## Ashmore State School

# Student Code of Conduct

**2027–2029**



### OUR SCHOOL VALUES

- **We are Safe.**
- **We are Respectful.**
- **We are Learners.**



## Brighter futures

**Delivering excellence in every state school, for every student.**

The Ashmore State School Community is working together to ensure every student is understood, engaged and successful at school, going on to live a life of choice, not a life of chance.

Queensland Government

# Contact Information

| Contact details | Ashmore State School |
|---|---|
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| **Contact Person** | Mrs Tania Colvin (Principal) |

# Endorsement

| Role | Name | Signature | Date |
|---|---|---|---|
| **Principal** | Mrs Tania Colvin |  | 25/11/2026 |
| **P&C President** | Mr Ron Odle |  | 25/11/2026 |
| **School Council Representative** | Mr Craig Canning |  | 25/11/2026 |

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## Purpose

Ashmore State School is committed to ensuring every student has the right to access a high-quality, inclusive education within a safe, supportive and respectful learning environment. We are committed to achieving the best possible academic, social, emotional and behavioural outcomes for all students through evidence-informed practices and high expectations.

At Ashmore State School, we explicitly teach and model our shared values —***We are safe, We are respectful, We are learners*** — and embed these across all settings. We recognise that positive behaviour, strong relationships and a sense of belonging are essential for student success. Our approach promotes consistency, engagement and clarity, ensuring all students understand expectations and are supported to meet them.

This Code of Conduct outlines the shared rights, responsibilities and expectations of all members of our school community — students, staff and parents/carers. It reflects our commitment to culturally responsive and inclusive practices that honour the diverse needs of our community.

## Whole School Approach to Discipline

Ashmore State School uses a multi-tiered system of support for discipline, with Positive Behaviour for Learning (PBL) as the universal approach. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

Positive Behaviour for Learning 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 Ashmore State School, we teach behaviour expectations as part of everyday learning. Staff explicitly teach, model and reinforce what it looks like to be safe, respectful and ready to learn. When behavioural incidents occur, staff support students to reflect on what happened, revisit the relevant expectations and practise what they can do differently next time.

The development of the Ashmore State School Student Code of Conduct is an opportunity to explain the Positive Behaviour for Learning (PBL) framework with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can 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 PBL are encouraged to speak with the class teacher or make an appointment to meet with the Leadership Team.

# Positive Behaviour for Learning Expectations

Ashmore State School implements **Positive Behaviour for Learning (PBL)** within a **Multi-Tiered System of Support (MTSS)** as our whole-school framework for behaviour, wellbeing and engagement. Our Mission Statement: At Ashmore State School, our mission is to foster a safe, inclusive and engaging environment that strengthens wellbeing and belonging. Guided by our PBL values, **We Are Safe, We Are Respectful, We Are Learners**, we empower every student to feel valued, strive for excellence and make positive choices.

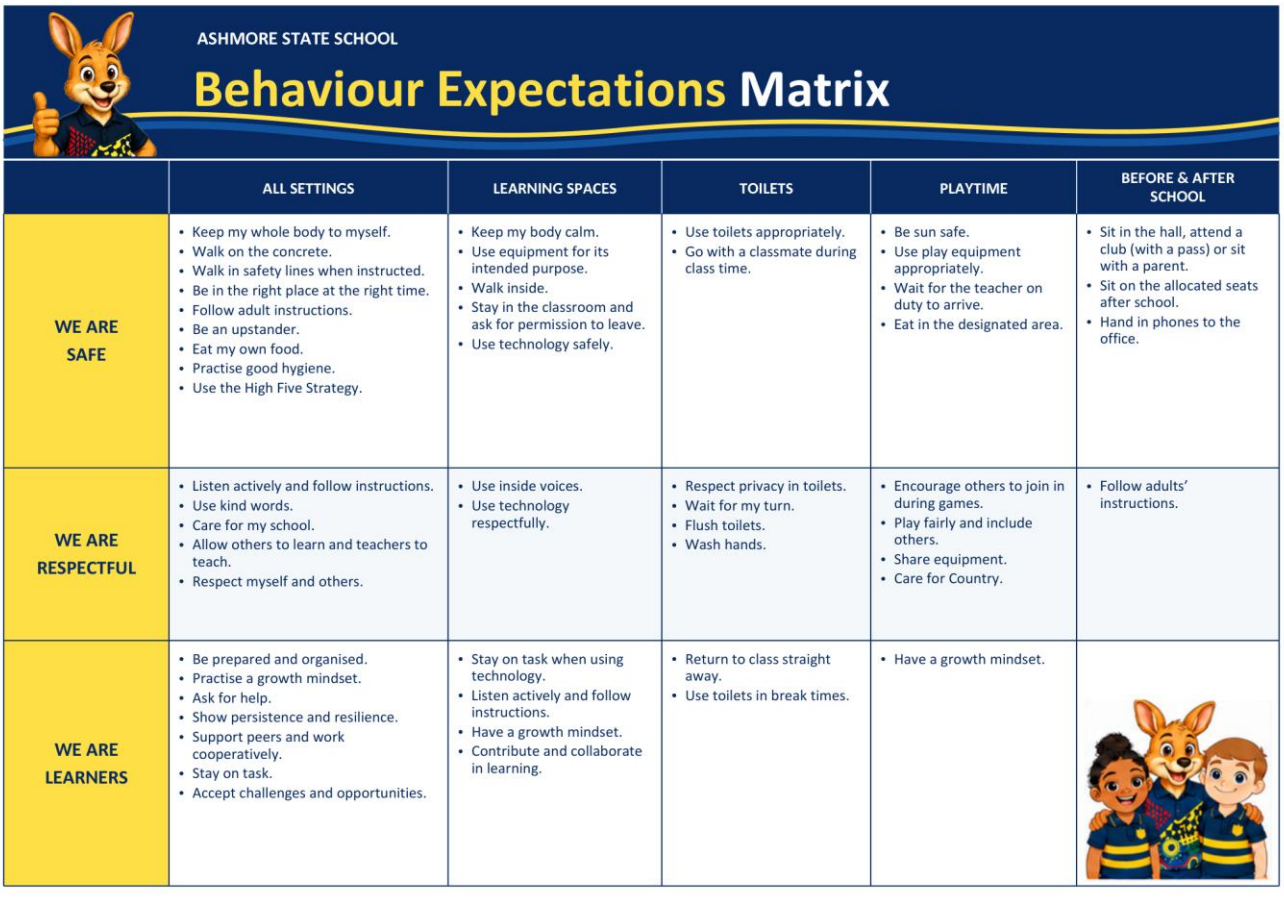
Our Student Code of Conduct outlines a comprehensive, whole-school approach to:

- promoting and recognising positive behaviour
- preventing and responding to behaviours that don't meet our shared expectations
- supporting the diverse needs of all students

At Ashmore State School, our shared expectations — ***We are safe, We are respectful, We are learners*** — are explicitly taught, modelled and consistently reinforced across all contexts. These expectations provide clarity for students, staff and families, ensuring a common understanding of behaviour standards and responsibilities. Through this framework, we create a safe, inclusive and productive learning environment where:

- positive relationships are prioritised
- expectations are clear, consistent and fair
- all members of the school community understand their role in supporting student success

Our PBL Expectations Matrix is displayed in every classroom and guides the explicit teaching of our shared expectations. These expectations are taught, modelled and revisited regularly throughout the year to support a consistent understanding of our Ashmore Values.



ASHMORE STATE SCHOOL

**Behaviour Expectations Matrix**

| | ALL SETTINGS | LEARNING SPACES | TOILETS | PLAYTIME | BEFORE & AFTER SCHOOL |
|---|---|---|---|---|---|
| **WE ARE SAFE** | • Keep my whole body to myself.<br>• Walk on the concrete.<br>• Walk in safety lines when instructed.<br>• Be in the right place at the right time.<br>• Follow adult instructions.<br>• Be an upstander.<br>• Eat my own food.<br>• Practise good hygiene.<br>• Use the High Five Strategy. | • Keep my body calm.<br>• Use equipment for its intended purpose.<br>• Walk inside.<br>• Stay in the classroom and ask for permission to leave.<br>• Use technology safely. | • Use toilets appropriately.<br>• Go with a classmate during class time. | • Be sun safe.<br>• Use play equipment appropriately.<br>• Wait for the teacher on duty to arrive.<br>• Eat in the designated area. | • Sit in the hall, attend a club (with a pass) or sit with a parent.<br>• Sit on the allocated seats after school.<br>• Hand in phones to the office. |
| **WE ARE RESPECTFUL** | • Listen actively and follow instructions.<br>• Use kind words.<br>• Care for my school.<br>• Allow others to learn and teachers to teach.<br>• Respect myself and others. | • Use inside voices.<br>• Use technology respectfully. | • Respect privacy in toilets.<br>• Wait for my turn.<br>• Flush toilets.<br>• Wash hands. | • Encourage others to join in during games.<br>• Play fairly and include others.<br>• Share equipment.<br>• Care for Country. | • Follow adults' instructions. |
| **WE ARE LEARNERS** | • Be prepared and organised.<br>• Practise a growth mindset.<br>• Ask for help.<br>• Show persistence and resilience.<br>• Support peers and work cooperatively.<br>• Stay on task.<br>• Accept challenges and opportunities. | • Stay on task when using technology.<br>• Listen actively and follow instructions.<br>• Have a growth mindset.<br>• Contribute and collaborate in learning. | • Return to class straight away.<br>• Use toilets in break times. | • Have a growth mindset. | |

**Students**

Below are some examples of what these Positive Behaviour expectations look like for students across the school. These expectations are taught explicitly in the classroom setting across the school year to maintain high standards of positive behaviour for learning.

ASHMORE STATE SCHOOL

# Ashmore Values

**Proud to Shine**



## We are Safe.

- Keep hands, feet and objects to yourself.
- Wear a hat when playing outside.
- Be in the right place at the right time.
- Walk safely around the school.
- Walk in safety lines.
- Use equipment safely and as shown.

## We are Respectful.

- Listen when others share ideas or ask questions.
- Respect all property.
- Follow directions the first time they are given.
- Ask permission before using someone else's belongings.
- Use kind and respectful words.
- Use the High 5.
- Care for Country.

## We are Learners.

- Listen and follow instructions.
- Have a growth mindset.
- Be organised and prepared.
- Listen when others are talking.
- Contribute and collaborate in learning.

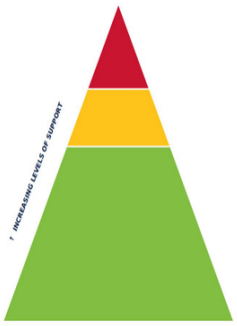
**Parents and Staff**

The table below explains the Positive Behaviour expectations for parents when visiting or communicating with staff and the standards we commit to as a staff.

| BE SAFE | |
|---|---|
| **How families can support** | **How we will support you and your child** |
| • Ensure your child/ren attends school every day and notify the school promptly of any absences or changes in contact details.<br>• Approach the Class Teacher, Deputy Principal or Principal if you are concerned about the behaviour of a staff member, another student or parent. | • We will create a safe, supportive and inclusive environment for every student.<br>• We will work with every family to address any complaints or concerns about the behaviour of staff, students or other parents.<br>• We will adhere to our legal obligations as per Child Protection Act 1999. |
| **BE RESPECTFUL** | |
| **How families can support** | **How we will support you and your child** |
| • Accept, support and adhere to the Ashmore State School Student Code of Conduct.<br>• Follow the Parent Communication Protocols<br>• Encourage and motivate students to become independent and responsible learners.<br>• Model and reinforce a positive attitude towards school.<br>• Treat members of the school community with respect, courtesy and consideration.<br>• Do not approach other students or parents with concerns (allow school to address concerns)<br>• Respect the obligation of staff to maintain student and family privacy.<br>• Make an appointment to speak with Class Teacher, Deputy Principal or Principal to discuss any matters relating to your child/ren.<br>• Respect school, student and staff privacy in your online communications. Your report concerns directly to the school and not through inappropriate channels (such as social media).<br>• Share relevant information about your child's learning, social and behavioural needs with school staff. | • By following the Ashmore State School Student Code of Conduct.<br>• Maintaining open and timely communication with parents/caregivers.<br>• To encourage and motivate students to become independent and responsible learners.<br>• To model and reinforce positive behaviours for all students.<br>• To be consistent in implementation of school procedures, standards and consequences of behaviour.<br>• To maintain confidentiality about information relating to your child and family.<br>• Work closely with families to accommodate and support personal needs, including work commitments, finances and family structure.<br>• Promote each child's individuality and build a safe, inclusive classroom and school culture.<br>• Communicate relevant information with you about your child's learning, social and behavioural progress at school.<br>• Welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events. |
| **BE A LEARNER** | |
| **How families can support** | **How we will support you and your child** |
| • Support your child to meet the learning and behavioural expectations at school.<br>• Stay informed about school news and events by reading and actioning communications from school. | • Clear about the learning and behavioural expectations and contact you to provide feedback about your child's progress.<br>• Ensure communication to parents and caregivers regarding school news and events is timely and up to date. |

# Multi-Tiered Systems of Support

At Ashmore State School, we use a Multi-Tiered System of Support to help every student engage in learning and experience success at school. At Tier 1, staff explicitly teach, model and reinforce our school values: **We are Safe. We are Respectful. We are Learners.** Students who need additional support receive targeted teaching and practice at Tier 2, or more intensive, individualised support at Tier 3. We monitor student progress and work with students and families to adjust support as needs change.




**TIER 3 Intensive support**
**For a few students who need more individualised support.**
Targeted interventions and individualised support to accelerate growth and meet specific needs.

**TIER 2 Targeted support**
**For some students who need additional support to be successful.**
Small group interventions and targeted teaching to close gaps and build skills.

**TIER 1 Universal support**
**For all students through high quality teaching, positive environments and consistent expectations.**
Whole-school systems, routines and evidence-based practices that support all students.

| Tier | Prevention Description |
|---|---|
| 1 | **All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australia Curriculum and Positive Behaviour for Learning (PBL) expectations.<br>This involves:<br>• teaching behaviours in the setting they will be used<br>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account<br>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them<br>• asking student and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made<br>• explicit teaching of the High 5 strategy<br>• opportunities for positive reinforcement across different contexts |
| 2 | Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.<br>Tier 2 supports build on the lessons provided in Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:<br>• there is a clear connection between the skills taught in the interventions and the school-wide expectations<br>• interventions require little time of classroom teachers and are easy to sustain<br>• variations within each intervention are limited<br>• interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need)<br>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation. |
| 3 | Tier 3 supports are individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.<br>Tier 3 supports continue to build on the lessons and supports provided at Tier 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:<br>• PREVENT problem behaviour<br>• TEACH the student an acceptable replacement behaviour<br>• REINFORCE the student's use of the replacement behaviour<br>• MINIMISE the payoff for problem behaviour<br>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.<br>Intensive support strategies are predominately individualised and may include:<br>• case management and engagement with the Student Support Team and/or Inclusion Teacher<br>• development of an Individual Behaviour Plan and/or risk assessment<br>• implementation of a support and/or monitoring strategy<br>• stakeholders meeting/s including parents, carers and outside agencies<br>• consultation with other health professional, agencies and/or non- departmental support professionals (with parent consent)<br>• modified school routines<br>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended. |

# Student Wellbeing and Support Services

At Ashmore State School, we are committed to fostering a safe, supportive and inclusive environment where every student can thrive. We recognise that learning and wellbeing are intrinsically connected, students learn best when they feel safe, supported and experience success.

Our whole-school approach is guided by the Queensland Department of Education's Student Learning and Wellbeing Framework and is delivered through a Multi-Tiered System of Support. This ensures a continuum of supports that promote positive behaviour, wellbeing and engagement for all students.

We encourage parents and carers to connect with their child's teacher as a first point of contact. Additional support can be accessed through the Deputy Principals.

At Ashmore State School, we embed wellbeing through high-quality teaching and learning. Our curriculum intentionally develops students' personal and social capabilities, including:

- self-awareness
- self-management
- social awareness
- relationship skills

We prioritise strong, positive relationships between students and staff, recognising these as critical to both academic success and social development. Our Positive Behaviour for Learning (PBL) framework explicitly teaches and reinforces our Ashmore Values: ***We are safe, We are respectful, We are learners.***

**School Leaders, Student Voice & Peacemakers**

At the end of Year 5, students are invited to nominate for a range of leadership roles for the following year. As part of the selection process, applicants complete a written application and present a speech or participate in an interview, providing an opportunity to demonstrate their leadership capabilities and commitment to the Ashmore Values.

Students in Years 3–6 have the opportunity to represent their class as Student Voice Representatives. In this role, students actively contribute to school life by sharing ideas, raising student perspectives and supporting the organisation of school events and initiatives. Student Voice Representatives play an important role in strengthening student agency and partnership within our school community.

All Year 6 students are provided the opportunity to serve as Peacemakers. With adult guidance, Peacemakers support positive interactions in the playground by assisting peers to resolve minor conflicts, promoting inclusive play and modelling the Ashmore Values.

**Wellbeing Clubs**

At Ashmore State School we offer 'Wellbeing Clubs' during first and second break to support friendships, connections and provide opportunities for students to engage in a variety of activities.

**Health, Safety and Student Support**

Ashmore State School works in partnership with families to support students' physical, social and emotional wellbeing.

**Student Health Needs**

We support students with specialised health needs through individual health plans developed in consultation with families and health professionals. Staff are appropriately trained to respond to student needs and ensure safe participation in all school activities.

**Medication**

Medication is administered in accordance with Department of Education procedures. Written parent consent and medical authorisation are required for all medications. The school maintains emergency first aid supplies, including asthma relievers and adrenaline auto-injectors.

**Mental Health and Wellbeing**

We adopt a proactive and preventative approach to student mental health through early identification and intervention. Where required, individual support plans are developed and monitored in partnership with families and relevant professionals.

Our school promotes a culture of care, where students are supported to develop resilience, emotional regulation and help-seeking behaviours.

**Guidance Officer, School Psychologist and Chaplain**

At Ashmore State School, our Guidance Officer, School Psychologist and Chaplain work alongside students, families and staff to support student wellbeing, engagement and participation at school.

**Critical Incident and Crisis Response**

Student safety is our highest priority. In the event of a mental health crisis or critical incident, staff follow Department of Education procedures and the school's Emergency Management Plan to ensure:

- immediate safety and supervision of students
- timely access to appropriate support
- clear communication with families
- accurate documentation and follow-up

Where required, emergency services will be contacted.

Following critical incidents, the school provides appropriate postvention support to students and staff to maintain wellbeing and continuity of learning.

**Partnerships for Learning and Wellbeing**

We value strong partnerships with families and the broader community. By working together, we create a shared responsibility for student success, wellbeing and engagement.

**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.
Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

## Consideration of Individual Circumstances

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

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

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

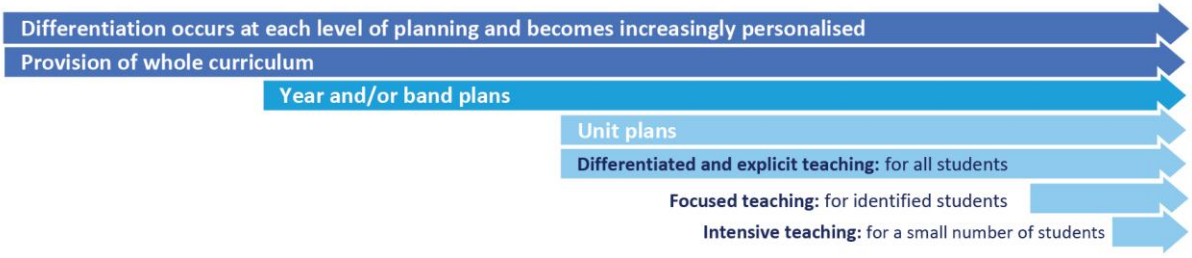
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Differentiated and Explicit Teaching

Ashmore 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 Ashmore 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. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused 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.

**Focused Teaching**

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to 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 Ashmore State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Ashmore State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Switch4Schools
- Functional Based Assessment
- Growth Mindset

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

# Disciplinary Consequences

The disciplinary consequences model used at Ashmore State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Behaviours that require immediate intervention from administration staff are considered to be major behaviours. All other behaviours, when not consistently recurring, are considered to be minor behaviours.

The majority of students will be confident and capable of meeting established classroom expectations that are clear, explicitly taught and practised. Minor behaviours are managed in the classroom using Ashmore State School's *Managing Minor Behaviours Flowchart* and in specialist lessons using the *Specialist Lesson Behaviour Flowchart*.

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 focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

**Differentiated Disciplinary Responses**

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 ready for learning")
- proximity control
- tactical ignoring of inappropriate behaviour (not student)
- revised seating plan and relocation of student/s
- individual positive reinforcement for appropriate behaviour
- class wide incentives
- reminders of incentives or class goals
- redirection
- low voice and tone for individual instructions
- give 30 second 'take-up' time for student/s to process instruction/s
- reduce verbal language
- break down tasks into smaller chunks

- provide positive choice of task order (e.g. “Which one do you want to start with?”)
- prompt student to take a break or time away in class
- model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- provide demonstration of expected behaviour
- peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- private discussion with student about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences (e.g. removal from classroom)
- reset and reflect

**Focused Disciplinary Responses**

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
- reconnection room referral
- supported play plan
- counselling and guidance support
- self-monitoring plan
- check in check out strategy
- referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

**Intensive Disciplinary Responses**

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

- Functional Behaviour Assessment based individual support plan
- complex case management and review
- stakeholder meeting with parents and external agencies including regional specialists
- temporary removal of student property (e.g. mobile phone)
- short term suspension (up to 10 school days) or 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 education program provided at the school.

**School Disciplinary Absences**

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

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

At Ashmore 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. Notice of suspension is communicated by email.

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 Ashmore 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.

**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 focused on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school and check 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.

# Ashmore State School Policies

Ashmore State School has school discipline policies to ensure students, staff and visitors work cooperatively to created 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, IPads, Smartwatches 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 Ashmore 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 Ashmore 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 & vapes)
- 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 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 of school staff at Ashmore 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 Ashmore State School:**

- ensure your child/ren 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 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 Ashmore 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 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.

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

<u>Mobile Phones & Smart Watches</u>
All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00. All care but no responsibility will be taken for equipment. Smartwatches must be set to 'school mode' from 9am – 3pm.

<u>Confiscation</u>
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly. Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Ashmore. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony. Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text Communication

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

Recording Private Conversations and the Invasion of Privacy Act 1971

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

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

***** *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*



Queensland Government

# Preventing and Responding to Bullying

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.

Bullying behaviours that will not be tolerated at Ashmore include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care

**Rationale**

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Ashmore are an addition to our already research-based school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

**Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be always maintained. This 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.
- all students know the school rules and have been taught the expected behaviours.
- all students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- all students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- a high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non classroom areas.

**What is Bullying?**

Bullying involves a series of hurtful actions by the bully to the victim over a period of time. Those actions may be verbal, physical, psychological, threats and usually the victim has difficulty in coping with such attacks (Finger, 1993).

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.

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 Ashmore State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

**Ashmore State School - Bullying response flowchart for staff**

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.

**First hour Listen**

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

**Day one Document**

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

**Day two Collect**

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

**Day three Discuss**

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- 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

Cyberbullying is treated at Ashmore State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Student Guidelines:

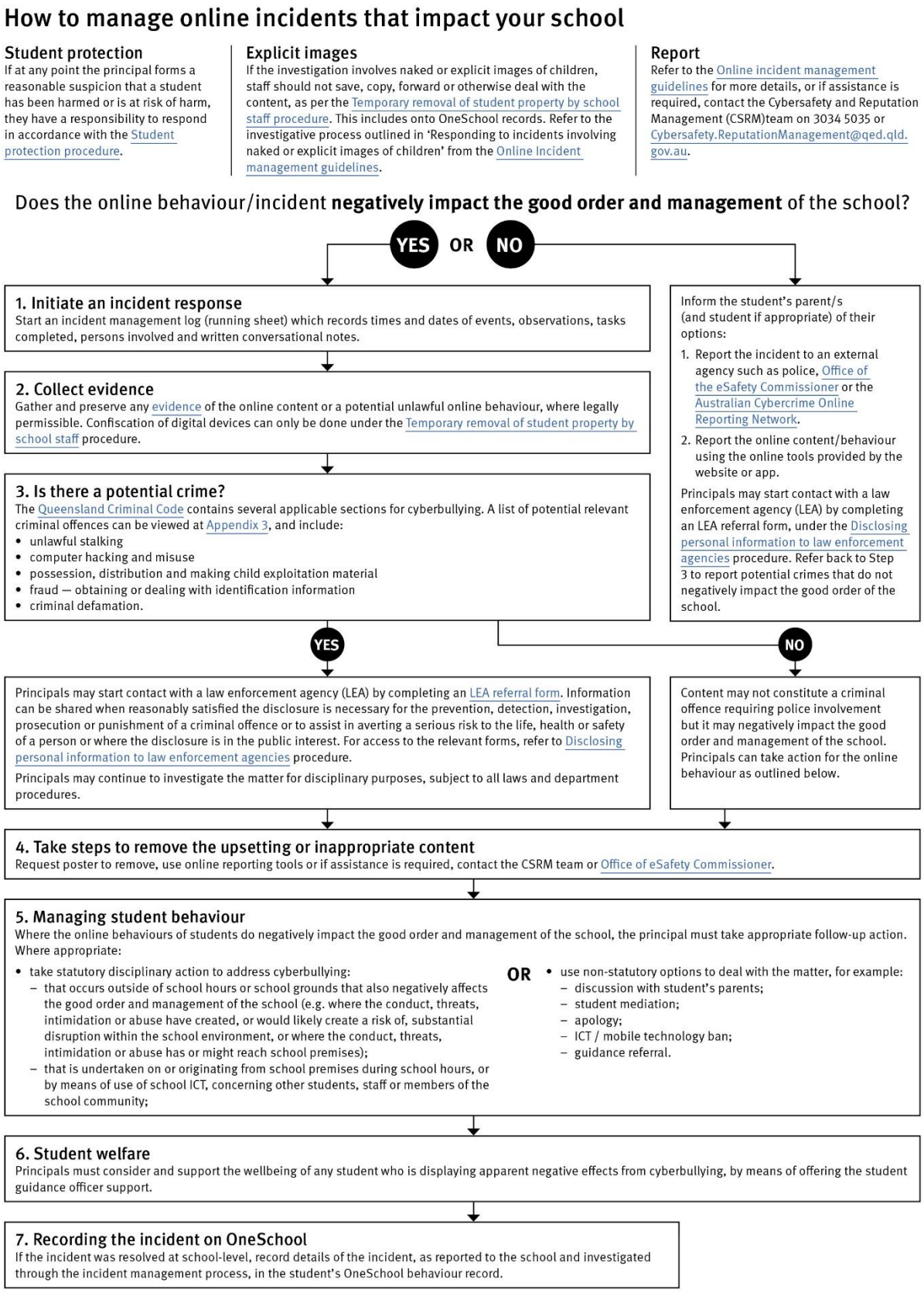
- Read and agree to the terms and conditions of various Social media sites as many of them have age restrictions for their use.
- Are aware of what they are posting online and that Social Media sites and applications are public forums.
- Are not permitted to join a staff member's areas on networking sites. If students attempt to do this, the member of staff is to refuse the student access and inform the Principal. The student's parents will be informed if this happens.
- Will not access social networking sites during the school working day.
- Do not post content that is hateful, threatening, pornographic, or incites violence against others.
- Respect the rights and confidentiality of others.
- Do not impersonate or falsely represent another person.
- Remain safe online and never give out personal information. This includes last names, phone numbers, addresses, exact birth dates and pictures.
- Do not bully, intimidate abuse, harass or threaten others.
- Do not make defamatory comments.
- Do not use offensive or threatening language or resort to personal abuse towards each other or members of the school community
- Do not harm the reputation of Ashmore State School or those within its community
- Do not upload video, audio or photographs of any member of the Ashmore State School community (student, parents or staff) without seeking and gaining appropriate permission.
- Do not upload any video or photographs of any student where they can be identified as a Ashmore State School student by their uniform or any other means.

Parents are to adhere to the following guidelines:

- Consult with and report concerns to the eSafety Commissioner prior to reporting it to the school

- When reporting inappropriate use of social media outside of school parents are required to follow the Communication at Ashmore State School.
- Support decisions made by the school based on the above guidelines for students using social media to maintain appropriate behaviour and wellbeing

**Ashmore State School - Cyberbullying response flowchart for school staff**



## 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**

Ashmore 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 Ashmore 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 more severe punishments such as suspension or exclusion from school.

**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.

# Restrictive Practices

School staff at Ashmore 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.

The Queensland Department of Education's Restrictive practices procedure applies to all state educational institutions and defines restrictive practices as:

**Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student.**

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 Incidences

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.

**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.

# Government Related Legislation, Procedures and Resources

Below are a range of government and departmental legislations, procedures and resources that guide educators in providing a safe and positive learning environment.

## Related Legislation

- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Criminal Code Act 1995*
- *Anti-Discrimination Amendment Act 2001*
- *Commission for Children and Young People and Child 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*

## Related Departmental Procedures

- *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 Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions*
- *Use of ICT Systems and 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*
- *Temporary Removal of Student Property by School Staff*

# Conclusion

Ashmore 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 theyfeel 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.