



Amberley District State School

Student Code of Conduct 2021-2024

Every student succeeding

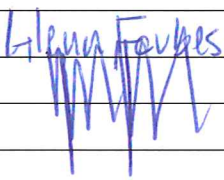

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

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Date:	17/03/21
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Date:	17/03/21

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1 Purpose

We aim to develop caring, principled citizens and curious learners who are safe, respectful, and friendly. To achieve this, we use a common language and consistent approach to learning shared by the whole school community.

This Student Code of Conduct is designed to facilitate high standards of behaviour and the creation of an environment where students participate positively within our school community to develop high levels of literacy, numeracy and curiosity.

2 Principal's Foreword

Amberley District State School is a public school located in the suburb of Yamanto, Ipswich. We provide quality education for children from the Preparatory Year to Year 6. Our school community is dedicated to achieving excellent results for our students and school. Our school motto created in 1862; Knowledge is Strength encourages our students to gain strength from knowledge. Our school vision; Literate – Numerate - Curious, drives the work that we do in our school on a day-to-day basis with the goal of ensuring every student is achieving and succeeding.

We are committed to achieving the best for our students in academic, sporting, artistic and cultural fields. We strive purposefully to improve on the quality of education that we deliver through strategies that encourage continuous improvement in every student.

The primary years of schooling have a special place in the educational experience of children. These years are crucial in a child's development providing the foundation for success as life-long learners. We believe that such a foundation is built in a safe, happy and supportive environment where students remain enthusiastic learners. This is facilitated through positive relationships between teachers and students, programs that are responsive to the needs of learners and teaching strategies and learning experiences that motivate students to learn.

We are committed to fostering a community of life-long learners that are willing and able to contribute to an active society. We provide a focused academic curriculum that develops a broad range of knowledge across a range of fundamental areas while we also successfully cater for students who either need to be extended or supported within a highly inclusive framework.

We hold high expectations for our students both in terms of their schoolwork and behaviour. These expectations are complemented by our school values that guide our actions and behaviours throughout the school. Our values: Safe, Respectful, Friendly, Learners are shared across all parties in our school community and are evident across our school.

We look forward to welcoming your child/ren to the Amberley District State School community – a warm, friendly, professional, and dedicated school.

3 P&C Statement of Support

The Amberley District State School P&C Association are proud to support the Amberley District State School Student Code of Conduct. The inclusive, transparent consultation process led by the school leadership team has ensured that parents/guardians/guardians have had multiple opportunities to contribute and provide feedback to the final product. This has been an important aspect in the development of the Amberley District State School Student Code of Conduct, as the awareness and involvement of parents/guardians/guardians is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents/guardians to familiarise themselves with the document and take the time to discuss with their children the school's expectations and any support they may need. Any parent/guardian who wishes to discuss the Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the P&C President or join the 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 goals.

4 Consultation

The Amberley District State School (ADSS) Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staffing arrangements. A thorough review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle. The next thorough review will take place in 2024.

ADSS developed this plan in collaboration with our school community. When the school first opened in its new siting at Yamanto, the Responsible Behaviour Plan was developed. Over the course of its development, the following amendments were made following broad consultation with parents/guardians, staff and students through survey distribution and community meetings:

- A review of school data sets from 2011-2013 informed the developmental process with many updates made in 2014 to reflect current practices in the school
- A review of school data sets and minor changes in the whole school reward systems informed an update in 2015.
- A review of the Behaviour and Teaching Matrix and refining the major and minor definitions during 2017 informed an update for 2018. The Plan was endorsed by the Principal and the P&C President.

In 2020, the Responsible Behaviour Plan was replaced with the Student Code of Conduct, in alignment with departmental policies and guidelines. The existing Responsible Behaviour Plan was used to establish the new policy document and the following community consultation was undertaken:

- The School Learning Culture Team worked with the leadership team to finalise the first draft using the Responsible Behaviour Plan to inform its contents.
- The School Learning Culture Team were consulted on draft 1 and minor changes were made to reflect practices established for 2021.
- School Staff provided feedback on draft 2.
- A focus group of parents/guardians/guardians were consulted.
- The final draft was presented to the P&C for final endorsement in early Term 1 of 2021.
- The endorsed Student Code of Conduct was presented to the wider school community and made available for existing and prospective families.

5 Learning and Behaviour Statement

All areas of ADSS are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting ADSS to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

5.1 Multi-Tiered Systems of Support

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. Each student will be treated equitably. 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 particular disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our school team and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our school team is required by law to respect and protect the privacy of individual students, so while we understand the interest of other students, we will not disclose or discuss information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. School staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents/guardians and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or a staff response, please make an appointment with the Deputy Principal to discuss the matter.

5.2 Student Wellbeing

ADSS offers a range of programs and services to support the wellbeing of students. We encourage parents/guardians and students to speak with the class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

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

5.3 Curriculum and Pedagogy

ADSS builds the foundations for wellbeing and lifelong learning through curriculum, embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P-6 curriculum, assessment and reporting framework.

ADSS acknowledges the positive impact that a meaningful relationship between teachers and students can have on students' academic and social outcomes.

5.4 Policy and Expectations

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

5.4.1 *Specialised health needs*

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

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

5.4.2 *Medications*

ADSS requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. All medications are required to be prescribed by a Medical Practitioner and must include a label showing the student's name, the Medical Practitioner's name, and dosage information. For students requiring medication to be administered during school hours, please contact the administration office for further information and relevant forms.

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

5.4.3 *Mental health*

ADSS works collaboratively with families, allied health providers and students to ensure access to early intervention opportunities and treatments occurs, for students where there is reasonable belief that a student has a mental health difficulty, or presents with indicators that demonstrate a mental health difficulty. This includes facilitating the development, implementation and periodic review of a range of strategies and/or supports recorded in a student's Personalised Learning Plan.

5.4.4 *Suicide prevention*

ADSS staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary, provide first aid. In all other situations, ADSS staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents/guardians are advised
- all actions are documented and reported.

5.4.5 *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, ADSS enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, ADSS staff immediately enact the School Emergency Management Plan, communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Further information can be found in the school's Responding to Suicide, Self-Harm and Risk of Suicide documents.

5.5 Student Support Service

ADSS is proud to have a comprehensive Student Support Service in place to help the academic, social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at ADSS to seek assistance or advice. If they are unable to assist, they will provide guidance and help to ensure the student is connected to the appropriate representative of the Student Support Network.

Parents/guardians who would like more information about the student support roles and responsibilities are invited to contact the Head of Student Support or Guidance Officer on the school phone number.

Role	What they do
Learning Leader	<ul style="list-style-type: none"> Support the implementation of the Australian Curriculum through the use of data and evidence-based tools Work collaboratively to lead teams to implement the most effective approach in supporting specific curriculum content and pedagogical approaches Co-teach as a member of the year level team Analyse data to formulate and deliver targeted interventions to improve learning outcomes at tier 1, 2 and 3. Support the professional growth of graduate and beginning teachers and all colleagues.
Head of Student Support	<ul style="list-style-type: none"> Coordinates the verification process for students with a disability Facilitates behaviour support across the school Leads inclusive practices across the school Liaises with parents/guardians, staff and external services to ensure consistent support to students
Indigenous Student Support Aide	<ul style="list-style-type: none"> Provides support services to Aboriginal and/or Torres Strait Islander students and communities. Facilitates cultural recognition and celebration
Wellbeing Coach	<ul style="list-style-type: none"> Supports the ongoing wellbeing of staff, students, and the wider school community
Defence School Mentor	<ul style="list-style-type: none"> Monitors the social and emotional wellbeing of Defence students Enhances awareness and appreciation of the unique Defence lifestyle in schools and communities Provides support to children during times of parental absence.
Guidance Officer	<ul style="list-style-type: none"> Coordinates Student Support Services team with a systematic referral and review process Liaises with parents/guardians and the community, linking families to services where needed Assists students with specific difficulties, acting as a mediator or providing information on other life skills Liaises with parents/guardians, staff, and other external health providers to ensure student support is holistic and within a wraparound approach

It is also important for students and parents/guardians to understand there are regional and state-wide support services available to supplement the school network. For more information about these services and their roles, please speak with a Deputy Principal or Guidance Officer.

6 Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At ADSS we believe discipline is about more than consequence. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for

- making their expectations clear
- providing supportive instruction about how to meet these expectations
- supporting all students proactively
- striving to use behavioural incidents as opportunities to re-teach

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

Any students or parents/guardians who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Deputy Principal.

6.1 ADSS PBL Expectations

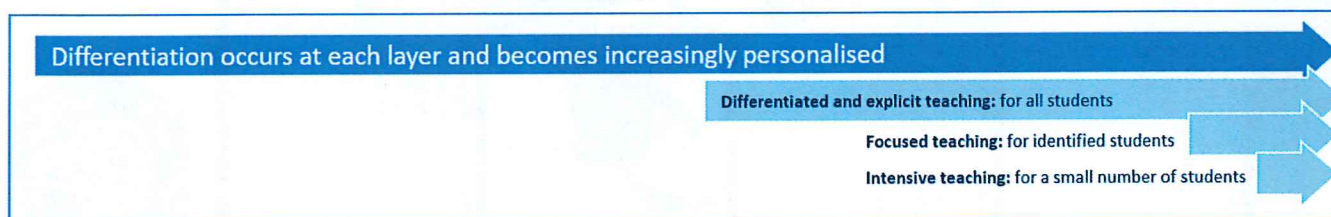
Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

- We are safe
- We are respectful
- We are friendly
- We are learners

ADSS 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 practice.

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


There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers connect directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

ADSS EXPECTATIONS AND FLASH FOCUS LESSONS

ALL LEARNING AREAS	LIBRARY AND TECHNOLOGY	EATING AREAS AND PLAYGROUND	TRAVELLING TO AND FROM SCHOOL	EXCURSIONS AND EXTRA-CURRICULAR ACTIVITIES	PARADE, PERFORMANCES AND VISITORS	TOILETS
WE ARE SAFE <ul style="list-style-type: none"> We use and store equipment properly We keep hands, feet and objects to ourselves We walk around buildings We are in the right place at the right time We are SUNSAFE 	<ul style="list-style-type: none"> We put our bags on the edge of the path We use strong passwords and keep them secret We keep personal information private We report "Bad Stuff" on the internet or emails 	<ul style="list-style-type: none"> We wear shoes and socks at all times We wear our hats outside We put lunch boxes away We play in the correct area We walk on paths and concrete 	<ul style="list-style-type: none"> We move immediately to the bus area or the pickup zone We wait safely until our transport stops We avoid dangerous people and animals by staying alert We look out for other students and help them to be safe We walk bikes & scooters to and from the street We wear a helmet We arrive at school after 8:30am 	<ul style="list-style-type: none"> We stay with our teacher/coach/group We use equipment as instructed We take a buddy with us when not with the group 	<ul style="list-style-type: none"> We walk quietly in the and remain with our class We stay seated until instructed to move by a teacher We observe personal space as we stand and sit 	<ul style="list-style-type: none"> We go into a cubicle by ourselves and lock the door We wash our hands with soap We report when toilets are not able to be used
WE ARE RESPECTFUL <ul style="list-style-type: none"> We use our manners We use people's names We follow instructions first time every time We wear the correct uniform with pride We put rubbish in the bin We walk in line and keep to the left We demonstrate whole body listening when others are speaking We respect the rights of teachers to teach and students to learn 	<ul style="list-style-type: none"> We are quiet We return books on time and to the correct place We bring our library bag to borrow We respect the privacy of others' files We follow copyright laws We treat computers and iPads respectfully We send respectful messages 	<ul style="list-style-type: none"> We remain seated during eating time unless released by a teacher We place all rubbish in the bin We preserve our gardens We store our bags sideways on the track so there is room for everyone 	<ul style="list-style-type: none"> We sit and talk quietly We keep the bus real and tidy We watch and walk quickly to the front of the pickup zone when parents arrive We follow the directions of bus drivers We stay on the footpath and keep left 	<ul style="list-style-type: none"> We cheer on our team mates or group members We applaud good play by the opposition We care for equipment and the venue 	<ul style="list-style-type: none"> We walk quickly to assembly to be on time We stand silently and face the front to sing the national anthem and school song We congratulate those who receive awards by clapping 	<ul style="list-style-type: none"> We flush and keep toilets clean and tidy We report any damage to toilets immediately We respect the privacy of others We use the toilet appropriately
WE ARE FRIENDLY <ul style="list-style-type: none"> We greet staff and classmates nicely We take turns and wait patiently We work as a team We use positive and encouraging words We show interest in other people We use the high five to solve problems 	<ul style="list-style-type: none"> We help others choose books We read with younger students and peers to help them We use appropriate words in emails We ask others to log off if they have looked the computer 	<ul style="list-style-type: none"> We include others in our games We invite people on the buddy bench to play We play by the rules when we take part in lunchtime activities 	<ul style="list-style-type: none"> We greet bus drivers when entering and thank them at the end of the trip 	<ul style="list-style-type: none"> We are active and enthusiastic team members We show good sportsmanship whether we win or lose We thank teachers, coaches and parents who have helped us We stay out of private property when walking to school 	<ul style="list-style-type: none"> We say good morning or good afternoon to visitors we see in the school We are polite and helpful to visitors We thank visitors for coming to our school 	
WE ARE LEARNERS <ul style="list-style-type: none"> We are at school on time everyday We have the equipment we need We know the Learning Intention and Success Criteria We know our learning goals We spend 10/10 minutes learning We are Curious and ask questions We persist and do not give up We participate in the RETHINK process We use our initiative 	<ul style="list-style-type: none"> We borrow books regularly We choose good fit books We know the laws about social media sites We use school computers for school work We log off when our turn is up 	<ul style="list-style-type: none"> We are on time and ready to learn at the end of break We have been to the toilet and had a drink before the second bell We report problems to the duty teacher immediately 	<ul style="list-style-type: none"> We know how we are getting home each day and where we need to be 	<ul style="list-style-type: none"> We learn and follow the rules of the activity or sport We participate fully in all activities We attend training and rehearsals We assist team mates to learn We travel straight to and from home and school by the expected safe route our parents have taught us 	<ul style="list-style-type: none"> We concentrate on the presenter and clap and respond at the correct times 	<ul style="list-style-type: none"> We go to the toilet at each break so we do not miss learning We ask permission to go to the toilet and wear a lanyard We walk quickly and quietly to and from the classroom



COMMUNICATORS



INQUIRERS



COURAGEOUS



COLLABORATORS



SELF-MANAGERS



THINKERS

These expectations are communicated to students via a number of strategies, including:

- Weekly behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons at School Assemblies
- During active supervision by staff during classroom and non-classroom activities.

ADSS uses a three-tiered approach, universal, targeted, and intensive supports, to facilitate standards of positive behaviour and to respond to unacceptable behaviour.

6.2.2 *Universal*

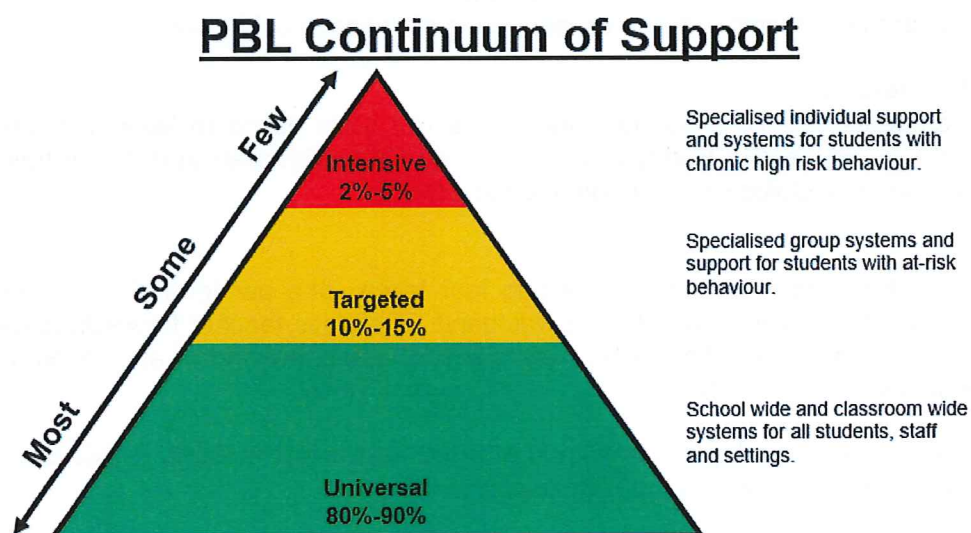
In a supportive and well-disciplined school, approximately 80% to 90% of students require little, if any, additional support to follow the school expectations and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

6.2.3 *Targeted*

In a supportive and well-disciplined school, approximately 10% to 15% of students may occasionally need additional targeted support, specific adjustments, or program intervention. Targeted support is typically delivered in small groups to the identified population.

6.2.4 *Intensive*

In a supportive and well-disciplined school approximately 2% to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional Behaviour Assessments are generally undertaken to assist with the development of intensive support options.



6.3 Universal Behaviour Support

ADSS implements the following proactive and preventative processes and strategies to support student behaviour:

- Information is provided in the school newsletter, enabling parents/guardians to be actively and positively involved in school behaviour expectations.
- Learning Culture team members provide regular updates of information to staff and parents/guardians to support in sharing successful practices.
- Induction programs in the ADSS Code of Conduct for Students are delivered to new students as well as new and relief staff.

- A range of social emotional programs are implemented across the school to promote self-awareness and resilience in our learners.
- Individual support profiles are developed for students with high behavioural needs/learning, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (pages 27-30)
- Procedures for Preventing and Responding to Incidents of Bullying (pages 30-34)
- Appropriate Use of Social Media (pages 35-36)

6.3.1 *Reinforcing expected school behaviour*

At ADSS communication of our key messages about behaviour is supported through positive reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal (Jets) recognition and monitoring system has been developed and Learner of the Week Awards are issued referencing the school expectations, rule of the week and our school Learning Assets. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. When positive praise is given, it recognises and promotes self-management skills.

6.3.2 *Jets*

Staff members stamp a 'jet' on a student's hand when they observe students following targeted school expectations in the playground and during transition times.

- This reinforcement occurs continuously throughout the day. When they 'catch' a student demonstrating positive behaviour they can choose to give them a Jet.
- Jet Stamps are recorded by the classroom teachers who provides students with a Jet voucher when 25 Jets are earned.
- Jets are never removed as a consequence of negative behaviour.

6.3.3 *Whole school rewards*

Each day students receive a stamp if they have not been asked to leave the learning environment (i.e. not sent to Buddy Class or had an Office Referral) **and** if they have not received a Rethink or Office Referral from the playground.

6.3.4 *Levels*

Each year students work towards completing four levels, one per term. Once a level is achieved, each child receives a coloured wristband. The class teacher forwards names of wristband recipients to the office to be placed in the school newsletter and records as a positive behaviour on One School.

Children can continue wearing the wristband until the next colour is earned. Previous colours cannot be worn after moving into the next level.

6.3.5 *Responding to unacceptable behaviour*

When responding to inappropriate behaviours, staff members ensure students understand the relationship of the behaviour to the school expectations. Staff members use the Rethink Process to enable students to:

- articulate the behaviour and the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour
- describe the likely consequences if the problem behaviour continues
- explore other possible behaviour choices and their consequences
- identify what they will do to change their behaviour in line with expected school behaviour

This encourages students to reflect on their own behaviour, evaluate it against school expectations and plan how their behaviour could be modified to align with the expectations of our school community. It provides students with an opportunity to be self-managers so they can evaluate situations and make the best choice.

6.4 Ensuring consistent responses to inappropriate behaviour

At ADSS, staff members authorised to issue consequences for behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour across the school.

Students also receive training in how to respond appropriately when other students display inappropriate behaviour, and the courteous way to respond when a staff member re-directs their behaviour or when consequences are applied for inappropriate behaviour.

6.4.1 *Re-directing low-level and infrequent inappropriate behaviour*

- When a student exhibits low-level and infrequent problem behaviour, the first response of school staff is to ask students what the expectations are to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.
- Our preferred way of re-directing low-level problem behaviour is to use the Rethink Process.

6.4.2 *Responding to unacceptable Classroom Behaviour*

The steps that are followed in the classroom are:

1. Kind Reminder - A non-verbal gesture or brief verbal redirection/reminder is given.
2. Warning - If the student continues to show inappropriate behaviour they are given a formal warning and reminded of what they need to be doing.
3. Rethink - If the student continues to show inappropriate behaviour they are directed to complete a 'Rethink' at the Rethink Desk either verbally or in a written form. If the student has completed a Rethink process the teacher then verbally debriefs the student to help them reflect on their behaviour choices.
4. Buddy Class - If inappropriate behaviour continues, the student refuses to engage with the process the student is asked to go to their 'Buddy Class' to rethink their choices with the assistance of another teacher. This removes the child from their peers and gives them further time to reflect on their behaviour and on more acceptable alternatives. The student's parents/guardians are contacted either by phone or email and the behaviour is recorded on OneSchool as a minor by the class teacher.
5. If student behaviour continues to be inappropriate at Buddy Class or upon returning to their classroom, the student may be referred to Administration (Deputy Principal). At this point the child may be required to do a 'phone home' so that their family is aware of their inappropriate behaviour at school. Parents/guardians are contacted and the behaviour is recorded on OneSchool as a major.

This process is displayed visually for students in all learning areas. A copy of the displays can be found in Appendix One.

In cases of more serious (major) behaviour occurring in the classroom, the child may be referred directly to Administration without completing a 'Rethink' in the classroom.

All referrals to Buddy Class or the School Administration are documented on OneSchool by the referring teacher.

6.4.3 *Responding to unacceptable behaviour at lunch breaks and before and after school*

The Time Out Red Spots in the playground are used as an immediate consequence for inappropriate low-level minor behaviour during lunch breaks. When addressing minor behaviours staff members may also use the Rethink questioning process (Appendix Two) to investigate the circumstances and help students to practise thinking about a positive behavioural choice they could make in the future and identify strategies that may assist them (like the High5).

Incidents where students repeat minor behaviours or refuse to follow adult direction are recorded using the playground referral sheets (Appendix Three). These students then reflect on this behaviour during a Rethink at the next available play break (and this is recorded on OneSchool).

Major behaviours result in an immediate referral to a deputy principal. The staff member on duty investigates and records the incident including the preceding events, names of students involved and witnesses on the referral sheet. They escort the student/s directly to the deputy principal or to the administration building and immediately contact the deputy to inform them of the incident. The staff member then documents the incident on OneSchool referring it to the deputy and classroom teacher.

6.5 Targeted Behaviour Support

Each year a small number of students at ADSS are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Support is provided to students who have not responded to the universal (whole-school) behaviour support processes and strategies employed by the school. This may include:

- Use of behavioural data to accurately identify students requiring targeted support
- The completion of a referral to the Student Support Services Committee by teachers seeking assistance to support students with targeted-level needs
- A team approach (including parents/guardians) to support students on targeted support programs
- Making adjustments as required to address individual students' needs
- A range of evidence based program options for targeted support such as:
 - Adult mentoring
 - Check in/check out or targeted/small group social skilling
 - "Induction and check in" programs for new students.

Identified students attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and additional opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring and/or intensive social skills training.

The Student Support Services Committee with active administrator support and staff involvement coordinates this program of additional support. All staff members are provided with continuous professional development regarding the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Identified students whose behaviour does not improve after additional support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

6.6 Intensive Behaviour Support

ADSS is committed to educating all students, including those with the highest behavioural support needs. We use behaviour data for the accurate identification of students requiring individualised support and recognise that students with highly complex and challenging behaviours need comprehensive systems of support when they have not responded to the universal and targeted behaviour support processes and strategies employed by the school.

This includes:

- A school based referral process (to the Student Support Services Committee) for teachers seeking assistance
- A team-based approach for providing intensive individualised support that includes a high frequency of adjustments
- Regional behaviour support referrals and the use of evidence based procedures for the assessment and support of students requiring intensive, individualised support (Functional Behaviour Assessment)
- Development of an Individual Student Safety Plan in conjunction with regional staff support that is followed and communicated to staff
- The use of flexible and or alternative learning options

6.7 Consequences for Unacceptable Behaviour

Amberley District State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours each week (Flash Focus) as part of assemblies, in every classroom, student diary, newsletter and Facebook. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

6.7.1 *Minor and major behaviours*

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

- **Minor** behaviour is handled by staff members at the time it happens.
- **Major** behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

- are minor breeches of the school expectations
- do not seriously harm others or cause suspicion that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

6.7.2 *Major behaviours are those that:*

- significantly violate the rights of others
- put others / self at risk of harm

Major behaviours result in an immediate referral to Administration because of their seriousness. When major behaviours occur, staff members calmly state the major behaviour to the student and remind them of the expected school expectation. The staff member then informs the deputy, and in the case of level 2 or 3 behaviour immediately escorts the student

to the Administration Building (or calls for assistance) and completes the OneSchool Behaviour Record referring it to the deputy and classroom teacher.

All major behaviours require parent contact. Major problem behaviours may result in the following consequences:

- **Level One:** Time Out (time in office, withdrawal to an alternative area within the classroom or another classroom, alternate lunchtime activities), loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence.
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school.
- **Level Three:** Students who engage in very serious behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor and major behaviours:

ADSS - Major and Minor Behaviours by Behaviour Category

When entering any Behaviour Incident into One School only select **ONE** category. Select the category of the **initial** behaviour.

Behaviour Category	Definition of Behaviour	Trivial Behaviour	Minor Example	Major Example
Bullying / Harassment	Bullying: using superior strength or influence to intimidate (someone), typically to force them to do something. Harassment: aggressive pressure or intimidation	'He keeps looking at me funny'	Bullying / harassment is never a minor behaviour. Refer minor incidents of bullying / harassment to <i>Physical misconduct</i> or <i>Verbal misconduct</i> <i>Intermittent</i>	Verbal: name calling, racial slurs, family comments, comments about ability, direct swearing, commenting on another's looks or appearance. Physical: purposely hurting or overpowering another. Social or Psychological: social exclusion, cyber bullying, physical gestures, and written notes.
Defiant / threats to adults	Verbal or physical defiant gestures that resist or threaten adults	Playing in the wrong areas; 'do I have to?'	One off refusal comment or use of offensive language in conversation with an adult	Repeatedly Using defiant language directed at adults, refusal comments e.g. 'you can't make me'
Disruptive	Behaviour that results in an interruption in the class, school routines, or school activity	Petty interruptions; joke telling, noises	Occasional calling out or interfering with neighbour, one off leaving seat without permission	Sustained yelling, consistently out of seat behaviour to interrupt activities
IT misconduct	Inappropriate use of any electronic device	Placing clip art pictures into a word document instead of typing up work	Accessing websites at inappropriate times	Posting photos of other students with the intention to embarrass them, posting inflammatory comments
Late	Late from lunch breaks or activities outside of the classroom	The bus being late, sick or upset	Administrative discretion	Administrative discretion
Lying / Cheating	Student delivers message that is untrue and / or deliberately violates rules	Student states they have completed a task when it is incomplete	Lie affects others and causes an escalation of behaviours e.g. lies / accuses other students of something. Plagiarism	Student accused staff of physical or verbal assault but found with evidence that the incident did not occur
Misconduct involving object	Inappropriate use of an object for the non-intended purpose of the object	Throwing a stick at a tree to get a ball down	Chasing someone with a stick or other object without the intention to hurt	Using an object to deliberately cause injury
Physical misconduct	Fighting or actions that involve harmful physical contact	Petty or non-consensual contact, tripping into others	Contact without injury e.g. tripping, pushing into others; Inappropriate touch	Serious physical aggression; Hurting another causing injury, e.g. punching, head butting, choking, scratching, spitting, biting, fighting
Possess prohibited items	Possessing on their person or in their bag an item declared by the school as prohibited	Bringing to school; chewing gum, trading cards, games, toys	Possession of a mobile phone not handed in.	Using an item as a weapon to harm or threaten to harm. Being in possession of an object capable of causing bodily harm (e.g. pocket knife, lighter)
Property Misconduct	Participating in an activity that results in damage, destruction or disfigurement of property	Breaking own belongings	Throwing, kicking or breaking someone else's belongings or school property	Deliberately impairs the usefulness of property; kicking a hole in wall, throwing / breaking furniture, graffiti
Refusal to participate in program of instruction	Non-verbally or verbally refusing to participate in learning activities or engage in learning tasks	Student is unwell or emotionally upset	Infrequent refusal to participate in tasks	Continual refusal to participate in learning, which is of no disruption to others, to participate in learning. Ignoring prompts to engage in tasks.
Threats to others	Any verbal or non-verbal threat to a person's physical or emotional wellbeing	Saying things in the heat of the moment without intention to follow through	Saying / doing something you know will cause a reaction: 'fight, fight, fight' or 'don't listen to them'	Saying / doing something with the intention of intimidating someone and making them threatened: 'I'm going get my older brother to bash you'
Truant / skip class	Unexplained absence without parent's knowledge		One off late arrival to class for inappropriate reason e.g. getting a drink or waiting for friend	At school, but absent from lesson without permission
Verbal misconduct	Any spoken, written or non-verbal communication that insults, mocks, belittles or slanders another	Infrequent random comments: 'four eyes, fatso'	Infrequent comments or gestures directed at a person targeting race, religion, gender, disability: e.g. loser, 'I'm not playing with you because you...'	Using offensive, aggressive, threatening, sexual connotation words or gestures directed at another: 'I'll bash you, f***ing liar, your mother is a...'
Other	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>
Non-compliant with routine	<i>Behaving in a way that does not comply with the classroom and playground routines</i>	<i>Do not enter on One School, refer to other category to define the non-compliance (e.g. defiance, disruptive, refusal to participate)</i>	<i>Do not enter on One School, refer to other category to define the non-compliance (e.g. defiance, disruptive, refusal to participate)</i>	<i>Do not enter on One School, refer to other category to define the non-compliance (e.g. defiance, disruptive, refusal to participate)</i>
Other conducted prejudicial to the good order and management of the school	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>
Dress Code	<i>Students wearing inappropriate clothing to school or for an activity</i>	<i>Do not use, refer to Admin for parent to be contacted</i>	<i>Do not use, refer to Admin for parent to be contacted</i>	<i>Do not use, refer to Admin for parent to be contacted</i>
Prohibited Items	<i>Using an item declared by the school as prohibited</i>	<i>Do not use, refer to 'Possess prohibited items'</i>	<i>Do not use, refer to 'Possess prohibited items'</i>	<i>Do not use, refer to 'Possess prohibited items'</i>
Substance misconduct involving illicit substance	<i>Student is under the influence of or is in possession of illegal substances</i>	<i>Administrative discretion</i>	<i>Administrative discretion</i>	<i>Administrative discretion</i>
Substance misconduct involving tobacco/ alcohol and other legal substances	<i>Student is under the influence of or is in the possession of legal substances</i>	<i>Administrative discretion</i>	<i>Administrative discretion</i>	<i>Administrative discretion</i>
Third minor referral	<i>Three minor incidents referred to buddy class</i>			

*This is a teacher reference tool

7 Legislative Delegations

7.1 Legislation

In this section of the ADSS 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 \(Commonwealth\)](#)

7.2 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](#)

8 Disciplinary Consequences

The disciplinary consequences model used at ADSS 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 expectation reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

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

The differentiated responses to inappropriate 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.

8.1 Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Expectations reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks

- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer 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)
- Rethink / Responsible Thinking Space

8.2 Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services Team
- Stakeholder meeting with parents/guardians and external agencies

8.3 Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents/guardians and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (1 to 10 school days)
- Long term suspension (11 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.

8.5 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 ADSS 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/guardians and students may appeal a long suspension, charge-related suspension or exclusion decision. A review would 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.

8.6 Re-entry following suspension

Students who are suspended from ADSS are 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, as the student has already received a consequence 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.

8.6.1 Arrangements

The invitation to attend the re-entry meeting will be communicated in writing. 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 entered into OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

8.6.2 Structure

The structure of the re-entry 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.

Agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

8.6.3 Reasonable adjustments

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

9 School Policies

ADSS 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

9.1 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, and to maintain and foster mutual respect between all 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 school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members

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

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

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

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

9.2 Responsibilities

9.2.1 School staff at ADSS:

- Do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- May seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the QPS.
- Must gain consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who

temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

- May, in emergency circumstances, need to search a student's property without the student's consent or the consent of the student's parents/guardians (e.g. to access an EpiPen for an anaphylactic emergency).
- Must gain consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the QPS and the student's parents/guardians will be called to make such a determination.

9.2.2 **Parents/guardians** of students at ADSS will:

- 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 ADSS Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- Collect temporarily removed student property as soon as possible after they have been notified by the Principal or school staff that the property is available for collection.

9.2.3 **Students** of ADSS will:

- Not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the ADSS Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

9.3 Use of mobile phones and other devices by students

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

The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents/guardians, school staff and students.

This policy reflects the importance the school places on students displaying courtesy, consideration, and respect for others whenever they are using Personal Technology Devices (PTD).

PTD include, but are not limited to, games devices (such as portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

9.3.1 *Certain Personal Technology Devices banned from school*

Students must not bring valuable PTD like cameras, digital video cameras, MP3 players or mobile telephones to school as there is a risk of damage or theft. Such devices will be

confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

ADSS recognises that there are occasions where there are valid reasons for students bring a PTD such as a mobile telephone to school. In these instances, students are required to sign their device at the office upon arrival at school and then retrieve it when they leave the school that afternoon.

9.3.2 *Confiscation*

Permitted PTD used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when they will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the QPS. In such cases QPS may take possession of such devices for investigation purposes and students and parents/guardians will be advised to contact QPS directly.

Students who have a Personal Technology Device confiscated more than once will not be permitted to have a Personal Technology Device at school for at least one month, or longer if deemed necessary by the Principal.

9.3.3 *Personal Technology Device etiquette*

Bringing PTD to school is banned by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed in at the office before school commences and collected after school.

9.3.4 *Recording voice and images*

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at ADSS. Students using PTD to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by PTD on the school premises or elsewhere being disseminated to others if it is done for the purpose of:

- Causing embarrassment to individuals or the school,
- Bullying or harassment, including racial and sexual harassment,

- Where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

9.3.5 *Text/Social Media Communication*

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

9.3.6 *Assumption of cheating*

PTDs may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Disciplinary action will be taken against any student who is caught using a PTD to cheat during exams or assessments.

9.3.7 *Recording private conversations and the Invasion of Privacy Act 1971*

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

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

9.3.8 *Special circumstances arrangement*

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

At all times students, while using technology facilities and devices supplied by the school, will be required to act in line with the requirements of the ADSS Student Code of Conduct. In addition students and their parents/guardians should:

- Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's technology network facilities
- Ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- Be aware that:
 - access to technology 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 technology facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, avoiding or reducing access to harmful information also requires responsible use by the student.

9.4 Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents/guardians who are engaged with their child's education are more likely to positively impact student self-esteem, attendance, and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

ADSS has a **Learning Culture Team**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participating in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Learning Culture Team is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents/guardians was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at ADSS we believe students should be at the forefront of advising staff, parents/guardians and the broader community about emerging issues and practical solutions suitable to different contexts.

As part of our school's learning culture, parent involvement and representation is highly regarded. Parents/guardians and community members are welcome to join the Learning Culture Committee and form an essential part of creating a whole school approach to our school's successful PBL implementation. If you wish to join the committee or to find out more about meetings, please contact the school office.

9.5 Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions ADSS teachers take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

9.6 Amberley District State School - Bullying Process flowchart for teachers

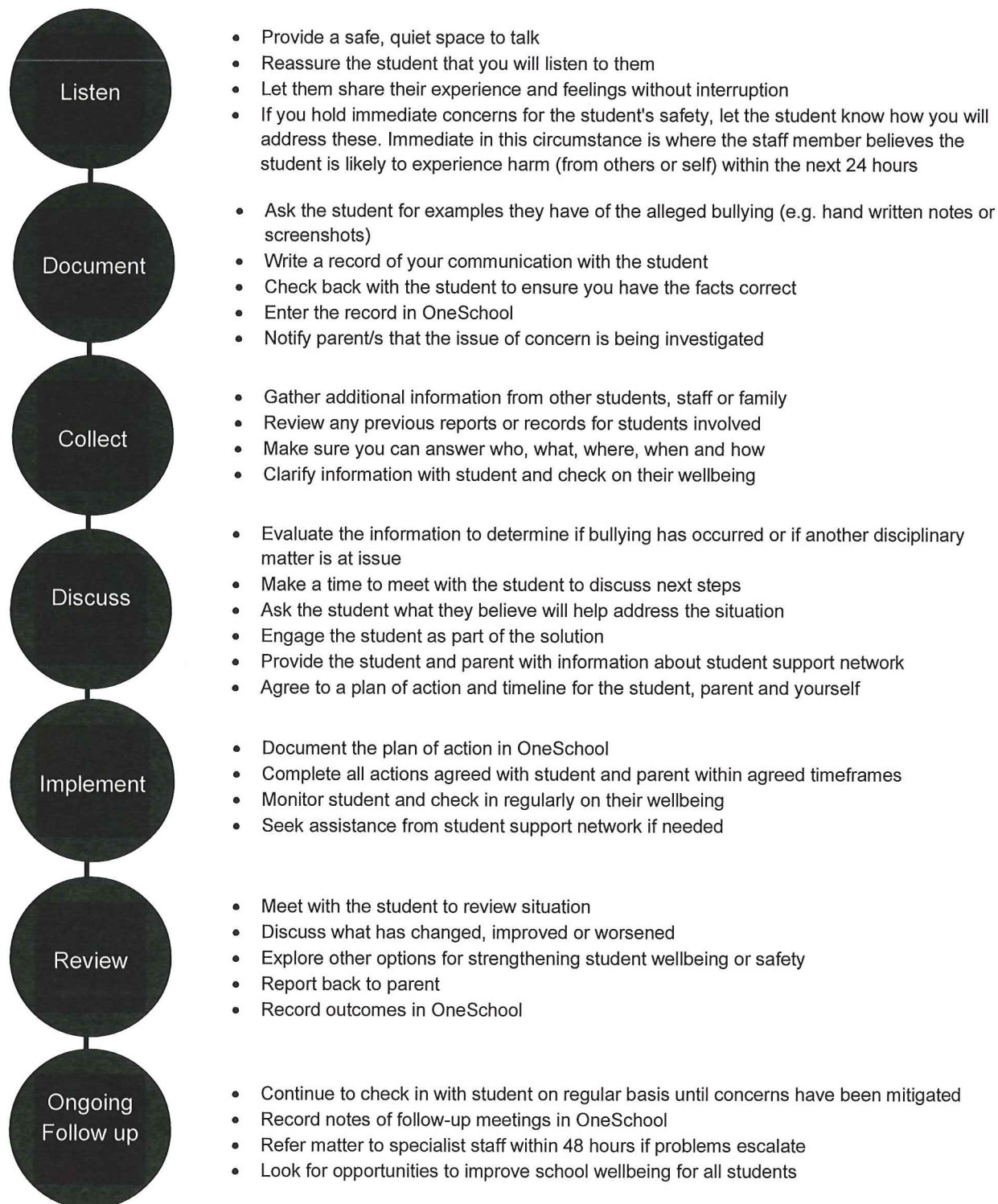
Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Prep to Year 1 Deputy Principal

Year 2 to 3 Deputy Principal

Year 4 to 6 Deputy Principal



9.7 Cyberbullying

Cyberbullying is treated at ADSS with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

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

It is important for students, parents/guardians 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/guardians 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 QPS.

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

Parents/guardians or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/guardians may be referred to the Office of the e-Safety Commissioner and/or the QPS. School staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the relevant year level Deputy Principal.

9.8 Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

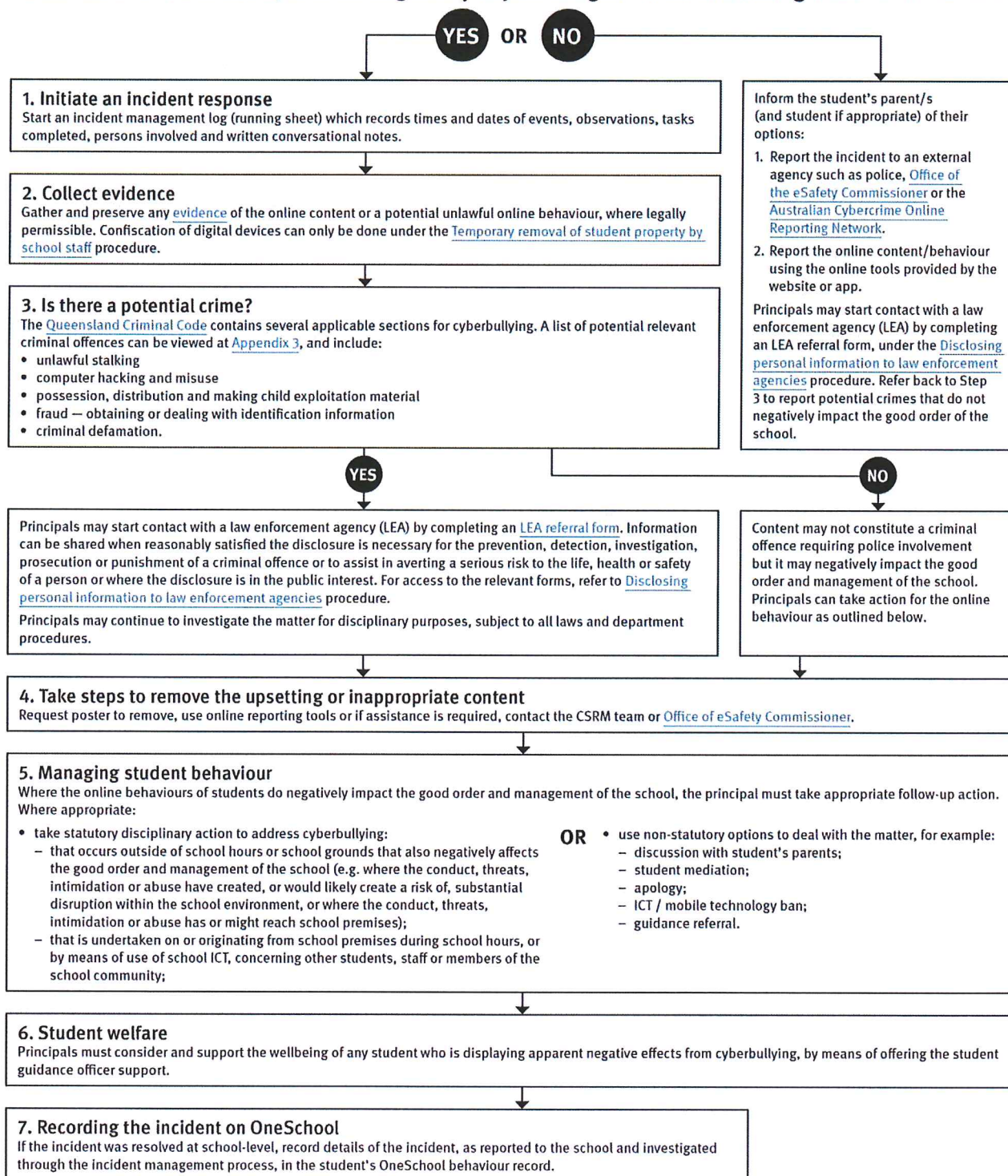
Explicit images

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

Report

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

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



9.9 Student Intervention and Support Services

ADSS recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

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

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

9.10 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/guardians can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by QPS 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/guardians 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/guardians are their child's first teachers — so they will learn online behaviours from you.

9.10.1 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/guardians of school notices, the department prefers that parents/guardians contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

9.10.2 Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a QPS 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 impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

9.10.3 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/guardians are not. If you are tagging or naming students, consider that other parents/guardians may not want their child's name attached to images online.

9.5.4 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 QPS, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

10 Critical Incidents

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

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

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

Basic defusing strategies

1. Avoid escalating the 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 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 behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: 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.

11 Restrictive Practices

School staff at ADSS 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 consequence 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/guardians 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.

12 Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package \(school employees only\)](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

13 Complaint Resolution

ADSS staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents/guardians need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent/guardian, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents/guardians and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school.
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher, relevant Deputy Principal or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

14 Closing Statement

As a school we firmly believe that the best approach to student success is for the school community (staff, students and parents/guardians) to have a universal understanding of our policies and procedures. To achieve this it is important that all parties have a voice in the contents of such policies and procedures. If there are any questions regarding the ADSS Student Code of Conduct, please contact administration by visiting the school office or contacting admin@amberleydistrictss.eq.edu.au.

If you wish to provide any suggested improvements, please submit these in writing to admin@amberleydistrictss.eq.edu.au. Please include:

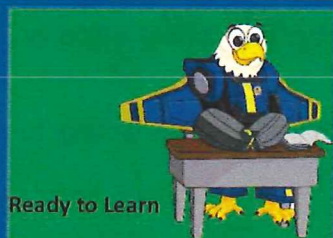
- wording of the current policy document,
- suggested wording,
- and the expected outcome of the change/s.

All changes will be presented at the next ADSS Student Code of Conduct review.

15.1 Appendix One – Sequence of Consequences

Sequence of Consequences in the Classroom

At teacher discretion, steps may be skipped for serious or frequent behaviours

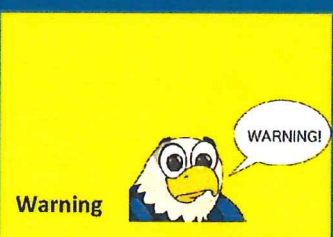


Ready to Learn – I am a safe, respectful and friendly learner.



Kind Reminder- Kind reminder given to correct inappropriate behaviour.

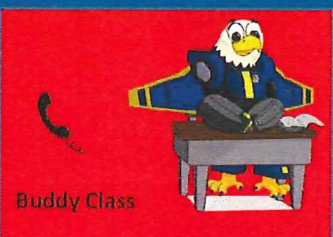
- | | |
|--|--------------------------------|
| 1. Establishing Expectations | 6. Descriptive Encouraging |
| 2. Instruction Giving | 7. Selectively attending |
| 3. Waiting and Scanning | 8. Redirecting to the learning |
| 4. Cuing with parallel acknowledgement | 9. Giving a choice |
| 5. Body Language Encouraging | 10. Following through |



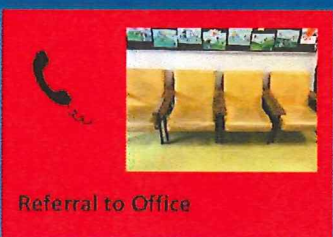
Warning- Firm verbal reminder to correct inappropriate behaviour.



Rethink- Rethink card placed on student's desk. 5 minutes at the rethink desk in own classroom. Teacher to record in class notebook. Student to check-in with teacher with reflection questions before returning to learning.



Buddy Class- 10 minutes time out in allocated buddy class where student goes through the rethink process (call Buddy Class Teacher before sending students). Teacher to enter student's attendance in buddy class as a Minor on One School. Parents are notified and recorded on One School as a contact. Student to check in with class teacher before returning to learning. (Please refer HOSS & POD DP into all One School entries).



Referral to office- Office is contacted and student removed from classroom. Parents contacted, individual behaviour plan, suspension or exclusion as appropriate. Entered as a Major Behaviour on One School.

Phone: 1111 from the classroom

Mobile:



*This is a classroom visual for teacher reference

Sequence of Consequences in the Playground

At teacher discretion, steps may be skipped for serious or frequent behaviours



Ready to Play- students rewarded with JETS for behaviour that meets our school expectations;

- We are safe
- We are respectful
- We are friendly
- We are learners



Kind Reminder- Reminder to correct inappropriate behaviour.



Warning- A firm verbal reminder to correct inappropriate behaviour.



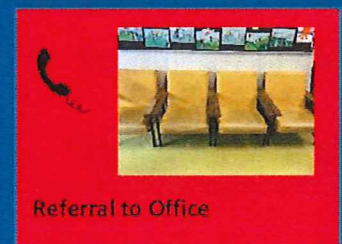
Red Dot- Student instructed to sit on the red dot for 5 minutes and supervised.



Responsible Thinking Classroom

RTC Referral – Fill out form and send to the office.

Teacher staff to enter student's attendance in rethink on One School. Recorded as a Minor on One School. (POD DP & HOSS to be referred)



If a major Phone
classroom phones.

or 1111 from

DP/HOSS to contact parents and record as a Major on One School.



*This is a classroom visual for teacher reference



RE-THINK DESK

The Re-think Desk can be used at any time you are feeling angry or frustrated and want to work by yourself. A teacher may direct you to Re-think your choices at the rethink desk if your behaviour choices do not meet our school expectations.



RE-think Desk Rules

1. Move to RE-think as directed.
Do not argue or disturb others!
2. Quietly answer the questions to help you think about what has happened and fix things up.
3. When you have finished answering the questions wait patiently until your Teacher is ready to speak to you.
4. No-one, except the class teacher is to disturb a person at the rethink desk.
5. Catch up on any work you have missed.

RE-think Questions

1. What were you doing?
2. What were you thinking?
3. What rule did you break?
4. Who has been hurt? How?
5. What thing/s could you have chosen to do instead?
6. Which would be the best choice? Why?
7. What can you do to fix things?
8. Who could help you fix things?

*This is a classroom visual for teacher reference

15.3 Appendix Three – Responsible Thinking Referral Form

Responsible-Thinking Classroom (RTC) CARD

Date	Staff member reporting:				
Student Name					Class:
Location:	<input type="checkbox"/> Junior adventure playground, <input type="checkbox"/> Senior adventure playground, <input type="checkbox"/> Lower school courtyard, <input type="checkbox"/> Upper school courtyard, <input type="checkbox"/> Tuckshop/technology <input type="checkbox"/> Area: A, B, C, D, E, F	<input type="checkbox"/> Out of bounds area, <input type="checkbox"/> Prep playground, <input type="checkbox"/> Basketball court, <input type="checkbox"/> Oval <input type="checkbox"/> BASE <input type="checkbox"/> Spiderweb <input type="checkbox"/> Bus <input type="checkbox"/> Pickup area	Time of Incident 1 st Break/ 2 nd break Before/ after school	To attend RTC 1 st Break/ 2 nd Break	Incident Type: Major Minor
Other students/staff involved (witnesses):					
Incident details : Detail – event, observed behaviour of the student, who or what the behaviour was directed toward, action taken to de-escalate the behaviour	Antecedent: What happened before? Behaviour: What behaviour was observed? What consequence was given?				
Categories: (tick 1 only)	<input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Physical misconduct	<input type="checkbox"/> Defiant/threat to adults <input type="checkbox"/> Misconduct involving object <input type="checkbox"/> Verbal misconduct	<input type="checkbox"/> Disruptive <input type="checkbox"/> Property misconduct <input type="checkbox"/> Threat/s to others <input type="checkbox"/> Other		
Motivation for behaviour: (please circle)	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain activity/event <input type="checkbox"/> Escape/Avoid instruction <input type="checkbox"/> Escape/Avoid sensory	<input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain sensory stimulation <input type="checkbox"/> Escape/Avoid adult attention	<input type="checkbox"/> Obtain tangible object <input type="checkbox"/> Escape/Avoid activity/event <input type="checkbox"/> Escape/Avoid peer attention		
STUDENT HAS BEEN INFORMED OF RTC <input type="checkbox"/>	ENTERED ONTO TEAMSITE BY OFFICE STAFF <input type="checkbox"/>	STUDENT ATTENDED <input type="checkbox"/>	ENTERED ONTO ONESCHOOL BY RETHINK DUTY TEACHER <input type="checkbox"/>		

15.4 Appendix Four – Uniform Policy

The ADSS P&C have determined that our school is a full uniform school. All students are expected to wear the school uniform in accordance with the ADSS Uniform and Dress Standard Policy.

The Amberley District State School P&C Association supports a student dress code policy for ADSS students because it believes that a student dress code policy at ADSS promotes the objectives of the Education (General Provisions) Act 1989, and in particular that it:

- a) Promotes a safe environment for learning by enabling ready identification of students of the school
- b) Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school
- c) Promotes a supportive environment at the school by fostering a sense of belonging
- d) Fosters mutual respect among individuals at the school by minimising visible evidence of economic and social differences; and
- e) Reflects the core values, motto and expectations of our community:
Knowledge is Strength: We are safe - We are friendly - We are respectful - We are learners

The P&C has been actively involved in the formation and writing of the Uniform and Dress Standards Policy in consultation with the school community and school Administration.

Any changes made to the ADSS Uniform and Dress Standard Policy will occur in consultation with the P&C and school community and introduced with an appropriate transition period.

The following uniform is acceptable:

- Royal blue school shirt with yellow trim and school emblem
- Checked dress (girls)
- Royal blue shorts, skorts or skirts (not cargo or board shorts or basketball shorts). Bike pants may be worn under skirt or dress but not be longer than the skirt.
- White socks ankle length (at a minimum)
- F-111, Mirage, Phantom or Sabre shirts may be worn on PE and sporting days
- Senior Shirts, Sports shirts & Music shirts may be worn on days of events and their respective representation days.
- Royal blue colour track pants or equivalent. Cargo pants and jeans are not acceptable.
- School jacket or completely plain and royal blue jacket / jumper.
- Stockings and leggings in royal blue, navy blue or black.
- A long sleeve shirt/undershirt/skivvy beneath their school shirt or dress in royal blue.



Due to Workplace Health and Safety regulations students' footwear must provide adequate protection and cover the entire foot. Footwear selection must also take into account the health benefits of growing children wearing supportive footwear to minimise future health risks.

Shoes and White Socks—Boys and Girls

Acceptable	Unacceptable
	
	
	
	
	
	
	
	
	

Education Queensland requires children to wear protective hats for outdoor activities. Wide brimmed school hats are available from the Uniform Shop. Caps and hats of other colours are not acceptable. A “no wide brimmed hat – no play” rule applies at Amberley District State School and hats are to be worn as designed.



Hair and Makeup

All students at Amberley District State School are to be respectful in their appearance with hairstyles to be neat, tidy and well maintained.

Students with long hair are encouraged to tie their hair back at all times with a hair tie in colours of blue or yellow. This assists in the control of head lice, to maintain safety requirements and also assists our students in looking neat and tidy. Long hair must be tied back for sport and other practical lessons.

- It is unacceptable for hair to be coloured or dyed a non-natural colour
- Extreme hairstyles such as mohawks, tracks, rats' tails or shaved sections are not permitted
- Accessories are not permitted. These include but are not limited to bandanas, beanies, other brightly coloured headwear and non-school hats. Hair ribbons/bows/scrunchies/clips in school colours are permitted.
- Nail polish is not permitted and fingernails need to be kept short
- All facial make-up is not permitted.



Swimwear

Appropriate swimwear must be worn along with sun shirt for swimming. A swimming cap may be required depending on venue and as directed by the responsible staff member. All students from Prep to Year 6 participating in Amberley District State School swimming programs are required to wear a sun safe shirt/t-shirt over their swimsuits. The Education Departmental requirements for state schools are "swim shirts must be worn by Prep – Year 6 students during all water-based activities including swimming lessons. If parents/guardians are unable to provide a swim shirt, schools can allow students to wear a t-shirt".

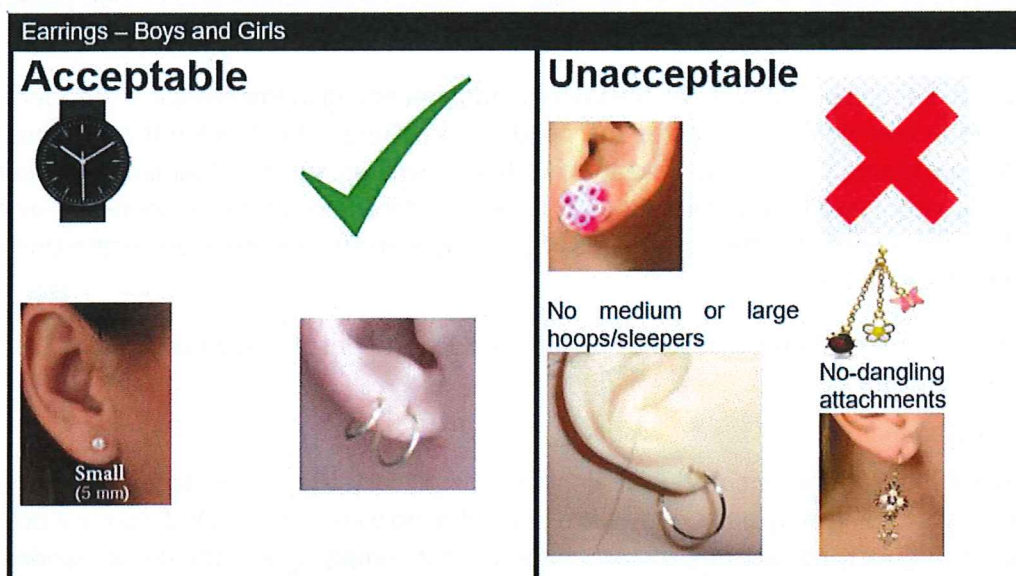


Jewellery

For safety reasons, a watch and two earrings (small plain sleepers or studs) per ear for pierced ears are the only items of jewellery permitted to be worn at school.

Other piercings or facial studs, including tongue studs of any kind are not to be worn to school. Clear coloured alternatives are not accepted or permitted. No other accessories are to be worn. Parents/guardians of children for religious, cultural or health reasons who need to

modify the uniform code are required to make an appointment with the principal for further discussion.



Cultural Dress

Students are permitted to wear head coverings such as the hijab, the yarmulke or a turban in school colours.



Compliance with the ADSS Uniform Policy and Dress Standards Policy

1. RESPONSIBILITIES PARENTS/GUARDIANS / CARERS

Parents/guardians are responsible for the provision and maintenance of the correct uniform and general appearance of their child/children. They are to ensure their children are appropriately dressed each school day and the uniform is in good condition.

If the correct uniform is not available for any reason, it is the responsibility of the parent/carer to communicate this in a note to the child's teacher. The note should be given to the class teacher at the commencement of the school day. These will be accepted for specified and temporary reasons rather than long-term waivers of the uniform expectations.

Clothing items may be loaned on special occasions on a short-term basis from a school supply either available from the Uniform Shop or Administration Office. Special occasions may include but are not limited to school excursions, school photos and student illness. These items are to be returned to the school in a clean condition ready for re-use.

2. STUDENTS – DRESS STANDARDS

Wearing the uniform ensures that students are confidently and appropriately dressed and instils a sense of pride and respect in the students, both in their school and in their personal presentation.

Students are responsible for wearing the uniform and presenting themselves in a manner that shows pride in one self and promotes the good image of the school within the community. Students are expected to be clean, neat and tidy and well presented at all times. Personal hygiene is a very important consideration for each student and will be encouraged by the school. This is a reflection of the core values of our school and the expectations of the Uniform and Dress Standard Policy.

Uniform checks are held and in accordance with the Department of Education Manual SC-09: Student Dress Code.

3. TEACHERS

Teachers will monitor and encourage students to comply with the ADSS Uniform and Dress Standards Policy. On a daily basis, they will enforce the 'no wide brimmed hat, no play' policy. If a student is regularly not wearing correct uniform or not complying with the dress standards, and there is no note or explanation from the parent/carer, the student will be referred to the Principal or nominee. If a student does not comply with teacher requests (direction) regarding uniform or dress standards, the matter will be referred to the Principal or nominee.

4. PRINCIPAL

The application and enforcement of the ADSS Uniform and Dress Standard Policy within the school community, and the day-to-day enforcement of the policy are the responsibility of the School Administration (the Principal and Deputy Principal with the cooperation of the teaching staff) as outlined below.

The Principal has the final authority to enforce the school's Uniform and Dress Standard Policy. This authority is provided via State Legislation, under the 'Student Dress Code and Uniform Policy', established under Sections 360-363 and Section 283 of the Education (General Provisions) Act of 2006. The Principal or nominee will provide a considered course of action for uniform issues and this will be administered on a case-by-case basis.

Consequences of non-compliance with Dress Code

Students wearing the incorrect uniform (without a temporary explanatory note) will receive a consequence, which may include parental contact, prevention from partaking in school activities, or attend the Responsible Thinking Classroom.

If a student does not comply with a dress code for school's students developed under section 360 of the Act, the school's principal may only impose the following sanctions:

1. Detention of the student for a period mentioned in section 283(3);
2. Prevent the student from attending, or participating in, any school activity for which the student was representing the school;
3. Prevent the student from attending, or participating in, any school activity that, in the reasonable opinion of the school principal, is not part of the essential educational program of the school;
4. If a student continues to be out of uniform and fails to complete the detention, this will be considered as 'wilful disobedience' and as such students may be suspended from school.