Ashmore State School

Student
Code of Conduct

2021

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 2020-2

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Endorsement

Principal Name:	Mrs Karen Brown
Principal Signature:	
Date:	

P&C President Name:	Mr Ron Odle
P&C Signature:	
Date:	

School Council Representative:	Mrs Melanie Chant
School Council Representative Signature:	
Date:	

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Purpose

Ashmore State School is committed to ensuring that all students have a right to receive a quality education. Ashmore State School is committed to achieving the best possible educational outcomes for all students. Education Queensland's Student Code of Conduct has provided the framework for Ashmore State School's Student Code of Conduct. The framework defines the responsibilities that all members of the school community are expected to uphold, and recognises the significance of appropriate and meaningful relationships across the school community. Specific to the cultural context of the Ashmore School community are certain rights, responsibilities, values and standards that all students, parents and staff need to abide. This is to ensure that all students reach their full academic, social, emotional and behavioural potential. The aim of our Student Code of Conduct is to develop a comprehensive policy and practice that meets the needs of all members of the school community. The document is eclectic in composition, and combines the policies and procedures developed by the Department of Education and Ashmore State School respectively to promote a positive learning environment.

Ashmore State School acknowledges that students, teachers and parents/caregivers form a partnership in all educational processes including that of student management. The Student Code of Conduct is designed to facilitate high standards of behaviour, values, rights and responsibilities so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Whole School Approach to Discipline

Ashmore State School Behaviour Management

In order to create a supportive school environment that fosters responsible self-management of behaviour, we need to consider both the individual and collective needs of students. At Ashmore State School, in order to encourage appropriate standards of behaviour in line with Ashmore State School values, we have incorporated:

- a positive whole school culture where the entire school community works collaboratively
- effective learning and teaching practices that encompass our school's moral purpose
- a relevant, engaging and inclusive curriculum that reflects an appreciation of diverse abilities, views, opinions, values and beliefs, and culture
- positive, preventative and educative responses at a whole school and classroom level that are based on a consistent approach with a shared understanding of students, staff and school members rights and responsibilities.
- skilful and appropriate consequential interventions that aim to guide students towards making more positive behavioural choices
- retrieval and responsive interventions that provide students and the community with an opportunity for reflection upon their behaviours and a means to return to more positive behaviours

Our values have been expanded to outline the rights and responsibilities for students and the entire school community.

	RIGHTS	RESPONSIBILITES
Students	• To be safe. • To be given the opportunity to learn without disruptions • To be treated with respect, courtesy and consideration. • To be given information and skills to develop responsibility and independence. • To be treated equitably regardless of race, religion, ability and gender.	• To behave in a safe and responsible way. • To be prepared for learning. • Ensure the learning environment is free from disruptive behaviours. • To treat others with respect, courtesy and consideration. • To accept logical consequences for all behaviours, both positive and negative. • To follow school rules and demonstrate school values
Parents/ Carers	• To be treated with respect, courtesy and consideration. • To be considered as an important member of the school community. • To be welcomed as a valuable member of the school community and contribute to the school. • To expect quality education for their students. • To expect their student to be safe at school.	• To treat members of the school community with respect, courtesy and consideration. • To encourage and motivate students to become independent and responsible learners. • To provide the necessary resources for students to take part in all school activities. • To model and reinforce a positive attitude towards school. • To follow the Ashmore State School Communication Protocols when expressing concerns. • To accept, support and adhere to the Ashmore State School Student Code of Conduct.
Staff	• To be treated with respect, courtesy and consideration. • To be respected as professionals in the education of students. • To expect students to be prepared and ready for work. • To teach in a supportive and caring environment. • To work in a healthy and safe environment.	• To treat others with respect, courtesy and consideration. • To maintain open and timely communication with parents/caregivers. • To encourage and motivate students to become independent and responsible learners. • To engender confidence in students to achieve to their potential. • To be consistent in implementation of school procedures, standards and consequences of behaviour. • To model and reinforce a positive attitude towards the school and the Ashmore State School values. • To report to administration any reportable offences (per Child Protection Act 1999).

Ashmore Values

Ashmore State School has developed a set of values that include behavioural expectations. These values are communicated to students in order to support them to meet high standards of conduct. These values cover all aspects of school life, in and out of the classroom. The Ashmore Values stand for:

Acceptance - diversity and inclusiveness: Effective relationships and learning are based on reasoning, valuing and including all people considering different backgrounds, abilities, experiences, beliefs and practices. Students at Ashmore State School are considerate, accepting and fair.

Self-Discipline and professionalism: All personnel are committed to the highest standards of accountability and performance. Students at Ashmore State School are organised and on time.

Honesty: We believe positive relationships are built on honesty, sincerity and trust. Our school community seeks to be genuine, trustworthy and humble in all interactions. Students at Ashmore State School are truthful, generous, sincere, trustworthy and honest.

Manners: At Ashmore we are considerate and kind to others. We listen to other people's ideas and feelings. Students at Ashmore State School are considerate, compassionate and active listeners.

Opportunity, innovation and creativity: Our school's approach is based on a desire to foster and create safe environments that support innovative and creative practice and outcomes for all participants. Students at Ashmore State School are leaders, set goals, aim to make a difference and care for others.

Respect: We believe in treating all people with respect and dignity. Students at Ashmore State School are responsible, positive, respectful, accountable and problem solvers.

Excellence: At Ashmore State School we support the pursuit of excellence which is driven by adopting a shared responsibility model that values self-discipline and self-management. Students at Ashmore State School are helpful, lifelong learners, strive to achieve and wear their uniform with pride.

Acceptance	Self-Discipline	Honesty	Manners
• I am considerate • I include and accept people from different cultures, genders, backgrounds and beliefs • I treat everyone fairly	• I am organised • I am on time • I have good time management skills	• I am truthful • I am generous • I am sincere • I am trustworthy • I am humble • I am honest	• I am considerate • I display care and compassion towards others • I listen to what others have to say

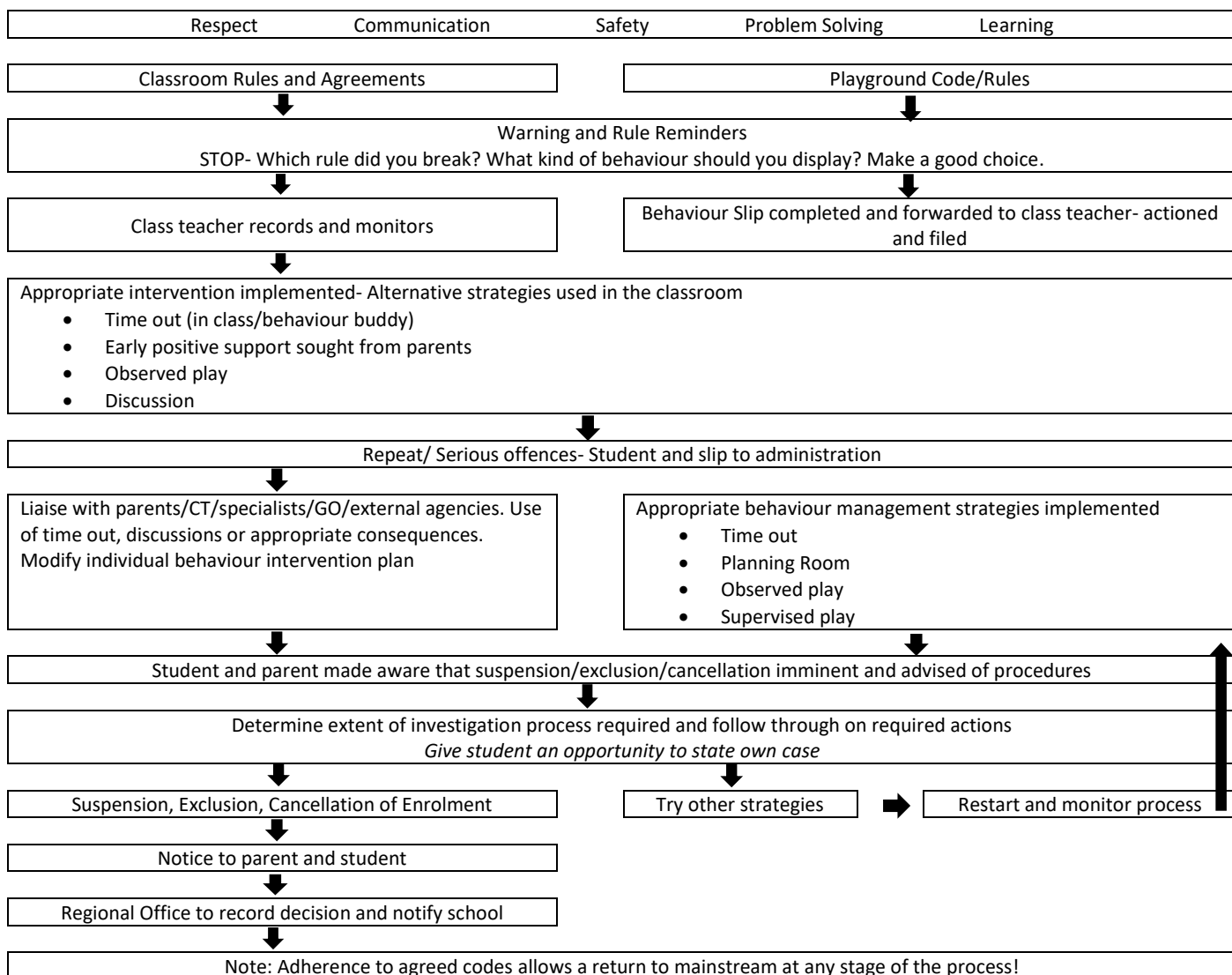| Opportunities	Respect	Excellence
• I am a leader • I set goals and plan ahead • I aim to make a difference in the world • I care for myself and others	• I am responsible • I am positive • I treat others with respect and dignity • I am accountable for my actions • I look for ways to solve problems	• I am a lifelong learner • I help others • I always strive to achieve • I take care of myself • I wear my uniform with pride

Consideration of Individual Circumstances

At Ashmore State School, the academic, social, behavioural, emotional, physical and cultural needs of students are considered when structuring and delivering all learning experiences. From an academic perspective, this is achieved through teaching to individual abilities and utilising strengths from which others can learn, altering pedagogies for gender, disability and cultural needs, utilising specialists to inform curriculum planning (e.g. Inclusion Team, English as a Second Language, Advisory Visiting Teachers for students with disabilities, Support Teacher – Learning Difficulties, etc.) and making curriculum modification to target individual student needs.

Responses to inappropriate behaviour are also flexible in that consideration is given to the particular situation, context, preceding events, and individual student circumstances, the actions of the student, and the needs and rights of the school community. This is evident in practice as consequential responses are decided upon after discussions, case conferencing and by utilising a restorative practice framework rather than just implementing a punitive measure. Moreover, all parties involved become active participants in behaviour intervention, rather than just passive recipients.

Ashmore State School Behaviour Flowchart

This flow chart outlines the processes Ashmore State School follow to modify the behaviour of students that does not meet expectations. Responses to students' inappropriate behaviours are based on the severity of the behaviour and aligned with Ashmore State School's five general rules. As the severity and/or frequency of behaviour increases so do the consequences and level of intervention, support and people involved. The following examples are indicative but not exhaustive.

Respect	Communication	Safety	Problem Solving	Learning

Classroom Rules and Agreements	Playground Code/Rules

Warning and Rule Reminders
STOP- Which rule did you break? What kind of behaviour should you display? Make a good choice.

Class teacher records and monitors	Behaviour Slip completed and forwarded to class teacher- actioned and filed

Appropriate intervention implemented- Alternative strategies used in the classroom
- Time out (in class/behaviour buddy)
- Early positive support sought from parents
- Observed play
- Discussion

Repeat/ Serious offences- Student and slip to administration

Liaise with parents/CT/specialists/GO/external agencies. Use of time out, discussions or appropriate consequences. Modify individual behaviour intervention plan	Appropriate behaviour management strategies implemented - Time out - Planning Room - Observed play - Supervised play

Student and parent made aware that suspension/exclusion/cancellation imminent and advised of procedures

Determine extent of investigation process required and follow through on required actions
Give student an opportunity to state own case

Suspension, Exclusion, Cancellation of Enrolment	Try other strategies ➡ Restart and monitor process

Notice to parent and student

Regional Office to record decision and notify school

Note: Adherence to agreed codes allows a return to mainstream at any stage of the process!

Inappropriate Behaviours	Possible Consequences
Low level	
Unprepared for learning Late to class Failure to adhere to the Student Dress Code Off task / non-completion of class work Behaviours that interrupt learning Not following the rules of the game Leaving class without permission Verbal put-downs Inappropriate use of social media (as per Ashmore SS Social Media policy)	Restorative strategies (repairing relationships and seeking forgiveness) Parents informed Time out in classroom Time out of play Student Behaviour Tracking Sheet Referral to Planning Room Request to comply Supervised learning opportunities
Medium Level / persistent low level	
Student disrespect of a staff member/adult/student Failure to follow instructions Failure to complete formal lunchtime supervision Violation of Computer Use Agreement Swearing at other students, staff member/adult Repetitive or multiple low level behaviours Verbal aggression Physical aggression Failure to follow safe play procedures Inappropriate use of social media (as per Ashmore SS Social Media policy)	Any Low Level consequence plus/or: Referral to Administration Referral to SST (Student Support Team) Time out in Buddy Classroom Parent interview Individual Behaviour Contract Behaviour Management Plan Attendance monitoring Internal suspension Removal of computer access privileges External suspension (1 to 5 days) *N.B. The school will provide access to an education program for students externally suspended for 1 to 20 days*
High Level / persistent medium level	
Theft Truancy Weapons – possession / threat of use / use Encouragement of unauthorised persons to enter the school grounds Gross insubordination / disobedience Gross misconduct – either at school, representing the school or travelling to or from school Behaviour prejudicial to the good order and management of the school Vandalism Fighting Smoking at school / in school uniform Physical assault Bullying Illegal substances i.e. drugs, alcohol Major harassment / sexual harassment Inappropriate use of social media (as per Ashmore SS Social Media policy)	Any low/medium level consequence plus/or Referral to Deputy / Principal Behaviour Monitoring Sheet Referral to SST (Student Support Team) Parental involvement Police involvement Referral to Annex (under 15 years) Referral to Alternate Learning Centre (e.g PLC) External Suspension (1 to 20 days) External Suspension with a Recommendation to exclude Behaviour Improvement Condition (BIC) Physical restraint *N.B. The school will provide access to an education program for students externally suspended for 1 to 20 days.* *For 6 – 20 day suspensions, the school will appoint a case manager.* *The Principal considers exclusions only if suspension is inadequate to deal with the student's disobedience, misbehaviour, conduct or risk. The Principal decides whether to exclude or not exclude, within 20 school days after giving the student the proposed exclusion notice.*

WHOLE SCHOOL BEHAVIOUR SUPPORT

All students need education and problem solving skills.

Proactive School Processes
- Positive whole school culture
- Self-Managed Learners
- Relationship building focus
- Star Awards
- Lunch-time games groups and programs
- Targeted small group counselling
- Peacemakers Program
- Specialist lessons and support
- Student Voice
- Playground expectations
- Extracurricular activities
- Sports Behaviour Codes
- Planning Room support and intervention- Self-referral
- School Buddies (E.g. Yr6- Prep)

Proactive Classroom Processes
- Use of productive pedagogies
- Engaging & Inclusive curriculum
- Common Language: A, B, C, D type behaviour
- School values clearly displayed
- Appropriate consequential procedures explained and consistently applied
- Individual/small group and whole class reward systems
- Behaviour management guide (faces system for P-2, inverted triangle for Yr3-6)

TARGETED BEHAVIOUR SUPPORT

Some students need responsive support.

School and Classroom Intervention Strategies
- Face/inverted triangle behaviour system all students start on blue positive behaviour moves up negative behaviour moves down.
- Time out in the classroom/another classroom
- Star Awards, Gold Awards and Apricot Behaviour Incident Slips
- Withdrawal of play sessions
- Restricted and supervised play
- Parent/teacher interviews
- Communication or Achievement and Behaviour Plans
- Chaplaincy Programs
- Planning Room-Creating an action plan
- Discussions
- Gifted and talented programs
- Breakfast Program
- Contracts

INTENSIVE BEHAVIOUR SUPPORT

Fewer students need intensive support.

- Observed/restricted/supervised play
- Case conferences
- Logical consequences
- Time out in the office/withdrawal
- Specialist intervention and support:
  - Guidance officer, Advisory Visiting Teachers, Inclusive Education Team, Chaplaincy etc.
- Individual Self-Management Plans
- Referral to Outside Agencies
- Restorative Practices
- Suspensions

External Support Systems

A range of support mechanisms and personnel are available at Ashmore State School, our region and external to the Department of Education, Training and Employment (DETE). These include:

- Playground management plans for specific students and access to the 'Pathways' building for structured play
- A planning room, monitored by teachers, operated at lunchtime on a daily basis to support students who required assistance in self- regulation. Students can self-refer to resolve conflicts with others. Parents are informed by letter when their child attended the planning room.
- Trained student Peacemakers helped mediate in the playground.

Community programs that support our students and families as required include*:*

- Smith Family Learning Club
- SPARK Reading Program
- Chaplaincy
- Story Dogs
- Student to Student Reading Programme Smith Family
- Community Health Pathway to external support agencies
- Solid pathways
- Kalwun
- Multicultural Communities Council, Gold Coast
- Interagency Collaborative Family Support Panel
- Education Queensland International and International Families and Visitors
- Playgroup and Pre-Prep
- Family Liaison Officer
- 3Bs Early Years Neighbourhood Network
- Men's Shed
- Gold Coast City Council
- Local High Schools (Keebra Park State High, Benowa State High and Queensland Academies)

Ashmore State School Wellbeing Framework

Ashmore State School Wellbeing Framework Overview

The Department of Education released a Student Learning and Wellbeing Framework in 2019 for all state schools to adopt and adapt to their learning environment. Wellbeing is commonly defined by the World Health Organisation (2014) as "a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community".

Ashmore's Wellbeing Framework is based on Education Queensland's *Student Learning and Wellbeing Framework* and informed by *Social and Emotional Learning (SEL)*, *Personal and Emotional Capabilities* and the *PERMA Model (Positive Psychology)*. As a major part of the Wellbeing Framework, Ashmore State School has adopted the 'Smiling Mind' program to support the development of healthy minds, engaging classrooms and equipping young people with skills they need to thrive in the world.

The 'Smiling Mind' program has a sequenced curriculum that explores 20 key topics across Prep to Year 6 in a developmentally appropriate manner. The topics are designed to support the development of positive mental health and wellbeing, social and emotional learning skills and support learning and engagement in the classroom.
The topics covered in the program include:

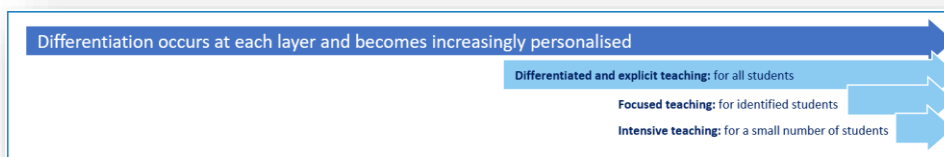|			
1.	Awareness	2.	Gratitude
3.	Attention	4.	Making Decisions
5.	The Senses	6.	Setting Goals
7.	Savouring	8.	Empathy
9.	Movement	10.	Acts of Kindness
11.	Recognising Emotions	12.	Positive Relationships
13.	Managing Emotions	14.	Positive Communication
15.	Self-Compassion	16.	A Curious Mind
17.	Optimism	18.	Growth Mindset
19.	Strengths	20.	Resilience

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 implement mindful meditation and specific Smiling Mind strategies to support student's knowledge and understanding of expected and appropriate behaviours. Teachers implement the Smiling Mind lessons as sequenced across the school to support the specific focus of various strengths across each school year. As part of the differentiated approach to behaviour, class teachers respond to data and day-to-day monitoring to indicate the behavioural needs of students within their classrooms. 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.

The Ashmore Values are also part of the differentiated approach to behaviour as they are often the focus point of explicit teaching in response to commonly observed behaviours. The Ashmore Values is a common set of language across the school context and is used to ensure students are upholding the values and behaving in accordance to the Ashmore way.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation. Explicit teaching of appropriate behaviours and implementing strategies to support students to make positive choices follow a tiered approach, differentiated and explicit, focussed and intensive teaching.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Focussed 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.

Ashmore State School's Chaplain provides focussed teaching to groups of student identified by the Deputy Principals and Class Teachers. The programs that the Chaplain bases the group work on are *Meeting in the Middle* and *Rock and Water*. These programs support students to understand the impact of their behaviours and provides strategies to make positive choices so that they are behaving appropriately within the school context and the wider community.

As part of the focussed teaching of behaviour, Ashmore State School's Inclusive Education Team provides one-on-one support to students that require assistance and consistent support to regulate their behaviours. In addition to this, the Inclusive Education Team conduct Social Skills groups weekly to further enhance students social, emotional and physical understanding of the impact of their actions on themselves and their peers.

Intensive Teaching

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

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

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

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

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary/feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- 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)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Planning Room

Focussed

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 • Planning Room • Behavioural Plan (general and/or playground) • Inclusive Education Team and/or Guidance Office support	• Self-monitoring plan • Check in Check Out strategy • Teacher coaching and debriefing • Referral to SET for possible targeted intervention (e.g. Rock and Water or Meeting in the Middle) • Stakeholder meeting with parents and external agencies • Explicit Smiling Mind concept lessons

Intensive

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) • Long term suspension (up to 20 school days)	• Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school) • Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently) • Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

At 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.

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 schools 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 will 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. Students will complete the Re-entry to School Plan (Appendix A) prior to returning to their classroom. This reinforces the expected behaviour and sets a behaviour goal for the student.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)

- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

Ashmore State School Policies and Procedures

Within this section, Ashmore State School policies and procedures will be outlined to inform all community members of the schools expectations, acceptable and unacceptable behaviour or use in regards to specific topics. All school policies and procedures align to the Department of Education's requirements, they are contextualised to suit the context and environment of Ashmore State School. Below is a summary of the policies and procedures.

Acceptable use of ICT Services, Facilities and Devices by Students

Students use ICT as an integral part of their learning and to equip them to live and work successfully in the digital world. In the Prep to Year 10 Australian Curriculum in all learning areas, students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

School Internet & Device Usage

Responsibilities for using the school's ICT facilities and devices

- Students must follow all teacher instructions regarding the use and activities on all electronic devices.
- Students must respect all school equipment, resources and devices. They are to treat them with the utmost care.
- When using the Internet at school, students will only access appropriate information that is relevant to the work being completed.
- When using email or creating content for online spaces related to school, students will behave in an appropriate
- Students will work in an ethical, responsible and polite manner whether they are at school or home using digital devices
- When using the Internet at school, and if, in the unlikely circumstance that a student comes across any socially unacceptable material, they must immediately notify the supervising teacher.
- Students must always respect password privacy. It is very important for students to keep their login passwords private. At no time is a student to login to another student's account, and to do so is in serious breach of the Code of Conduct.
- Cyber bullying is an extremely serious matter and will not be tolerated. Students must not use a school's device, their own device/email or any online spaces to bully or defame another individual or group, either at school or outside of school. Any incident will be dealt with by the school principals in partnership with the parents of the student involved.
- No student is to upload or share any photographs or videos taken during school hours or in school uniform to any social media platform. This includes, but is not limited to, platforms such as Facebook, Instagram, YouTube, Twitter. It should be noted that most social media platforms are rated for ages 13+

Student Owned Device Process

- Mobile Phones, Smart Watches, iPads and other electronic/digital equipment, for example digital games, are **not** permitted, and therefore must not be brought to school.
- On arrival at school, any Mobile Phones, Smart Watches, iPads or other electronic/digital devices must be handed into the office every morning before the first bell and collected at the end of the school day. They must be inside a labelled clear zip bag.
- Students must display courtesy, consideration and respect for others whenever they use a mobile telephone.
- Mobile telephones, Smart Watches, iPads or other electronic/digital devices are not to be used in any manner or place that is disruptive to the normal routine of the school.
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms, toilets or anywhere inside the school boundary.
- Mobile telephones, Smart Watches and other electronic/digital devices are brought to school at their owner's risk. No liability is accepted by the school in the event of loss, theft or damage to any device.
- Discipline sanctions will apply for students who breach this policy.

Unacceptable/inappropriate use/behaviour by a student

The Department of Education deems it is unacceptable for students while at school to:

- Use a mobile device in an unlawful manner
- Download, distribute or publish offensive messages or pictures
- Use obscene, inflammatory, racist, discriminatory or derogatory language
- Use language and/or threats of violence that may amount to bullying and/or harassment, or stalking
- Insult, harass or attack others or use obscene or abusive language
- Deliberately waste printing and internet resources
- Damage computers, printers or network equipment
- Commit plagiarism or violate copyright laws
- Ignore teacher directions regarding the use of social media, online email and internet chat
- Send chain letters or spam email (junk mail)
- Share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- Knowingly download viruses or any other programs capable of breaching the department's network security
- Use in-phone cameras inappropriately, such as in change rooms or toilets
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- Use the mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- Take into or use mobile devices at exams or during class assessment unless expressly permitted by school employees.

Appropriate use of Social Media

Parents/carers are to be aware that many Social Media sites have age restrictions that do have implications for their primary aged children. Parents need to monitor their children's online social media activity, and read the terms and conditions of various Social Media sites and applications their children are interested in using. Parents need to be aware that many of them have age restrictions for their use (see below).

- Nearly all social media platforms or services require users to be at least 13 years of age to access and use these services.
- This includes Facebook, Snapchat, Twitter, Instagram, TikTok, Discord, and others.
- WhatsApp users need to be 16 years of age.
- YouTube users are required to be 13 or older to have their own account.

Within primary schools, no student should be accessing social media applications or sites unless they are specifically designed for children under 13 years of age. Generally, the 13-year age requirement is not necessarily because the site is unsafe for children to use but to comply with a US law — the Children's Online Privacy Protection Act of 1998 (COPPA), which prevents collection and storage of personal information from children under 13 years of age.

The eSafety Guide provides information for parents, staff and students on a number of online applications. The eSafety Commissioner website provides information for all ages and demographics and is to be consulted with.

Student Guidelines

When using Social Media, students are expected to ensure that they:

- Read and agree to the terms and conditions of various Social media sites as many of them have age restrictions for their use. Eg Facebook, Instagram and Gmail are *all restricted to those 13 years of age and above.*
- 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 (Appendix C)
- Support decisions made by the school based on the above guidelines for students using social media to maintain appropriate behaviour and wellbeing

Therefore, according to these guidelines, no student of Ashmore State School should have access to social media services.

Ashmore State School, Childnet International and the Office of the eSafety Commissioner recommends that it is better to wait until the required age to join any social media service.

Ashmore State School recommends that for the healthy development of relationships and community that the guidelines developed with regard to Social Media Services are adhered to by both students and parents.

Ashmore State School does not tolerate bullying in any way, shape or form. According to Bullying No Way! (2020) the national definition of bullying for Australian schools says:

Bullying is an 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen 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).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Communication and Partnerships

Preventing bullying at Ashmore State School is a high priority. Embedding consistent and reciprocal communication with parent/carers is essential. Ashmore State School's Communication Protocols (Appendix C) provides specific details about appropriate forms of communication and the channels for different communication. Building positive partnerships with parents/carers supports the prevention of bullying by having open lines of communication to express concerns and seek assistance and/or clarification from teachers. Positive partnerships between the school and parents support students to develop and progress through their educational during.
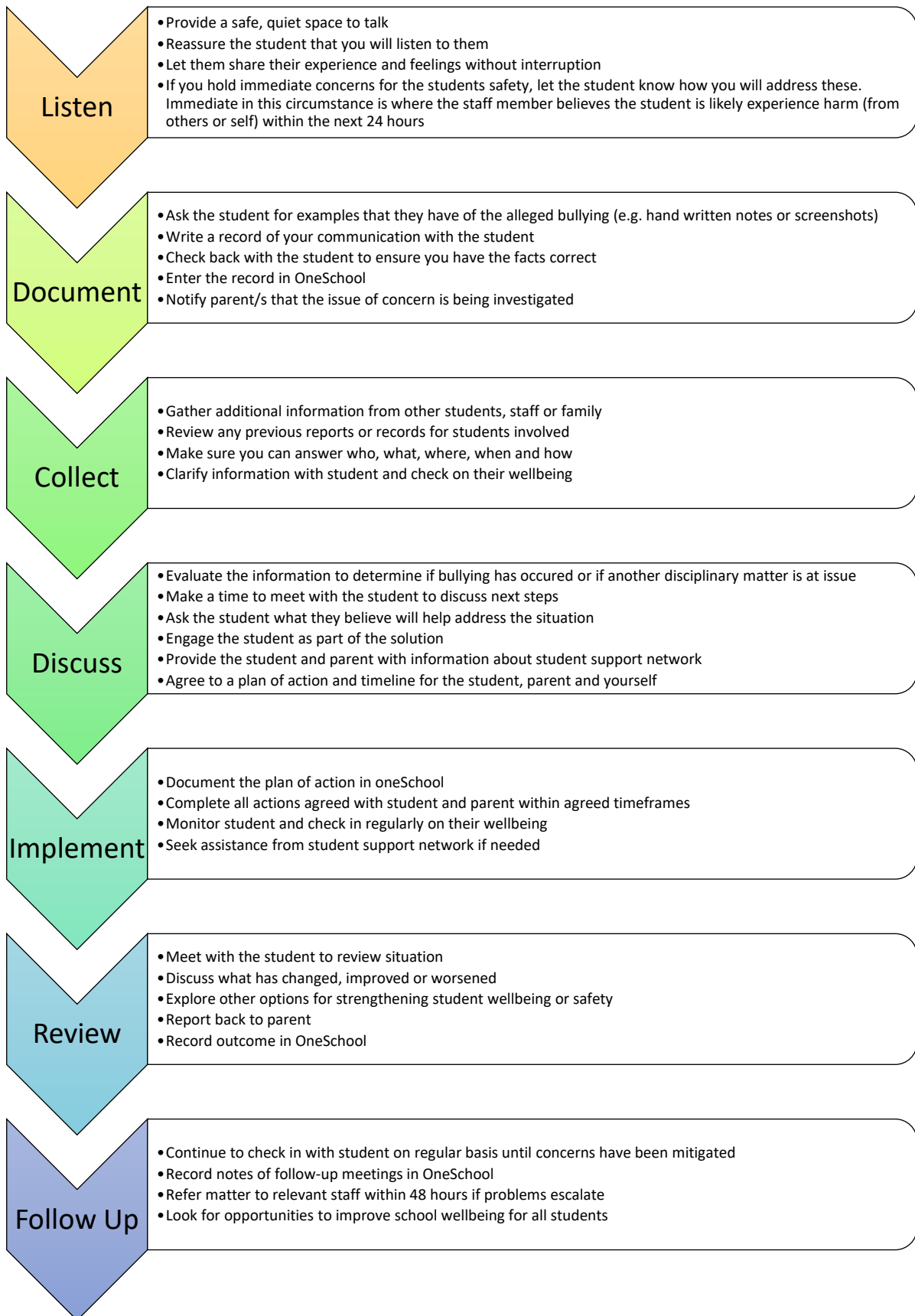
Smiling Mind

The Smiling Mind program supports the prevention of bullying as it embeds strategies that support students to be mindful and regulate themselves when feeling a range of different emotions. Refer to p.11 for more details on Smiling Mind.

Incident Details and Reporting

At a school level, accurate details of incidents and students reporting behaviours is essential in addressing inappropriate behaviours. Building students capacity and confidence to report inappropriate behaviours is an aspect that Smiling Mind program addresses through explicit instruction. In responding to bullying, staff at Ashmore State School follow a specific flowchart to ensure the reported incident/s are investigated and recorded in a consistent and formal manner. If necessary, students are referred through the SET process to receive support for their behaviours or to debrief with a staff member after an incident has occurred.

Ashmore State School- Responding to Bullying Flowchart

Below is a flowchart that outlines the steps Deputy Principals and Principal takes when investigating and responding to reports of bullying within the school community.

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 students safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely experience harm (from others or self) within the next 24 hours

Document
- Ask the student for examples that 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

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

Discuss
- Evaluate the information to determine if bullying has occured 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

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

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 outcome in OneSchool

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 relevant staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Behaviour Slip Procedures (Apricot Slip)

Ashmore State School's Behaviour Slip is often referred to as the 'Apricot Slip'. Apricot slips are in all classrooms and duty folders. They are to be completed if a major behaviour occurs that requires the student/s to be referred to the Office due to the severity. The Apricot slip allows staff members to record prior behaviour management strategies put in place to ensure that the correct process has been implemented and the student is not referred for a minor behaviour.

Below is an example of Ashmore State Schools Apricot Slip. It clearly outlines all the details that are needed to be completed to ensure Deputy Principals are able to successfully investigate the behaviour prior to implementing a consequence.

BEHAVIOUR INCIDENT REPORT			
Student Name:		**Class:**	
Person Reporting:		**Date:**	

Period	☐ Before School	☐ 1st Break	☐ 2nd Break
	☐ Morning Session	☐ Middle Session	☐ After School
	☐ 1st Break Eating	☐ 2nd Break Eating	☐ Afternoon Session
Location	☐ Classroom	☐ Hall	☐ Prep/1 Playground
	☐ Warrawee Mall	☐ Cotlew Mall	☐ Yangoora Mall
	☐ Netball Courts	☐ 2/3 Playground Area	☐ Oval
	☐ Library	☐ Pathways	☐ Other _____

Value Not upheld	☐ Acceptance	☐ Self-Discipline	☐ Honesty	☐ Manners
	☐ Opportunity	☐ Respect	☐ Excellence	

WITNESS DETAILS	
Staff	
Student/s	
Other	

Category (Admin Only)	☐ Minor (Low/Medium Level) ☐ Major (High Level) as per RBP
Incident Details	

Strategies

☐ Time out in Office	☐ Referred to G.O	☐ Time out in 'Time Out' classroom	☐ Conversation
☐ In-school suspension	☐ Pathways	☐ Designated play area	☐ Restorative justice
☐ External suspension	☐ Planning room	☐ TOOTS: Time Out On The Spot	☐ Time out in own classroom

Contact made with: Mother/Father/Carer	Date:
Staff Member:	Via:

Entered on to One School ☐	Signature:

Planning Room Procedures

As part of Ashmore State School's response to behaviour a consequence may be that a student is required to attend the Planning Room. The aim of the Planning Room is for students to take time out of there day to reflect on their behavioural choices and discussed strategies to implement to ensure the same or similar behaviour is avoided in the future. Teachers are rostered on as Planning Room supervisors if they have either an interest or expertise in the area of behaviour management. This is a supportive measure applied to build students capacities to understand, acknowledge and learn from their behaviour choices. Below is a step by step outline of what is required for a student to be referred to the Planning Room.

1. Behaviour Incident Report (Appendix D) completed by teacher on duty or teacher witnessing behaviour.
2. Student is brought to the Office after the incident.
3. Deputy Principal discusses incident with the student. Student remains in the Office until all details of the incident is obtained and other witnesses are spoken to.
4. Deputy Principal refers the student to the Planning Room for the next first break.
5. Student completes a behaviour plan document aligned to Glasser's Choice Theory and Practice (Appendix E).
6. The completed behaviour plan document is filled at school, the letter is sent home to the parent/guardian detailing incident and planning room consequence.
7. Signed note needs to be returned to the office for filing the next day or the student receives one more Planning Room session the next day.
8. Parent/Care giver will be contacted by phone if the form is not submitted.

Planning Room occurs each first break (11:10am – 11:40am) every day of the week. Students can only be referred to the Planning Room by a Deputy Principal after the incident is investigated and the consequence deemed appropriate.

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
- the 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 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)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

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

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.

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. This focussed review will involve parents/guardians of the student/s involved to identify future measures to reduce the risk to the students themselves or others.

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

Critical Incidents

A critical incident that occurs at Ashmore State School will be dealt with in accordance to the schools management plans for such incidents. The Department of Education's definition of a critical incident is detailed within the Emergency and Critical Incident Management Policy.

Department of Education (2011) defines a Critical Incident as "An incident in which there is a high likelihood of traumatic effects. A critical incident evokes unusual or unexpectedly strong emotional reactions which have the potential to interfere with the ability of the individual, group or system to function either at the time or later. For example, an on-site accident causing death or serious injury, student or staff suicide, major vandalism, sexual assault at school, students lost or injured on an excursion or intruders on a school site who cause harm to people or damage property" (p.11).

All critical incidents require a formal Focussed Review to be completed after the fact to review the school/staff response and management plans in order to improve and justify that the actions taken were appropriate and necessary for the particular incident. A focussed review is generally used in response to a staff member requiring to use restrictive practices to maintain the safety of a student or other members of the school community but is not limited to this. A focussed review in response to restrictive practices being used is detailed below and can be altered and used for critical incidents define by the department.

If a restrictive practice has been used on a student, a member of the school's leadership team should conduct a Focused Review of the incident as soon as practicable (e.g. within five school days).

The objective of a Focused Review is not to assign or apportion blame. It aims to:
 a) consider the safety and wellbeing of everyone
 b) consider the use of a restrictive practice
 c) determine whether the use was appropriate in the circumstances, and
 d) develop other strategies to potentially respond better to the student's behaviour in the future.

As part of the Focused Review, the member of the school's leadership team should consult:
 a) the staff member(s) involved in the incident
 b) the student who was the subject of the restraint (if possible), and
 c) any other relevant persons (i.e. witnesses, parents of other students involved).

The school leadership team member must maintain a written record of a Focused Review and any actions taken as a result. Actions that a principal might take after a Focused Review might include:
 a) amending the Individual Student Safety Plan of the student who was the subject of the restrictive practice
 b) arranging training for staff members in positive behaviour support, de-escalation strategies and if necessary the use of restrictive practices.

For further materials on conducting a Focused Review, please see Guidelines and Standards for Focused Review.

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.
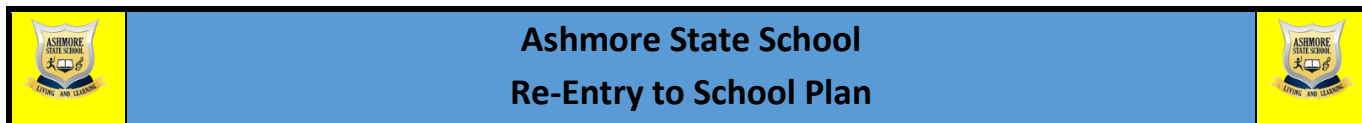
Related Legislation

- *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*

Appendixes

Appendix A- Re-Entry to School Plan

| | **Ashmore State School**
 Re-Entry to School Plan | |

Code of Behaviour
- All people have the right to be treated with respect therefore all people are responsible for demonstrating respect for each other.
- All people have the right that their property will be treated with care therefore all people are responsible for demonstrating care for property
- Students have the right to learn and teacher have the right to teach in a supportive school environment, therefore all people are responsible for ensuring that the environment is free from the impact of inappropriate behaviour.

Student Name: _____   **Class:** _____

Behaviour Plan

What I did to get suspended:
_____
_____

My actions affected:
_____
_____

My goals for the future:
_____
_____

My plan to achieve these goals is:
_____
_____

At school I need assistance from:	*At home* I need assistance from:
o Classroom Teacher	o Mother
o Deputy Principal	o Father
o Guidance Officer	o Grandparents
o School Chaplain	o Sibling
The type of support I need is:	The type of support I need is:
o Strategies on positive behaviour	o Time management strategies
o Mindfulness and wellbeing	o Emotional support
o Social Skills	o Debriefing
o Self-Regulation	o Confirmation and affirmations
o Other: _____	o Other: _____

I will know that I have succeeded if i:
_____
_____

Acknowledgement of actions

Student signature: _____   Parent/carer signature: _____   Date : _____

Deputy Principal : _____   Date : _____

	Ashmore State School **Student Mobile Phone Process**	

Students at Ashmore State School are permitted to bring their mobile phones onto the school campus, however, they are required to hand them into the office when they first enter the gates. Students are then to collect their mobile phones once they are released from class at 3:00pm or if they are leaving early.

Below is the process to ensure student's mobile phones are stored safely on the school premises and not with their owners during the school day.

1. Students present to the office when they first arrive at school and hand their phone to an office staff member
2. The student must place the phone inside a labelled clear zip bag
3. The phone is then stored in a container, also labelled with the students name until the end of the school day or when the student leaves school
4. When the mobile phone is collect students are required to say their name
5. Office staff then retrieve the students mobile phone by identifying it with the name on the clear zip bag to ensure it is being handed to the correct owner
6. Students are not permitted to use their mobile phone until they are of the school grounds

These measures are put in place to ensure the safety of personal belongings and limits the risk of mobile phones being used during a school day. Students may be required to wait patiently for the office staff to attend to them if they are otherwise occupied.

*Note: students are **not** to leave their phone on the bench and leave. Mobile phones are required to be handed over face to face.*
*Note: Students are **not** permitted to collect their friend's mobile phones. Only the owner is able to collect their device.*

Communication@
Ashmore State School

At Ashmore State School, we recognise the importance of close communication between home and school. Communication plays a key role in creating and fostering strong, positive relationships between the school and the home. Student learning is strengthened when staff and parents/carers are actively and positively communicating with one another.

Classroom Teacher

- Academic progress
- Student well-being
- Health matters
- Behaviour
- Feedback

Best form of communication with your teacher is via email, Seesaw App. or Communication Book

Administration

- Payment enquiries
- Enrolments
- Excursions & incursions
- Camps
- Student Resource Scheme

- Absences (QParents or absentee line on 07 5656 1333)
- General enquiries

Email: admin@ashmoress.eq.edu.au
Phone: 07 5656 1333

Deputy Principals

Pre-Prep, Prep and Year 1 – **Leigh Josey** ljose3@eq.edu.au

Year 2, 3 and 4 – **Leisa Wells** lwell102@eq.edu.au

Year 5 and 6 – **Regan Veivers** rveiv2@eq.edu.au

Phone: 07 56561333

P&C
Parents & Citizens Association

- Tuckshop
- Uniforms
- Booklists/book packs

Online ordering via Flexischools app

P&C Operations: Simone Hellsten
Family Liaison Officer: Tamara Hellwig
thell28@eq.edu.au
General enquiries Phone: 07 5656 1367
or email: pandc@ashmoress.eq.edu.au

OSHC
Outside School Hours Care

Before and after school care; vacation care

Director – Angela Kirkwood
Email ashmoreoshc@outlook.com
Phone: 07 5597 5885 or 0484 001 755

Guiding questions that parents/carers may find useful when communicating with staff:

1. What happened?
2. What is the school process/protocol/philosophy on….?
3. How can we work together for …'s learning?

Together we can make a difference.

Appendix D- Behaviour Incident Report

<table>
<tr><td colspan="6" align="center">BEHAVIOUR INCIDENT REPORT</td></tr>
<tr><td colspan="4">Student Name:</td><td colspan="2">Class:</td></tr>
<tr><td colspan="4">Person Reporting:</td><td colspan="2">Date:</td></tr>
</table>

Period	☐ Before School	☐ 1st Break	☐ 2nd Break
	☐ Morning Session	☐ Middle Session	☐ After School
	☐ 1st Break Eating	☐ 2nd Break Eating	☐ Afternoon Session

Location	☐ Classroom	☐ Hall	☐ Prep/1 Playground
	☐ Warrawee Mall	☐ Cotlew Mall	☐ Yangoora Mall
	☐ Netball Courts	☐ 2/3 Playground Area	☐ Oval
	☐ Library	☐ Pathways	☐ Other _____

Value Not upheld	☐ Acceptance	☐ Self-Discipline	☐ Honesty	☐ Manners
	☐ Opportunity	☐ Respect	☐ Excellence	

WITNESS DETAILS

Staff	
Student/s	
Other	

Category (Admin Only)   ☐ Minor (Low/Medium Level)   ☐ Major (High Level) as per RBP

Incident Details

Strategies

☐ Time out in Office	☐ Referred to G.O	☐ Time out in 'Time Out' classroom	☐ Conversation
☐ In-school suspension	☐ Pathways	☐ Designated play area	☐ Restorative justice
☐ External suspension	☐ Planning room	☐ TOOTS: Time Out On The Spot	☐ Time out in own classroom

Contact made with: Mother/Father/Carer	Date:
Staff Member:	Via:

Entered on to One School ☐	Signature:

Ashmore State School

Student Planning Room Report

Name: _____

Class: _____

Date: _____

What I did:

_____

_____

What I plan to do:

_____

_____

_____

_____ _____ _____   _____
Planning Room Teacher   Student

Ashmore State School

Phone: (07) 5656 1333   Fax (07) 5656 1300
Principal: Mrs Margaret James
Deputy Principal: Ms Maree Haycock
Deputy Principal: Mrs Leigh Josey
Deputy Principal: Mrs Sharie Callum
Business Services Manager: Mrs Peta Donoghue

Planning Room report

Child's Name: _____

Class: _____

Date: _____

Dear Parents/Carers

Your child attended the Planning Room today because:

_____

_____

_____

_____

During your child's visit to the Planning Room, the teacher on duty has discussed the incident with him/her and has assisted your child in planning for improved behaviour choices.

Yours sincerely

Margaret James   _____
Principal   Classroom Teacher

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Please return this slip to school confirming that you have received this report.

I have discussed this incident with my child.

Yours sincerely

Parent/Carer: _____   Date: _____

Child's name: _____   Class: _____

Social Media

Social networking sites: are websites that allow you to create a personal profile about yourself and then chat and share information with others such as family and friends.

Video, audio and photo sharing websites: are sites that allow you to upload and share videos, sounds and photos which can be viewed/heard by web users the world over e.g., Flickr, YouTube, iTunes U, Vimeo, SoundCloud

Blog: A blog (short for web log) is a kind of online diary, where you regularly post about your life, your passions, business, news or other interests. It is a way of having your own space in the virtual world e.g., WordPress, Blogger

Microblogging apps: are websites that post micro-blog like posts to announce what you are currently doing e.g., Twitter, Tumblr

Location-based apps: (also known as Geolocation) are applications with the capability to detect and record where you and other people are located

Wikis: are websites where users create, edit and share information about a particular subject or topic eg, Wikipedia, Wikispaces

Online gaming: are games played over some form of computer network and are often based around a community of users eg, Steam

News aggregation: news aggregators provide a list of the latest news stories published by users from a range of different web sites e.g., Digg

Ning: an online platform for people and organisations to create custom social networks around specific interests. Ning offers the ability to create an invited closed community website with a customised appearance and feel, feature sets such as forums, blogs, photos, and videos

Forums or message boards: are online discussion sites where people can hold conversations in the form of posted messages

Online multiplayer gaming platforms: are multiplayer video games which are capable of supporting hundreds or thousands of players simultaneously and usually feature at least one persistent world (e.g. World of Warcraft).