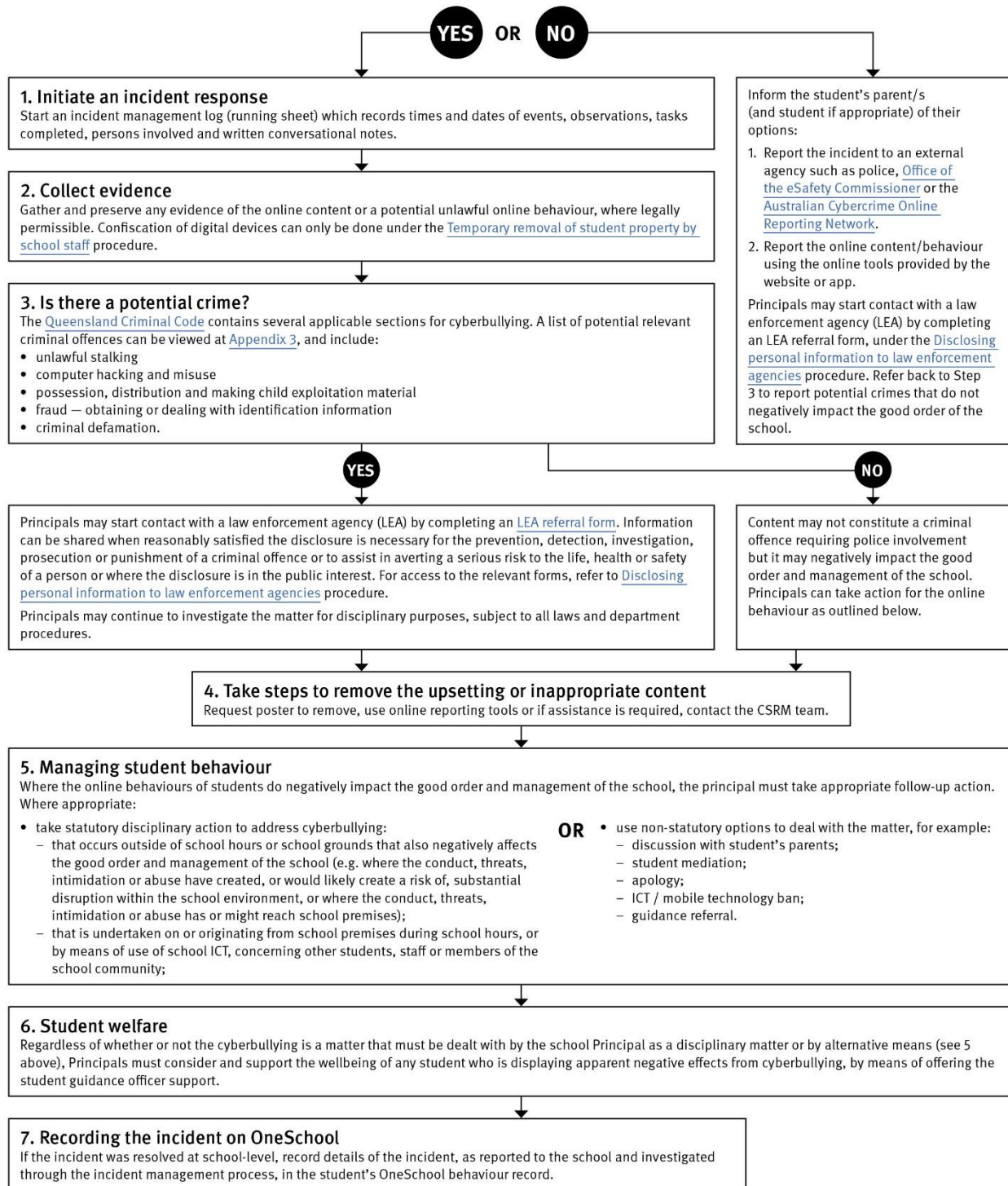
Explicit images

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

Help

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

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



Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies include:

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 to be adopted, 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 person 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.
- 1.4. Follow through: If the person starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief: Help the person to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events.

Related Procedures and Guidelines

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

[Commonwealth Disability Discrimination Act 1992](#)
[Commonwealth Disability Standards for Education 2005](#)
[Education \(General Provisions\) Act 2006](#)
[Education \(General Provisions\) Regulation 2006](#)
[Criminal Code Act 1899](#)
[Anti-Discrimination Act 1991](#)
[Commission for Student and Young People and Student Guardian Act 2000](#)
[Judicial Review Act 1991](#)
[Workplace Health and Safety Act 2011](#)
[Workplace Health and Safety Regulation 2011](#)
[Right to Information Act 2009](#)
[Information Privacy \(IP\) Act 2009](#) This section of the plan should describe or link to government resources and supports that may assist staff, students and parents in the area of student behaviour or wellbeing.
[Statement of expectations for a disciplined school environment policy](#)
[Safe, Supportive and Disciplined School Environment](#)
[Inclusive Education](#)
[Enrolment in State Primary, Secondary and Special Schools](#)
[Student Dress Code](#)
[Student Protection](#)
[Hostile People on School Premises, Wilful Disturbance and Trespass](#)
[Police and Student Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
[Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
[Appropriate use of Mobile Telephones and other Electronic Equipment by Students](#)
[Information and Communication Technology](#)
[Use of ICT systems](#)
[Use of internet and email](#)
[Bullying. No Way!](#)
[ehedspace](#)
[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](#)