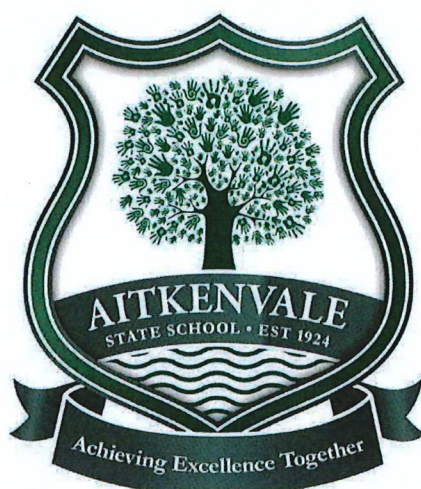




Aitkenvale State School

Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

Aitkenvale State School maintains a strong commitment to providing a *welcoming, inclusive and connected learning community where everyone achieves and belongs*. We seek to promote an inclusive and disciplined learning environment that is safe, respectful and responsible for all staff, students, parents and visitors.

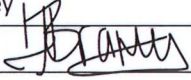
Aitkenvale State School is committed to *Achieving excellence together* by developing a learning community that is *aspirational, inclusive and resilient*. Ours is a community inclusive of all people regardless of socio-economic status, ethnicity or ability. We are committed to safeguarding student and staff wellbeing by maintaining high standards that both respond to and strengthen a positive school culture.

Our 2024-2026 Strategic Plan is the foundation on which our Code of Conduct will be enacted. The purpose of the Aitkenvale State School Code of Conduct is to articulate the high expectations of behaviour from all of the school community, ensuring learning is prioritised. It is intended to outline the practices and processes we use in our school to promote consistent, productive and effective whole school approaches to behaviour.

Contact Information

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School website address:	www.aitkenvaless.eq.edu.au
Contact Person:	Lee Braney (Principal)

Endorsement

Principal Name:	Lee Braney
Principal Signature:	
Date:	12/02/2025
P&C President:	Elizabeth Carroll
P&C President Signature:	
Date:	25/3/25

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Principal's Foreword

Introduction

At Aitkenvale State School our dedicated and compassionate staff deliver high-quality education to students within Aitkenvale and the surrounding areas.

Aitkenvale State School implements a strong Positive Behaviour for Learning (PBL) approach, fostering a safe, respectful, and responsible school culture. This approach is supported by a variety of systemic and individualised strategies designed to address current social and educational challenges and meet the needs of all students across different school settings.

To promote and maintain a safe and orderly environment for learning and teaching, our school community has identified three clear expectations: **We are safe, respectful, and responsible learners.**

These values underpin the development of our Code of Conduct, which aims to cultivate confident, self-disciplined, and kind young people.

Guided by the Berry Street Education Model, our school sets clear expectations, and fosters effective communication, purposeful collaboration, and respectful relationships to nurture a supportive school culture.

Aitkenvale State School staff adopt an educative approach to discipline, recognising that behaviour can be taught, and above all, we are all learners.

At Aitkenvale State School, we are committed to fostering an environment that is **aspirational, resilient, and inclusive**. We encourage our students to set high standards for themselves and aim for excellence in all aspects of their learning and development. By teaching the importance of resilience, we help students to bounce back from challenges, learn from their experiences, and grow stronger. Through our inclusive approach, we celebrate diversity and ensure that every student feels valued, supported, and empowered to succeed. Together, we build a **welcoming, inclusive and connected learning community where everyone succeeds and belongs**.

Our Code of Conduct clearly outlines our expectations for students and how we will support them in meeting those expectations as we work together toward **Achieving excellence together**.

P&C Statement of Support

As the Parents and Citizens (P&C) Association of Aitkenvale State School, we are proud to support and collaborate with the school community in the development of the Code of Conduct. We believe that an effective and inclusive Code of Conduct is essential to fostering a safe, respectful, and responsible learning environment for all students.

Throughout the development process, we have worked closely with the school's staff to ensure that the expectations and values outlined in the Code reflect the shared goals and aspirations of both the school and the broader parent community. We are committed to ensuring that every student is supported in becoming an aspirational, resilient, and inclusive individual.

Our involvement in this process underscores the importance of collaboration between parents, students, and staff in shaping a school culture that values respect, responsibility, and personal growth. We are confident that the Code of Conduct will guide our students in making positive choices and achieving their fullest potential.

As the P&C, we remain dedicated to maintaining an open line of communication with the school and supporting the ongoing development and implementation of this Code, ensuring that together, we can *Achieve excellence together* for the benefit of every student at Aitkenvale State School.

Whole School Approach to Discipline

At Aitkenvale State School, our vision is *Achieving excellence together*. This underpins our approach to student learning and behaviour. We aim to create an inclusive learning community with high expectations and equitable supports.

We are a Positive Behaviour for Learning (PBL) school and utilise the Berry Street Educational Model of trauma aware practices. Our approach to learning and behaviour is research based with a shared understanding of best practice. We endeavour to set students up for success by providing all our students with the right conditions so they can succeed by embedding the Universal Design for Learning (UDL) framework.

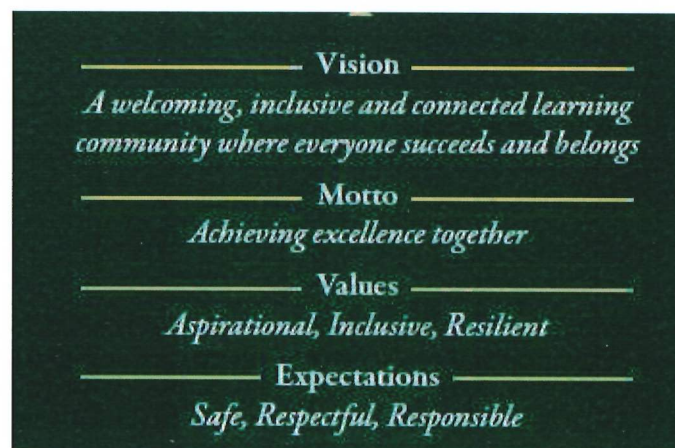
The behaviour expectations at Aitkenvale State School are: **Safe. Respectful. Responsible.**

All areas of Aitkenvale State School are learning and teaching environments. We consider all behaviour to be an opportunity for valuable social learning, as well as a means of maximising the success of academic education programs. Aitkenvale recognises the significant link between student engagement and academic, social and behavioural success.

Our vision and values, are underpinned by the following practices:

- implementing an engaging, universally designed and accessible curriculum that is differentiated and inclusive of all students;
- explicitly teaching behaviour, personal and social capabilities within the curriculum;
- using the Berry Street Education Model of trauma-informed practices as a whole school approach to teaching and learning with a focus on consistent, relationally-based and predictable strategies
- using a restorative approach to build community, repair harm and restore relationships of those impacted by unacceptable behaviour;
- communicating clear behavioural expectations, limits and consequences;
- reinforcing positive behaviour, and addressing inappropriate behaviour;
- community members providing appropriate models of behaviour;

The Aitkenvale State School Code of Conduct is designed to ensure that everyone has a collective understanding of expectations.



PBL Expectations

Positive Behaviour for Learning (PBL) is a framework that provides a differentiated whole school approach for teaching expectations to students. The PBL framework supports staff to maintain consistent and proactive school-wide and classroom systems and practices. It supports schools to improve social, emotional, behavioural and academic outcomes for all students.

At Aitkenvale State School, we are committed to setting high expectations for behaviour and learning. Having clear expectations for behaviour provides consistency in what we teach, acknowledge and correct in terms of student behaviour.

Teachers explicitly define, teach, reteach and model the expected behaviours and provide regular opportunities for students to practice in the settings in which they will be used and what each expectation looks like and sounds like.

Our students can set high standards for themselves when following the school's expectations being SAFE, RESPECTFUL and RESPONSIBLE. These are clearly displayed in all classrooms, shared spaces and public venues.



Behaviour Expectations

At Aitkenvale State School we:

Safe

- Use the High 5 strategy to solve problems
- Keep our hands, feet and objects to ourselves
- Are in the right place at the right time
- Follow routines and instructions first time, every time
- Are sun smart



Respectful

- Are calm and polite
- Are welcoming and inclusive of others
- Let everyone learn



Responsible

- Come to school ready to learn and try our best
- Care for our community
- Take pride in ourselves, our uniform and our school
- Own the consequences of our choices



Aspirational. Inclusive. Resilient.

Berry Street Education Model (BSEM) fundamentals

BSEM is a proactive approach to empowering students to meet their needs for belonging, relational connection, and safety for learning.

Unconditional Positive Regard



Unconditional positive regard

Unconditional positive regard is the *basic acceptance and support of a person regardless of that the person says or does*. Teachers and support staff must demonstrate non-possessive caring and acceptance at all times. To stay in a relational space, the behaviour must be separated from the child.

Welcome circles

Circle routines are nurturing classroom practices that support student engagement, build wellbeing, and create positive classroom communities. When practiced each day, students will eventually be able to lead this routine.



Greeting: students greet each other and are encouraged to use one another's names, maintain eye contact and perhaps give each other a handshake or fist bump.

Values/rules: Statement of school values and expectations. **Expectations:** what is the behaviour goal for today

What's on today: an outline of the day's schedule. **Announcements:** class news and announcements such as birthdays and upcoming events.

Positive Primer: an activity or game to promote positive mindset. **What went well:** Students share something they did well during morning circle, or celebrate something that has been positive from the week.

Ready to Learn Scales

The Ready to Learn continuum develops self regulation by allowing students to identify and track their emotions and decide which strategy will help them to re-engage with their learning. This creates a sense of ownership and responsibility for their use. These scale can be individualised to suit the needs and requirements of each learner.

Ready to Learn Scale



Ready to Learn Scale



Ready to Learn Plans

Ready to Learn Plans are visuals to support students to identify their triggers as well as strategies to de-escalate. These are a prearranged deal between student and teacher to provide a student with de-escalating and self-regulating strategies. These plans can also be supported by a whole class plan.

Ready to Learn Plan Student example

My escalation signs are:

- ☐ Don't answer
- ☐ I quit easily
- ☐ I argue
- ☐ I want to stop
- ☐ I don't listen to the teacher

Strategies to de-escalate:

- ☐ Go to a quiet space to calm down
- ☐ Talk to a friend
- ☐ Breathe deeply
- ☐ Count to ten
- ☐ Ask for help

Multi-tiered Systems of Supports (MTSS)

Universal, Targeted and Intensive for learning and behaviour

What is MTSS?

The Multi-Tiered System of Supports (MTSS) is a framework used at Aitkenvale State School to provide high-quality, personalised education for all students. MTSS aims to address academic, behavioural, social, emotional and attendance needs through data-driven decision-making and evidence-based practices.

Key Components of MTSS

Tier 1: Universal Support - For

All Students - High-quality instruction and positive behaviour support are provided to all students.

Academic Support:

Differentiated instruction within the curriculum.

Behavioural Support: School-wide positive behaviour interventions and supports (PBIS).

Attendance: Regular monitoring of attendance patterns and proactive strategies to promote good attendance.

Risk Factors: Identifying and addressing early signs of risk factors such as disabilities, wellbeing concerns, or social challenges.

Tier 2: Targeted Support - For Some Students - Additional support for students who need more than Tier 1 can provide.

Academic Interventions: Small group instruction or targeted interventions based on student needs.

Behavioural Interventions: More focused behavioural strategies and supports.

Attendance: Interventions for students showing signs of attendance issues, such as attendance contracts or meetings with parents.

Risk Factors: Providing targeted support for students identified as at risk, such as those with disabilities or wellbeing concerns, through tailored interventions and supports.

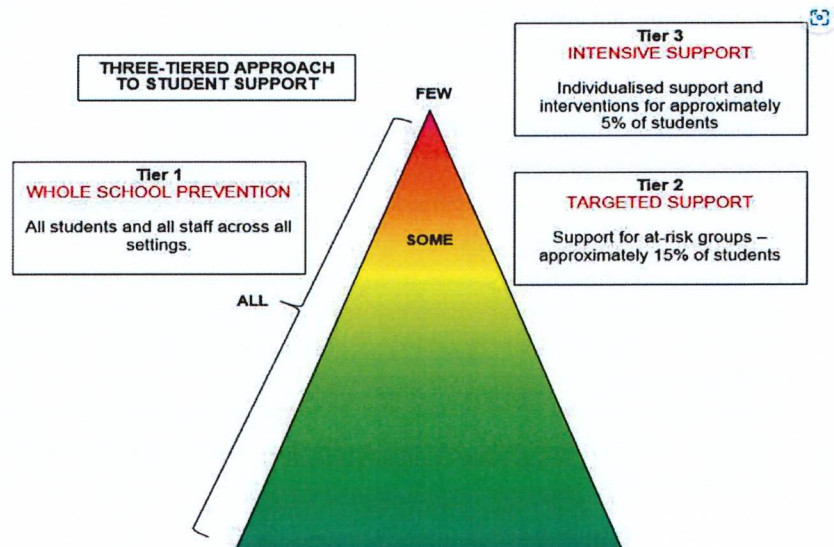
Tier 3: Intensive Support - For Few Students - Individualised and intensive support for students with significant needs.

Academic Interventions: One-on-one support or specialised programs.

Behavioural Interventions: Individual behaviour plans and specialized support services.

Attendance: Intensive interventions for chronic absenteeism, such as personalized attendance plans or collaboration with external agencies.

Risk Factors: Comprehensive and individualized support plans addressing multiple risk factors, including significant disabilities, wellbeing concerns, and other challenges.



How MTSS Works at Aitkenvale State School

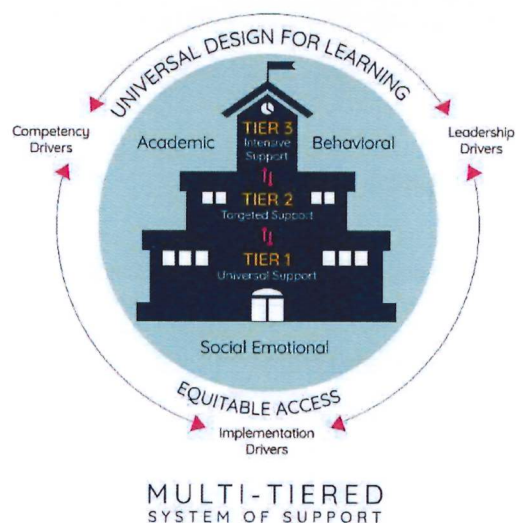
Universal Screening: All students are regularly assessed to identify those who may need additional support. This helps in early identification and intervention.

Progress Monitoring: Students receiving interventions are closely monitored to track their progress and adjust strategies as needed through their personalised learning plans.

Data-Driven Decision Making: Teachers and support staff use data to make informed decisions about instruction and intervention.

Collaboration: Regular collaboration among teachers, support staff, and parents ensures that interventions are consistent and effective.

Professional Development: Ongoing training for teachers to implement MTSS strategies effectively.



Benefits of MTSS for Your Child

Personalised Learning: Instruction tailored to meet your child's unique needs.

Early Intervention: Issues are identified and addressed early, preventing them from becoming larger problems.

Continuous Improvement: Regular monitoring and adjustments ensure that your child receives the most effective support.

Whole Child Approach: Focus on academic, behavioural, social, and emotional development.

Promote Attendance: Encourage regular attendance and address any barriers that may prevent your child from attending school.

Parent Involvement

Parents play a crucial role in the success of MTSS. Here's how you can be involved:

Stay Informed: Keep up-to-date with your child's progress and the interventions they receive.

Communicate: Maintain open communication with your child's teachers and support staff.

Support at Home: Reinforce the strategies and interventions used at school to provide consistency for your child.

The MTSS framework at Aitkenvale State School is designed to ensure that every student receives the support they need to succeed. By working together, we can create a positive and effective learning environment for all students.

Student Wellbeing and Support Network

Aitkenvale State School is proud to have a comprehensive Student Support Network in place to support the 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 and nurturing environment. There are a range of programs and services to support the wellbeing of students in our school.

Students at Aitkenvale State School can approach any staff member for assistance or advice. If that staff member is unable to help directly, they will guide the student and ensure they are connected with the appropriate person from our Student Support Network. Parents who would like more information about the roles and responsibilities of the student support team are welcome to contact School Administration to arrange a meeting for further discussion

Role	What They do:
All staff: Leadership Teaching Staff Specialist Staff Support Staff Teacher Aides	• Work closely with families to understand children and their circumstances and agree on ways of working together to support the students; • Builds relationships and strong emotional connections with students and families; • Ensures students feel safe and comfortable and want to come to school; • Nurtures a sense of belonging to the class group; • Provide consistent predictable routines and practices; • Explicitly teach our Values and Expectations through PBL; • Enter, analyse and utilise data to monitor attendance, behaviour and academic needs so that areas of additional need can be identified and responded to; • Facilitate goal setting with students and celebrate their achievements; • Record using OneSchool incidents, responses, supports and adjustments using Personalised Learning Records and Support Provisions; • Teach students how to self-regulate; and • Deliver support programs and targeted teaching as required.
Guidance Officer	• Leads case management and complex case management at Aitkenvale State School; • Advocates for students and families; • Provides confidential counselling; • Psychoeducational assessment and individual student support; and • School based advisor to students, teachers and parents concerning educational, behavioural, mental health and family issues.
Principal Deputy Principal	• Leadership of the Student Wellbeing and Support Network; • Promotion of an inclusive and positive school culture; and • Strategic implementation of educational achievement, culture and inclusion and wellbeing and engagement initiatives.
Student Services and Wellbeing staff	• Work with staff to build their knowledge and understanding of pedagogical approaches that are responsive to students disengaging with learning due to poor behaviour; • Work collaboratively with the Leadership Team (HODs, DPs and Principal) to identify resources and strategies to enhance outcomes for students; • Develop support plans and strategies to re-engage students in a positive manner through a philosophy of inclusion; • Lead the implementation of Positive Behaviour for Learning (PBL); • Oversees student welfare across all year levels; • Develops and reviews individual behaviour support plans (IBSPS); • Conducts functional behaviour analysis (FBA); • Case manages identified students; and

	Promote and facilitate positive classroom management practices utilising Classroom Profiling.
Head of Special Education Services	- Champions inclusion of all students; - Individualised management of specialised health needs; and - Management of human, physical and financial resources to support inclusion.
Wellbeing Workforce Eg: social worker	Works as part of school-based or regional teams to support students' wellbeing and mental health.
Youth Worker and First Nations	- Attendance support; - Targeted intervention groups such as Yumba Meta, Deadly Choices, Wearable Arts, RAGE Program; - Small group and individual check-ins; and - Support and advocacy for First Nations students and families.
Chaplain	Pastoral care to support social and emotional wellbeing of all students
Community Hub 	<i>The Community Hub is partnered with Aitkenvale State School to:</i> - Welcome everyone into a space where people come together to connect and share; - Provide families from diverse backgrounds the supports to participate in students' learning and wellbeing outcomes; - Offer real life learning opportunities and experiences that opens pathways to better health and wellbeing for students and their families; and - Assist in providing access to support services, and improve families' future employment prospects and further education opportunities.
External Support Services	Referrals to external support services are made to support families and encourage their child's engagement at school.
Regional and State Wide supports	There are regional and state-wide support services also available to supplement the school network. For more information about these services and their roles, please speak with School Administration.

Consideration of Individual Circumstances

At Aitkenvale State School consideration is given to an individual's circumstances when responding to behaviour. Staff 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. Our approach to applying consequences is underpinned by our whole school approach to discipline and includes:

- Building relationships
- Acknowledging one size does not fit all – every student is given the support that they need to be successful (equity)
- Recognising and valuing difference and empowering our learners to make decisions, solve problems and take ownership of their actions
- Being aware that for a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances

These are all matters that our teachers and support staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are legally bound to respect and protect the privacy of each student. They will not share or discuss any personal information with anyone other than the student's family, even in cases involving behavioral incidents like bullying. Please be assured that school staff take such matters very seriously and will address them with the utmost care. We also ask that parents and students respect the privacy of other students and families.

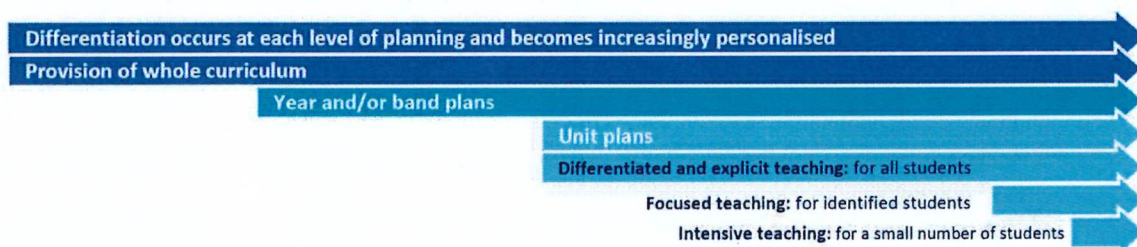
Differentiated and Explicit Teaching

Aitkenvale State School is a safe, supportive disciplined environment that provides differentiated teaching in response 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, redirect learning, reteach expected behaviours and provided opportunities for practise.

To ensure all students have the opportunity to succeed, teachers at Aitkenvale State School vary what students are taught, how they are taught and how they can demonstrate what they know as part of this differentiated approach to both learning and behaviour.

The decisions about differentiation are made in response to data and regular monitoring that indicates the behavioural and learning needs of students. This enables our teachers to purposefully engage students to support 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. 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.



These three layers map directly to the tiered approach discussed earlier in the Multi-Tiered Systems of Support section.

Focussed Teaching

Approximately 15% of all students may require additional support to meet meeting learning and behavioural expectations, despite being provided with differentiated and explicit teaching.

These students may have difficulty meeting behavioural expectations in a specific context, for example a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching provides students with:

- additional support to revisit key behavioural concepts and skills
- multiple opportunities to practise skills and achieve the intended.

The **Student Learning and Wellbeing Team** includes specialist teachers with expertise in learning, behaviour, inclusion, language and social / emotional development. These support staff work collaboratively with classroom teachers to provide focused teaching and support students with their learning and engagement.

The **Multi-Tier Systems of Support Team** coordinates and helps deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in a number of evidence-informed programs to address specific skill development for some students.

Intensive Teaching

For the small number of students (approximately 5%) who continue to display complex and challenging behaviours, individualised, function-based behaviour assessment and support plans and multi-agency collaboration is provided to support students to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or small groups, to develop mastery of basic concepts, skills and knowledge.

Some students may require intensive support from members of our **Curriculum, Inclusion and Wellbeing Teams**. Others may require external support to meet behavioural and learning expectations. Decisions regarding student needs are data driven and evidence based where displayed behaviours that are deemed complex and challenging.

Support seeks to address the barriers to learning and participation faced by students who are negotiating a number of complex issues (see below). Students who require intensive support will be assigned an individual case manager who oversees the coordination.

Disciplinary Consequences

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

Our approach to applying consequences is underpinned by our whole school approach to discipline and includes:

- Building relationships;
- Acknowledging one size does not fit all – every student is given the support that they need to be successful (equity);
- Recognising and valuing difference and empowering our learners to make decisions, solve problems and take ownership of their actions; and
- Being aware that for a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances.

These are all matters that our teachers and support staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are legally bound to respect and protect the privacy of each student. They will not share or discuss any personal information with anyone other than the student's family, even in cases involving behavioral incidents like bullying. Please be assured that school staff take such matters very seriously and will address them with the utmost care. We also ask that parents and students respect the privacy of other students and families.

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

Universal Support
Tier 1: all students, all settings, every day

ESCM's - Reflect, Restore, Re-engage.

Teacher establishes expectations and gives clear instructions

Establishing expectations – Making rules: articulate and demonstrate

Giving instructions – Telling students what to do: clarity

Waiting and scanning – Stopping to assess what is happening.



Use ESCM's 4-10

Cueing with parallel acknowledgement – Praising a particular student to prompt others to follow suit

Body language encouraging – intentionally use your body language to encourage students to remain on-task

Descriptive encouraging – Praise describing behaviour following an instruction

Selective attending – Intentionally give minimal attention to off-task behaviour

Redirecting to the learning – Prompting on-task behaviour: verbal and non verbal

Giving a choice – Describing the student's options and likely consequences of their behaviour.

Following through – Doing what you said you would.



Restore

"We're here to talk about..."

"Was it the right thing to do"

"Who do you think has been affected by what you did?...In what way?"

"What do you need to fix it up?"

"How can we make sure this does not happen again?"

"What can I do to help?"

Focussed Support Continuum of response for responding to problem behaviour

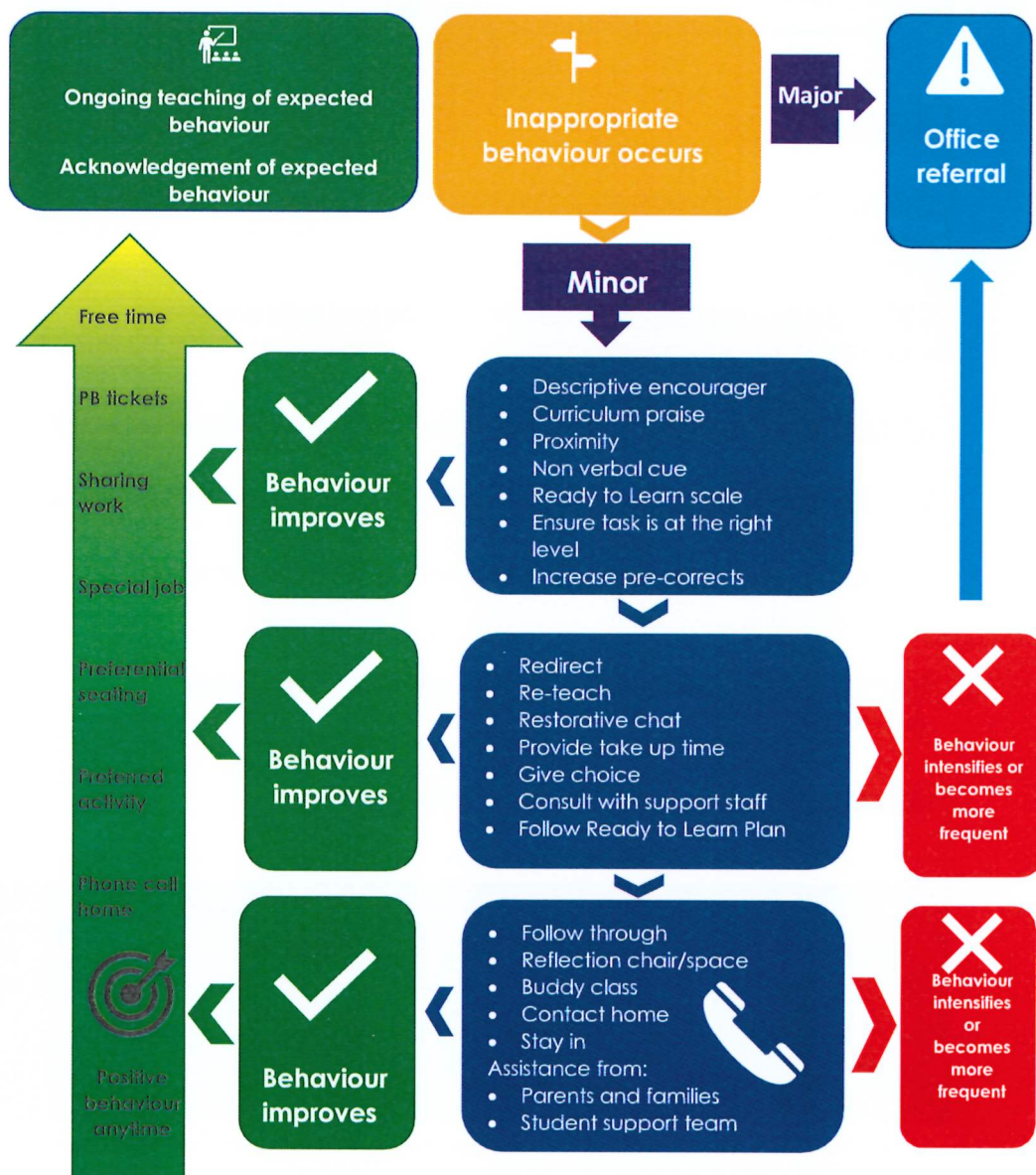
Aitkenvale State School – Flowchart: Responding to problem behaviour in the classroom

Teacher establishes expectations and gives clear instructions

Establishing expectations – making rules: articulate and demonstrate

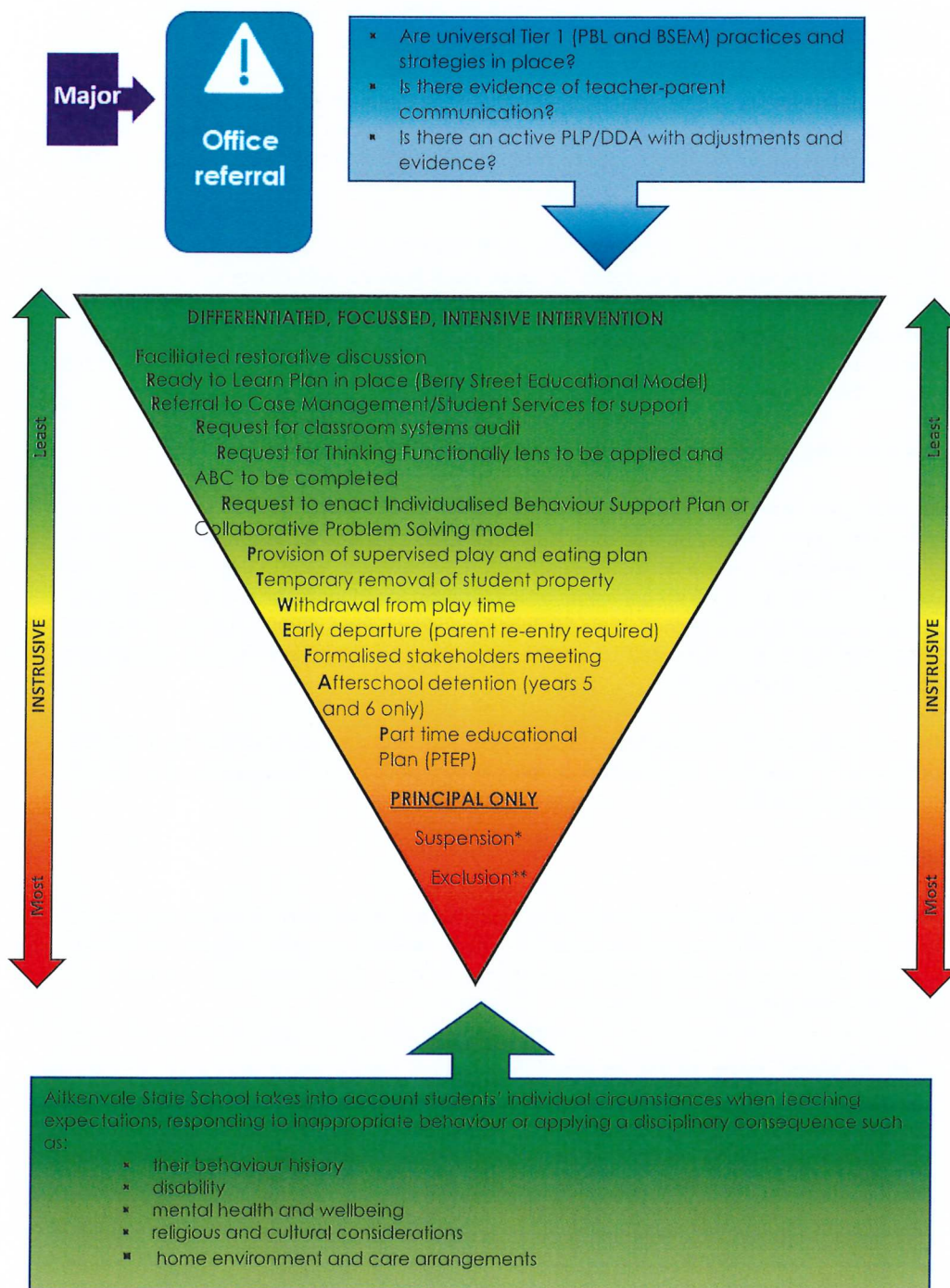
Giving instructions – telling students what to do: clarity

Waiting and scanning – stopping to assess what is happening



Intensive support

Continuum of response: MAJOR – Office referral



*Short term suspension (up to 10 school days)

*Long term suspension (up to 20 school days)

*Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

*Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)

**Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period or permanently)

School disciplinary Absences

At Aitkenvale State School, the use of any School Disciplinary Absence (SDA) is considered a very serious and rare decision. It is typically only used by the Principal (or delegate DP) 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 individual or school community.

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

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

Re-entry following suspension

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone, face to face meeting or writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with a member of Administration, the student, their parent/s and if possible the staff member involved.

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officer, Youth Worker, Community Hub Leader or HOSSES, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

In this section, you will find details on the following school policies:

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

Temporary removal of student property

Rationale

The removal of any property in a student's possession may be necessary to ensure a safe and supportive learning environment of the School.

Implementation

The *Temporary removal of student property by School staff procedure* outlines the processes, conditions and responsibilities for the school principal and 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 good order and management of the school.

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 and whether the property will be returned to the student, or only to a parent/carer.

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation (toy) guns or weapons
- potentially dangerous items / tools (e.g. blades, rope, potentially dangerous tools)
- drugs** (including tobacco or vaping products)
- 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).
- Medications**

* No knives of any type are allowed at the 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.

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

Responsibilities

Staff of Aitkenvale State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the College;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their bag, prior to seeking consent to search from a parent / carer or calling the police;
- consent from the student or parent / carer is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents / carers should be called to make such a determination.

Parents / Carers of Aitkenvale State School students

- ensure your child/ren do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that is prohibited according to the Aitkenvale State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;

Collect temporarily removed student property as soon as possible after they have been notified by the Principal or a member of the school staff that the property is available for collection.

Students of Aitkenvale State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that is prohibited according to the Aitkenvale State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;

Collect their property as soon as possible when advised by the Principal or a member of the school staff that the property is available for collection.

Use of mobile phones and other devices by students

A full copy of the ICT Responsible Use Agreement - 2024 Policy is available on the school website and in enrolment agreements.

MOBILE DEVICE: includes but is not limited to a mobile phone, smart technology (eg smart watch), laptop, tablet, iPad, slate, games device, recording devices, cameras, etc).

Bringing personal technology devices to school is not encouraged by the school because of the potential of theft and general distraction and/or disruption caused by them.

STUDENT USE OF MOBILE DEVICES

All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

'Away for the day' supports Aitkenvale State School to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

Responsibilities

Teaching students to navigate these technologies, and use them safely is a shared responsibility between parents, schools and students.

It is acceptable for students at Aitkenvale State School to:

- If mobile devices are brought to school, they must be handed in to the office before the school day and collected at the end of the school day. Personal technology devices may be used before and after school. Medical exemptions may be applied with supporting documentation from a Medical Practitioner

It is unacceptable for Aitkenvale State School students to:

- use a mobile device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, abusive, inflammatory, racist, discriminatory or derogatory language or comments to bully, intimidate, harass, stalk or threaten others
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras inappropriately, such as in change rooms/toilets or to record inappropriate behaviours
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments.

Use of the school ICT facilities and devices by students

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

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network.
- Parents/Carers are responsible for ensuring students understand acceptable and unacceptable behaviour requirements of the school's ICT access and usage including appropriate internet use by students outside the school environment when using a school-owned or school-provided mobile device.
- The school will educate students regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to adopt these safe practices.
- Use of the school's ICT network is secured with a user name and password. The password must be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).
- Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil school educational program requirements.

Preventing and responding to bullying

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



Aitkenvale State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Bullying

There is no place for bullying at Aitkenvale State School. We encourage all members of our community to REPORT any incident of bullying and we will work in collaboration with students and parents / carers to resolve the issue.

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. There are many forms of bullying. The National Centre against Bullying identifies five kinds:
- Physical bullying: The use of physical actions to bully, such as hitting, poking, tripping or pushing by a person or group of people. Repeated and intentionally damaging someone's belongings is also physical bullying.
- Verbal bullying: Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
- Covert bullying: Such as lying about someone, spreading rumours, playing a joke that makes a person feel humiliated or powerless, mimicking or deliberately excluding someone.
- Psychological bullying: For example, threatening, manipulating or stalking someone.
- Cyber bullying: Using technology or a carrier service, eg email, mobile phone or social media to bully verbally, socially or psychologically. 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. Students or parents who wish to make a report about bullying, including cyberbullying can approach:
 - the classroom teacher
 - a member of the Wellbeing team
 - the Deputy Principal

Students, parents and staff should be aware 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 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.

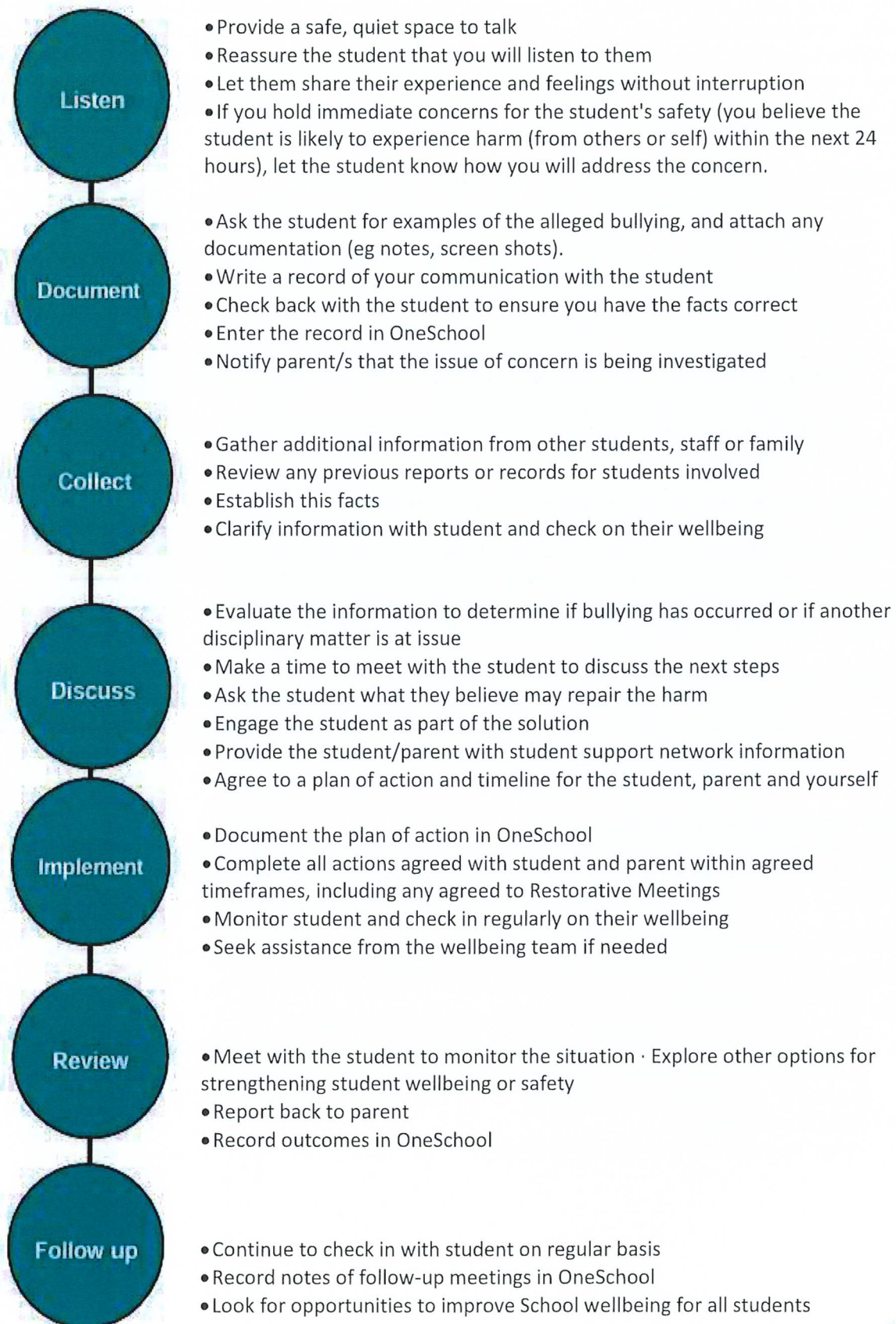
Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Aitkenvale State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school.

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

The following flowchart explains the actions Aitkenvale State School teachers will 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.

Bullying response flowchart for teachers



Appropriate use of social media

The internet, mobile phones and social media provide many opportunities for students to network and socialise online. While these technologies can provide positive platforms, they have the potential to cause pain to individuals, groups or even whole communities. Negative comments posted about the school community can have a greater impact than intended. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Strategies to 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 log out and take 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. Be aware that online discussions between you and your friends can be shared with a much wider audience, potentially far larger than intended.
- Taking time to think about the content you are about to post could save upset, embarrassment, and possible legal action.

Is it appropriate to comment or post about schools, staff or students?

Feedback is important. If you have a compliment, complaint or enquiry about a school issue, contact the school directly, rather than discussing it in a public forum. If you have raised an issue, or know that another person has, refrain from discussing the details on social media, particularly the names of anyone involved. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of others, be mindful of who is in the background. You might be happy to share successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if the problem content is explicit, pornographic or exploitative of minors, keep a record of the page URL containing the content but DO NOT print or share it. The URL can be provided to the Principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider

Cyberbullying response flowchart for school staff

At Aitkenvale State School, cyberbullying is treated with the same seriousness as in-person bullying. The major difference with cyberbullying, 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.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

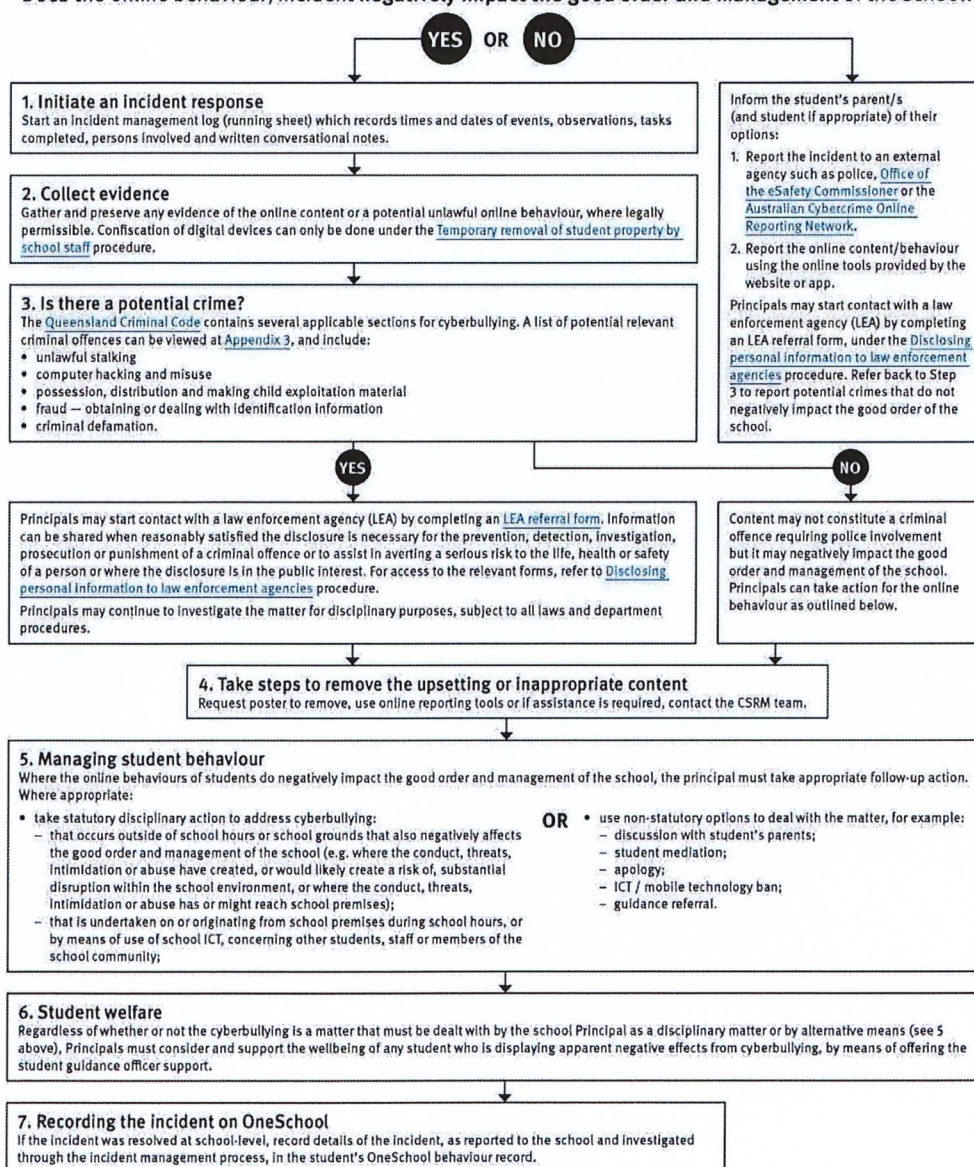
Explicit images

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

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the 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?



Restrictive Practices

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road).

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool. Cases of critical or severe behaviour will result in an immediate referral to the Student Case Management Team where risk assessment and individual student management planning will be developed.

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

Avoid escalating the problem behaviour	Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
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.
Approach the student in a non-threatening manner	Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
Follow through	If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
Debrief	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.

Legislative Delegations

Legislation

- [*Anti-Discrimination Act 1991 \(Qld\)*](#)
- [*Child Protection Act 1999 \(Qld\)*](#)
- [*Disability Discrimination Act 1992 \(Cwth\)*](#)
- [*Disability Standards for Education 2005 \(Cwth\)*](#)
- [*Criminal Code Act 1899 \(Qld\)*](#)
- [*Education \(General Provisions\) Act 2006 \(Qld\)*](#)
- [*Education \(General Provisions\) Regulation 2017 \(Qld\)*](#)
- [*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 \(Qld\)*](#)
- [*Work Health and Safety Act 2011 \(Qld\)*](#)
- [*WorkHealth and Safety Regulations 2011 \(Cwth\)*](#)

Delegations

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

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 college. These decision-making responsibilities cannot be delegated to other staff in the college, 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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. *This may include reference to:*

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

Resources

Resources and supports that may assist in the area of student behaviour or wellbeing include:

- 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

Complaints Management

Aitkenvale State School staff are committed to ensuring every student is supported to feel safe, respected and to be engaged in school. There may, however, be occasions where parents or carers need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

Aitkenvale State School is committed to ensuring that all complaints - whether they relate to a staff member or the school's operations - are dealt with in a fair and equitable manner. Parents or carers can express dissatisfaction with the service or action of the school or its staff, including decisions made by the school and/or by the 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; and
- Inform the school 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 has the right to have a support person throughout the process.

The following three-step approach assists parents and college 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 or lodge your complaint in writing or over the phone. You can also make a complaint through the Queensland Government complaints webpage at <https://www.complaints.services.qld.gov.au/>. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.
2. Internal review: contact the local Regional Office. If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how it 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: 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; and
- Complaints about corrupt conduct, public interest disclosures, or certain decisions made under legislation will be dealt with as outlined in the Excluded complaints factsheet.