

# Aspley East State School

## Student Code of Conduct

### 2021 - 2024

#### School Purpose

#### Developing All Aspley East Learners

#### **Every student succeeding**

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

### Section 1: Purpose

Aspley East State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. The Aspley East State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school are prioritised, where all students are able to experience success and staff enjoy a safe workplace.

## Contact Information

Postal Address:  
Aspley East State School, 31  
Helena St, Aspley, Qld. 4034

Phone: 38672777

Email:  
info@aspleyeastss.eq.edu.au

School website address: [www.aspleyeastss.eq.edu.au](http://www.aspleyeastss.eq.edu.au)


Contact Person: Principal or Deputy Principals

## Endorsement


Principal Name:  
Mr Michael Sawbridge

Signature: 

Date: 10.2.2021.

P/C President  
Name: Justin Mercer  
Signature: 

10.2.2021

School Council Chair  
Name: Sam Zangara  
Signature: 

Date: 10.2.2021

## Contents

### Contents

Section 1: Purpose.....	2
Section 2: Principal's Foreword .....	5
Section 3: P and C Statement of Support .....	6
Section 4: School Captains' Statement .....	7
Section 5: Data Overview .....	8
Section 6: Consultation .....	9
Section 7: Review Statement .....	9
Section 8: Learning and Behaviour Statement.....	10
Section 9: Three-Tiered System of Support.....	12
Tiers.....	12
Prevention Description .....	12
Section 10: Student Wellbeing and Support Network .....	13
Section 11: Curriculum and Pedagogy .....	14
Section 12: Learning Environment .....	15
Section 13: Policies and Procedures. ....	16
Drug education .....	16
Specialised Health Needs.....	16
Medications .....	16
Section 14 Whole School Approach to Discipline .....	17
AESS Expected Behaviour Matrix.....	17
Section 15: Consideration of Individual Circumstances .....	19
Section 16: Differentiated and Explicit Teaching.....	19
Section 17: Focused Teaching.....	20
Section 18: Intensive Teaching .....	21
Section 19: Acknowledgement of Positive Behaviour .....	21
Section 20: Legislation .....	22
Section 21: Delegations .....	22

Differentiated .....	24
Focused .....	24
Intensive .....	25
School Disciplinary Absences .....	25
Section 24: Temporary Removal of Student Property .....	27
Responsibilities .....	28
Section 25: Use of Mobile Phones and Other Devices by Students .....	29
Responsibilities .....	30
Section 26: Preventing and responding to bullying .....	31
Bullying .....	32
Cyberbullying .....	33
Section 27: Appropriate Use of Social Media .....	34
Is it appropriate to comment or post about schools, staff or students? .....	35
Possible civil or criminal ramifications of online commentary .....	35
What about other people's privacy? .....	35
What if I encounter problem content? .....	35
Section 28: Restrictive Practices .....	36
Section 29: Critical Incidents .....	37
Section 30: Related Procedures, Resources and Guidelines .....	38
Section 31: Appendices .....	39
Appendix 1 Digital Citizens Contract .....	39
Part B – The schools' support for responsible and ethical use of technology .....	41

## Principal's Foreword

### Section 2: Principal's Foreword

Aspley East State School has a long and proud tradition of providing high quality education for a diverse group of students.

**We believe that strong, positive relationships between all members of our school are the foundation for supporting the success of all students. These relationships exist between students; between students and adults; and between adults.**

Aspley East State School is a large urban school featuring a strong community atmosphere, where the strengths and contributions of all individuals are valued. Students at Aspley East State School achieve strong academic results. We pride ourselves on the provision of education to students with diverse needs (particularly learners with a vision impairment) and a rich curriculum delivered through the innovative Aspley East Investigative Approach. This pedagogical framework encourages children to take ownership of their learning and gives voice to the students. We believe that when students are fully engaged in their learning, and have strong relationships with peers and adults, then they will feel truly connected to our school.

**Our school purpose at Aspley East State School is the development of all Aspley East Learners. We expect that The Aspley East Learner is able to demonstrate that they are a Collaborator, a Self-Manager, a Communicator, a Researcher and a Thinker. These are our Character Qualities and Competencies. Foundational Knowledge is developed through exposure to the Australian Curriculum.**

Teachers and support staff are dedicated to their work and are motivated and supported through strong professional teams. Aspley East State School has excellent facilities, which support a strong culture of learning.

We pride ourselves on our inclusive and supportive school environment. Students are taught to understand and demonstrate our five values (**Safety, Effort, Respect, Responsibility and Cooperation**) throughout their years of schooling with us. Parents are encouraged to be involved and to take up the opportunities we provide for them to learn about our programs and support children at home.

Michael Sawbridge

## P&C Statement of Support

### Section 3: P and C Statement of Support

As President of the Aspley East State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Leanne Smith and her team has ensured that parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Aspley East State School's Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide and we all have a role to play in combating this behaviour. It can have particularly devastating impacts on our young people. It is important that every parent and child of Aspley East State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying. The section later in this document that addresses Bullying and Cyberbullying provides an excellent starting point to understand how to approach the school about these types of problems.

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

Justin Mercer  
P&C President

## School Captains/Leaders Statement

### Section 4: School Captains' Statement

On behalf of the student body at Aspley East State School, we endorse the Student Code of Conduct for 2020. We have represented students through classroom consultation, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school leadership team and the Aspley East State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are firstly encouraged to talk with their class representative, and are also invited to approach any of us directly.

School Captain Name:

School Captain Signature:

Date:

School Captain Name:

School Captain Signature:

Date:

School Captain Name:

School Captain Signature:

Date:

School Captain Name:

School Captain Signature:

Date:



## Data Overview

### Section 5: Data Overview

#### SCHOOL OPINION SURVEY RESULTS, 2019 BEHAVIOUR OVERVIEW

##### Parent/Caregiver

		Total Agreement (%)
<b>S2002</b>	My child feels safe at this school	90.7
<b>S2008</b>	Teachers at this school treat students fairly	86.3
<b>S2012</b>	Student behaviour is well managed	83.6
<b>S2021</b>	Teachers at this school are interested in my child's wellbeing	91.9

##### Student

		Total Agreement (%)
<b>S2037</b>	I feel safe at my school	90.7
<b>S2041</b>	Teachers at my school treat students fairly	91.7
<b>S2044</b>	Student behaviour is well managed	81.5
<b>S2056</b>	I feel accepted by other students	85.3
<b>S2063</b>	My teachers care about me	98.1

##### Staff

		Total Agreement (%)
<b>S2070</b>	This school is a safe place in which to work	93.4
<b>S2073</b>	Students are treated fairly at this school	93.3
<b>S2074</b>	Student behaviour is well managed	78.3
<b>S3202</b>	My school has an inclusive culture where diversity is valued and respected	100.0



## Consultation

### Section 6: Consultation

The Aspley East State School (AESS) Student Code of Conduct was developed by a steering committee, led by the school's Deputy Principal. It comprised a cross-representation of staff:

- Classroom Teacher – Prep (school's Staff Wellbeing Champion)
- Classroom Teacher/ Year Level Leader – Year 5
- Classroom Teacher - Year 3 (trained in PBL and classroom profiling at previous school)
- Classroom Teacher - Year 5/6 (responsible for the school's Reflection Room)
- Support Teacher – upper school (author of the school's Social Skills Program)
- Specialist Teacher – Physical Education
- Education Assistant – classroom and First Aid
- Principal

School staff were involved in two workshops, which gathered information concerning their personal and group values. Staff also analysed scenarios and how they related to the School's five values.

Parents were surveyed via Survey Monkey with over 200 responses received. A rich variety of information and feedback were gained and will be incorporated into future practice where possible.

Students contributed via focus questions discussed at class meetings.

Throughout development of the new Student Code of Conduct, parents have been kept updated via the school newsletter, P&C meetings and School Council.

Staff have been updated via staff meetings and regular staff communications.

Classroom teachers will teach children about the expectations outlined in this document. They will discuss behaviour expectations and teach them explicitly. Assemblies will be a forum for school leaders to reinforce the expectations in this document.

## Review Statement

### Section 7: Review Statement

The Aspley East State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Learning and Behaviour Statement

### Section 8: Learning and Behaviour Statement

Aspley East State School believes that positive learning behaviours are skills that need to be taught to all students. We value the rich and diverse social environments of our families and acknowledge that each child arrives at our school with their own individual behaviours. To ensure consistency and fairness for all students, our Aspley East Learners develop skills and understanding in how to behave at school, in a culture that promotes learning. Like any other aspect of the curriculum, we understand that not all students will experience behavioural development at the same rate, or in the same way. We employ a differentiated model to ensure each student can achieve success. AESS has high expectations of all students.

Evidence-based research, international best practice and local knowledge informs the teaching and management of behaviour at AESS. The foundation for our whole-school approach to behaviour are our agreed school values:

**Responsibility**  
**Effort**  
**Respect**  
**Cooperation**  
**Safety**

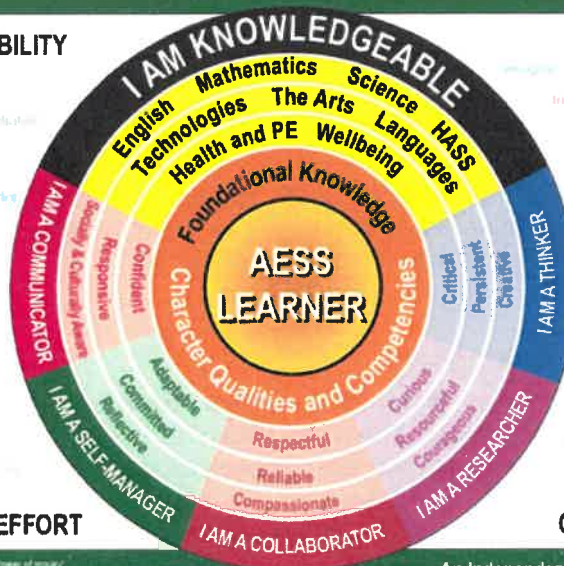
Aspley East State School has developed the Aspley East Investigative Approach as its pedagogical framework. This approach supports us to develop our Aspley East Learners. The five school values support students to demonstrate the core competencies and capabilities of the Aspley East Learner.



# ASPLEY EAST STATE SCHOOL

## SELF-RESPONSIBILITY

Accountable, resilient, Ethical  
responsibility, respect, tolerance  
Flexible, Ready to change  
Focus, Engagement, Working  
Focus, Confidence, Safety  
Responsible, Responsible  
Action, planning, Auditing  
Analysis, Understanding  
Continuous, Participative  
Continual Improvement  
Learning, Learning, Productivity



## SAFETY

Resilient, Understanding, Ethical  
Try, will, Working, Risk Taking  
Work, Work, Analysis  
Life Long Learning, Work  
Contributing, Success  
Confidence, Adaptability  
Learning, Learning  
Responsible, Learning  
Work, Work, Learning  
Progressive, Learning  
Learning, Learning  
Learning, Learning, Learning  
Learning, Learning, Learning

## RESPECT

## EFFORT

## CO-OPERATION

Acknowledgement: K. Madsen (2015) 'The Power of Equity'

An Independent Public School

## Three-Tiered System of Support

### Section 9: Three-Tiered System of Support

Aspley East State School uses a three-tiered system of support as the foundation for our integrated approach to learning and behaviour. Our school staff match increasingly intensive interventions to the identified needs of individual students.

---

Tier	Prevention Description
------	------------------------

---

1

**All students** in the school receive clear teaching of the expected behaviours across all school settings. These are known as the universal expectations and help to set our learners up for success. These include:

- explicit teaching and modelling of appropriate behaviours across all school settings;
- providing refresher lessons and targeted recognition throughout the school year to consolidate student understanding of appropriate behaviour;
- utilising a range of strategies to acknowledge desired behaviours and promote positive culture;
- using consistent language which links student behaviour to school values and classroom rules;
- delivering engaging teaching and learning experiences; and
- developing strong and authentic relationships between staff and students.

---

2

Tier 2 provides additional support, instruction and feedback for **some students** to help them to engage effectively in learning. Targeted interventions support individual students to meet the universal expectations. The focus of Tier 2 is on staff intervening early to support students. Tier 2 supports may include:

- Early identification of students who are at risk;
- using positive and non-intrusive strategies to redirect students back to learning;
- identifying the function of misbehaviour and implementing proactive strategies to reduce/remove that behaviour;
- increasing rate of positive acknowledgement throughout the day;
- using data to monitor progress and inform decisions;
- developing a personalised Ready to Learn Plan, Personalised Learning Plan or visual behaviour communication chart;
- establishing positive lines of communication between school and home; and
- regular check-ins between the students and teacher.

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 and quality of instruction.

- 
- 3 Individual services and interventions are developed for a **few students** who require the most intensive support.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 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 Functional Behaviour Analysis - FBA) and should include strategies to:

- PREVENT problem behaviour;
- TEACH the student an acceptable replacement behaviour;
- REINFORCE the student's use of the replacement behaviour; and
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple, or brief, 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 thorough process for data collection and problem solving. A much smaller percentage of students may need an intensive FBA and a student support plan that is developed in conjunction with parents and external agencies. Tier 3 supports may also include a range of plans to support the student and articulate expectations to student, staff and family. These may include (but are not limited to) a Supported Ready to Learn Plan, Personalised Learning Plans, Individual Behaviour Support Plan, Emotional Regulation Plan, Risk Management Plan, Individual Student Safety Plan.

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 Network

### Section 10: Student Wellbeing and Support Network

Schools acknowledge the positive impact that the meaningful relationships between teachers and students have on academic and social outcomes. At AESS, we strive to build a positive school culture that supports emotional wellness and a productive work ethic. Positive attitudes and a consistent approach from staff are implemented and the students see the staff as approachable and reliable role models. Positive relationships with students are built using unconditional positive regard: accepting and supporting students regardless of what they say or do. A structured and regular routine helps all students, particularly those with learning or behaviour needs. The power and influence of teacher actions upon children's wellbeing and behaviour is recognised.

Students have a network of staff from whom they can seek support in order to maintain positive wellbeing. These include:

- Classroom Teacher
- Year Level Support Teacher
- Year Level Deputy Principal
- School Principal
- School Guidance Officer
- Head of Student Services
- School Chaplain
- Previous teachers
- Year Level Education Assistant/s (who refer on to other staff)

Our school also has a Student Support Group that meets regularly to discuss concerns about students' learning, behaviour or wellbeing raised by their teachers. Following this referral and discussion, further actions may be recommended, for school staff, family or external personnel.

The *Student Learning and Wellbeing Framework* supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the curriculum and pedagogy, learning environment, policies, procedures and partnerships for learning.

## Curriculum and Pedagogy

### Section 11: Curriculum and Pedagogy

The Department of Education states that every Queensland student has the right to a quality education that best prepares them for their future. AESS strives to deliver a quality academic curriculum for every Aspley East Learner (AEL). We endeavour to develop future citizens that have the skills and knowledge required for them to be active, informed and productive individuals in a 21st century society. These qualities, competencies and values are recognised by AESS teaching staff as being essential to learner development. They are drawn from extensive research into personalised learning. The Aspley East Learner Framework encapsulates the character qualities and competencies of being a Communicator, Self-Manager, Collaborator, Researcher and Thinker. To do this as a collective we must have a consistent pedagogy that includes core elements that are evident in every Aspley East class.

The pedagogy implemented at AESS, known as the *Aspley East Investigative Approach*, is based on students' interests and encourages investigation. This allows students to work at their level and pace and facilitates a student-centred environment that supports engagement. Every day the class teacher works with **Focus Students**. By identifying **Focus Students**, the teacher is able to:

- develop a deeper connection with the student;
- build a strong relationship with each student; and
- understand where the student is socially, emotionally and academically

Schools build the foundations for knowledge, wellbeing and lifelong learning through the Australian Curriculum. At AESS, we also go a step further, not only linking our curriculum



expectations to the Personal and Social Capabilities (Australian Curriculum) but also linking both of these to our Aspley East Learner (AEL) competencies.

A school-wide Social and Emotional Teaching Program, specifically designed for AESS, is implemented in each class throughout the year, with supplementary lessons for students requiring a more individualised approach. The program is largely based on *The Zones of Regulation* and *Berry Street strategies* to help develop students' ability to identify and communicate their emotional state and readiness to learn. The term 'Ready to Learn' is not only spoken about on a daily basis in classrooms but its meaning is also explicitly taught. Our program encourages students to learn strategies to self-regulate their behaviour to match the expectations of the time and place. The strategies taught and practised include calming techniques (such as breathing and relaxation); cognitive strategies (such as growth mindset and mindfulness); and sensory supports (such as energiser breaks and the use of fidget tools).

The school-wide Social and Emotional Teaching Program also upholds and explicitly teaches the AESS values of respect, responsibility, effort, co-operation and safety.

In considering the individual needs of each student, we recognise that supporting mental wellness in students is of top priority. Programs such as 'Peaceful Kids', a mindfulness and positive psychology based program are active within the school.

Our school Chaplain also works with students to provide a listening ear, foster social skills, build friendship skills and increase their resilience.

Further, our school Guidance Officer, is skilled in providing strategies and supporting families to source support for student's mental health and wellbeing

## Learning Environment

### Section 12: Learning Environment

Each classroom at AESS has a dedicated space for children to implement strategies to regulate their behaviour if they are not in their 'Ready to Learn' zone. Inside classrooms, there are flexible seating options to cater to individual needs as well as furniture that supports fluid movement through the investigation areas. The environment outside and around classrooms has been designed to provide calm and tranquil spaces and also to engage and promote learning. Areas include the rainforest; the running creek; the vegetable garden; yarning circle; a sensory walk; and a fishpond.

Inclusion and tolerance are valued and celebrated at AESS. Awareness, education and respect is instilled through school events during Harmony Day, NAIDOC Week, and White Cane Day. The Early-Act club plays a significant role in organising events of this kind.

At AESS the Kidzone and Bigzone areas provide students with a safe, regulated space that is smaller, quieter and more predictable than the regular play areas, so they can have a relaxing and enjoyable break. Staff supervision helps these students to develop social and play skills so that they will eventually be able to play outside happily.



For an extremely small number of learners, building success for them may mean them varying their school attendance for full days for a period of time. This can be done by setting up a *Part Time Attendance Program*. This allows a student to attend for shorter days or fewer days in a week for a period of up to 10 weeks. The teacher provides work for the student to complete at home whilst they are not at school. Any extension to this 10-week period requires the permission of the Assistant Regional Director.

Similarly, a very small number of learners may access a Flexible Arrangement. This allows for part time school attendance where another provider works with the learner during the time they are not at Aspley East. Examples of this may be students who undertake subjects through Brisbane School of Distance Education or an Autism Queensland school site.

## Policies and Procedures

### Section 13: Policies and Procedures.

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

#### Drug education

AESS employs the Life Education Van to visit each alternative year to provide drug education to students.

#### Specialised Health Needs

AESS works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to an appropriate standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

#### Medications

AESS requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner. Some medical conditions require the child's GP or medical specialist to provide a medical action plan. AESS maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

## Whole School Approach to Discipline

### Section 14 Whole School Approach to Discipline

Aspley East State School uses a variety of positive behaviour supports to foster good discipline in the school. Our whole-school approach focuses on explicit teaching of the expected behaviour. Students are provided with group and individual feedback for positive choices related to our school values and the Aspley East Learner character competencies. Our Expected Behaviour Matrix outlines behaviour expectations related to each of our five school values across a variety of settings.

#### AESS Expected Behaviour Matrix

	Responsibility	Effort	Respect	Cooperation	Safety
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Check the communication board</li> <li>Organise your learning equipment</li> <li>Choose an appropriate learning space</li> <li>Take care of your belongings</li> </ul>	<ul style="list-style-type: none"> <li>Complete all set tasks to the best of your ability</li> <li>Take pride in your bookwork</li> <li>Ask questions</li> <li>Participate in learning</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit the classroom calmly</li> <li>Take your hat off</li> <li>Raise your hand to speak</li> <li>Show whole body listening</li> <li>Use manners</li> <li>Follow teacher instructions</li> <li>Keep to the indicated noise level</li> <li>Ask permission to leave the room</li> </ul>	<ul style="list-style-type: none"> <li>Be an active participant in learning</li> <li>Use kind words</li> <li>Let one person speak at a time</li> <li>Collaborate effectively with others</li> <li>Share appropriate resources</li> </ul>	<ul style="list-style-type: none"> <li>Walk calmly</li> <li>Maintain personal space</li> <li>Use equipment for learning</li> <li>Use furniture appropriately</li> </ul>
<b>Playgrounds</b>	<ul style="list-style-type: none"> <li>Remember your hat</li> <li>Play in the correct area</li> <li>Follow instructions from duty staff</li> <li>Stop play immediately at the first bell</li> <li>Return play equipment after borrowing</li> <li>Report incidents to the duty staff</li> </ul>	<ul style="list-style-type: none"> <li>Pick up litter</li> <li>Follow the rules of the game</li> <li>Include others</li> <li>Try to problem solve using the High 5</li> </ul>	<ul style="list-style-type: none"> <li>Use manners when borrowing equipment</li> <li>Use kind words</li> <li>Keep hands and feet to yourself</li> <li>Play fairly and take turns</li> </ul>	<ul style="list-style-type: none"> <li>Invite others to play</li> <li>Be a good friend</li> <li>Be sensitive to the feelings of others</li> <li>Build new friendships</li> </ul>	<ul style="list-style-type: none"> <li>Wear your school hat at all times</li> <li>Participate in school approved games</li> <li>Wear shoes and socks</li> <li>Sit down when playing with nature</li> </ul>
<b>Eating Areas</b>	<ul style="list-style-type: none"> <li>Sit while eating</li> <li>Put your rubbish into the correct bin</li> <li>Return your lunchbox to the correct storage area before play</li> <li>Wait until playtime for toilet/water breaks</li> </ul>	<ul style="list-style-type: none"> <li>Keep your rubbish from blowing away</li> <li>Eat your main meal first</li> <li>Leave enough food for 2<sup>nd</sup> break</li> </ul>	<ul style="list-style-type: none"> <li>Stop talking immediately when the whistle blows</li> <li>Raise your hand and wait for the teacher to dismiss you</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Sit while eating</li> <li>Eat your own food</li> </ul>

<b>Transitions</b>	<ul style="list-style-type: none"> <li>Be ready to move in the right area with the right equipment</li> </ul>	<ul style="list-style-type: none"> <li>Keep your lines straight</li> <li>Keep up with the person next to, and in front of you</li> </ul>	<ul style="list-style-type: none"> <li>Walk silently</li> <li>Keep your arms by your side</li> <li>Use gentle feet on stairways</li> </ul>	<ul style="list-style-type: none"> <li>Keep up with the person next to, and in front of you</li> </ul>	<ul style="list-style-type: none"> <li>Walk on the concrete</li> <li>Keep to the left</li> <li>Keep hands and feet to yourself</li> </ul>
<b>Lining Up</b>	<ul style="list-style-type: none"> <li>Stop play immediately at the first bell</li> <li>Go to the toilet and get a drink</li> <li>Be seated in your area before the second bell</li> <li>Prepare for learning by getting back into the green zone</li> </ul>	<ul style="list-style-type: none"> <li>Keep your lines straight</li> <li>Sit EEKK with your partner</li> </ul>	<ul style="list-style-type: none"> <li>Close your mouth and look at your teacher when they arrive</li> <li>Stand silently when asked</li> </ul>	<ul style="list-style-type: none"> <li>Talk calmly and quietly with your partner while waiting for your teacher</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Keep hands and feet to yourself</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>Wear the full school uniform</li> <li>Leave your hat in your bag</li> </ul>	<ul style="list-style-type: none"> <li>Keep focused on information presented</li> </ul>	<ul style="list-style-type: none"> <li>Enter the MPAC silently</li> <li>Wait silently until assembly starts</li> <li>Show whole body listening</li> <li>Stand and sit silently for the anthem</li> <li>Leave arms by your side (unless signing) for the anthem</li> <li>Use fingers to clap the school song</li> </ul>	<ul style="list-style-type: none"> <li>Sit EEKK with the people next to you</li> <li>Clap when appropriate</li> <li>Sing the school song</li> </ul>	<ul style="list-style-type: none"> <li>Walk when entering/ leaving the MPAC</li> <li>Sit on your bottom the whole time</li> <li>Stay in your class lines</li> </ul>
<b>Pick-Up Zones</b>	<ul style="list-style-type: none"> <li>Provide a lock for bike/scooter and park it in the designated area</li> <li>Wear your hat to and from school</li> </ul>	<ul style="list-style-type: none"> <li>Walk bike/scooter in the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Use own bike/scooter only</li> <li>Wait your turn at pick up point or crossing</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and follow the instructions of duty staff and crossing supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Follow all road rules and crossing instructions</li> <li>Walk sensibly</li> <li>Wear your full school uniform (including hat)</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>Go to the toilet during break times</li> <li>Use the toilet block sensibly</li> </ul>	<ul style="list-style-type: none"> <li>Keep toilets clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> <li>Walk silently to the toilet block</li> </ul>	<ul style="list-style-type: none"> <li>Walk and wait with toilet buddy</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Walk calmly to the toilet block</li> </ul>

At Aspley East State School, we believe discipline is about creating and maintaining an orderly and safe learning environment. Our belief is that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to learn. Assembly presentations focus on specific values and behaviour expectations with teachers, education assistants and the leadership team modelling these behaviours and reinforcing the expectations throughout the week. Explicit positive feedback is given to students demonstrating the school values through their behaviour.

## Consideration of Individual Circumstances

### Section 15: Consideration of Individual Circumstances

**Staff at Aspley East State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. We recognise and acknowledge that every child has different needs. When determining consequences for inappropriate behaviour we pay considerable attention to personal circumstances.**

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same. 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 school leadership team consider with each individual student in both the instruction of behaviour and the response to behaviour.

AESS has a legal obligation to respect and protect the privacy of individual students, so while we understand that other students, staff and parents may wish to know what disciplinary consequences 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. Our school community 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 parents or carers 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 classroom teacher in the first instance or one of the leadership team after this to discuss the matter.

## Differentiated and Explicit Teaching

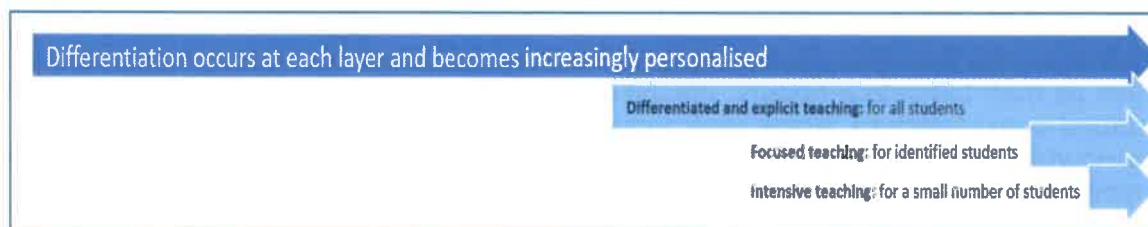
### Section 16: Differentiated and Explicit Teaching

Aspley East 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 Aspley East 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.



## Focused Teaching

### Section 17: 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, early years or disability, work collaboratively with classroom teachers at Aspley East State School to provide focused teaching. Focused teaching is aligned to the Values 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; and
- require intensive teaching.



## Intensive Teaching

### Section 18: Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population that requires 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/s 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 case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Acknowledgement of Positive Behaviour

### Section 19: Acknowledgement of Positive Behaviour

At AESS we acknowledge and celebrate the fact the vast majority of our students demonstrate and uphold our 5 school values every day. It is important that, as a school community, we recognise and acknowledge individual students regularly.

At the classroom level, teachers develop their own systems for acknowledging positive behaviour. We encourage incidents of positive behaviour to be recorded in One School as appropriate. We also encourage teachers to communicate positive behaviours to parents.

At the school-wide level, we have introduced the monthly Principal's Morning Tea to complement the Star Student Awards. Twice each term, teachers are invited to nominate 2 students who have consistently demonstrated our 5 values across all settings. These students are acknowledged on assembly and they and their parents are invited to a special celebration with the Principal and the Deputy Principals.

More frequent acknowledgements occur each week on assembly. Students, nominated by teachers, will receive an award for demonstrating either one of the 5 values, or one of the competencies of the Aspley East Learner. Ace awards will be attached to a student



demonstrating a particular school value. After the weekly 'raffle draw' of Ace Awards, students' ace awards will be stamped and returned to them for them to take home. All school staff are active in providing students with feedback on positive behaviour choices on a daily basis.

## Legislative Delegations

### Section 20: Legislation

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

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

## Delegations

### Section 21: Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)



## Disciplinary Consequences

### Section 22: Disciplinary Consequences

The disciplinary consequences model used at Aspley East 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.

Minor behaviours can be defined as low-level infringements that can be dealt with by a staff member there and then. This might be through discussion, a reconciliatory conversation, apology or action to repair the situation.

Minor behaviours may be entered into OneSchool at the discretion of the staff member dealing with the incident.

A major behaviour can be categorised as:

- A behaviour that impacts the safety/wellbeing of students/staff or significantly disrupts the learning of the class
- A behaviour resulting in physical harm to the student themselves or another person or damage to property.
- A self-harm attempt by a student.

All major behaviour need to be recorded in OneSchool and referred to the Deputy Principal, the HOSES if required, and for more serious behaviours, the Principal.

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 and to the Student Support Group for discussion.

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 silently to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Use of class green zone space
- 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?")
- Individual 'Learning Story' about expected behaviour
- 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)
- Staying in for part of a break to complete work not completed due to the behaviour

## Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g., Student behaviour plan)
- Targeted skills teaching in small group
- Individual 'Learning Story' about expected behaviour (read daily)
- Token economy
- Reflection Room

- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for team-based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

School leadership team works 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
- A variety of plans such as: Risk Management Plan, Emotional Regulation Plan, Individual Student Behaviour Plan, Individual Student Safety Plan
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

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

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

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

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

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

#### *Re-entry following suspension*

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

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

#### *Arrangements*

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

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

#### *Structure*

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

#### *Possible agenda:*

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (eg. 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 (eg. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

### Section 23: School Policies

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

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

## Temporary Removal of School Property

### Section 24: 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; and
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Aspley East 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 (eg. 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); and
- 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 Aspley East 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 by 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; and
- will seek consent from the student or parent as required to examine or otherwise deal with the temporarily removed student property (eg., staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone).

There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g., to access an EpiPen for an anaphylactic emergency).

Consent from the student or parent is required to search the person of a student (e.g., pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### Parents of students at Aspley East State School

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

- do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
  - is prohibited according to the Aspley East 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; and
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of Mobile Phones and Other Devices by Students

### Section 25: Use of Mobile Phones and Other Devices by Students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.



## Responsibilities

### *Mobile Phones - Students*

At Aspley East State School, it has been determined that when students bring a mobile phone to school, the students are required to hand the device to the school office on arrival. It will be kept safely. The student will be able to collect the device at the end of the school day. This decision has been made while considering the following:

- The age range of the students at Aspley East State School;
- The access students have to other digital devices, including laptops, desktops PCs and iPads for learning.

The exception to this rule is students who require their mobile phone to be with them as part of a Health Management Plan (eg. Students who have Type 1 Diabetes).

With the exception of students who require a 'smart watch' as a medical alert and have permission to wear and access this device, smart watches are best not worn to school. These devices should not be used for sending and receiving text messages, taking and sharing photos or video of any other member of the school community in school time.

### *Bring Your Own Device (BYOD) - Students*

At Aspley East State School we have a number of BYOD iPad classes in Years 4-6. Students in these classes will be required to carry an iPad to and from school every day. As part of the documentation read and completed by parents and students before enrolling in one of these classes, a list of required equipment is provided and students are expected to sign the Digital Citizenship Contract. Students in these classes are explicitly taught about digital safety.

When using a BYOD at Aspley East State School, students must not:

- 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 even stalking;
- insult, harass or attack others or use obscene or abusive language;
- damage computers, printers or network equipment;
- commit plagiarism or violate copyright laws;
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail);
- knowingly download viruses or any other programs capable of breaching the department's network security; and
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (eg. forwarding, texting, uploading, Bluetooth use etc.) of such material.

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

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

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

*For further information concerning the BYOD program at Aspley East State School, please read our Digital Citizenship Contract.*

## Preventing and responding to bullying

### Section 26: Preventing and responding to bullying

AESS promotes positive relationships and the wellbeing of all students, staff and visitors at the school. At AESS, we believe that all children have a right to feel safe, comfortable and to learn effectively in a positive environment. Therefore, all members of the AESS community have a responsibility to assist and co-operate in maintaining a safe environment for themselves and others. Our Whole School Anti-Bullying Strategy 'The High 5' is taught and discussed with our students regularly in class, in the playground and during School Assemblies.

***Our approach to bullying is detailed and described in our Whole School Anti-Bullying Strategy: High Five Program. (See Appendix 2).***

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. When parents are positively engaged with their child's education, improved student self-esteem, attendance and behaviour at school all follow. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

## Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records); and
- having immediate, medium and long-term effects on those involved, including bystanders.

Note, single incidents and conflict or fighting between equals, whether in person or online, are not defined as bullying. Behaviours that do not constitute bullying include:

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

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

When staff members at AESS are made aware of an allegation of bullying, the following actions will occur:

Step 1: Listen – the student who has made the allegation will have an opportunity to describe the bullying, including the who, the what, the when and the where. A parent or carer may be invited to be present. At this stage, students and parents should be reassured that their allegations are taken very seriously. It is also important to ascertain the student's state of mind to determine whether any immediate intervention needs to occur. Enter a record of contact in OneSchool.

Step 2: Investigate and document evidence. Ascertain the validity of the allegations and then arrange to meet with the person/s who is the subject of the allegations. Determine what course of action concerning disciplinary consequences needs to occur. Contact parents of the subject. Enter record of contact, behaviour incident and consequence as appropriate.

Step 3: Meet with victim of bullying incident and parents to explain what has happened and what actions have been taken. Continue to monitor the wellbeing of all parties during this period.

Step 4: Check-in with all parties one week later.

Proactive strategies used to discourage bullying at AESS include:

- Teaching students what bullying is - using age appropriate information and strategies.
- Setting firm limits of unacceptable behaviour.
- Social skilling and self-esteem programs as well as classroom posters
- Ensuring adequate supervision in the playground with clear guidelines about appropriate and inappropriate play and consistent consequences for both.

- Using assembly and the school newsletter to inform the school community of processes to deal with bullying.
- Using co-operative learning strategies, role play and group problem-solving.
- Dealing with positive relationships and appropriate conflict resolution skills through Human Relationships Education.
- Encouraging professional development for teachers to promote a consistent response to bullying.
- Involving non-teaching staff in the implementation of our Behaviour Support policy.
- Observing signs of distress or suspected incidents of bullying.
- Treating all reports of bullying seriously.
- Teaching students about the serious consequences for misuse of computer and mobile phone leading to cyber bullying.
- Negotiating solutions to problems wherever possible by conferencing with peers and victims.
- Following up and monitor negotiated solutions.
- Providing support to help the bully understand and change their behaviour.
- Comprehensive record-keeping.

AESS recognises the Bullying No Way website as a key resource for informing our strategies to reduce bullying in school and to support victims of bullying.

<https://bullyingnoway.gov.au/>

## Cyberbullying

Cyberbullying is treated at AESS with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays. Social media sites such as Instagram, Facebook, Tik Tok, Snapchat and Messenger have an age requirement of 13 years old. As such, no primary age children should have access to these platforms. At AESS, we encourage parents to monitor children's access to these sites.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher, or the Deputy Principal.

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 AESS 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 that 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.

Further details concerning our approach to supporting cyber safety at AESS are described in our Digital Citizen Contract.

## Appropriate Use of Social Media

### Section 27: 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 that involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### **Possible civil or criminal ramifications of online commentary**

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

### Section 28: Restrictive Practices

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

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

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

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

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

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

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

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

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



## Critical Incidents

### Section 29: Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students 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).

As part of routine practice at the start of each school year and at various times throughout the year, classes practise a 'local evacuation' to a room or area nearby. This may be required in the event of a medical or behaviour emergency in the classroom. In such an instance, a code word may be developed and only utilized by that teacher in such times. The teacher would Dial 9 and request a NOW call for a medical or behaviour emergency and help would be sent to the room.

In the event of other critical incidents, whole school Lock Downs and Evacuation drills are practised as outlined in the school's Emergency Response Plan

In some instances, external specialist support may be required and would be accessed through the Regional Office.

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind

them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures, Resources and Guidelines

### Section 30: Related Procedures, Resources and Guidelines

The following documents have informed the development of this Student Code of Conduct:

#### *AESS Documents and Policies:*

- Ready To Teach Document
- Ready To Learn Document
- Ready To Support Document
- The AESS Investigative Approach (Pedagogical Framework)
- The Aspley East Learner Framework
- The AESS Emergency Response Plan
- The Aspley East Digital Citizens Contract

#### *Department of Education Policies and Procedures:*

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

## Appendices

### Section 31: Appendices

#### Appendix 1 Digital Citizens Contract

##### **Students in the BYOD classes must agree to:**

- Be safe users of technology at all times
- Be responsible for the care of technological devices and equipment
- Be respectful when communicating and working with others
- Avoid participation in online bullying, including forwarding messages written by others
- Report all harmful, inappropriate or hurtful use of technology

##### **At school I agree to:**

- keep personal details, including full names, telephone numbers, addresses, passwords and images private
- use technology for learning
- use equipment properly
- never interfere with the work or data of another student
- not access or download unauthorised programs or files
- avoid rude or offensive sites
- use first name, first initial of last name and class when sharing work or ideas online
- remember that the content on the web is someone's property and cite the source when using information or pictures
- think carefully about what I read on the internet, question if it is from a reliable source and use the information to help me answer any questions (I should not copy and paste the information as my answer)
- talk to my teacher or another adult if:
  - I need help online
  - I am not sure what I should be doing on the internet
  - I come across sites that are not suitable
  - someone writes something I don't like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private
  - I feel that the welfare of other students at the school is being threatened

##### **When I use my iPad or other mobile device I agree to:**

- use it as directed by my teacher
- be responsible in my use and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else
- hand in my mobile phone to the office before school (office opens at 8am)
- be responsible for the security of my device
- not take my device outside of the classroom without teacher permission

##### **I will:**

- keep my device on silent when required by the teacher
- protect the privacy of others and never post private information about another person online
- not send private messages while at school

**When using any mobile device as a camera I will:**

- only take photos and record sound or video when directed by the teacher
- seek permission from individuals involved prior to taking photos, recording or videoing them
- seek teacher permission before uploading any content to public websites
- never post photos of any Aspley East students in their uniform on social media sites

This Policy also applies to students during school excursions, camps and extra-curricula activities.

**Student Agreement**

I have read and agree to follow these rules. I understand that my access to the internet and mobile technology at school may be withdrawn if I do not act responsibly.

Student Name: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent Permission**

I agree to allow my child to use the internet and their iPad at school. I have discussed the scenarios, potential problems and responsible use of the internet with her as outlined. I will contact the school if there is anything here that I do not understand. If there is a situation that concerns me, I will contact the school.

**" I agree for my child to take part in this iPad class. I will provide my child with a device with the minimum specifications as stated in the information booklet. I will be responsible for any internet charges associated with the home use of this device.**

Parent/Caregiver name: \_\_\_\_\_

Parent/Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Caregiver email/online contact:

***\*The purchase of a protective case is also recommended.***

## **Part B – The schools' support for responsible and ethical use of technology**

Aspley East State School uses the internet as a learning and teaching tool. We see the internet and mobile technology as valuable resources if used responsibly. Your child must agree to use the internet and mobile technology responsibly at school. Parents should be aware that the nature of the internet means that full protection from inappropriate content can never be guaranteed.

At Aspley East State School we:

- have a cybersafe and responsible use program across the school. We reinforce the school Code of Conduct values and behaviours when using technology and the internet
- provide supervision and direction in internet activities and when using mobile technologies for learning
- utilise mobile technologies for educational purpose, e.g. podcasts, photos from excursions
- work towards setting tasks that ask your child open questions, so they can't copy and paste answers from the internet
- provide support to parents to understand this agreement

## **Part C – Advice for parents/caregivers**

### **Please keep this as a resource to use at home**

At school the internet is used to support learning and teaching. At home it may be used differently. As well as a valuable learning resources, the internet is a social space to meet, play and chat. If you have the internet at home, encourage your child to show you what he/she is doing online. Bullying, stranger danger, gossip, telling the wrong people personal information about yourself have long been issues for young people growing up. These are real issues that can harm and hurt.

At home we recommend you:

- be aware of how your child is using the internet and who else is involved in any online activities
- ensure your child sets the space to 'Private' if using a social networking site like TikTok, Bebo, Facebook, etc. Children need to be in control of who can contact them and access their information
- use the computer with internet access in a shared place in the house – not your child's bedroom
- negotiate appropriate times for your child's online activities and use of mobile phones

Ask questions when your child shows you what he/she is doing:

- How does it work and how do you set it up?
- Can you block out people?
- Who else is sharing this space or game?
- Did you know them before or did you 'meet' them online?
- What do you know about them?
- Why is this so enjoyable? What makes it fun?
- Can you see any risks or dangers in the activity?
- What would you say to warn/inform a younger person who was going to start to use the space?



- What are you doing to protect yourself or your friends from these potential dangers?
- When would you inform an adult about an incident that has happened online that concerns you?

Many students say they will not tell an adult they are in trouble or ask for help because:

- they might get the blame for any incident
- they don't think adults 'get' their online stuff – it is for students only
- they think admitting to a mistake or highlighting a negative situation may lead a parent to ban their access

**When I use technology, both at school and at home I have responsibilities and rules to follow**

Aspley East State School sees the education of safe and ethical digital citizens as essential in the lives of its students and as a partnership between home and school. 21st century students spend increasing amounts of time online learning and socialising. These online communities need cybercitizens who 'do the right thing' by themselves and others online, particularly when 'no one is watching'.

Safe and ethical behaviour online is explicitly taught at our school, and it is anticipated these behaviours will be reinforced by parents/caregivers when students use the internet at home. It is important to note that some online activities are illegal and as such will be reported to the police. This includes harassment of others, publishing inappropriate images, etc.

**Behave in a way outlined in the school's Digital Citizenship Contract**

The schools' Digital Citizenship Contract is not only the rules of the school but also the desired behaviours and values your school community believe are important for all of the students at our school.

**Not giving out personal details or details of other students including full names, telephone numbers, addresses and images, and protecting password details**

Students can be approached, groomed, and bullied online. They love to publish information about themselves and their friends in spaces like Facebook, Bebo, Club Penguin, etc.

We recommend that they:

- don't use their own name, but develop an online name and use avatars where available
- don't share personal details including images of themselves or their friends online
- password protect any spaces or accounts they have and never share that password with anyone
- don't allow anyone they don't know to join their chat or collaborative space, and use the block feature
- are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it) – once it is published they have lost control of it.

**Being respectful online and not participating in online bullying or hurtful behaviour**

The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone's face. Not all altercations are bullying, but unacceptable behaviours need to be addressed.

- Being online can make students feel that they are anonymous (however online interactions can be traced).
- The space or chat they use in leisure time might have explicit language and they will feel they have to be part of it.
- Often the online environment has very few adults.
- Participation in bullying or hurtful actions can take many forms in the online world. Forwarding the messages, telling others where to go and see any published images, content that has been deliberately posted to humiliate another person is all part of how someone can participate and contribute to the hurt or bullying of another person.
- Deliberate exclusion of another in an online space is another way some students hurt each other online. It is important that these behaviours are discussed as separate from the technologies.

### **Using the technology at school for learning, using the equipment properly and not interfering with the work or data of another student**

By just taking care with the equipment, printing and downloading from the internet, students can save time, money and the environment. Students often see the internet as 'free'. Just looking at a page on the internet is a download and is charged somewhere. Please regularly monitor your child's internet costs/usage.

### **Not bringing or downloading unauthorised Apps**

Please do not jailbreak your iPad and only purchase your Apps from the Apple's App Store. This way you can be assured the safety of your Apps and access to free updates when they become available. Please keep your Apple ID secure and do not share it with anyone else. Students should only use Apps they have downloaded from their own or their family's Apple ID Account.

### **Not go looking for rude or offensive sites**

Filters block a lot of inappropriate content but they are not foolproof. For students who deliberately seek out inappropriate content or use technology that bypasses filters, the student's internet access will be reviewed which could result in their inability to learn properly. 4/5G access is usually not filtered through the school's network so students have a special responsibility to be careful when using 4/5G services.

### **Using the internet and mobile technology at school to learn**

It is important to realise that there is a time for fun and a time for work (even on the internet). Staying on task will reduce risk of inappropriate access and teach students strategies to use the internet or mobile technologies for their learning.

### **Remembering the content on the web is someone else's property and students need to get permission before using information or pictures**

All music, information, images and games on the internet are owned by someone. The term copyright is a legal one and there are laws to enforce it. When accessing material from a website it is important to respect any copyright there may be on that material. By downloading a freebie you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts. Remember, if an offer is too good to be true, the chances are it is!

**Thinking carefully about what is on the internet, questioning if it is from a reliable source and using the information to help answer questions**

Not everything on the internet is true, accurate or unbiased. The school is teaching information literacy skills, which enables students to locate, evaluate and use information effectively on the internet.

Copying and pasting information can help organise arguments, ideas, and information but it is important that your child uses his/her own thoughts and language to express what they have learned. If helping with homework, ask open-ended questions. 'Tell me about kiwis' might encourage your child to copy and paste facts and images etc. about the kiwi, but asking the question 'What would a day in the life of a kiwi be like?' encourages the student to think about different aspects of the animals life and draw together the different pieces of information they might have discovered.

**Talk to my teacher or another adult if I need help or see something I don't like online etc.**

The internet has some really flashy and tricky ways to lead people into websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

Open communication between parents, teachers and students is the best way to keep students safe. Students will often share concerns with each other online. It is important that they tell a teacher and/or parent/caregiver when they are feeling uncomfortable or threatened online. If you have any concerns about this agreement or internet safety contact your school.

**(This Agreement has been Adapted from Department of Education, Victoria, Australia and used with kind permission of Mount Warren Park State School)**

## Appendix 2 – Whole School Anti-bullying Program: High 5

### 1. Talk Friendly

- Use a calm voice
- Maintain eye contact
- Maintain relatively close body proximity
- Use “I” statements – I feel....when you ....because....
- Use role play to show what talking friendly looks like, sounds like and may feel like

### 2. Talk Firmly

- As per talk friendly
- Use an assertive voice, slightly raised
- Tell them to stop it
- Re-state your “I” statement e.g. “I said .....
- State the consequences of continued bullying
- Use role play to show what talking firmly looks like, sounds like and may feel like

### 3. Ignore

- Pretend you didn’t hear it.
- Do not make eye contact.
- Maintain positive body language (calm, confident).
- Think positive self-esteem statements
- Count to 5 in your head slowly
- Take deep breaths
- Use role play to show what ignoring looks like, sounds like and may feel like

### 4. Walk Away

- Stand tall, head up high
- Mouth closed
- Look confident
- Do not use eye contact
- Walk somewhere, preferably towards a safety zone – maybe a teacher or go to the office
- Do not look back, walk confidently, don’t run
- Use role play to show what walking away looks like, sounds like and may feel like

### 5. Report

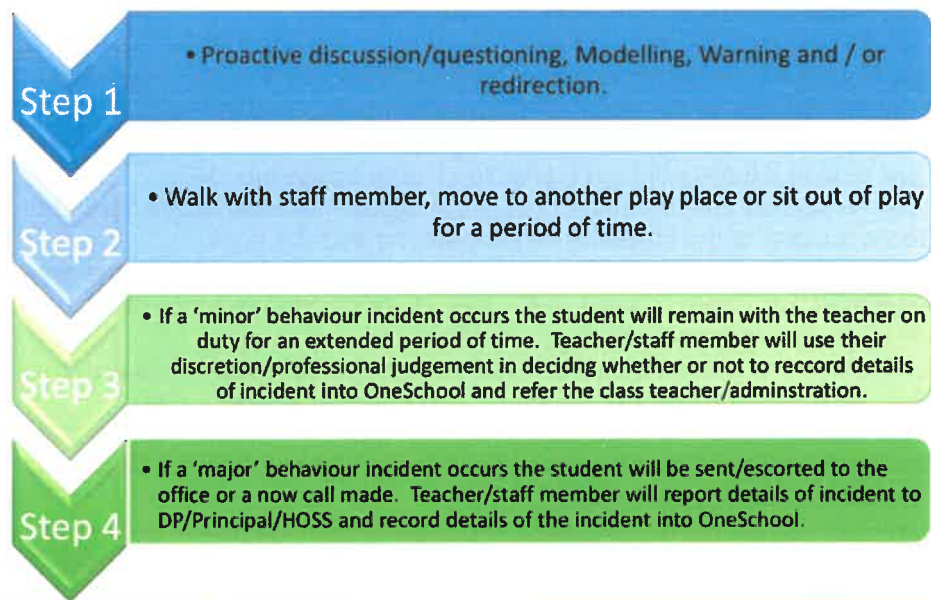
- Walk away and tell a staff member
- Go to a safety zone like the office
- Bystanders – support and report
- Report, report, report until somebody listens
- Use role play to show what reporting looks like, sounds like and may feel like

# Use the High 5!





## Appendix 3 – Playground Management of Unacceptable Behaviour



## Appendix 4 – Reflection Room Procedure

### Reflection Room Procedure

1. Student's behaviour is detailed and recorded on One School by the staff member who was on duty or witnessed the event. Please remember to add the appropriate Deputy Principal (P-1, 2-3 or 4-6 and Support Teacher/HOSS) to the incident.
2. The Deputy will decide if there will be a Reflection Room consequence.
3. If Reflection Room applies the Deputy will notify the classroom teacher, student and Reflection Room teacher of the student's need to attend and the days.
4. The classroom teacher is then responsible for reminding the student of the time and location of the Reflection Room session in Ms Ryan's room. Students who are unsure where to go should present at the front office.
5. The student will sit on the seat outside Ms Ryan's room at first break, 10:45 with their lunch. A Reflection Room sign will be made up to be put on Ms Ryan's door.
6. The student will be counselled through the Reflection Room sheet which will be filled out in this session. The Reflection Room teacher will sign the sheet and take a picture and send it to the relevant Deputy.
7. The Reflection Room sheet will be sent back to the classroom teacher to be signed. The signed form must be sent home for parent/care giver to sign. It then must be returned to the Reflection Room teacher.
8. Until the student returns the signed Reflection Room sheet, they will continue to attend the Reflection Room.
9. If the form is not returned within 2 days the reflection room teacher will contact the parent/caregiver

*Data Tracking: Data will be collected via a spreadsheet (Number of occurrences and type of behaviour) to track behaviours, support reoffending students and to identify areas of need.*

*After each term, data will be analysed by the Reflection Room Teacher and areas of need identified, then communicated with admin to action.*

*If any student is in Reflection Room 3 times within 3 weeks, the Reflection Room teacher will notify the relevant Deputy Principal.*





## Behaviour Reflection Room Card

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Deputy: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

No of Days: \_\_\_\_\_

## Appendix 5 – Whole Body Listening



## Appendix 6 – Assembly Awards

**Congratulations** **Safety**

for demonstrating the value of **safety** by \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



**Congratulations**

for demonstrating the skills of an Aspley East  
**communicator** by \_\_\_\_\_

Signed: \_\_\_\_\_

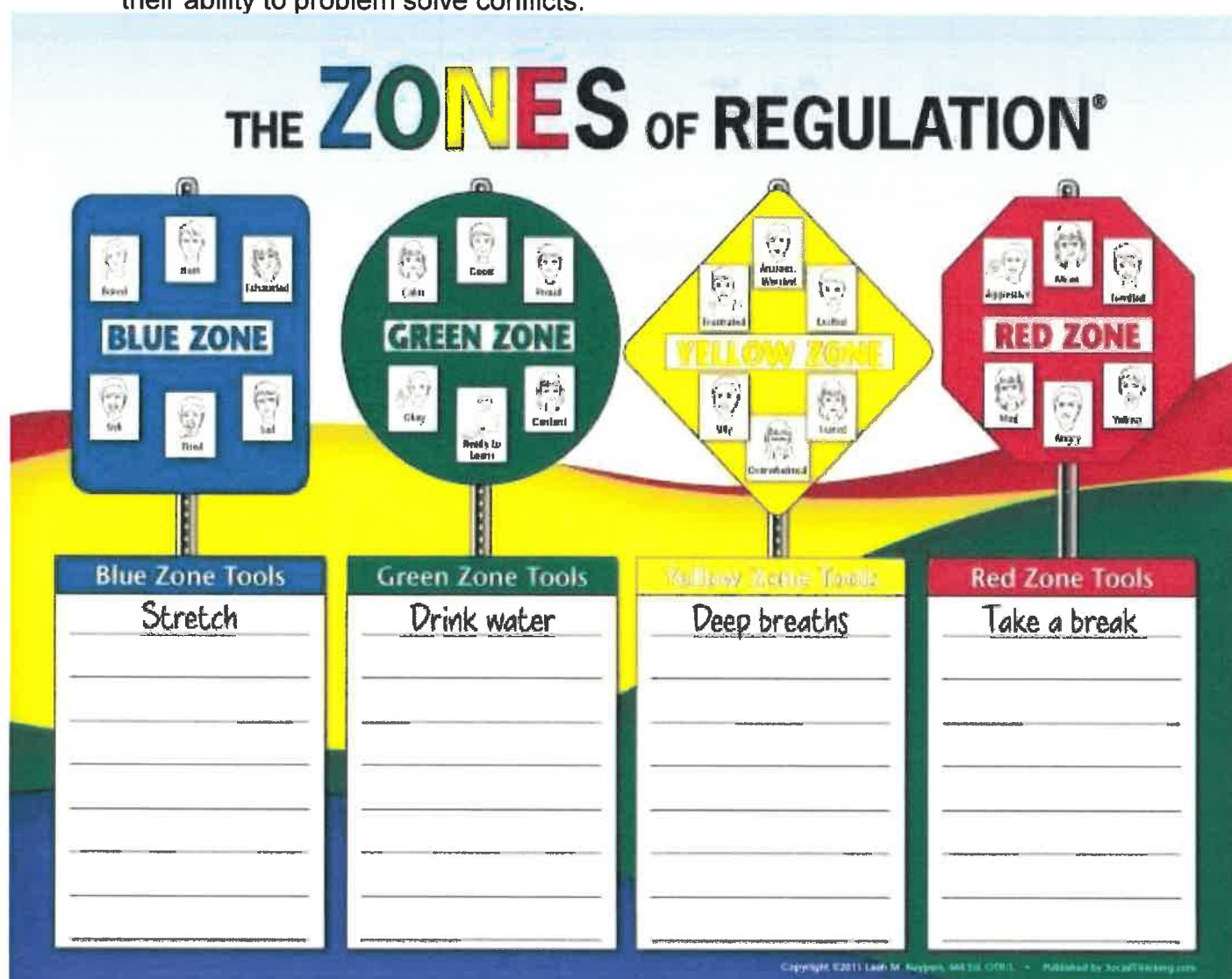
Date: \_\_\_\_\_





## Appendix 7 – Zones of Regulation

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.



## Appendix 8 – Forms and Templates

A number of helpful forms, diagrams and templates for school staff can be found on SharePoint. Go to Documents, open the 'Behaviour' Folder and select the document most appropriate to you.

These materials have not been included here as they are dynamic and may change from time to time. Share Point should contain the most current versions.

