



# ASCOT 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*

## Purpose

Ascot State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community, including our online community. The Ascot State School Code of Conduct sets out the expectations for making our school a safe, respectful and productive learning environment for all students, staff, parents and visitors.

Ascot State School reviewed and developed this plan in collaboration with our students and our school community. The Plan was endorsed by the Principal, the Chair of the School Council and the President of the Ascot P&C.

## Contact Information

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Contact Person:	Gayle Coleman (Principal)


## Endorsement

Principal Name:	Gayle Coleman
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Principal Signature:	
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Date:	01/02/2021
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School Council Chair	Ashley Busse
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Signature	
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P/C President	Byron Rienstra
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Signature	
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Date:	01/02/2021
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## Whole School Approach to Discipline

At Ascot State School, we believe that strong relationships are the key to successful behaviour in our school. We promote shared high standards of behaviour from all in the community, ensuring learning and teaching is prioritised in a safe, respectful and productive learning environment.

We set clear expectations for student behaviour that are clearly visible, explicitly taught and staff refer to them on a daily basis. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

### Ascot State School Expectations

At Ascot State School we believe:

- All children can learn.
- Every member of our community is responsible for their own behaviour.
- Constructive communication builds productive partnerships.
- School should be a safe, supportive and disciplined environment.

Our expectations are:

- Be a learner
- Be respectful
- Be responsible
- Be safe

Our school values underpin our school expectations. At Ascot State School we value being resilient, being curious, being respectful and being a team player.

### Rights and Responsibilities

In order to maintain a safe, supportive and disciplined learning environment, all members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. At Ascot State School the following rights and responsibilities are recognised and respected.

#### Rights

All students, staff, parents/carers have the right:

- To feel safe at Ascot State School
- To learn/teach in a supportive learning environment.
- To be treated with dignity and respect

#### Responsibilities

Rights can only be enjoyed when everyone acts responsibly. All members of the school community bring their own values and beliefs with them. This makes for a rich, culturally-diverse learning environment. All staff have a professional obligation to build a safe and caring learning environment so all students feel welcome and can succeed.



## School-wide Expectations

The staff and students have developed a set of school-wide expectations for all periods of the school day based on our four expectations. Please see appendix one for the Expectations Matrix.

Our behaviour expectations support practices that have a clear focus on the prevention of unproductive behaviours. Having clear expectations for behaviour in classrooms and across the school helps to:

- Create a positive classroom environment
- Maximise learning time
- Enable student self-monitoring
- Support positive behaviour
- Ensure consistency
- Provide students with a sense of security
- Reduce student anxiety

All classroom rules are developed from our schoolwide expectations. All expectations are explicitly taught, made visible, periodically reviewed, referred to regularly and retaught as needed. Classroom rules are worded positively using age-appropriate language. Expectations are displayed in a highly visible part of the classroom, with visuals, and they are observable and measurable.

## Consideration of Individual Circumstances

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

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

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

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the relevant member of the school Executive Team to discuss your concerns.

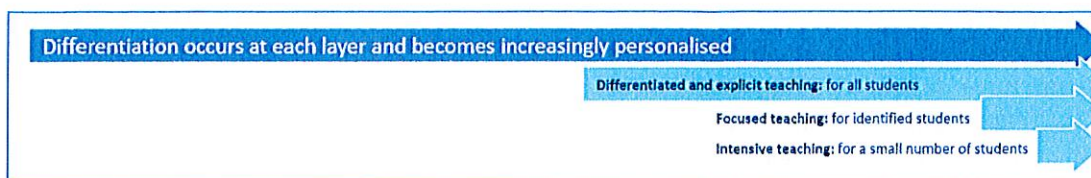
## Differentiated and Explicit Teaching

Ascot State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. All staff explicitly teach expected behaviours, reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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







These three layers map directly to our Ascot Student Success Program. For example, Tier 1 is differentiated and explicit teaching for all students and is aligned to our school-wide expectations; 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 School-wide Expectations matrix as a basis for developing their own classroom behaviour standards. The class / specialist teacher develops their class expectations in consultation with the students at the start of the school year. Class expectations may need visuals, are in child-friendly language and are displayed in an area of the classroom so they can be referred to often. The School Expectations matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Classroom expectations are explicitly taught at the start of the year and revisited when new students start in the class. The classroom expectations are also regularly reviewed by the classroom or specialist teacher, especially at transition times or when introducing new activities.

Providing students with positive reinforcement for expected behaviours is one of the quickest and easiest ways to improve classroom behaviour and develop a positive classroom environment. Effective reinforcement is age-appropriate, contextually-fitting and sincere.

Expectations may also be retaught when students continue to make behavioural errors and this may need to be done with the whole class, a group of students, or with individual students. Re-teaching includes coaching and practice, regular acknowledging of students following the classroom expectations and is not presented as punishment. Some students may need targeted support to facilitate their understanding of the social demands of schooling, to enable them to participate in a pro-social manner to achieve success.

We explicitly teach social skills in weekly lessons. Each week the whole school focus is identified in the Shape of the Pringle, explained, modelled and practiced at assemblies, explicitly taught in each class and monitored throughout the week. Once students have consistently demonstrated the social skill, emphasis shifts from direct teaching to reminders, prompts, monitoring and positive reinforcement.

### **Student of the Week**

Every teacher, including specialist teachers, identify one student who has demonstrated excellence in the classroom/lessons. The Student of the Week award acknowledges positive choices and learning behaviours. The student receives a certificate at Junior or Senior Assembly and has his/her name published in the school newsletter. All students of the week are invited to morning tea with the Principal the following week.

### **Acknowledgement by Relief Teachers**

When a relief teacher is in the school for a whole day or longer, they identify two students who have displayed our school expectations. The names of these students are left with the school administration and a follow-up visit occurs by the school Executive to acknowledge their behaviour.

### **Playground Behaviour**

Expected behaviours for the playground are explicitly taught by the class and specialist teachers. All classes as part of their transition to school and the new school year, complete a walk around the school to discuss each play area, eating area, tuckshop, out-of-bounds areas and transition expectations.



## Golden Tickets

It is everyone's role to acknowledge students displaying expected behaviours. Golden Tickets are issued to students exhibiting positive behaviour in the playground, the tuckshop, the library STEAM room, computer lab or one of the lunchtime clubs during first or second break. At weekly Junior and Senior Assemblies, students' names are drawn from the Prep to Year 2 and Years 3 to 6 boxes and those students receive public acknowledgement of their effort and a tuckshop voucher generously provided by our Ascot P&C Association.

## Focused Teaching

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Students identified as requiring additional support may be referred to Case Management. Targeted strategies will be discussed and may include specialised support, referral to Student Engagement or participation in Tier 2 Support Programs. Students required Tier 2 support may participate in social skilling programs such as 'We Thinkers' or 'Zones of Regulation'.

## Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. These strategies may include a Playground Pass Card, Support Plan, Individual Student Safety Plan Behaviour Risk Assessment Plan, Risk Management Plan, a highly individualised Curriculum Plan or a Behaviour Plan.

The need for intensive behaviour support is identified early, especially in circumstances where students may require assistance in managing life at school. In other instances, intensive behaviour support is enacted in Level 2 of our behaviour support processes, where parents, student and school staff co-construct an individual behaviour management plan. In writing this plan, stakeholders will identify opportunities to engage specialist services, including regional behaviour support services.

Intensive teaching programs are evidence-based and are offered on a needs basis. We offer:

- Friendship Club
- Supported Play
- Lego Play



## Disciplinary Consequences

The disciplinary consequences model used at Ascot State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour may interfere with teaching and learning for the whole class, and a decision may be made by the class teacher to discuss the student with the School Executive to determine a disciplinary consequence such as Level 1.

**Level 1:** A student shall be placed on Level 1 as a result of continued inappropriate behaviour in the classroom and/or playground. It is the responsibility of the class teacher to inform the student and the parent/carers via a letter, email or phone call. This will be entered in OneSchool as a minor behaviour with actions to date entered. The teacher will discuss the inappropriate behaviours being displayed by the student and suggest additional behaviour management strategies to implement that may assist the student to better manage his/her behaviour. The sector leader is advised of any student who is on Level 1 and the supports that are in place.

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 a student may be placed on Level 2. In extreme cases, an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

**Level 2:** A student previously placed on Level 1 may be placed on Level 2 if the inappropriate behaviour continues. A student may also be placed directly on Level 2 as a result of extreme, inappropriate or disruptive behaviour. When a student is placed on Level 2, the School Executive informs the student and then informs the parents/carers via a phone call. The School Executive will organise a meeting with the student, parent/carers and class and/or specialist teacher.

**At the meeting, the School Executive will:**

- Discuss the inappropriate or problem behaviours being displayed by the student.
- Discuss behaviour management strategies that have already been implemented.
- Develop and implement individualised behaviour strategies to support the student.
- Refer the student through the Student Engagement Team for additional support.
- Advise the student and parents/carers that whilst on Level 2, the student **may not** be allowed to participate in school activities outside the school grounds or outside school hours.
- This meeting may result in referrals to specialists or other agencies.

**Level 3:** Students who exhibit on-going inappropriate behaviours (previously been on Level 2) or extremely inappropriate or violent behaviours (including the bringing of a weapon in to the school grounds) will be placed on Level 3. This level is suspension from school for a period of time determined by the Principal and may lead to exclusion.

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



## Differentiated

Class teacher explicitly teach the expectation of the week to the whole class and provides a range of pro-active responses to low-level or minor problem behaviour. This may include:

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

## Focussed

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

- Individual student behaviour support strategies (e.g. Student behaviour goals)
- Targeted skills teaching in small group
- Token economy
- Behavioural contract
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Engagement Team for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

School leadership team work in consultation with Student Engagement Team to address persistent or ongoing serious problem behaviours. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists



- Temporary removal of student property (e.g. mobile phone)
- Guidance Support
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## **School Disciplinary Absences**

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

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

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

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

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

### **Re-entry following suspension**

Students who are suspended from Ascot State School are expected 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. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### **Arrangements**

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

### **Structure**

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



Possible agenda:

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

### **Reasonable adjustments**

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

## **School Policies**

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

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





# ASCOT STATE SCHOOL SCHOOLWIDE EXPECTATIONS

	ARRIVAL AT SCHOOL	TRANSITIONS TO CLASS & SPECIALIST LESSONS	DURING LEARNING TIME	DURING PLAYTIME	END OF DAY	EATING TIMES
BE A LEARNER	<ul style="list-style-type: none"> <li>Go straight to assigned area before school. Do not wander around the school grounds</li> <li>Follow staff directions at all times</li> <li>Bring all your belongings with you in your school bag including library bags, swimming bags or musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>Move promptly to your classroom when the bell goes</li> <li>Walk quietly</li> <li>Walk in two lines</li> <li>Walk to teacher-directed location and stop</li> <li>Place your hat/jumper in your school bag</li> </ul>	<ul style="list-style-type: none"> <li>Give your best effort</li> <li>Have pencils and books ready for the day</li> <li>Bring homework folders in to the room as directed by your teacher</li> <li>Have instruments ready for lessons on your Instrumental Music Day</li> <li>Remember your allocated monitor job for the week</li> </ul>	<ul style="list-style-type: none"> <li>Go to the toilet when first bell rings</li> <li>Share resources in the playground</li> <li>Report inappropriate behaviour after using high 5</li> <li>Get a drink before returning to the classroom after play / lining up</li> <li>Fill up water bottles as needed</li> </ul>	<ul style="list-style-type: none"> <li>Take all your belongings with you</li> <li>Take all sporting, musical and academic items home with you</li> <li>Remember your allocated monitor job for the week</li> </ul>	<ul style="list-style-type: none"> <li>Class helpers places out blue crate daily</li> <li>Class helpers ensure the blue crates are placed away daily</li> <li>Tuckshop monitor collects tuckshop daily and teacher distributes in class</li> </ul>
BE RESPECTFUL	<ul style="list-style-type: none"> <li>Say good morning staff as you enter the school grounds.</li> <li>Use own bike/scooter only</li> <li>Walk bike to the secure bike area on the oval</li> <li>Walk scooter to the secure scooter area under I block</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly to class or to specialist lessons</li> <li>Keep to the left of handrails when walking</li> <li>Keep your backpack on your back</li> <li>Make two lines outside the classroom</li> <li>Enter the class when instructed by the teacher</li> <li>Take homework, water bottles, other items in to the classroom at the start of the day.</li> <li>Wait for adults to pass in stairs and walkways</li> <li>Be respectful to others on the verandas</li> </ul>	<ul style="list-style-type: none"> <li>Listen for teacher's instructions</li> <li>Follow instructions the first time.</li> <li>Put your hand up to speak</li> <li>One person speaks at a time</li> <li>Acknowledge previous speaker</li> <li>Respect the opinion of others</li> <li>Respect others' right to learn</li> <li>Respect shared resources</li> <li>Respect school property ie: library resources, laptops, I-pads, classroom resources, toilets</li> <li>Respect the teachers right to teach</li> <li>Respect your own property</li> <li>Talk in turns</li> <li>Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games</li> <li>Walk whilst moving through the school grounds</li> <li>Be fair when picking teams for games</li> <li>Wear the correct school uniform</li> <li>Share and take turns</li> <li>Play fairly – take turns</li> <li>Join in and follow rules</li> <li>Be fair when picking teams for games on the oval</li> </ul>	<ul style="list-style-type: none"> <li>Leave class once directed by the teacher</li> <li>Leave your desk tidy</li> <li>Listen to supervisors at pick-up zone</li> <li>Respect others space in pick-up zone</li> <li>Walk quietly in lines to pick up areas</li> <li>Follow school rules whilst on school grounds including OSHC waiting area</li> </ul>	<ul style="list-style-type: none"> <li>Ask duty staff to go to the toilet</li> <li>Ask duty staff to put rubbish or recycling in the bin.</li> <li>Listen to the instructions from the adult on duty</li> <li>When the teacher blows their whistle, put your hand up to signal eating time has finished</li> <li>Talk quietly and listen to your friends</li> </ul>
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>Remain seated in the Covered Games Court until 8:30</li> <li>At 8:30, when directed by an adult, proceed to the oval or library or remain on the covered games court.</li> <li>Move promptly from your car to the covered games court/oval</li> <li>Move promptly from your drop-off zone to before school activity eg band</li> <li>Leave bags on CGC outside library or under I block in the designated bag areas.</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Get a late slip if you arrive after 9am</li> <li>Go to the bathroom before going to class</li> <li>Unpack your belongings for the day</li> <li>After first break go directly to your class at first break (Years 3 to 6) or to line up (Prep to Year 2)</li> <li>After second break go directly to line up area for teacher messages.</li> </ul>	<ul style="list-style-type: none"> <li>Best effort every time</li> <li>Be prepared for each lesson</li> <li>Complete set tasks in the allocated time</li> <li>Take an active role in classroom activities</li> <li>Keep work space tidy</li> <li>Remain in your allocated space for learning tasks</li> <li>Wear uniform properly following the Ascot Dress Code</li> <li>Use resources, equipment correctly (not in mouths)</li> <li>Label all possessions with your name</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Return equipment to appropriate place at the first bell</li> <li>Report incidents to the supervising teacher after high 5</li> <li>Use 'G'-rated language</li> <li>Use kind words and think (true, helpful, inspiring, necessary, kind) before speaking</li> <li>Use buddy seats if you would like someone to talk to</li> </ul>	<ul style="list-style-type: none"> <li>Take all belongings with you</li> <li>Close your bag so belongings don't fall out</li> <li>Check bag racks are empty</li> <li>Walk promptly from your classroom to the pick-up zone</li> <li>Stay in designated lines in Cover Games Court</li> <li>Walk promptly from your pick-up zone to your car</li> <li>Remain seated in pick-up zone until it is time to leave</li> <li>Leave the school grounds at 3pm</li> <li>No playing on oval after school</li> </ul>	<ul style="list-style-type: none"> <li>Only eat in designated areas</li> <li>Put lunch boxes in blue crates before going to play</li> <li>Place your lunch box in your class blue crate without throwing it</li> <li>Collect lunch boxes from the blue crates before lining up at second break.</li> <li>Have a teacher sign your pass card ( if you have one) at the end of break time.</li> <li>Eat your own food – don't share</li> </ul>
BE SAFE	<ul style="list-style-type: none"> <li>Take care getting out of your car</li> <li>Carry your school bag on your back</li> <li>Wear your school hat</li> <li>Name all belongings</li> </ul>	<ul style="list-style-type: none"> <li>Walk to your classroom</li> <li>Keep to the left on stairs using handrails appropriately</li> <li>Place your hat in your school bag</li> <li>Respect privacy of others in the toilets</li> <li>Wash hands</li> <li>Notify the office of any damage to any property around the school</li> <li>Walk on all cement areas around the school</li> <li>Stay on the paths provided</li> </ul>	<ul style="list-style-type: none"> <li>Take a partner to the bathroom</li> <li>Restrict toilet visits during learning time</li> <li>Go to the toilet quietly and quickly</li> <li>Move around classroom sensibly</li> <li>Keep hands and feet to yourself at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Wear the school hat at all times</li> <li>No hat, no play in under cover areas</li> <li>Report any students damaging school property to a staff member on duty</li> <li>Play only in designated areas</li> <li>Sit in designated eating areas</li> <li>Stairs and walkways are out of bounds during play time</li> <li>Hands and feet to yourself</li> <li>Line up quickly and safely at end of breaks</li> </ul>	<ul style="list-style-type: none"> <li>Walk safely to your pick up area</li> <li>Students not collected by 3.15pm at Massey Street are walked to Pringle Street pick-up</li> <li>Students not collected from Pringle Street by 3.30pm go to the office</li> <li>All students may be sent to the office at the 3.20 bell if you are still at school</li> </ul>	<ul style="list-style-type: none"> <li>Keep your own eating area clean and tidy – with no rubbish on the ground prior to going to play and back to class</li> <li>Remain seated in your eating area</li> <li>Keep hands and feet to yourself while waiting for your class teacher.</li> </ul>





## TEMPORARY REMOVAL OF STUDENT PROPERTY

At Ascot State School our expectations are be a learner, be responsible, be respectful and be safe. We expect all members of our Ascot community to promote a caring, safe and supportive learning environment, and to maintain and foster mutual respect between all school staff, parents and students.

This *temporary removal of student property by school staff procedure* outlines the processes, conditions and responsibilities for our staff when temporarily removing student property. In determining what constitutes a reasonable time to retain student property, a member of the Ascot Executive Team will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Ascot Executive Team will also determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

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

- illegal items or weapons
- imitation guns or weapons
- potentially dangerous items
- drugs
- alcohol
- aerosol deodorants or cans
- flammable solids or liquids
- poisons
- inappropriate or offensive material

Ascot State school staff have the following responsibilities:

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

Ascot State School Parents have the following responsibilities:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Ascot State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the member of the Ascot Executive Team that the property is available for collection.



Ascot State Students have the following responsibilities:

- 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 Ascot State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the member of the Ascot Executive Team that it is available for collection.



Gayle Coleman  
Principal



Ashley Busse  
School Council Chair



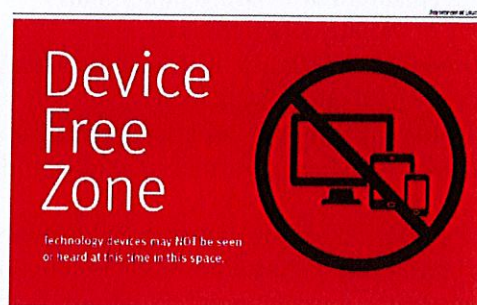


## USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



### Responsibilities

The responsibilities for students using digital devices or mobile phones at school or during school activities, are outlined below.

It is **acceptable** for students at Ascot State School to use digital devices for:

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **not acceptable** for students at Ascot State School to use mobile devices or other electronic devices. The mobile and other electronic devices permission form must be completed if you wish your child to bring a mobile device including digital watches to school. Please note the following guidelines apply for these devices.

- Switch off and place the mobile device in your school bag during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning.
- Mobile and/or electronic devices are brought to school at entirely the owner's risk. The school will not be involved in disputes and/or investigations over damage, loss or theft.
- Watches must be kept on silent at all times during the school day.
- Devices may not be used during the school day under any circumstance to communicate with parents / carers or anyone else.



- Due to privacy considerations, any device that records audio or video may not be used. Images or footage of Ascot students may not be taken or disseminated to others by direct sharing or posting online.
- Devices may not be used during the day or outside school hours to harass, bully or threaten others. This includes use of the device to access apps e.g. Snapchat.
- Phones and other devices may not be taken on excursions or camps. Watches are worn at the owner's risk.
- Students breaching the policy will be subject to the regular student behaviour management consequences, with the device stored in the office for the rest of the day.
- Persistent misuse will result in permission being withdrawn.

It is **unacceptable** for students at Ascot State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

#### Parents / Carers:

- Unless it is a watch, reinforce that devices are to be kept secured, and out of sight and turned off at all times during the school day.
- Parents are not to make contact with students via the device during the school day.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.



Gayle Coleman  
Principal



Ashley Busse  
School Council Chair





## APPROPRIATE USE OF SOCIAL MEDIA

The internet, mobile phones and social media provide wonderful opportunities for the community 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.

Ascot State School uses a range of social media for communication with our parent community. This includes facebook, Instagram, you tube, twitter and sZapp. These platforms are not available for student use as there are age restrictions on use and access.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

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

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

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

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

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (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).



### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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



Gayle Coleman  
Principal  
4 December 2020



Ashley Busse  
School Council Chair





## PREVENTING AND RESPONDING TO BULLYING

Ascot State School 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 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.

Ascot State School has a **Student Council**, with diverse representatives from Years 3 to 6, who meet 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 participate 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 Student Council 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 was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Ascot State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to our context.



## 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 Ascot State School our staff work to quickly respond to any matters raised of this nature in collaboration with students and parents. A same day contact is initiated by the staff member on any significant matters of conflict in the classroom or the playground.

The following flowchart explains the actions Ascot State School staff 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

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Inclusion Specialist





## **Cyberbullying**

Cyberbullying is treated at Ascot State School 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 who wish to make a report about cyberbullying should approach their class teacher or the specialist teacher if it is occurring during Music, Dance/Drama, Art, Health and Physical Education or Japanese lessons. There is also a fortnightly meeting of our Wellbeing and Behaviour Team to discuss any reported cases of bullying.

Ascot students, parents and staff are advised that members of the Ascot Executive Team have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

Parents 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the School Principal.

## **Cybersafety and Reputation Management (CRM)**

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes. This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. Our Parents as Partners Program offers cybersafety sessions for parents.

## **Student Intervention and Support Services**

Ascot State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying. Students who have been subject or witness to bullying have access to a range of internal support staff including the Inclusion Specialists and our Guidance Officer. 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 Ascot State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed.

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



## Ascot State School - 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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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

YES OR NO

#### 1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

#### 2. Collect evidence

Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

#### 3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies procedure](#). Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

NO

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies procedure](#).

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

#### 4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or [Office of eSafety Commissioner](#).

#### 5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

#### 6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

#### 7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

G. Coleman

Gayle Coleman  
Principal

Ashley Busse

Ashley Busse  
School Council Chair







## RESTRICTIVE PRACTICES

Ascot State School staff respond to student behaviour that presents a risk of physical harm to the student themselves or to others. Most instances of these behaviours can be de-escalated and resolved quickly. On rare occasions, a student's behaviour may continue to escalate and staff need to engage immediately in positive and proactive strategies to support the student to manage their emotional responses and behaviour.

In very rare circumstances, 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 Ascot State School Executive and all staff have an obligation to manage at risk behaviours of students with the aim of preventing the use of restrictive practices. The use of restrictive practices will always be the last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are never 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:

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

Ascot State School endeavours to use a range of alternative approaches and will only employ restrictive practices such as physical restraint, seclusion or mechanical restraint when there is an 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 unforeseeable situations in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional risk to the student. In these emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible. The incident will be reported immediately to your sector leader.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures. Following the use of any restrictive practice, a focused review will be undertaken with all relevant persons to fully understand the situation, level of risk and actions taken. Discussions will focus on whether there are other options for managing a similar situation in the future and what further training or support could be put in place.

Gayle Coleman  
Principal

Ashley Busse  
School Council Chair









## CRITICAL INCIDENTS

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Gayle Coleman  
Principal

Ashley Busse  
School Council Chair

