

# ***STUDENT CODE OF CONDUCT***

## ***2024 - 2027***

# CONTENTS

Purpose	3
Consultation and Data Review	3
Learning and Behaviour Statement	4
Whole School Approach to Student Behaviour	
Differentiated and Explicit Teaching (Universal Supports)	5
Focused Teaching (Targeted Supports)	7
Individualised Teaching (Intensive Supports)	11
Network of Student Support	12
Consideration of Individual Circumstances	13
Critical Incidents	13

## APPENDICES (Relevant School Policies and Procedures)

School Disciplinary Absences	14
Student Appearance Policy	15
Mobile Phone Policy	19
Truancy Policy	20
Bullying Policy	21
Attendance Follow-up Procedures	24
Appropriate use of Social Media	25
Temporary Removal of Student Property	27
Green Sheet (Behaviour Monitoring Sheet)	28
Restrictive Practices	29
Consistency Rules	30
Sun Safety Policy	31

## PURPOSE

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education.

The Student Code of Conduct plays an integral role in attaining our school vision of **“engaged students learning with expert, accountable staff in a calm, ordered and caring environment.”** This code is underpinned by our school virtues and provides the direction for further school improvement when underpinned by:

- High Expectations
- Data Informed Decision Making
- Targeted use of Resources

Aldridge State High School is a student-centered community which forms the basis of our approach to student behaviour. This philosophical alignment supports our drive to build an environment where students experience a sense of belonging, comfort and order.

## CONSULTATION & DATA REVIEW

In preparing this code, the following stakeholders have provided input:

- Parents via P & C and School Council
- Staff
- Students
- The middle and senior leadership of the school

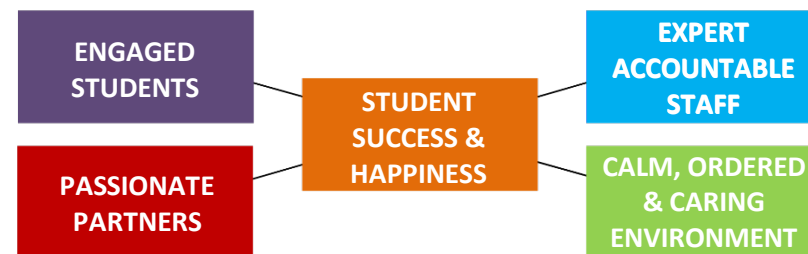
The code has been reviewed with the specific intent of “closing the gap” between expectation and performance as it relates to both student behaviour and the management of that behaviour. This code has been informed by the analysis of data and information relating to behaviour management at Aldridge SHS. Specifically, this has involved the analysis of data from OneSchool behaviour reports, School Opinion Survey information and anecdotal observations of staff.

Key findings from this process identified a number of issues requiring attention. These have been categorised into three key improvement agendas:

1. The improvement in behaviour of students to close the gap between school expectation and student behaviour as described by our virtues.  
Key focus areas:
  - a. Refusal to engage in the curriculum
  - b. Non-compliance with staff instructions
2. The improvement of staff skill sets in a suitably differentiated manner considering the needs of individuals.  
Key focus areas:
  - a. Classroom strategies ranging from least to most intrusive
  - b. Adherence to school policies and procedures especially those associated with recording and referring incidents.
3. Actively improve the collaboration between Curriculum Heads of Department (HODs), Year Level Coordinators (YLCs), Student Support Staff and School Leadership in the management of student behaviour.

## THE ALDRIDGE WAY

<b>Our Purpose:</b> To facilitate student success & happiness
<b>Our Vision:</b> Engaged students learning with expert, accountable staff in a calm, ordered and caring environment
<b>Our Motto:</b> Success through Effort



<p><b>Staff</b> work to optimise student success &amp; happiness supported by their aspiration to be expert and accountable and their undertaking to practise the Aldridge virtues of:</p> <p><b>Respect</b> demonstrated by valuing student diversity, treating students fairly and a belief that everyone can learn and that we learn at different rates.</p> <p><b>Responsibility</b> for motivating students to achieve success &amp; happiness &amp; for always interacting in an objective &amp; rational manner.</p> <p><b>Caring</b> by building strong, quality relationships with students, peers &amp; community and by providing a safe environment for the nurturing and development of student success &amp; happiness.</p> <p><b>Commitment</b> by actively supporting our school, upholding high expectations and modelling lifelong learning as self-directed learners.</p> <p><b>Self-discipline</b> to maintain positivity, optimism and self-control at all times so as to encourage students to fulfil their potential.</p>	<p><b>Students</b> work towards success, happiness and positive educational experiences, supported by them aspiring to be engaged and their undertaking to practise the Aldridge virtues of:</p> <p><b>Respect</b> as demonstrated by treating themselves and others with courtesy and dignity.</p> <p><b>Responsibility</b> for their learning by knowing what they are learning, if they understand what they are learning &amp; by being proactive in gaining further clarification if needed. Being accountable for, and recognising the consequences of their actions.</p> <p><b>Caring</b> by giving without expecting anything in return and by treating fellow students with compassion and dignity.</p> <p><b>Commitment</b> by persevering to meet goals &amp; ensuring they complete tasks to the very best of their ability.</p> <p><b>Self-Discipline</b> by demonstrating self-control, having a positive attitude and striving for success.</p>	<p><b>Parents</b> support their children to achieve success &amp; happiness. This is underpinned by their allegiance to Aldridge and their undertaking to practise the Aldridge virtues of:</p> <p><b>Respect</b> as demonstrated by treating oneself and others with courtesy and dignity.</p> <p><b>Responsibility</b> for ensuring their child attends school every day and is prepared for learning and that necessary communication with school staff is maintained.</p> <p><b>Caring</b> by providing reliable support, both emotional and physical, for their child and by encouraging their child to achieve success &amp; happiness.</p> <p><b>Commitment</b> by actively encouraging their child to meet high expectations and to aspire to being a self-directed learner.</p> <p><b>Self-Discipline</b> by demonstrating maturity and restraint in emotive situations and by maintaining positive relationships with their child and school staff.</p>
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To facilitate the management of inappropriate student behaviour through processes centered on Aldridge's Five Virtues utilising:

- classroom strategies from least to most intrusive
- lunchtime detentions
- subject withdrawal and buddy classes
- recess withdrawal
- whole school withdrawal
- suspension and/or exclusion

# WHOLE SCHOOL APPROACH TO STUDENT BEHAVIOUR

## *Differentiated and Explicit Teaching creates a Calm, Ordered & Caring Environment*

### **Universal Interventions**

The social environment described above is a direct function of the relationships that exist between all stakeholders in our school. This relationship is based on mutual respect for individuals and the role that they are expected to perform within the school community.

Staff are expected to take a lead role in the formation of these relationships, to recognise the factors influencing those relationships and to manage situations to ensure that quality relationships exist and are maintained. This includes, but is not limited to:

- initiating positive and polite conversation
- using language and tone which does not represent a power struggle
- recognising the need for take up time and face saving in social situations.

Students are expected to form a cohesive unit which with the support of staff, provides opportunity for the development of self-regulation skills. These skills include:

- the development of a repertoire of behaviours positively aligned to the virtues
- the ability to replace poor behaviours with more acceptable ones
- an understanding of the social dynamics associated with peer groups

These practices are further reinforced by the school's student leadership and house structures. These structures provide students with the opportunity to develop a sense of belonging and for leaders and role models to engage in a positive and constructive way with their peers. Critical to the success of these programs is the engagement of students in House Group classes and Year Level Assemblies. These actions are then expected to be reinforced across all other interactions entered into across the school day.

A critical component of our school's ethos involves the establishing and articulating of "high expectations" across all facets of schooling. Meeting these expectations requires that both staff and students commit to the challenge and hold firm on the agreed outcome. This at times may test the resilience of stakeholders, however this alone is not a justification for changing expectations.

Recognition of appropriate behaviour is achieved by:


- Awarding meritorious certificates at a formal function for those students with 'Excellent' and 'Very Good' results for Behaviour and Effort on Report Cards.
- Acknowledging students receiving a meritorious certificate at every opportunity during a year with a "Silver Meritorious Certificate."
- Acknowledging students receiving a meritorious certificate at every opportunity across their entire schooling with a "Gold Meritorious Certificate" presented on Awards Night.
- Providing 'Rewards Days for meritorious recipients who meet attendance targets.
- Issuing 'Virtues Postcards' (and the recording of this on Oneschool) to students who have demonstrated the relevant virtue at a very high level.
- Collecting positive community feedback and recording these as 'testimonials' on our school website.
- Using Assemblies to recognise student success in both curricular and extracurricular activities
- Facilitating student leadership groups that are formally inducted, participate in leadership training and are acknowledged for their service to community.
- Specific recognition of indigenous students via Awards Night.

# LINKING POSITIVE BEHAVIOUR CHOICES WITH ALDRIDGE SHS'S FIVE VIRTUES

## *Focused Behaviour Supports Creating a Calm, Ordered & Caring Environment*

## THE ALDRIDGE WAY BEHAVIOUR MATRIX

Updated 27th March 2024

 Engaged students learning with expert, accountable staff in a calm, ordered and caring environment	THE ALDRIDGE WAY SUCCESS AND HAPPINESS	RESPECT	SELF -DISCIPLINE	RESPONSIBILITY
	GENERAL	<b>I will</b> <ul style="list-style-type: none"> <li>Follow school and societal rules</li> <li>Be mindful of the feelings and rights of others</li> <li>Be open to and tolerant of people's differences</li> <li>Be truthful and polite</li> <li>Value and look after property, resources, spaces and the environment</li> <li>Communicate positively</li> </ul>	<b>I will</b> <ul style="list-style-type: none"> <li>Display appropriate emotional responses</li> <li>Actively listen to staff and students</li> <li>Ignore distractions</li> <li>Contribute to a calm and ordered environment</li> <li>Consider consequences of actions</li> <li>Maintain my personal space and respect the space of others</li> <li>Maintain safe behaviours</li> <li>Work to the best of my ability at all times</li> <li>Set goals and push myself to achieve them</li> <li>Persist when things aren't easy</li> </ul>	<b>I will</b> <ul style="list-style-type: none"> <li>Take ownership and accept consequences of my actions and move on</li> <li>Adhere to uniform and dress code policy</li> <li>Be prepared for the day</li> <li>Take responsibility for my learning</li> <li>Report any bullying or harassment immediately</li> <li>Be kind and considerate</li> <li>Treat people and things with respect</li> </ul>
	CLASSROOM	<ul style="list-style-type: none"> <li>Follow classroom rules and routines</li> <li>Promptly follow staff instructions</li> <li>Allow the teacher to teach</li> <li>Allow students to learn</li> <li>Use good manners and positive language</li> <li>Cooperate with my classmates in group tasks</li> <li>Acknowledge different viewpoints</li> <li>Be mindful of others' learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Concentrate on my work</li> <li>Remain in my seat</li> <li>Wait patiently for teacher assistance</li> <li>Monitor my noise level</li> <li>Be an actively engaged learner</li> <li>Complete all set work on time (e.g. class work, homework, assignments)</li> <li>Take pride in my work, do my best</li> <li>Have a positive attitude and growth mindset</li> <li>Be open to feedback and suggestions on your learning</li> <li>Attempt all work – understand that I can learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Ask for assistance when required</li> <li>Strive to achieve high attendance</li> <li>Attend all classes on time</li> <li>Arrive at classes with my laptop charged and correct equipment</li> <li>Back up my work regularly and keep all work (notebooks and digital) well organised</li> <li>Encourage and support my friends and classmates</li> </ul>
	OUT OF CLASSROOM	<ul style="list-style-type: none"> <li>Follow staff instructions in a timely fashion</li> <li>Place litter in the bin</li> <li>Follow the school and societal rules</li> <li>Be mindful of the feelings and rights of others in the community</li> <li>Be truthful and polite</li> <li>Be considerate of my own and others' safety and rights when travelling</li> </ul>	<ul style="list-style-type: none"> <li>Control my emotions</li> <li>Contribute to a calm and ordered environment</li> <li>Play in the spirit of the game</li> </ul>	<ul style="list-style-type: none"> <li>Seek adult assistance immediately if problems arise</li> <li>Remain in the school grounds in designated areas</li> <li>Attend all lunch time activities on time (sport, clubs, meetings, and detentions)</li> <li>Be mindful that I am a representative of the school values when wearing school uniform in the community</li> </ul>

**Butchulla Lore**

What is good for the land comes first.

Do not take or touch anything that does not belong to you.

If you have plenty, you must share.

## ***Focused strategies create a Calm, Ordered & Caring Environment***

### ***Targeted Interventions***

#### **SPECIFIC FOCUS**

A review of historical behaviour data indicates that the behaviours below have all declined significantly:

- physical acts of violence
- swearing at staff
- direct refusal to follow a reasonable request

However, these behaviours remain prevalent at unacceptable levels and in some instances have been replaced by a more passive suite of behaviours which are more chronic in nature:

- being late for class and/or avoiding class
- the use of obscene language in the presence of teachers but not directly aimed at them
- non-engagement with classwork/program of learning

This behaviour will be addressed in the following contexts:

1. Assemblies
2. House Group
3. Classroom
4. Playground

Addressing this behaviour requires students and staff to have a clear understanding of the expectations in each of the above contexts. With that in place, staff are expected to challenge inappropriate behaviour in a manner that utilises strategies from the “least to most intrusive” continuum, and in doing so allow opportunities for “take up time” and for students to “save face”.

In the event that students choose not to meet expectations, they will be referred to the relevant staff member as per the table overleaf:

# Aldridge State High School Behaviour Action Plan Updated 27<sup>th</sup> March 2024

Positive	Classroom Teacher Minor Classroom Behaviour	Curriculum HOD	YLC	YLC supported by DP
<p><b>Positive Behaviours for Recognition:</b> 100% attendance Improvement in behaviour/effort/ attendance Individual student success Consistent demonstration of the virtues</p> <p><b>Strategies:</b> Virtue Postcards Student of the week Meritorious Awards</p> <p><b>Use of the Essential Skills for Classroom Management (ESCM):</b></p> <ul style="list-style-type: none"> <li>Acknowledgement of other students (cuing)</li> <li>Selective attending</li> <li>Proximity</li> <li>Non-verbal redirection</li> <li>Redirecting to learning</li> <li>Individual Close Talk</li> <li>Questioning to redirect</li> <li>Clear verbal/visual warnings</li> <li>One on One Discussion</li> </ul> <p>Reflection &amp; review of strategies /actions applied by teacher.</p>	<p><b>Non-Compliant behaviour:</b></p> <ul style="list-style-type: none"> <li>Uniform infringements</li> <li>Eating in class, chewing gum</li> <li>Failure to complete classwork</li> <li>Not completing homework</li> <li>Consistently unprepared for class</li> <li>Late to class</li> <li>Unauthorised moving around room without permission</li> <li>Swearing or yelling at students</li> <li>Disruptive behaviour in class</li> <li>Misuse of technology</li> <li>Not following staff direction</li> <li>Non-compliance with school virtues</li> </ul> <p><b>Strategies:</b> <b>Essential classroom management skills (ESCM):</b></p> <ul style="list-style-type: none"> <li>Differentiation of curriculum</li> <li>Reposition student in room</li> <li>Buddy class</li> <li>Detention</li> <li>Contact home</li> <li>OneSchool record keeping</li> </ul> <p>Persistent non-compliance after teacher implements several strategies and contact home.</p> <p>Major Behaviour in Class <u>or</u> Non-compliance during House Group or during PGD <b>OneSchool referral straight to YLC</b></p>	<p><b>Non-Compliant behaviour:</b></p> <ul style="list-style-type: none"> <li>Refusing to follow staff direction</li> <li>Failure to attend detention</li> <li>Non-submission of drafts or assessment</li> <li>Persistent disruptive behaviour in class (5-8 incidents)</li> <li>Classroom/equipment damage</li> <li>Initial referral of bullying</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>HOD initiated Detention</li> <li>Classroom Visits</li> <li>Student/parent/teacher meeting</li> <li>Contact home</li> <li>Buddy Class</li> <li>Intensive staff support</li> <li>Student retraining in School Virtues</li> </ul> <p>*All actions to be recorded on OneSchool via admin follow-up</p> <p>Persistent non-compliance despite HOD strategies and contact home <u>or</u> Student refuses to follow instructions of HOD <b>OneSchool referral to YLC</b></p>	<p><b>Non-Compliant behaviour:</b></p> <ul style="list-style-type: none"> <li>Playground incidents</li> <li>Before and after school incidents</li> <li>Major/serious incidents</li> <li>Students on IBMP/Green sheets</li> <li>Uniform infringements</li> <li>Truancy</li> <li>Persistent disruptive behaviour in class after HOD intervention</li> <li>Bullying</li> <li>Classroom behaviour when curriculum HOD unavailable</li> <li>Persistent non-compliance with curriculum HOD expectation</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Detention</li> <li>Referral to student welfare team</li> <li>Parent meeting</li> <li>Behaviour monitoring sheets</li> <li>Alternate learning programs</li> <li>Individual Behaviour Monitoring Plan (IBMP)</li> <li>Intensive HOD support</li> <li>Internal withdrawal</li> <li>Suspension</li> </ul> <p>Persistent non-compliance despite targeted YLC strategies <b>Discussion with DP and contact home.</b></p>	<p><b>Major Behaviour:</b></p> <ul style="list-style-type: none"> <li>Physical violence</li> <li>Swearing at staff</li> <li>Defaming staff</li> <li>Threatening behaviour</li> <li>Abuse of technology including social media</li> <li>Animal abuse</li> <li>Bringing the school into disrepute</li> <li>Possession of banned items (weapons, alcohol, drugs, cigarettes, vapes, pornography)</li> <li>Use of illicit substance on school grounds</li> <li>Persistent misconduct despite teacher, HOD and YLC intervention</li> <li>Persistent non-compliance with YLC expectation</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Detention</li> <li>Referral to student welfare team</li> <li>Parent meeting</li> <li>Suspension</li> <li>Exclusion</li> <li>Contact home.</li> </ul>



## BEHAVIOUR MONITORING SHEETS (GREEN SHEETS)

### Purpose

To monitor student behaviour after teacher and Curriculum Head of Department (HOD) intervention has been unsuccessful or upon re-entry following a Suspension related to classroom behaviour.

### Process

- A student will be referred to a Year Level Coordinator (YLC) and placed on a green sheet in the event the classroom teacher and Curriculum HOD have not gained traction with the strategies they have employed (refer to the Student Code of Conduct for strategies).
- YLCs can expect that when a student has been referred to them, contact has already been made with the student's parent/guardian by the classroom teacher and/or the Curriculum HOD and this contact has been documented in OneSchool, along with any other information relevant to the student's behaviour.
- Students report to their YLC each day with a completed Behaviour Monitoring Sheet (Green Sheet) for review/discussion.
- All students who return from Suspension related to classroom behaviour will be placed on a Green Sheet after a re-entry meeting. The length of time a student is placed on Green Sheets is at the discretion of the YLC.
- Students suspended for other reasons can also be placed on Green Sheets at the YLC's discretion
- When placed on Green Sheets, a critical focus is placed on supporting the student to transition off Green Sheets and towards self-management of their behaviour.

### Expectations

#### Student

- Comply with the ASHS Student Code of Conduct at all times.
- Present the Green Sheet to the classroom teacher at the beginning of each lesson.
- Report at the beginning of Recess 1 to the detention room (C04) with a completed sheet.

#### Teacher

- Implement behaviour management strategies from least intrusive to most intrusive for all students as per the Student Code of Conduct
- Seek support and/or assistance from their relevant Curriculum HOD in the event that the student is not appropriately modifying their behaviour

Once a student has been placed on a green sheet, the following additional expectations exist:

- Green Sheets should be completed at the end of the lesson.
- Where a student is not meeting the expectations of the Student Code of Conduct, they are to be referred directly to the relevant YLC (not the Curriculum HOD) and a OneSchool entry made as soon as possible.
- As soon as possible after a teacher sends a student to a YLC, a follow-up phone call (or other suitable communication) must be made to confirm C02 is staffed and to explain the situation that led to the student being sent from class.
- If a YLC cannot be contacted, the front office must be contacted to seek a DP to assist.
- When a student is sent to a YLC they are to be sent with classwork wherever possible.
- If a student is given "1s" or "2s" on their Green Sheet, a short explanation must be written on the back page, plus a OneSchool entry made at the earliest possible convenience (further action cannot be taken until a OneSchool entry has been received).
- A student's Report Card should reflect feedback provided on a Green Sheet by a teacher.

#### Curriculum HOD

- Support and assist teachers to implement behaviour management strategies from least intrusive to most intrusive for all students as per the Student Code of Conduct.
- Ensure teachers have exhausted all reasonable means of modifying the student's classroom behaviour.
- Refer students to the YLC who demonstrate persistent inappropriate classroom behaviours despite consistent implementation of behaviour management strategies by the classroom teacher and further strategies by the HOD themselves.
- Liaise with other Curriculum HODs to ascertain whether inappropriate behaviour is being exhibited by the student across more than one subject.

#### Year Level Coordinator

- Record and track all students on Green Sheets and communicate to staff the particular behavioural challenges a student is facing.
- Collate Green Sheet data to identify trends with a view to refining/improving current practice.
- Be available at the beginning of Recess 1 to process the Green Sheets of students in their own year level (one person will then remain to supervise students completing detentions).
- Re-entry meetings with a YLC are an expectation after each suspension of three or more days (re-entry meetings may be held for shorter suspensions as the situation dictates and at the discretion of the YLC).
- Wherever possible, the teacher directly impacted by a student's misbehaviour will be invited to attend a re-entry meeting.

#### Consistent Consequences\*\*

- 1 x '1' = Detention
- 2 x '2s' on same sheet = Detention
- Multiple '1s' and/or '2s' on the same sheet or across multiple days = Suspension\*
- Lost Green Sheet 1<sup>st</sup> instance = Student given replacement sheet which they then must ask their teachers to fill out before Recess 1.
- Lost Green Sheet repeated incident = Detention -> Suspension\*
- Missing getting a Green Sheet filled out in a class = 3 Detentions
- Missing a Detention = An extra 'make-up' detention on top of original detention
- If multiple Detentions (at least 3) are being accrued due to a student deliberately choosing not to attend = Suspension\*

\*Please note that any decisions made by YLCs and endorsed by the Principal regarding the suspension of students who are on Green Sheets will be based on the reports entered by staff in OneSchool.

\*\*Consistent Consequences are not to be confused with Mandatory Consequences. Every decision made by YLCs is based on the individual needs and circumstances of the student.

## **Individualised Behaviour Supports Create a Calm, Ordered & Caring Environment**

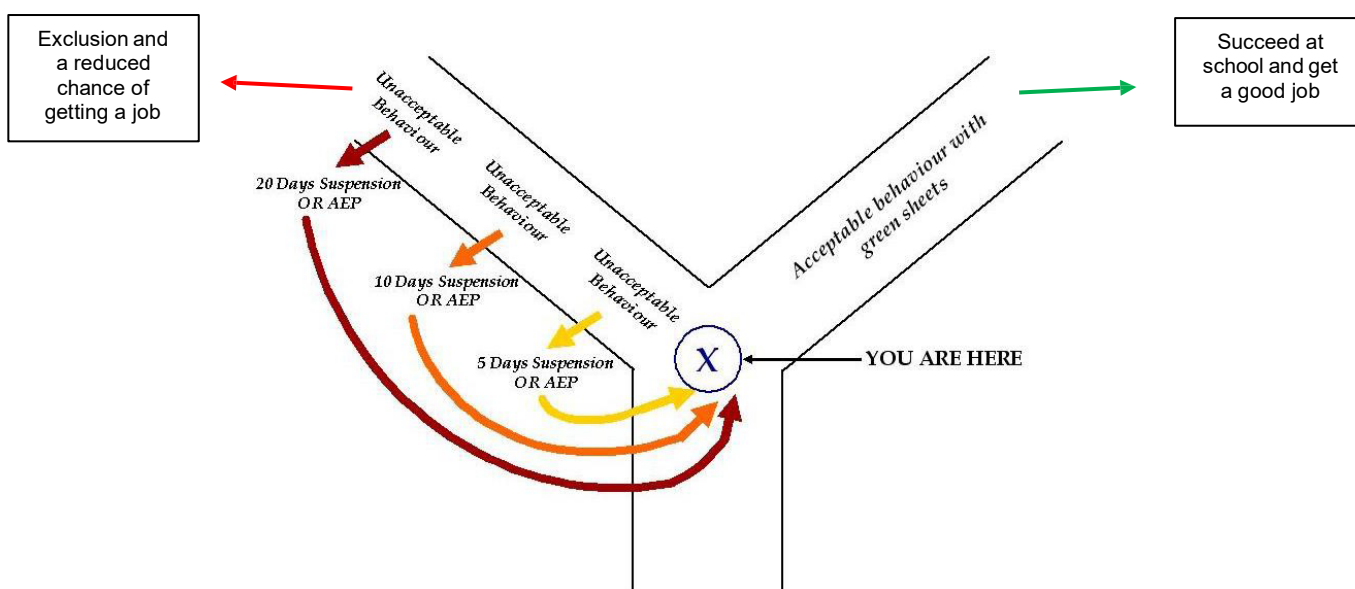
### **Intensive Interventions**

For the small percentage of students that do not respond to Targeted Behaviour Support, a more intensive and directed level of support is required. This is done through the development and activation of Individual Behaviour Management Plans (IBMP). These plans are the result of negotiation between student, parents and school personnel. They provide clear, unambiguous pathways for students and are devised to assist the student in conforming to school expectations. This assistance may include intervention from:

- Guidance services
- External counselling agencies
- External Behaviour Management Support Services
- Year Level Coordinator

This assistance is provided on the basis that the student is willing to engage with the support provided.

The implementation of the IBMP includes an interview that consists of a discussion colloquially referred to as the “FORK IN THE ROAD” conversation. A model representing this conversation is set out below



If a student fails to meet the expectations set out in the IBMP the school will pursue a path of suspensions of increasing length. At each step of progression, parents/carers will be offered the opportunity to withdraw their student from Aldridge or to engage in a Modified or Alternate Education Program.

Modified and Alternative Education Plans are developed for a small number of students who after a large amount of support are still unable to behave in an acceptable manner. This provides access to learning for these students while negotiating a positive pathway back to mainstream education.

The logical conclusion of continual failure to conform to the behavioural expectations of the school is that the student would be processed for exclusion from Aldridge SHS.

# A NETWORK OF STUDENT SUPPORT

To support the diverse needs of students in meeting these expectations Aldridge provides:

- Student services consisting of:
  - Guidance officer
  - School Based Youth Health Nurse
  - Chaplain
  - Youth Support Co-ordinator
  - External Agencies
  - YLC's
  - House Group Teachers
  - Indigenous Community Education Coordinator (CEC)
- Special Education Unit (SEU) (On campus facility called Learning Enhancement Centre - LEC) support for students with disabilities and/or additional needs
- A rewards and recognition program including:
  - Celebratory Assemblies
  - Purple Awards
  - Student of the Week
  - Virtues Postcards
  - Meritorious Certificates
  - Leadership opportunities in each year level.

## CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Aldridge State High School considers the individual circumstances of students and the situation in which the behaviour occurred when applying support and consequences. This involves:

- Creating a teaching/learning environment which is responsive to the diverse needs of its students.
- Recognising and taking into account a student's age, cultural background, mental health, disability and medical issues.

Aldridge has consistently had 10% of enrolments having learning difficulties and/or disabilities and 11% of enrolments identifying as Indigenous. Accordingly, particular consideration is given to the management of behaviour for these students.

In line with our inclusive approach, all students are expected to follow the same rules and receive the same consequences as other students. The exception to this would be in situations where the nature of a student's disability or cultural background dictates a different approach. An example of this is the expectation that LEC students place their mobile phones in a safe box as they enter the classroom.

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

## EMERGENCY RESPONSES TO CRITICAL INCIDENTS

Aldridge has adopted the NCR Critical Incident Response Plan as it relates to the range of incidents broadly identified as critical incidents. Please see ASHS Emergency Response Plan document.

A critical incident is an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. 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

## **APPENDIX 1**

### **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 Aldridge State High 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 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 Aldridge State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/caregivers, 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.

While it is not mandatory for a student or their parents to attend a re-entry meeting, at Aldridge we believe it is an extremely important step in the disciplinary process. It provides further opportunities for the student to explain the choices they made as well as suggest ways they might be able to repair any relationships that may have been adversely affected by their behaviour. These and other restorative justice practices can be put into place during the re-entry meeting. 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 (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.

## **APPENDIX 2**

### **STUDENT APPEARANCE POLICY**

Aldridge SHS prides itself on the appearance of its students. We believe that adhering to the expectations about appearance demonstrates enacting the ASHS virtues of commitment, self-discipline, respect and responsibility.

This belief in association with the advice of students and parents associated with the P and C and Student Representative Council has led to the formation of the following policies:

- Uniform;
- Jewellery;
- Hair colour;
- Make-up and nails.

#### ***UNIFORM***

The accepted uniforms are pictured below – please note that socks must be white or black and shoes must be predominantly black, low cut & lace-ups.

**JUNIOR DAY UNIFORM**



**SENIOR UNIFORM**



**FORMAL UNIFORM**



**FORMAL UNIFORM**



### WINTER UNIFORM



### SPRAY JACKET



#### Winter Uniform

- As per summer uniform
- Plain grey track pants (rugby & fleecy knit) or navy uniform track pants
- Charcoal grey fleecy jumper with purple and navy stripe with Aldridge logo OR
- Aldridge Spray Jacket with logo
- Matt Black or Flesh coloured stockings under skirt or shorts

Students out of uniform are required to bring an explanatory note to school. They are to present the note to Student Reception (C03) and will then be issued with a “loan” uniform where available. If no suitable “loan” uniform is available, students will be issued with a “uniform pass”.

Students without a hat are encouraged to report to YLCs (C02) before the first bell to collect a “loan” hat for the day. If no “loan” hats are available the student is issued with a “uniform pass” and must remain in the shade between C and D blocks at the recess breaks.

Students out of uniform without a note and/or without reporting to C Block can expect to be issued with a detention. “Loan uniform” items (apart from shoes and socks) must be returned within 5 days otherwise an invoice will be issued. Shoes and socks will be automatically invoiced and cannot be returned.

The wearing of the FORMAL UNIFORM is strongly recommended at ceremonies and other functions where students are representing the school. Student leaders are also encouraged to wear the formal uniform.



## ***JEWELLERY***

Students are permitted to wear:

- A watch
- Sleepers or studs and no spacers or dangling and/or sharp protruding earrings.
- Small, discreet, unobtrusive nose studs.

Any other piercings have to be either clear, flush with the skin surface and must be approved by Administration or removed totally. Special consideration may be made at the discretion of Administration. In accordance with the Student Appearance Policy, if students appear at school with piercings outside of the approved and cannot be removed, then for safety issues the student is withdrawn from lunches and high-risk activity classes until such times as the piercing can be removed or replaced with a clear flat approved by Administration.

Items of health significance (such as Diabetes Identification bracelets) are permitted.

All other items of visible jewellery are NOT permitted and students will be asked to remove these items and surrender them to the staff member involved.

- First confiscation the student can collect from Administration at the end of their school day.
- Second and further confiscations can be collected from Administration by the parent.

Persistent defaulters may be required to negotiate the return of their items with either the Year Level Coordinator or Deputy Principal.

## ***HAIR COLOUR***

Attending school with hair dyed unnatural colours is not permitted. The decision regarding “unnatural” will be made by the administration. These students will be requested to have their hair returned to a natural colour before they return to school.

It is therefore strongly advisable to use non-permanent hair colouring if an unnatural hair colour is being used for things such as house spirit at carnivals or costumes for special days or arts performances.

## ***MAKE-UP AND NAILS***

Students are not permitted to wear make-up to school except for foundation which incorporates sunscreen and a clear lip gloss or balm. Nails must be natural in colour and not excessive in length.

Students who are seen to be wearing other make-up or nails / nail polish will be asked to remove this.

## SHOES

Students' shoes at Aldridge SHS must fit the following 3 criteria

- **PREDOMINANTLY BLACK**
- **LACE UP**
- **LOW CUT**

### SOME EXAMPLES BELOW

YES	YES	YES
		
YES	YES	YES
		
NO	NO	NO
		
NO	NO	NO
		

## **APPENDIX 3**

### **USE OF MOBILE PHONES POLICY**

#### **Rationale**

The use of mobile phones and other student-owned personal technology devices i.e., iPods, iPads and the like, are not permitted while on school grounds, or attending off-campus school events. Smart watches will need to be switched to flight mode while students are in school.

Mobile phones and personal technology devices are not necessary for learning and provide a distraction for students and teachers, and are proven to prevent learning in many situations. Aldridge SHS is a BYOD school; laptops are the identified technology device for use.

#### **Expectations**

Mobile phones must be switched off and never visible at any time, on school grounds, or whilst attending school events, including before and after school, during class times and at breaks. Individual medical circumstances are considered and Restricted Exemptions may be given, at the principal's discretion.

- If a device (including ear buds, headphones) is sighted or heard, the student will be required to hand the phone in to Administration where it will be stored securely until 2.55pm. The student will also receive a recess detention as a consequence for breaching this policy.
- For a second offence, a student's family will be required to collect the device from Administration, at a mutually convenient time, five Recess detentions will be applied and the student may be placed on a behaviour management green sheet.
- A third offence will be escalated to either the Deputy Principal or Principal and may result in a suspension or Individual Behaviour Management Plan.
- Each Mobile phone behaviour incident will be recorded on One School.
- At any stage, a refusal to submit a phone to Administration may result in a suspension or Individual Behaviour Management Plan.

Parents/Guardians wishing to urgently contact their students, or vice versa, are required to do so through the school office on 41208444.

Students who choose to bring mobile phones or personal technology devices to school, do so at their own risk and are responsible for ensuring their safety and security and that they are not visible or audible. The school and school staff will not accept any responsibility for any loss or damage to technology devices nor will they investigate loss or damage.

Our School's Code of Conduct outlines the consequences of irresponsible use of devices including the filming, photographing and distributing of content obtained without consent.

The Commonwealth's Criminal Code Act 1995, section 4.7.4.17 notes that it is an offence for a person to use 'a carriage service to menace, harass or cause offence.'

The Commonwealth's Criminal Code Act 1995, section 4.7.4.15 notes that it is an offence for a person to use 'a carriage service to make a threat.'

The Commonwealth's Crimes Act 1914, part VIIB, section 85ZE notes that it is an offence for 'a person to knowingly or recklessly use a telecommunications service supplied by a carrier in such a way as would be regarded by reasonable persons being, in all the circumstances, offensive.' The sending of images is also covered by various State and Commonwealth laws that prevent the publication of material that is objectionable, unclassified or unsuitable for minors.

## **APPENDIX 4**

### **TRUANCY**

It is a requirement of the Education Act that all students attend school until 16 years of age or have successfully completed Year 10. They then must remain in learning or earning until they are 17. Parents, working in conjunction with the school, are responsible for making all reasonable attempts to ensure that their child attends school during this time.

In-school management may involve:

- Making up negotiated time
- Parent contact
- Attendance monitoring
- Suspension

Where student non-attendance becomes a continuing issue, then the school is required to involve outside agencies, such as the Police and Juvenile Aide Bureau for example.

## **APPENDIX 5**

# **ALDRIDGE STATE HIGH SCHOOL BULLYING POLICY**

### **POLICY STATEMENT**

Aldridge State High School has specific anti-bullying policies and procedures to address bullying in all its forms, in line with Education Queensland Policy and the provisions of the Student Protection Policy. Our school and school community endorses each teacher's right to teach, each student's right to learn and the right to safety of all school community members. Bullying undermines such values and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully and the victim, and can damage the climate of the class and the supportive environment of the school in general. For these reasons, it cannot be tolerated and must be addressed with immediacy and consistency.

### **DEFINITIONS OF BULLYING**

As defined in Education Queensland's Student Protection Policy.

"Bullying involves the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and/or sexual in nature."

**This definition extends to the use of digital devices with the intent of bullying.**

For ease of student understanding and identification of bullying, the school has defined bullying for students and staff in relation to four (4) general behaviours. These are:

- 1) Physical – any deliberate touch of a person's body without their permission eg hitting, punching, spitting, sexual abuse.
- 2) Non Physical - threatening any of the above, either in person or via cyber techniques.
- 3) Stealing – unauthorised removal of possessions, social opportunities, and teaching/learning time.
- 4) Teasing – use of name calling, actions and gestures, words, rumours to hurt or to ostracise, either in person or via online media.

### **AIMS OF THE POLICY**

- 1) To counter views that bullying is a natural or inevitable part of school life
- 2) To combat and overcome barriers of secrecy that often surround bullying
- 3) To create a safe and supportive teaching/learning environment for students and staff
- 4) To provide support and counselling services for both bully and victim
- 5) To move beyond a reactive response to bullying by proactively promoting a school climate where bullying behaviours are not tolerated and are infrequent in incidence.

### **RESPONSIBILITIES OF THE SCHOOL COMMUNITY**

#### **A) STAFF RESPONSIBILITIES**

##### **IDENTIFICATION**

- 1) Watch for early warning signs of bullying in students (eg stress, behaviour change, physical injuries etc)
- 2) Record and report all incidences of bullying, including action taken. A bullying register is centrally located and collated within the school and where deemed necessary, specific incidents will be recorded in relevant student files.
- 3) Offer the victim immediate support and help by using conflict resolution and a source of referral such as Guidance Officer, Youth Support Coordinator, School Nurse, YLC.
- 4) Use all students as a positive resource in countering bullying, taking time to discuss bullying in class sessions when the need arises. (eg after incidents)
- 5) Ensure all areas of the school are monitored at breaks and in between lessons and be vigilant while performing playground duty.

## EDUCATION

- 1) All students upon enrolment at the school will be made aware of the School's Bullying Policy.
- 2) Education of all year levels will occur through the Year Level Co-ordinator, within the context of the curriculum and during formal school Assemblies.
- 3) Where possible, parents/caregivers will be included in the education process and informed of developments within the school in relation to bullying.
- 4) All teaching staff will undertake regular professional development in regard to bullying issues and their professional responsibilities in combating bullying.
- 5) Specific education sessions with regard to cyber bullying – focused on Year 7, 8 and 9 students – facilitated by local providers.
- 6) Clear articulation with regard to consequences of online defamation.

## ACTIONS

Teachers will adopt a logical and sequential approach when responding to reports of bullying. Use the “no blame approach” to initial reports of bullying. This uses the following process:

- Take the incident seriously.
- Stop any ongoing bullying that may be occurring.
- Listen to all sides of the story (victim, bully and witnesses)
- Deal with the complaint in a manner to avoid making the bullied student feel inadequate or foolish. Listen sympathetically. Offer support and encouragement for reporting it. Maybe act confidentially
- Act assertively towards the bully, explaining that his/her actions constitute bullying. Don't act aggressively, model appropriate behaviour.
- Ask the bully how he/she thinks victim must feel and how would they like to be treated in that circumstance
- Explain that actions must stop
- Set up a time to check with victim and bully that bullying has stopped
- Document the issue
- Contact parents of both parties and advise them of the circumstances. Explain the approach and have it designed to reduce the risk of retaliation. Suggest methods for parents to teach their students to act assertively

Continuation of further incidents of bullying could result in counselling, parent interview to discuss strategies for the student or possible consequences, suspension or exclusion.

## **B) STUDENT RESPONSIBILITIES**

### ACTION

Students will adopt an assertive, sequential response to all incidents of bullying involving themselves or others. This response will take the following form:

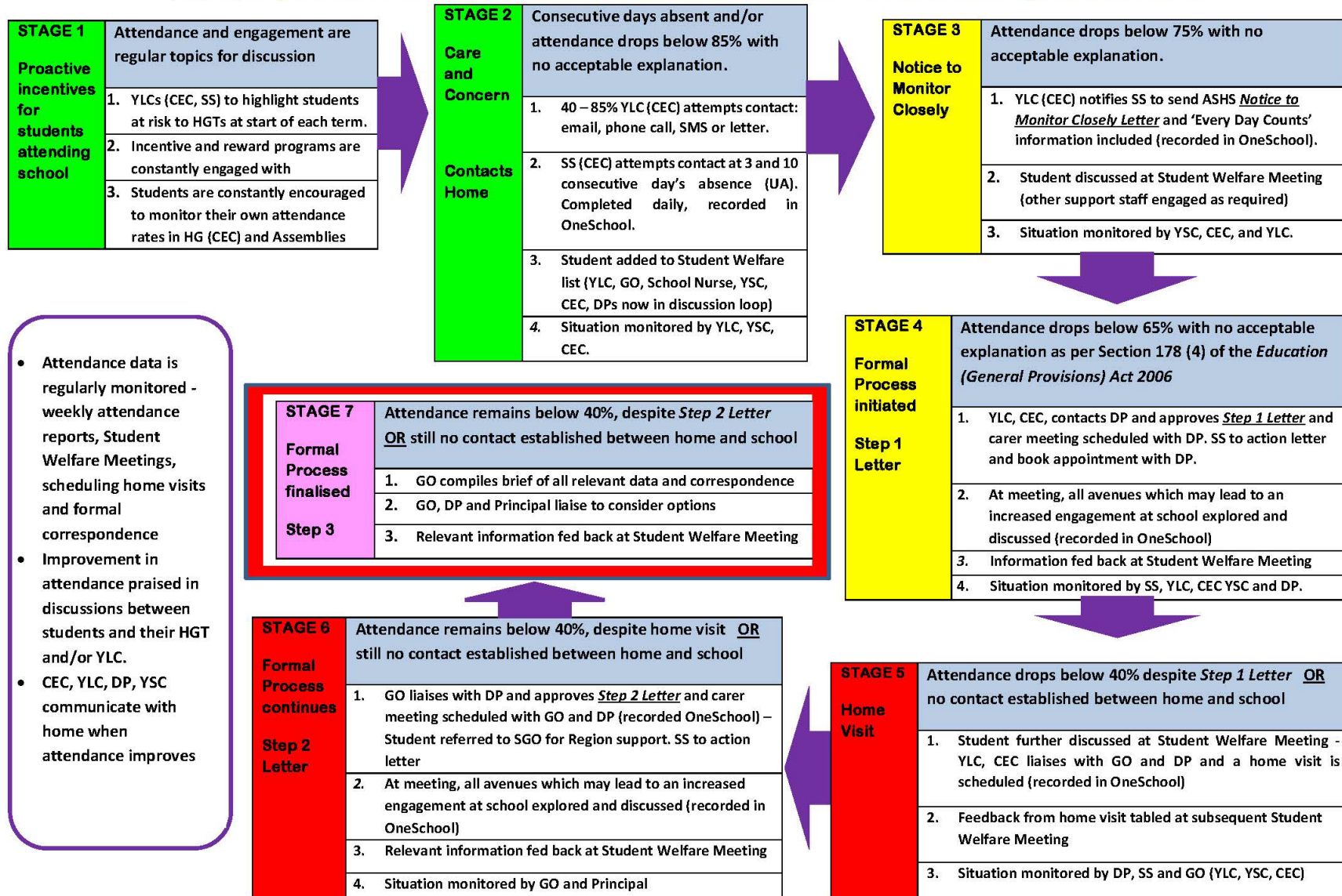
- STEP 1                      Ask the bully to stop**  
(This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim's control over handling the situation)
- STEP 2                      If the bullying does not cease immediately or has caused significant physical or emotional harm, tell someone in authority** (Teacher, Non-Teaching Staff, Administration).
1. If the student is unable to stop the bullying themselves, they should report all incidents to the nearest available teacher or staff member. Early reporting is essential.
  2. Students (victim, bully, and witnesses) may be required to discuss reported incidents with a Teacher, Year Level Co-ordinator, Student Support Staff, Deputy Principal or Principal. Such discussions will occur as soon as possible after the incident.

3. Parents/caregivers of students involved may be informed of the outcomes of investigations, and a record of an incident attached to the student's file, if deemed appropriate and necessary.
4. In the case of frequent or significant incidents of bullying by a student, the parents/caregivers may be required to attend an interview to discuss possible consequences and assist the school in planning a strategy to modify the child's behaviour.
5. On all computers in the school – including student laptops in the 1 to 1 program there is a desktop icon called cybersafety help. Students are requested to ensure that they are familiar with this icon and its use.

**C) PARENT/CAREGIVER RESPONSIBILITIES**

1. Watch for early warning signs in your child. This may include a reluctance to go to school, unexplained illnesses, missing possessions, requests for money, frequent or unexplained injuries, moodiness.
2. Take an active interest in your child's school and social life, encourage them to talk about daily events and occurrences. Parents are encouraged to be informed of the advice available through Government and Education websites for advice on how to deal with cyber safety.
3. If you suspect bullying of your child at school, contact the class teacher or school administration immediately.
4. Record details of persistent bullying of your child, including the dates, settings times, types of bullying and identified perpetrators.
5. Encourage your child to report persistent school bullying to those in the best position to provide immediate help (Teachers, Year Level Coordinators and Student Support Staff).
6. Assure your child that seeking help is okay and is an assertive measure.
7. Do not encourage your child to hit back or verbally abuse the bully
8. Be prepared to assist the school in modifying your child's behaviour if he/she is identified as a bully. Please support the school in its endeavours to assist your child overcome problems and be a responsible member of the school community.

## 7, 8, 9 ,10 years 2024 ASHS ATTENDANCE MANAGEMENT FLOWCHART updated 270324





## **APPENDIX 7**

### **Appropriate use of Social Media**

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

Negative comments posted about the school community can have a greater impact than expected. The 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 enquiries about an issue at school are best made directly to the school rather than discussing it in a public forum.

Aldridge State High School uses social media to update our learning community about dates, activities, policies and other important information. We do prefer however, that parents/caregivers contact us directly schools directly with a compliment, complaint or enquiry due to privacy considerations. If negative or derogatory content is encountered online which involves the school, hinders a child's learning and/or affects the school community at large, please 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).

#### **Student Internet Access Consent**

Every student at Aldridge State High School must complete the form overleaf to access our internet.



## STUDENT INTERNET ACCESS CONSENT FORM

STUDENT	
Declaration	<p>I understand that the Internet can connect me to useful information stored on computers around the world. While I have access to the Internet:</p> <ol style="list-style-type: none"> <li>1. I will use it only for educational purposes.</li> <li>2. I will not look for anything that is illegal, dangerous or offensive.</li> <li>3. If I accidentally come across something that is illegal, dangerous or offensive, I will:               <ol style="list-style-type: none"> <li>a. Clear any offensive pictures or information from my screen, and</li> <li>b. Immediately, quietly, inform my teacher.</li> </ol> </li> <li>4. I will not reveal home to annoy or offend anyone else.</li> <li>5. I understand that if the school decides I have broken these rules, appropriate action <u>will be taken</u>. This may include the loss of my Internet access for some time.</li> </ol>
Students Name	
Signature	
Date	

PARENT	
Declaration	<p>I understand that the Internet can provide students with valuable learning experiences.</p> <p>I also understand that it gives access to information on computers around the world; that the school cannot control what is on those computers; and that a very small part of that information can be illegal, dangerous or offensive.</p> <p>I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend finally upon responsible use by students.</p> <p>I believe _____ (name of student) understands this responsibility, and I hereby give my permission for him/her to access the Internet under the school rules. I understand that students breaking these rules will be subject to appropriate action by the school. This may include loss of Internet access for some time.</p>
Parent/Guardian Name	
Signature	
Date	

## **APPENDIX 8**


### **TEMPORARY REMOVAL OF STUDENT PROPERTY AND SEARCHES FOR ITEMS**

Please note:

If staff believe students have items not permitted at school, they should refer the student to the administration IMMEDIATELY. Staff are not to search students or their belongings unless they are under the direct supervision of a Deputy Principal or the Principal.

- Searches are permissible only where there are reasonable grounds or a well-founded suspicion that a search will uncover particular items.
- These could be items that are missing, not permitted for students to have at school, such as cigarettes or objectionable material, or illegal items such as drugs or weapons.
- Searches may be conducted by asking students to open their lockers, bags or desks for inspection, or to turn out their pockets.
- Searches must be conducted discreetly taking into account the student's age and sex, and with care for the contents of lockers, bags, desks etc.
- Under no circumstances should a staff member touch a student in the course of a search.
- Confiscation of items that students are not permitted to have at school, or those confiscated for the purposes of classroom management, is acceptable.
- However, it should be made clear that confiscation is temporary and students should be invited to ask for the item at the end of the school day unless it is an item that they are illegally in possession of such as cigarettes while under the age of 18.
- If the item constitutes a danger to the student or the student is a persistent offender, the parents may be contacted to arrange return of the property if appropriate.
- Principals and teachers have a duty of care in relation to confiscated property and should store such property carefully and securely.
- At the request of parents, Education Queensland and/or Principals, teachers could be required to make good any loss of confiscated student property which has not been properly cared for.
- If illegal items, such as drugs or weapons, are found during searches the Queensland Police Service must be notified.
- If a student refuses to consent to a bag search, the Queensland Police Service will be contacted to conduct the search.

## APPENDIX 9

	<b>ALDRIDGE SHS – BEHAVIOUR MONITORING RECORD</b>		Sheet No: _____ of _____	Detentions pending _____
	Student Name _____	Class: 7 8 9 10 11 12	M T W TH F DATE: ____/____/2023	

LESSON	SUBJECT	INITIAL	TIME ARRIVED	SELF-DISCIPLINE	RESPECT	RESPONSIBILITY
4				5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5				5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6				5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Form				5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
1				5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2				5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3				5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

\*If 1's or 2's please provide feedback on back of sheet and complete OneSchool entry  
If urgent action required contact YLC / BM / DP ASAP

Positive Teacher Reflections

Left Coordinator at: \_\_\_\_\_

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### FEEDBACK FOR NOT MEETING EXPECTATIONS

LESSON	Self-Discipline (Works independently, Being on time, Demonstrates self-control)	Respect (Courteous language and does not disrupt the work of others, Follows rules, procedures and instructions)	Commitment (Is engaged in the lesson, puts in effort and brings necessary equipment)
4			
5			
6			
HG			
1			
2			

## **APPENDIX 10**

### **RESTRICTIVE PRACTICES**

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

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

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

The Education 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:

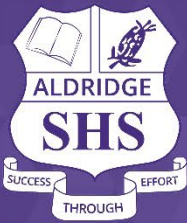
1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate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



# ALDRIDGE STATE HIGH SCHOOL **Consistency Rules**

**RESPONSIBILITY      RESPECT      SELF-DISCIPLINE**

*Engaged students, learning with expert, accountable staff in a calm, ordered and caring environment.*

## **RESPONSIBILITY**

**Responsibility** for arriving to class on time and being ready to engage in learning.

- Line up with all resources ready and/or charged
- Apply effort to learning

## **RESPECT**

**Respect** for our classmates and staff to ensure clear and effective communication.

- Hands up to speak - one person speaks at a time
- Use respectful language

## **SELF-DISCIPLINE**

**Self-Discipline** to work safely and remain on task.

- Listen to and follow staff instructions
- Wait until teacher concludes lesson

## **Butchulla Lore**

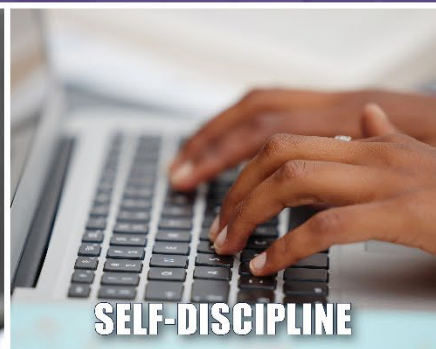
What is good for the land comes first.  
Do not take or touch anything that does not belong to you.  
If you have plenty, you must share.



**RESPONSIBILITY**



**RESPECT**



**SELF-DISCIPLINE**

## APPENDIX 12

# Aldridge State High School Sun Safety Policy



### Rationale

Year-round sun protection is important for all children and young people in Queensland as research demonstrates that high ultraviolet radiation (UVR) exposure in childhood and adolescence significantly increases the risk of developing skin cancer.

Aldridge State High School aims to educate our students about being sun safe in order to develop important, life-long, healthy habits, and acknowledges the important role adults play during and outside school hours to reinforce sun safety with children and young people.

In implementing this policy, our school and community recognise that:

- the policy applies to all school and school-related activities and events
- strategies are to be implemented during the whole school day and all year-round
- a combination of sun safe strategies is more effective than a single approach

**Date of commencement:** January 2023

**Review date:** January 2024

ELEMENT	STRATEGIES
Clothing requirements	<p><b>Mandatory Statement from Education Queensland:</b> Students are required to wear protective clothing, including appropriate hats, when outdoors during the school day and during school-related activities (for example, excursions/camps) to reduce students' exposure to the sun.</p> <p><b>Hats</b></p> <ul style="list-style-type: none"><li>• Students are required to wear the Aldridge State High School bucket hat, as part of the school uniform when outdoors during the school day.</li><li>• The only exceptions when playing sport are:<ul style="list-style-type: none"><li>a) when a hat reduces visibility or interferes with activity skills and therefore poses a risk to students' safety</li><li>b) when wearing a hat is not possible because other headwear is required to be worn for religious or safety reasons</li></ul></li></ul> <p>Under these circumstances, students may remove their hats for the duration of the activity, ensuring they have applied sunscreen to uncovered skin prior to participating.</p> <ul style="list-style-type: none"><li>• Staff remind students to wear hats before and during lunch breaks, and to and from outdoor activities</li><li>• Students who do not have hats can access a loaner hat from C Block before the first bell</li><li>• If no loaner hats are available before school, a uniform pass will be issued and the student required to play in the shade or an area protected from the sun</li><li>• If a student does not bring a hat to school and does not attempt to access a loaner hat, they will be issued a detention</li></ul> <p><b>Swim shirts</b></p> <ul style="list-style-type: none"><li>• Students are required to wear swim shirts/rash vests during all water-based activities occurring at outdoor venues, except during their race/s at competitions and carnivals.</li></ul>



ELEMENT	STRATEGIES
<b>Shade provision and use</b>	<p>Our school maximises the use of available shade for outdoor activities:</p> <ul style="list-style-type: none"> <li>• Wherever possible, sports activities are held in the school's large covered area ('Birdcage') or the Hall</li> <li>• Temporary shade structures are used as necessary for outdoor events such as Athletics Carnivals, Cross Country, inter-school sports carnivals and special fundraising events</li> </ul>
<b>Education</b>	<p>Aldridge State High School provides educational programs on sun safety and preventative measures through the following strategies:</p> <p><b>Curriculum, teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Sun safety is formally taught as part of the implementation of the Australian Curriculum through Health and Physical Education</li> <li>• Staff include the risk of exposure to UVR in their curriculum activity risk assessments for outdoor activities, which includes ensuring that adequate shade is available for outdoor activities where possible, for example, using temporary shade structures</li> </ul> <p><b>Incidental teaching and promoting sun safe behaviours</b></p> <ul style="list-style-type: none"> <li>• Incidental teaching of personal sun safety strategies occurs in all year levels as part of the school routine on a regular basis, for example, through reminders to students to wear hats and apply sunscreen</li> <li>• Staff are regularly encouraged to enforce the wearing of hats by students while they are performing playground duty</li> </ul> <p><b>Staff professional development</b></p> <ul style="list-style-type: none"> <li>• Staff are informed about the school's sun safety policy and its requirements on induction</li> </ul>
<b>Sunscreen provision</b>	<p>Aldridge State High School recognises the importance of sunscreen use as a sun safe measure and implements the following strategies:</p> <ul style="list-style-type: none"> <li>• The school supplies SPF 30 or higher broad-spectrum, water-resistant sunscreen for student use</li> <li>• Parents/carers are encouraged through social media and newsletter items to have their children apply sunscreen before school</li> <li>• Parents/carers are encouraged to provide sunscreen for their child if they don't wish their child to use the school's sunscreen</li> </ul>
<b>Modelling sun safe behaviours</b>	<p>Our school promotes the importance of parents/carers, teachers, ancillary staff, volunteers and other adult supervisors as role models for students using the following strategies:</p> <ul style="list-style-type: none"> <li>• Staff and P&amp;C members are encouraged to consider the use of shade, sun safe hats and clothing, sunglasses and sunscreen when doing their duties, running outside activities, and when on excursions/camps</li> <li>• Facilities and Grounds staff wear SPF 50+ clothing and sunscreen while performing their duties</li> <li>• Parents/carers are encouraged to have their children apply sunscreen before any outdoor events and provide personal sunscreen for their children to use at school</li> </ul>



ELEMENT	STRATEGIES
<b>Cost considerations</b>	<p>The department provides funding for sun safety using the following strategies:</p> <ul style="list-style-type: none"> <li>• School funding is allocated annually to enable the purchase of sunscreen for each class for the whole school year.</li> <li>• Costs for sunscreen will be recovered in line with the <a href="#">Requests for Voluntary Financial Contributions procedure</a>.</li> </ul>
<b>Additional strategies</b>	<p>Other strategies our school uses to be sun safe include:</p> <ul style="list-style-type: none"> <li>• Sunscreen stations are set up at sports days and swimming carnivals</li> <li>• Mobile shelters (folding gazebos) are set up during various sporting and other outdoor events</li> </ul>

**Endorsed by:**

P&C President  
**Janeen Greaves**



School Council representative:  
**Holly Donald**



**Approved by:**

Principal  
**David Burns**



**Date of approval:**  
06/06/2024