

***STUDENT CODE OF CONDUCT
2020 - 2023***

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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-centred 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

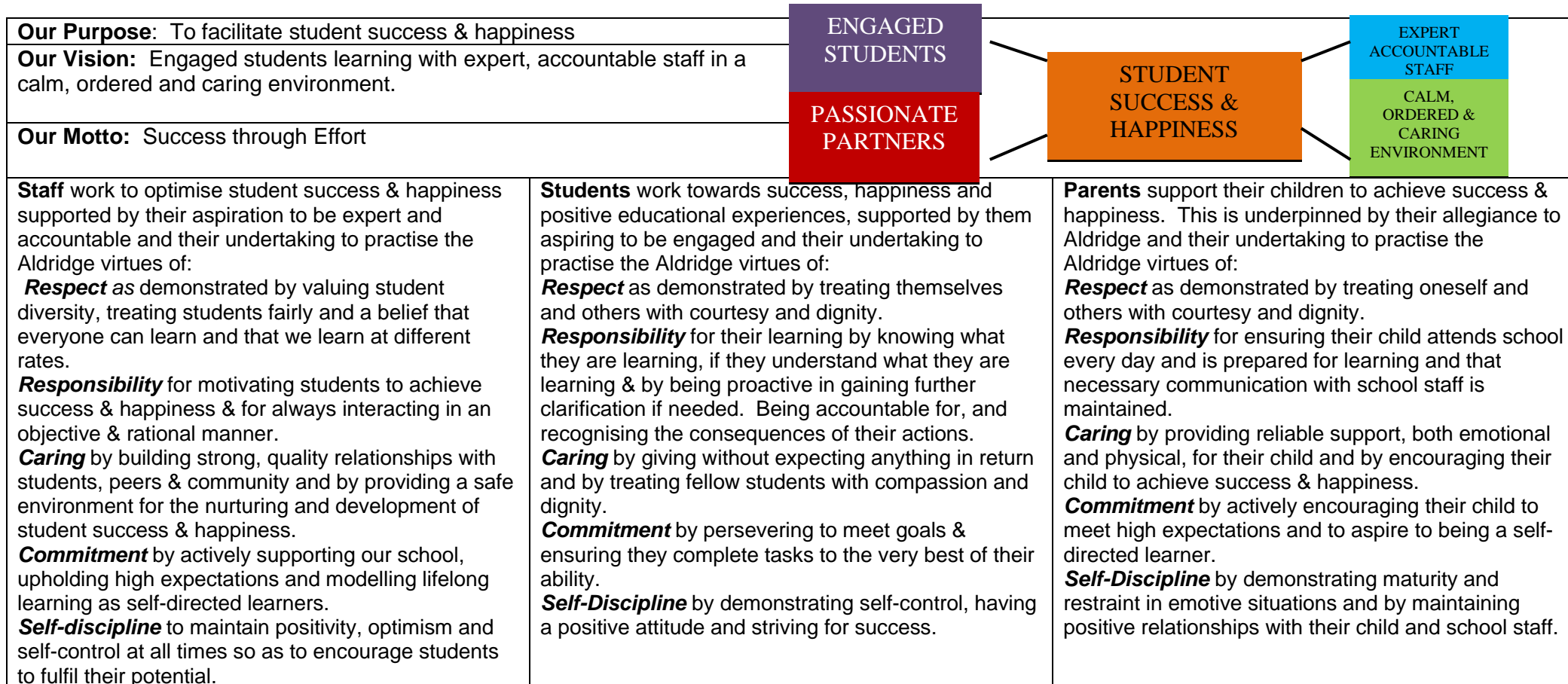
The code has been reviewed with the specific intent of “closing the gap” between expectation and performance as it relates to both student behaviour and the management of that behaviour. This code has been informed by the analysis of data and information relating to behaviour management at Aldridge SHS. 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.

LEARNING & BEHAVIOUR STATEMENT

THE ALDRIDGE WAY



To facilitate the management of inappropriate student behaviour through processes centred 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

 Engaged students learning with expert, accountable staff in a calm, ordered and caring environment						
THE ALDRIDGE WAY SUCCESS AND HAPPINESS	RESPECT	COMMITMENT	SELF-DISCIPLINE	RESPONSIBILITY	CARING	
<p>GENERAL</p> <ul style="list-style-type: none"> Follow school and societal rules Be mindful of the feelings and rights of others Be open to and tolerant of people's differences Be truthful and polite Value and look after property, resources, spaces and the environment Communicate positively with words that are kind, considered, non-judgmental, non-discriminatory constructive and reasonable for the situation/context 	<ul style="list-style-type: none"> Work to the best of your ability at all times Set goals and push yourself to achieve them Persist when things aren't easy 	<ul style="list-style-type: none"> Display appropriate emotional responses Actively listen to staff and students Ignore distractions Contribute to a calm and ordered environment Consider consequences of actions Maintain your personal space and respect the space of others Maintain safe behaviours 	<ul style="list-style-type: none"> Take ownership and accept consequences of your actions and move on Adhere to uniform and dress code policy Be prepared for the day Take responsibility for your learning Report any bullying or harassment immediately 	<ul style="list-style-type: none"> Look out for yourself and others Encourage others to be included Seek help Help others without expecting something in return Treat people and things with respect Be kind and considerate Celebrate your successes and achievements Apologise when at fault 		
<p>CLASSROOM</p> <ul style="list-style-type: none"> Follow classroom rules and routines Promptly follow staff instructions Allow the teacher to teach Allow students to learn Use good manners and positive language 	<ul style="list-style-type: none"> Be an actively engaged learner Complete all set work on time (e.g. class work, homework, assignments) Take pride in your work Have a positive attitude and growth mindset Be open to feedback and suggestions on your learning Cooperate with your classmates in group tasks Attempt all work – understand that you can learn from mistakes 	<ul style="list-style-type: none"> Concentrate on your work Remain in your seat Wait patiently for teacher assistance Monitor your noise level 	<ul style="list-style-type: none"> Ask for assistance when required Strive to achieve high attendance Attend all classes on time Arrive at classes with your laptop charged and correct equipment Back up your work regularly and keep all work (notebooks and digital) well organised 	<ul style="list-style-type: none"> Acknowledge different viewpoints Be mindful of others' learning needs Encourage and support your friends and classmates 		
<p>OUT OF CLASSROOM</p> <ul style="list-style-type: none"> Follow staff instructions in a timely fashion Place litter in the bin Follow the school and societal rules Be mindful of the feelings and rights of others in the community Be truthful and polite Be considerate of your own and others' safety and rights when travelling 	<ul style="list-style-type: none"> Complete homework, assignments and study Actively engage in all extra-curricular commitments 	<ul style="list-style-type: none"> Appropriate use of your phone, other devices and social media platforms Carefully consider what you share via devices Control your emotions Contribute to a calm and ordered environment Play in the spirit of the game 	<ul style="list-style-type: none"> Seek adult assistance immediately if problems arise Remain in the school grounds in designated areas Attend all lunch time activities on time (sport, clubs, meetings, and detentions) Be mindful that you are a representative of the school values when wearing school uniform in the community 	<ul style="list-style-type: none"> Look out for all students and other community members, not just your friendship group 		

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. House Group
2. Classroom
3. 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

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

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 1st 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

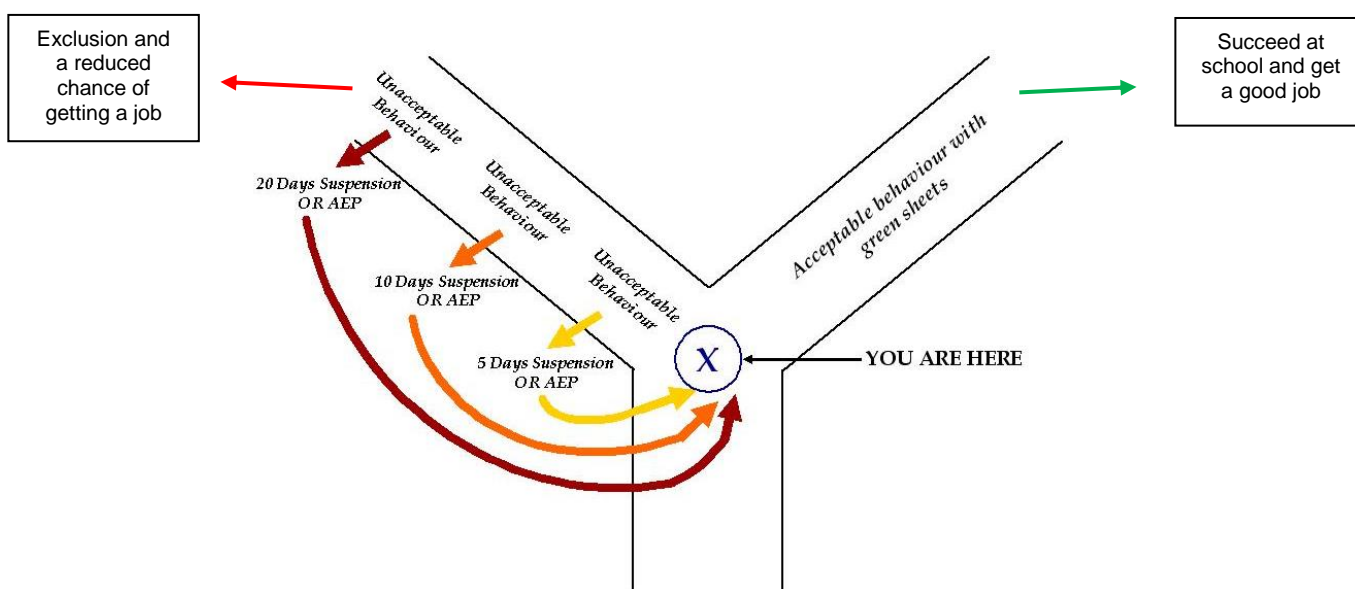
Intensive Interventions

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.

DISCIPLINARY CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

BEHAVIOUR MANAGEMENT - INCIDENT RESPONSE GUIDELINES

BEHAVIOUR	RESPONSIBLE STAFF	POSSIBLE CONSEQUENCES & LIKELY PREVENTATIVE INTERVENTION
<i>Breach classroom consistency rules</i>	Teacher	Least intrusive through to detention, behaviour counselling
<i>Disrupting the learning of others</i>	Teacher	Least intrusive through to detention, behaviour counselling
<i>Repeated misbehaviour</i>	Teacher/HOD	Parent contact, HOD detention, buddy class, behaviour counselling
<i>Persistent misbehaviour</i>	Teacher/HOD	Parent contact, HOD detention, buddy class, change of class, temporary withdrawal from class, liaise with YLC
<i>Persistent failure to complete classwork</i>	Teacher/HOD	Parent contact, HOD detention, buddy class, change of class, temporary withdrawal from class, liaise with YLC
<i>Persistent misbehaviour across a number of learning areas</i>	HOD/YLC	Parent contact, Green Sheet, YLC detention, withdrawal from class, withdrawal from breaks
<i>Refuse a teacher's instructions</i>	HOD	Explicit warning of consequence (suspension), parent contact, behaviour counselling, referral to YLC/DP
<i>Refuse a HOD's instructions</i>	YLC/DP	Suspension
<i>Verbal abuse of, or Swearing at staff</i>	YLC/DP	Suspension
<i>Littering</i>	PGD Teacher	Litter duty, behaviour counselling
<i>Rough play/unsafe behaviour</i>	PGD Teacher	Sit out, behaviour counselling, referral to YLC, withdrawal from breaks
<i>Uniform infringements</i>	HG teacher/YLC	Students out of uniform who have not reported to C Block and been issued a uniform pass will be given a detention
<i>Bullying</i>	YLC/GO/YSC	Explicit warning, behaviour counselling, parent contact, inappropriate behaviour dealt with as per regular processes, targeted strategies such as mediation, resilience building etc employed by GO/YSC
<i>Truancy</i>	YLC/DP	Parent contact, detention, attendance monitoring processes, suspension
<i>Malicious and/or dangerous behaviour</i>	YLC/DP/Principal	Parent contact, detention, suspension, exclusion
<i>Threatening / intimidation</i>	YLC/DP/Principal	Parent contact, explicit warning of consequences, withdrawal for breaks, suspension

Fighting (two-way issue)	YLC/DP/Principal	Parent contact, suspension, mediation by GO/YSC
Theft	YLC/DP	Parent contact, suspension, community service
IT infringements	IT Team/YLC/DP	Parent contact, detention, suspension
Vandalism	YLC/DP	Parent contact, replacement of vandalised item, community service, suspension, support program GO/YSC
Smoking/Vaping	YLC/DP	Parent contact, suspension, health counselling at each stage
Physical assault	YLC /DP/Principal	Parent contact, suspension, support program GO/YSC
Drugs	YLC/DP/Principal	Parent contact, suspension, exclusion, police referral, support program GO/YSC
Assault (staff)	YLC/DP/Principal	Parent contact, suspension, police referral, exclusion
Drug distribution	YLC/DP/Principal	Exclusion, police referral
Inappropriate Sexual Behaviour	YLC/DP/Principal	Parent contact, suspension, police referral
Weapons	YLC/DP/Principal	Parent contact, suspension, police referral, exclusion

At Aldridge State High School, student disciplinary absences will only be used after consideration has been given to all other responses.

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



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 C03 at the end of their school day.
- Second and further confiscations can be collected from C03 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

Context:

“Schools can make reasonable rules about what students can and cannot bring to school. Accordingly, they can ban anything which is illegal, dangerous or is likely to cause disruption to the smooth running of the school and the education of other students”.

Background:

Mobile phones can and do cause considerable issues for our school. Problems that can arise include: phones ringing during class, students communicating with others using their phone in class, fiddling with phones during class times, students wandering around the school using phones, online bullying using phones, accessing highly inappropriate content, ‘hot-spotting’ other student’s internet access without parental permission, posting images of staff, playing games on phones and theft of phones.

From a parental point of view, sending a child to school with a mobile phone can provide added security and peace of mind while a student is travelling to and from school. However, during school instructional time, mobile phones must be turned off and placed in the student’s school bag or in the specific phone storage area in the classroom as directed by school staff. It is therefore recommended that all communication between parent/guardian and students be via the school office to ensure messages are delivered in a timely manner.

Policy:

The school *strongly discourages the bringing to school of mobile phones*. In the situation where parents believe they cannot support this stance, the following may occur:

- The carrying of and use of a mobile phone must be *unobtrusive* i.e. Students will keep mobile phones in their school bags during instructional time or in the classroom phone storage area. *In short, staff should not notice that students have a mobile phone during instructional time.*
- During transition between classes, students should not be seen using mobile phones.
- Mobile phones should not be used in any manner that is disruptive to the normal routine of the school.
- If security is an issue, mobile phones may be stored at the school office.
- Mobile phones are not to be used anywhere a camera would be considered inappropriate, such as in change rooms, toilets or in a classroom without teacher permission to support curriculum delivery.
- Students who photograph, film, or take audio recordings of other individuals without their consent are in breach of the school rules and will be dealt with accordingly.
- Harassing or threatening messages sent by a student via any medium or application on the mobile phone is also a breach of the school rules.
- Students must contact home through the school office during school hours.
- Mobile phones are brought to school at their owner’s risk. No liability will be accepted by the school in the event of loss, theft or damage.
- A mobile phone cannot be used as a BYO device as a substitute for a laptop.

Students using their mobile phone in the classroom or in the school grounds inappropriately will have it confiscated to ensure the continued good order and management of the learning process within the school. In the event a mobile phone is confiscated, the student will surrender it to the teacher or be directed to take it to student services to hand in. The phone will be recorded as surrendered property and collected at the end of the student’s timetabled day.

Students who are non-compliant with surrendering their phone as directed may face an escalation of consequences including suspension in accordance with the Code of Conduct for Students.

Students will be compliant with the following procedure during lesson times:

1. Turn your phone to silent or off
2. It is recommended that phones remain in schoolbags or placed in the classroom phone storage area
3. No phones are to be accessed in the classroom unless approved by the teacher for curriculum purposes
4. If your phone is not the classroom storage area or schoolbag and is causing a distraction, you will be directed to “park” your phone at C03 and pick it up at the end of the timetabled day

After a phone confiscation the following process will occur:

Confiscation 1: Warning plus behaviour entry on OneSchool. Teacher to contact home and implement consequence.

Confiscation 2: Two recess detentions, behaviour entry on OneSchool with Admin Follow up. Year Level Coordinator (YLC) to contact home.

Confiscation 3: Four recess detentions, behaviour entry on OneSchool with HOD/YLC/DP follow up. YLC to contact home.

Confiscation 4: Likely suspension for continued non-compliance in accordance with the Code of Conduct for Students.

Refusals: Any refusals to surrender a phone during these steps will be addressed in accordance with the Aldridge Behaviour Action Plan.

**Please note, in all cases the mobile phone will be taken from the student and kept until the end of the day at C Block with student reception. The phone can be collected from C Block Student Reception at 3.00 pm when the student will sign to acknowledge it has been collected.*

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 – focussed 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.

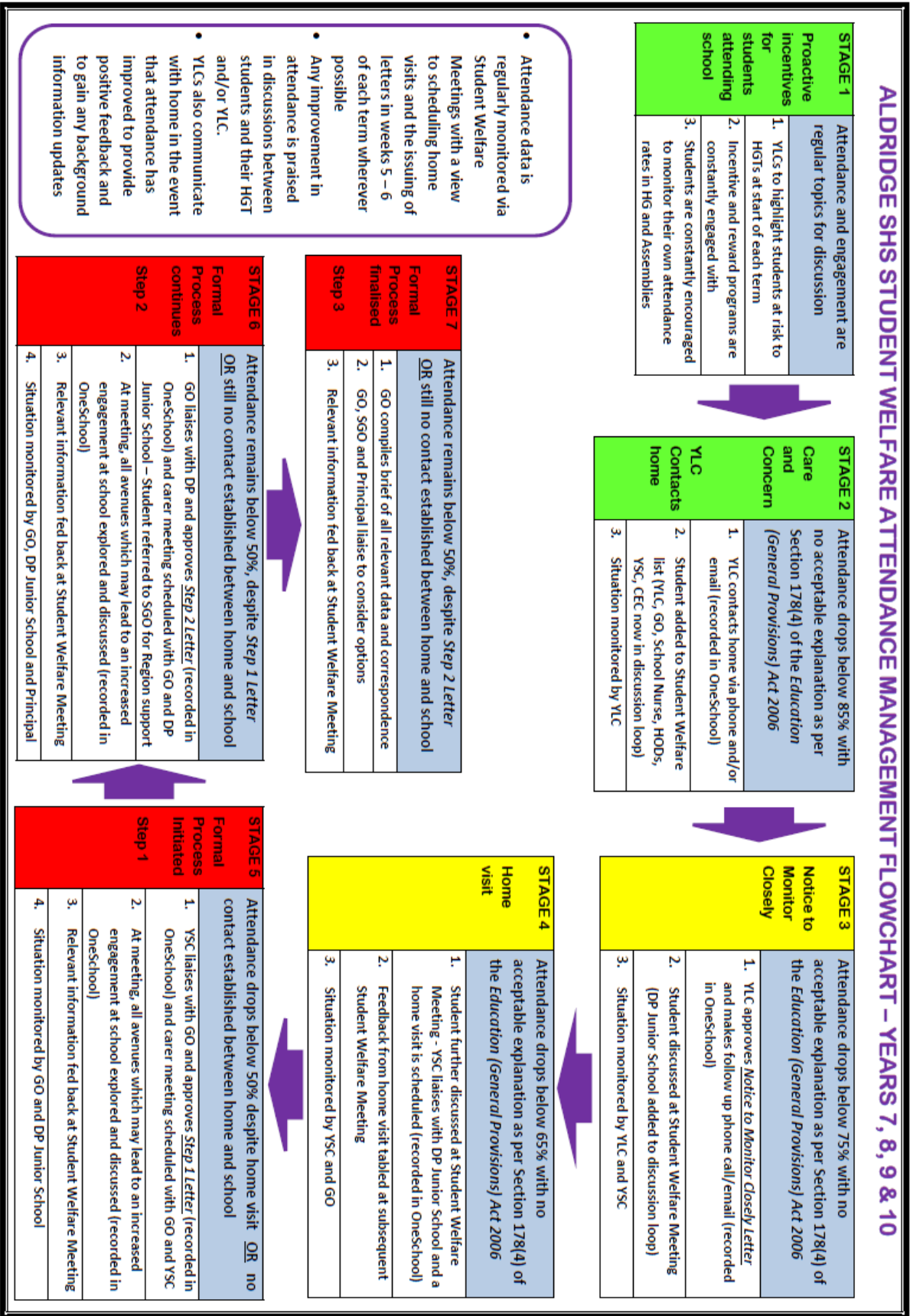
3. Parents/caregivers of students involved may be informed of the outcomes of investigations, and a record of an incident attached to the student's file, if deemed appropriate and necessary.
4. In the case of frequent or significant incidents of bullying by a student, the parents/caregivers may be required 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.

APPENDIX 6

ALDRIDGE SHS STUDENT WELFARE ATTENDANCE MANAGEMENT FLOWCHART – YEARS 7, 8, 9 & 10



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"> 1. I will use it only for educational purposes. 2. I will not look for anything that is illegal, dangerous or offensive. 3. If I accidentally come across something that is illegal, dangerous or offensive, I will: <ol style="list-style-type: none"> a. Clear any offensive pictures or information from my screen, and b. Immediately, quietly, inform my teacher. 4. I will not reveal home to annoy or offend anyone else. 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.
Students Name	<input style="width: 100%; height: 20px;" type="text"/>
Signature	<input style="width: 100%; height: 20px;" type="text"/>
Date	<input style="width: 100%; height: 20px;" type="text"/>

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	<input style="width: 100%; height: 20px;" type="text"/>
Signature	<input style="width: 100%; height: 20px;" type="text"/>
Date	<input style="width: 100%; height: 20px;" type="text"/>

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.

APPENDIX 9

	ALDRIDGE SHS – BEHAVIOUR MONITORING RECORD		Sheet No: _____ of _____	Detentions pending _____
	Student Name _____	Class: 7 8 9	M T W TH F DATE: ____/____/2019	

LESSON	SUBJECT	SIGNATURE	SELF-DISCIPLINE	RESPECT	COMMITMENT	H.W. SET
4			5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	Y/N
5			5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	Y/N
6			5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	Y/N
Form			5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	Y/N
1			5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	Y/N
2			5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	Y/N
3/R1			5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	Y/N

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

Positive Teacher Reflections

Left Coordinator at: _____

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:

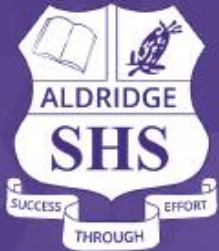
1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate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

CARING COMMITMENT RESPECT RESPONSIBILITY SELF-DISCIPLINE

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

LINE UP WITH EQUIPMENT

Commitment towards arriving for class and being ready to learn.

NO PHONES WITHOUT PERMISSION

Self-Discipline to listen to instructions, avoid distractions and remain on task.

HANDS UP

Respect for clear and effective teacher-learner communication.

ONE PERSON SPEAKS AT A TIME

Caring for our classmates means we take turns to have our say.

REMAIN AT TIDY WORKSPACE UNTIL DISMISSED

Responsibility for keeping our learning environment clean and safe and waiting until our teacher concludes the lesson.

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>Mandatory Statement from Education Queensland: 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>Hats</p> <ul style="list-style-type: none">• Students are required to wear the Aldridge State High School bucket hat, as part of the school uniform when outdoors during the school day.• The only exceptions when playing sport are:<ul style="list-style-type: none">a) when a hat reduces visibility or interferes with activity skills and therefore poses a risk to students' safetyb) when wearing a hat is not possible because other headwear is required to be worn for religious or safety reasons <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">• Staff remind students to wear hats before and during lunch breaks, and to and from outdoor activities• Students who do not have hats can access a loaner hat from C Block before the first bell• 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• 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 <p>Swim shirts</p> <ul style="list-style-type: none">• 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.

ELEMENT	STRATEGIES
Shade provision and use	<p>Our school maximises the use of available shade for outdoor activities:</p> <ul style="list-style-type: none"> • Wherever possible, sports activities are held in the school's large covered are ('Birdcage') or the Hall • Temporary shade structures are used as necessary for outdoor events such as Athletics Carnivals, Cross Country, inter-school sports carnivals and special fundraising events
Education	<p>Aldridge State High School provides educational programs on sun safety and preventative measures through the following strategies:</p> <p>Curriculum, teaching and learning</p> <ul style="list-style-type: none"> • Sun safety is formally taught as part of the implementation of the Australian Curriculum through Health and Physical Education • 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 <p>Incidental teaching and promoting sun safe behaviours</p> <ul style="list-style-type: none"> • 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 • Staff are regularly encouraged to enforce the wearing of hats by students while they are performing playground duty <p>Staff professional development</p> <ul style="list-style-type: none"> • Staff are informed about the school's sun safety policy and its requirements on induction
Sunscreen provision	<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"> • The school supplies SPF 30 or higher broad-spectrum, water-resistant sunscreen for student use • Parents/carers are encouraged through social media and newsletter items to have their children apply sunscreen before school • Parents/carers are encouraged to provide sunscreen for their child if they don't wish their child to use the school's sunscreen
Modelling sun safe behaviours	<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"> • Staff and P&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 • Facilities and Grounds staff wear SPF 50+ clothing and sunscreen while performing their duties • 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

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

<p>Endorsed by: P&C President:</p> <p>School Council representative:</p>	<p>Approved by: Principal:</p> <p>Date of approval:</p>
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