Aspley Special School

# Student Code of Conduct 2026

***Equity and Excellence: realising the potential of every student***

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

*Queensland Department of Education*

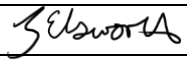
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# Contact Information

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|---|---|
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# Endorsement

| | |
|---|---|
| Principal Name: | Kath McDonald |
| Principal Signature: |  |
| Date: | 09/10/2026 |

| | |
|---|---|
| P/C President and-or School Council Chair Name: | Zoe Elsworth |
| P/C President and-or School Council Chair Signature: |  |
| Date: | 13.10.2026 |

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# Purpose

Aspley Special School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Aspley Special School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

# Whole School Approach to Discipline

Aspley Special School uses Positive Behaviour for Learning (PBL) as the whole school approach for discipline in the school.

PBL is an evidence-based framework used to:

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

Aspley Special School's Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan and shared expectations for student behaviour, we ensure Aspley Special School creates and maintains a positive, productive learning environment. All school community members have clear, consistent expectations and understandings of their role in the educational process.

Aspley Special School's school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be sensible
- Have a go
- Keep the space
- Be respectful – to self, others and property.

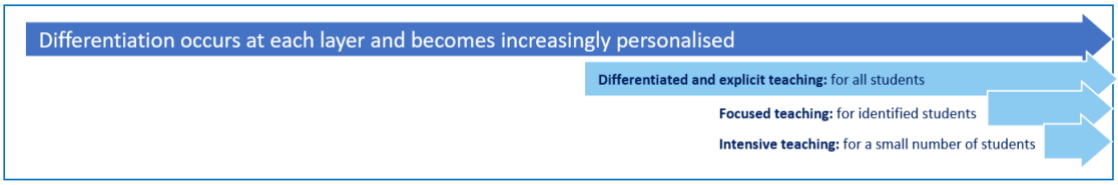


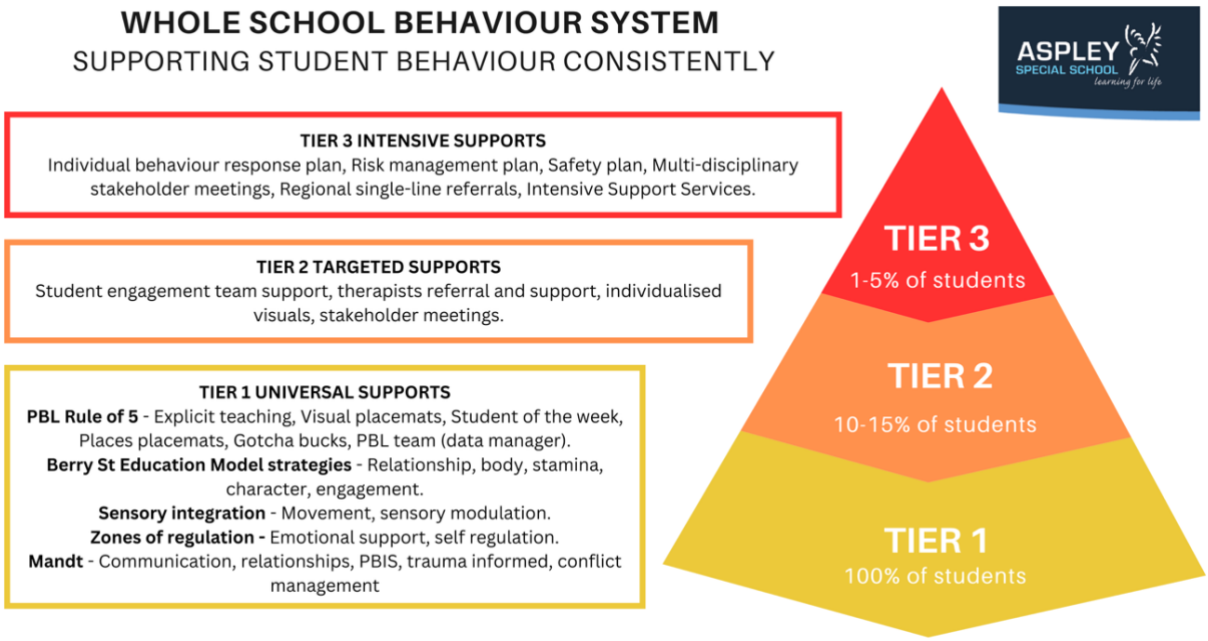



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## Differentiated and Explicit Teaching

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




All students (100%) in the school receive support for their academic and behavioural development.

Tier 1 practices establish a consistent whole-school environment where expectations, relationships and regulation strategies are explicitly taught and embedded across settings. Tier 1 practices and strategies consist of a:

- PBL approach
- Berry St Education Model strategies
- Sensory integration supports
- Zones of Regulation
- Mandt system practices.

The school-wide PBL framework provides a consistent and proactive approach to teaching expected behaviours.

**Positive Behaviour for Learning**

Strategies include:

- Explicit teaching of the school's Rule of 5 expectations.
- Visual Rule of 5 placemats displayed across environments.
- Place-specific expectation placemats.
- Student of the Week recognition systems.
- Gotcha Bucks reinforcement program.
- PBL team oversight and data analysis through a designated data manager.



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- Consistent language and expectations across all settings.

**Berry Street Education Model Strategies**
Trauma-informed practices support emotional safety and engagement utilising:

- Predictable routines
- Emotional check-ins
- Connection before correction
- Co-regulation strategies
- Brain breaks
- Movement opportunities
- Scaffolded task completion
- Gradual extension of engagement
- Strength-based feedback
- Social skill development
- Resilience building
- Student voice and choice
- High-interest learning experiences.

**Sensory Integration Supports**
Sensory regulation strategies are embedded proactively throughout the school day including:

- Scheduled movement opportunities
- Sensory breaks
- Access to sensory tools and spaces
- Sensory modulation supports
- Environmental adjustments.

**Zones of Regulation**
Social-emotional learning and self-regulation are explicitly taught including:

- Daily emotional identification activities
- Visual emotional supports
- Self-regulation strategies
- Co-regulation opportunities
- Consistent emotional language across settings.

**Mandt System Practices**
Mandt principles guide all interactions and behaviour responses including:

- Relationship-focused approaches
- Effective communication techniques
- Positive Behaviour Intervention and Support principles
- Trauma-informed responses
- Conflict prevention and management
- De-escalation practices.

## Focused Teaching

Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.


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Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions.
Students may be identified through:

- Behaviour data trends
- Attendance concerns
- Engagement concerns
- Teacher referrals
- Parent concerns
- Wellbeing indicators.

The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- Student Engagement Team support including case management processes, functional understanding of behaviours and coaching and support for staff
- Therapist referral and support
- Individualised visual supports including First/Then schedules, visual timetables, choice boards, communication supports, personal regulation tools
- Stakeholder meetings involving families, teachers, school leadership, therapists or support staff.

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

## Intensive Teaching

Individualised services for few students (1-5%) who require the most intensive support a school can provide. These are usually delivered on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful.

Some of the intensive supports may include:

- Individual Behaviour Response Plans identifying functional understanding of behaviour, Prevention strategies, Escalation indicators, Staff responses, Reinforcement systems
- Risk Management Plans identifying risk factors, prevention measures, staff responsibilities, monitoring processes
- Safety Plans outlining environmental considerations, Crisis response, Student-specific supports
- Multi-disciplinary stakeholder meetings involving families, School staff, Therapists, Guidance officers, regional specialists
- Regional Single-Line Referrals to access Specialist regional services, Behaviour support expertise, Additional intervention supports
- Intensive Support Services identifying Increased safety, Reduction in high-risk behaviours, Improved quality of life and engagement, Enhanced consistency across environments.


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If the school data indicates that more than 1-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

## Consideration of Individual Circumstances

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

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

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

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

## Student Support Network

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

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

| Role | What they do |
|---|---|



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| | |
|---|---|
| Guidance Officer | • provide a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting<br>• assist students with specific difficulties, acting as a mediator or providing information on other life skills<br>• liaise with parents, teachers, or other external health providers as needed as part of the counselling process. |
| Social worker | • provides specialised support to students and families experiencing social, emotional, behavioural and environmental challenges that impact wellbeing, safety and engagement in education<br>• support case management, advocacy, family support, service coordination and multidisciplinary collaboration |
| Student wellbeing officer | • support student behaviour through positive relationship building<br>• provide early identification of wellbeing and engagement concerns,<br>• provide targeted social-emotional support, co-regulation, restorative practices<br>• collaborate with students and school staff. |
| PBL internal coach | • lead role for implementation of Positive Behaviour for Learning (PBL)<br>• monitors student attendance data, arranges intervention for students in Years 7 to 12. |
| Registered State School Nurse | • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs<br>• provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs. |
| Administration staff, classroom teachers and support staff | • responsible for student welfare at each year level<br>• provides continuity of contact for students and their families through the six years of schooling<br>• ensures students feel safe and comfortable and want to come to school<br>• nurtures a sense of belonging to the home group, year level and school. |

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisors, Principal Education Officers, Coaches, Advisory Visiting Teachers and Senior Guidance Officers.

## PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, using the Rule of 5 – Safe, Sensible, Have a go, Keep the space and Respect.



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The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Aspley Special School, we emphasise the importance of explicitly teaching students the expected behaviours at school.

These expectations are communicated through a number of strategies, including:

- a school wide focus on the Rule of 5 at the beginning of each school year through explicit behaviour lessons
- clear visual cues displayed in learning environments (includes signs at the bus drop off/ pick up area, front office and U block steps)
- interacting positively with students by ensuring that we accept, value and support each individual student in all of our daily interactions by using non-verbal means (smile, look, gesture) to show our support and acknowledging student difference by using communication methods suited to each individual
- the Rule of the Week (includes micro lesson at assembly, micro lessons in home group and specialist classes, staff wearing the 'colour' of the week, songs around the rules)
- rewards for acceptable behaviour such as Wheel of 5 prizes, PBL Day at the end of the term, student of the week and learner of the week celebrated at assembly and on school electronic signage, recording of positive behaviour on OneSchool, gotcha bucks which can be spent at the PBL store, Rule of 5 award at the annual awards day.
- parent/carer contact for positive behaviour through communication books, rule of the week
- on an individual and group level as required or when learning and reflection opportunities arise
- reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities
- a visual placemat with positive behaviours and differentiated understanding of the rules within different teaching environments (e.g. Rule placemats,
- anticipating and pre-empting behaviours by taking steps beforehand to ensure that undesired behaviour does not happen eg. fix objects to the work table for a student who is likely to throw them; redirect the student to another activity, remove objects/situations that may distract the student.

Aspley Special School implements the following processes to encourage positive aspirations, relationships and values to develop:

- explicit school structure, timetabling arrangements and alternative learning spaces that are designed to shape a positive learning experience
- curriculum selection to suit individual learner needs
- staff support through:
  - daily briefings daily notices on the team site
  - access to ongoing professional learning
  - peer mentoring
  - Staff Health, Safety committee
  - Staff Wellbeing Committee
  - School PBL team.



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**PBL expectations**

| | In the classroom | In the community | School grounds/ play time | Kitchen | Manual Arts | Pool |
|---|---|---|---|---|---|---|
| **Safe** | • Walk<br>• Use equipment the correct way<br>• Keep workspaces tidy | • Wear school uniform<br>• Stay with the group<br>• Speak only to people you know<br>• Ask for help or phone school if lost | • Right place – Right Time<br>• Follow instructions<br>• Ask for help<br>• Follow rules of game<br>• Wear a hat<br>• Stay in supervised areas<br>• Use equipment correctly<br>• Take turns | • Wait for a staff member before entering<br>• Wash hands<br>• Wear apron and hair net<br>• Follow instructions<br>• Look out for potential danger – hot things, sharp objects, electricity<br>• Point knives & scissors down to carry them | • Wait outside<br>• Walk<br>• Listen carefully<br>• Follow instructions<br>• Focus on the job –look at what you are doing<br>• Think 'safety'<br>• Use safety equipment | • Wait outside<br>• Follow instructions<br>• Walk around pool<br>• Walk or slide into pool<br>• Ask permission to use equipment<br>• Tell a teacher if there is a safety issue |
| **Sensible** | • Put your things in the right place<br>• Take off your hat<br>• Use an 'inside' voice<br>• Follow instructions | • Use your manners<br>• Take care of property<br>• Follow instructions<br>• Act in a grown up way<br>• Use caution | • Walk<br>• Follow the game rules<br>• Share and take turns<br>• Be SunSmart<br>• Play fair | • Follow the kitchen safety and hygiene rules<br>• Read recipe<br>• before you get started<br>• Walk in the kitchen<br>• Ask for help<br>• Keep it clean | • If you don't know –ask<br>• Choose the right tool for the job<br>• Practical jokes are dangerous<br>• Right place right time<br>• Ask for permission to use equipment | • Use toilet before swimming<br>• Wait for your turn<br>• Use equipment the right way<br>• Keep an eye out for others |
| **Have a go** | • Ask for help<br>• Complete all tasks<br>• Try things you find hard | • Visit new places<br>• Learn new things<br>• Meet interesting people<br>• Practice independence | • Join in<br>• Invite others to join in<br>• Be a good sport<br>• Help others<br>• Find something to do<br>• Try something new | • Stay on task<br>• Ask if you need help<br>• Work as part of a team<br>• Organise all utensils and ingredients | • Try your best<br>• Help each other<br>• Work as a team<br>• Always look at what you are doing | • Bring your swim gear<br>• Do your best<br>• Push yourself<br>• Work as a team |
| **Keep the space** | • Hands and feet to self<br>• Respect others 'personal bubble'<br>• Sit at your desk | • Hands and feet to self<br>• Keep the space from strangers<br>• Keep a safe distance from streets/ train lines | • Hands and feet to self<br>• Respect others 'personal bubble' | • Hands, feet and objects to self<br>• Be aware of and listen to others<br>• Maintain personal space when dealing with customers<br>• Organise your work bench | • Be aware of others<br>• Keep a safe working distance from each other<br>• Observe safety lines around machinery<br>• Move around carefully | • Respect others 'personal bubble'<br>• Look out for others<br>• Be careful with your kicking |
| **Respect** | • Respect the right of others to learn<br>• Speak respectfully, use manners<br>• Respect school property<br>• Ask permission<br>• Be kind | • Respect public facilities<br>• People in the community<br>• Your own property<br>• Yourself | • Talk respectfully<br>• Ask others to join in<br>• Care for school property<br>• Return equipment<br>• Speak respectfully to others<br>• Encourage each other<br>• Follow the Rule of 5<br>• Be kind | • Be polite and courteous to colleagues and customers<br>• Clean as you go<br>• Work as a team<br>• Keep equipment in good condition<br>• Use equipment correctly<br>• Help others | • Use manners<br>• Help others<br>• Work as a team<br>• Keep tools and in good condition<br>• Use tools the right way<br>• Tidy up as you go | • Follow instructions<br>• Respect pool equipment<br>• Encourage others<br>• Use your manners |



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# Disciplinary Consequences

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

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

## Differentiated

Tier 1 – Universal responses (All students)

Class staff provide in-class disciplinary responses to low-level to minor inappropriate behaviours.
This may include:

- Non-verbal prompts and redirection
- Reminder of the PBL Rule of 5 expectations
- Re-teaching the expected behaviour
- Opportunity to correct the behaviour
- Choice and consequence discussions
- Restorative conversation
- Brief movement or regulation break
- Temporary removal from an activity (when appropriate)
- Loss of a classroom privilege (short term)

## Focused

Tier 2 – Focused responses (10-15% of students)

Class teacher is supported by other school-based staff to address behaviours that have become repetitive, more disruptive or begin impacting safety and learning.
This may include:

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Temporary withdrawal from classroom for regulation with supervision
- Student Engagement Team referral
- Restitution where appropriate (repairing damage or relationships)
- Temporary restriction from preferred activities where linked to the behaviour
- Increased supervision
- Stakeholder meeting with parents and external agencies
- Individual visual supports introduced
- Targeted teaching of replacement skills
- Therapist consultation where appropriate
- Behaviour incident review with leadership



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## Intensive

Tier 3 – Intensive Responses (1-5% of students)

The school leadership team works in consultation with class team to address significant or ongoing behaviours of concern.
This may include:

- Implementation of Risk Management Plan
- Implementation of Safety Plan
- Functional Behaviour Assessment (where appropriate)
- Complex case management and review
- Multi-disciplinary Stakeholder meeting with parents and external agencies including regional specialists
- Focused review following significant incidents
- Modification of learning environment where required for safety
- Regional Single Line referral
- Referral to Intensive Support Services
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Regional or other short term intervention program
- Charge related suspension (student has been charged with a serious criminal offence and is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

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

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

At Aspley Special School, the use of any SDA is considered a very serious decision. It is typically 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.


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Prior to making any decision about disciplinary consequences, the Principal will:

- make an assessment of the student's behaviour and the level of risk that this behaviour presents
- take into account the student's individual circumstances including their behaviour history, level of disability and subsequent understanding of their behaviour
- consider what individualised training this student has received and whether an adjustment to their Individual Behaviour Response Plan may prove beneficial
- apply a school disciplinary absence (suspension or recommendation for exclusion) as a strategy of last resort after all proactive approaches to behaviour support have been deemed unsuccessful.

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 Aspley Special School may be invited to attend a re-entry meeting on the day of their scheduled return to school, if appropriate. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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






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# School Policies

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

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

## Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

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

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

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

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



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

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

**Responsibilities**

**State school staff** at Aspley Special School:

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

**Parents** of students at Aspley Special School

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


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- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

**Students** of Aspley Special School

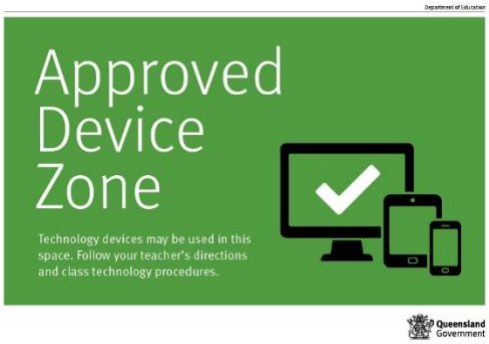
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Aspley Special School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive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

## Use of mobile phones and other devices by students

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

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

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









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**Responsibilities**

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

It is **acceptable** for students at Aspley Special School to:

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

It is **unacceptable** for students at Aspley Special School to:

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

- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

## Preventing and responding to bullying

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

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

### Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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



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**Aspley Special School - Bullying response flowchart for teachers**
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. Timeframes should be clearly discussed and agreed with student and family.

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

**Class teacher**
**Principal or Deputy Principal**

### First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

### Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots or behaviours)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

### Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

### Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at iss
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself
- Create a disciplinary plan linked to the above tiers to address the bully's behaviour and outline potent future consequences

### Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed
- Monitor both student's responses to the implemented plan

### Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool
- Review the disciplinary plan and make necessary changes or implement outlined disciplinary actions

### Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students



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## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

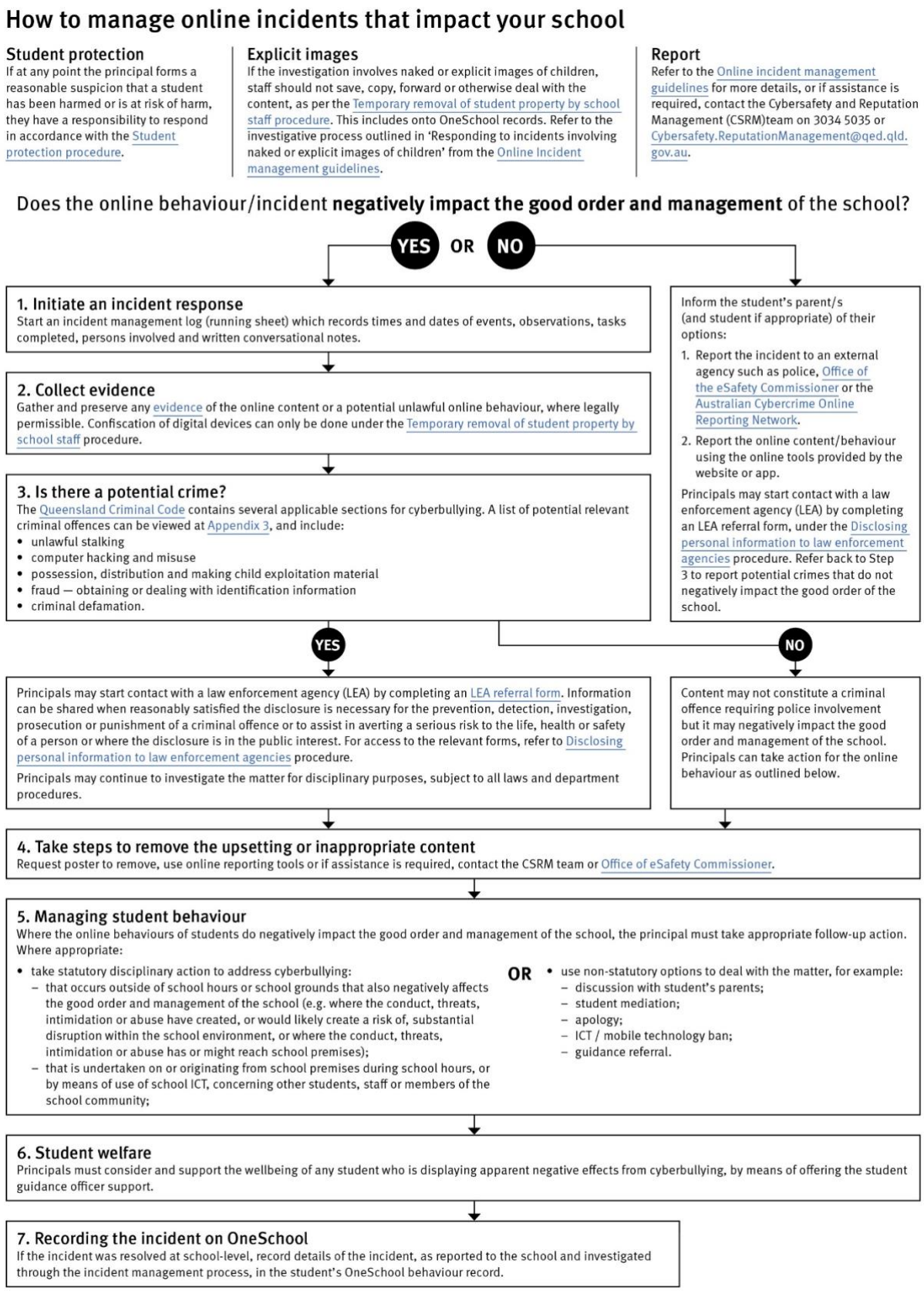
Students enrolled at Aspley Special School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Dean of Students, Malcolm Smith.



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## Aspley Special School - Cyberbullying response flowchart for school staff






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**Cybersafety and Reputation Management (CRM)**

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

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

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

**Student Intervention and Support Services**

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

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

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



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# Appropriate use of social media

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

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

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

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

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

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

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

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

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

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

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

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

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

**What if I encounter problem content?**

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

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

# Restrictive Practices

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

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

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

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

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

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



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# Critical Incidents

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

A critical incident is any significant, often unexpected, event in a school or workplace that has the potential to impact the safety, wellbeing, or functioning of staff, students, or the community — and that cannot be managed effectively through routine processes.

- Student-related emergencies: serious injury, medical emergency or a missing student.
- Staff-related incidents: serious illness, accident or allegations of misconduct.
- Community or parent issues: violent or aggressive behaviour from parents or community members or contentious media attention.
- Traumatic events: witnessing violence, critical accidents or events involving multiple people (e.g., bus accident).

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

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

1. Avoid escalating the problem behaviour: Give the student space and time, avoid touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. 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.

Please note that specific students will have a behaviour response plan or safety plan which you will need to be familiar with.



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# Related Procedures and Guidelines

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

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



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