



Silkstone State School

Student Code of Conduct 2025-2028

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024



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Endorsement

Principal Name:	Sandy Hackshall
Principal Signature:	
Date:	
P/C President	
P/C President Signature:	
Date:	

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Purpose

Purpose

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

The Silkstone State 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 a safe and disciplined learning environment.

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.

Principal's Foreword

Principal's Foreword

Mission and values:

We at Silkstone State School, in partnership with our community, aim to create an environment of active learners. We believe all children are capable of reaching their full potential. We commit to building resilient students who strive for excellence and become responsible, respectful citizens and support an inclusive culture where children and families feel safe and are able to participate in learning appropriately.

At Silkstone State School we believe:

- that all children have the ability to learn
- that learning is a life-long undertaking, both formal and informal, which allows children and adults to contribute to society
- that the work ethic is fostered by high expectations within the school/home learning partnership.

Silkstone State School has four expectations:

- Be Safe
- Be Respectful
- Be Responsible
- Be an Active Learner

These expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, responsible and respectful young people. Our school staff believe that communication and positive connections with others are the most valuable skills our communities need now and in the future.

At Silkstone State School our mission is evidenced by:

- a professional learning community of highly effective teachers, who set high expectations, have deep curriculum and pedagogical knowledge and implement quality student-centred learning experiences focused on success for all students
- high levels of student engagement through differentiated, intellectually challenging

learning experiences targeting the development of language, literacy and numeracy skills and a diverse range of extra and co-curricular experiences for the holistic development of students

- the provision of safe and supportive learning environments
- a school culture that values diversity and inclusion.

Our goal is to:

- provide quality student-centred learning experiences developing active learners within our school community
- foster high levels of student engagement and cultivate a sense of personal success within all learning contexts
- engage with explicitly learning to build the capability of students to engage with, understand and demonstrate the four schoolwide expectations.

Silkstone State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Silkstone State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Consultation

Consultation

The consultation process used to inform the development of the Silkstone State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between October and November 2024. During these meetings, we used an Appreciative Inquiry approach to scan and assess the current Responsible Behaviour Plan for Students and the Student Code of Conduct FAQ sheet.

We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we collaborated with students, parents and staff to determine information regarding school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to prioritise and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment. This phase of consultation was completed in March 2025, and the finished version, incorporating suggested

changes and feedback, shared with the P&C Association meeting for endorsement. The P&C Association endorsed the Silkstone College Student Code of Conduct for implementation in 2025.

A communication strategy has been developed to support the implementation of the Silkstone State School Student Code of Conduct. Whole school and year level meetings will have the Student Code of Conduct and PB4L approach as a permanent agenda item, information published in the Principal's Week Ahead (staff newsletter), promotion through the school website and social media, newsletter and parent – teacher information sessions.

Review Statement

The Silkstone State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

- parents
- students
- staff
- principals

School Opinion Survey

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2022	2023	2024
their child likes being at this school* (S2001)	94%	89%	94%
their child feels safe at this school* (S2002)	88%	90%	95%
their child's learning needs are being met at this school* (S2003)	88%	92%	88%
their child is making good progress at this school* (S2004)	86%	93%	93%
teachers at this school expect their child to do his or her best* (S2005)	99%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	91%	92%
teachers at this school motivate their child to learn* (S2007)	91%	91%	91%
teachers at this school treat students fairly* (S2008)	83%	92%	89%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	92%
this school works with them to support their child's learning* (S2010)	97%	95%	86%
this school takes parents' opinions seriously* (S2011)	79%	86%	80%
student behaviour is well managed at this school* (S2012)	83%	87%	82%
this school looks for ways to improve* (S2013)	89%	90%	91%
this school is well maintained* (S2014)	95%	93%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2022	2023	2024
they like being at their school* (S2036)	83%	81%	83%
they feel safe at their school* (S2037)	84%	82%	85%
their teachers motivate them to learn* (S2038)	99%	95%	94%
their teachers expect them to do their best* (S2039)	98%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	91%
they can talk to their teachers about their concerns* (S2042)	87%	75%	76%
their school takes students' opinions seriously* (S2043)	83%	82%	82%
student behaviour is well managed at their school* (S2044)	75%	75%	80%
their school is well maintained* (S2046)	79%	85%	88%
their school gives them opportunities to do interesting things* (S2047)	93%	93%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2022	2023	2024
they enjoy working at their school (S2069)	71%	83%	98%
they feel that their school is a safe place in which to work (S2070)	81%	89%	96%
they receive useful feedback about their work at their school (S2071)	62%	78%	90%
students are encouraged to do their best at their school (S2072)	96%	95%	100%

Performance measure			
Percentage of school staff who agree# that:	2022	2023	2024
students are treated fairly at their school (S2073)	86%	93%	96%
student behaviour is well managed at their school (S2074)	73%	89%	90%
staff are well supported at their school (S2075)	59%	78%	90%
their school takes staff opinions seriously (S2076)	51%	73%	88%
their school looks for ways to improve (S2077)	88%	89%	98%
their school is well maintained (S2078)	87%	89%	96%
their school gives them opportunities to do interesting things (S2079)	58%	82%	84%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principal's balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

Learning and Behaviour Statement

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school.

It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Multi-Tiered Systems of Support

Multi-Tiered Supports for Learning

Silkstone State School implements a Multi-Tiered System of Support (MTSS) to enhance academic learning behaviours through differentiated instruction. This structured approach ensures that teaching is responsive to the diverse learning needs of all students by providing varying levels of support. At the universal level, all students receive high-quality instruction with clear expectations for learning. For those requiring additional assistance, targeted interventions are implemented, while intensive, individualized support is provided for students with significant learning needs. Teachers use data and ongoing monitoring to determine the level of support needed, ensuring that every student can engage meaningfully with the curriculum and demonstrate their learning in a way that aligns with their abilities.

Multi-Tiered Supports for Behaviour

The school also applies the Multi-Tiered System of Support to Positive Behaviours for Learning (PBL), ensuring a consistent, school-wide approach to behaviour management. At the universal level, expected behaviours are explicitly taught and reinforced for all students. Targeted interventions provide additional guidance and structured opportunities for practice, while intensive support is available for students who require specialized behavioural strategies. Teachers use data-driven decision-making to monitor behavioural progress and adjust support accordingly. By integrating behavioural differentiation into the MTSS framework, Silkstone State School fosters a positive and inclusive learning environment where students develop the skills needed for academic success and personal growth.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Consideration of Individual Circumstances

Consideration of Individual Circumstances

Staff at Silkstone State School take into account students' individual circumstances, such as their behaviour history, support provisions 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 equity, where every student is given the specific supports, they need to be successful, rather than fairness which dictates that everyone be treated the same regardless of need. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour. Staff at Silkstone State School are also obliged by law to respect and protect the privacy of students, , therefore we will not disclose or discuss information relating to behaviour consequences with anyone but the student's caregivers. In accordance with the Information Privacy Act (2009) and the Right to Information Act (2009), all school-based employees are required to be vigilant in the way personal information (of staff and students) is collected, stored, accessed, amended, used and disclosed. School staff take all matters seriously and will address them appropriately. We expect that our community will show patience and respect throughout our behaviour management process.

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 either of our deputy principals or school principal to discuss the matter.

Student Wellbeing

Student Wellbeing

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Silkstone State School works closely with parents to ensure students with specialised health



needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Silkstone State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, please contact us to provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

Silkstone State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in key points across the school to provide emergency first aid medication if required.

Mental health

Silkstone State School recommends early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Silkstone State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Silkstone State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Silkstone State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Silkstone State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Team

Student Support Team

Silkstone State School has a comprehensive Student Support Team in place to support the social, emotional and physical wellbeing of every student. In addition to class teachers, the Student Support Team helps ensure our school is an inclusive, nurturing environment.



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

Role	What they do
Principal	<p>Principal</p> <ul style="list-style-type: none"> • Explicit Improvement Agenda • Strategic plan and Annual Improvement Plan • Annual Report • Budget and finances • Annual Performance Plans • Staffing • Analysis NAPLAN, academic data, Equity and Excellence Priorities, Opinion Survey • School Review Action Plan • Audit Report Action Plan • LCC • Communication Plan • PBL School Wide Approach • Professional Learning Plan (<i>Professional Pathways</i>) • Tier 3 students - complex case management of identified students with complex needs and/or collaboration with other designated case manager as required: • Enrolment management • Complaint's process • P&C • Policies and Procedures • Student Code of Conduct
Deputy Principals (P-6)	<ul style="list-style-type: none"> • Junior School Deputy P-3 • Senior School Deputy 3-6 • Monitors student attendance, behaviour and wellbeing. • Behaviour intervention. • Organises school events. • Supports staff with community engagement.
Head of Special Education Services	<ul style="list-style-type: none"> • Case management for students Tier 2/3 • Behaviour management for students Tier 1/2/3 diagnosed students • Differentiated curriculum, ICPs and individual support plans • Lead whole of school NCCD process • Student Support Team referral process coordination • Supported Play Programs • Hearing Pathways program and 'Hearing Day' • NAPLAN tailored support / reasonable adjustments • Supporting classroom teachers to differentiate using assistive technologies • Referrals to and liaison with external providers • Nursing Services referrals/ Emergency Health Plans
Head of Engagement	<ul style="list-style-type: none"> • Support the social and emotional wellbeing of students and enhance engagement with the school community. • Relationship building with identified students/groups of students to encourage positive decision making, build self-awareness and develop use of regulation strategies. • Check ins for support of students and to encourage student engagement.

	<ul style="list-style-type: none"> Provides assistance with school refusal.
Psychologist	<ul style="list-style-type: none"> Provide therapeutic individual and group intervention to students experiencing mild to moderate mental health concerns. Administer specialised psycho-educational assessments of students. Work with families to identify needs. Participate in the referral and planning of services for children, parents and families to community agencies. Liaise with student services personnel in the school, regions and state-wide centers to promote coordinated services at all system levels. Liaise with professionals in other departments and community organisations to ensure coordinated provision of services. Coordinate or assist in the implementation of specific professional in-service training programs for teachers, parents, schools and other professionals. Support school communities in responding to critical incidents and emergencies as part of the school response team.
Guidance Officer	<ul style="list-style-type: none"> Complex case management Supporting access to external health providers Counselling, psychoeducational assessment and individual student support Student wellbeing and counselling
School Chaplain	<ul style="list-style-type: none"> Supports students to overcome barriers to education such as: relationship/social skills; conflict with peers; social/emotional/physical wellbeing; grief and loss.
Family Support Coordinator	<ul style="list-style-type: none"> Monitor attendance. Engage with families. Conduct home visits when required. Run Tier 2 behaviour interventions.

There are also regional and statewide support services available to supplement the school network. . For more information about these services and their roles, please speak with the principal.

Whole School Approach to PBL

Whole School Approach to PBL

Silkstone State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for behaviour management in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes,

- ensure that evidence-based practices are used correctly by teachers to support students,
- continually support staff members to maintain consistent school and classroom improvement practices.

At Silkstone State School we believe discipline is about learning, understanding and reflecting on how to move forward with positive strategies. Our staff take responsibility for making their expectations clear, for providing supportive and explicit instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to enrich the school community and culture.

The development of the Silkstone State School Student Code of Conduct is an opportunity to clarify the PBL framework with parents and students, as well as gain their support and input to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. This serves as a guide for maintaining a productive and educational community.

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 four Positive Behaviour for Learning (PBL) expectations in place for students, being Safe, Respectful, Responsible and an Active Learner.

These are displayed on our Explicit Behaviours for Teaching and Learning (Appendix 1).

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Be Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

Be Respectful

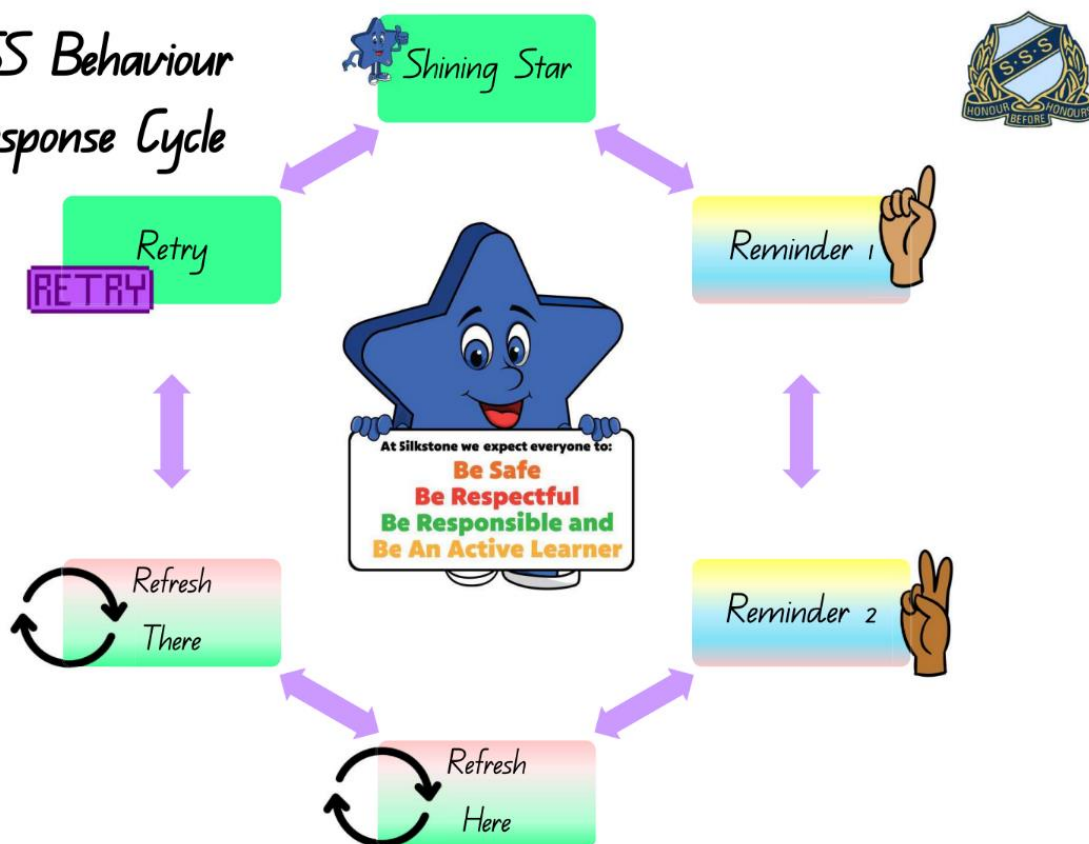
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
All communication with staff is courteous and respectful.	Communication with parents is courteous, respectful and timely.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Be An Active Learner

What we expect to see from you	What you can expect from us
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and will contact you to provide regular feedback about your child's progress.

The Behaviour Response Cycle outlines a systematic approach for addressing and managing behaviour in a positive manner. It involves first realising that students can move through the continuum allowing students to learn positive strategies for dealing with inappropriate behaviours.

SSS Behaviour Response Cycle



Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the appropriate deputy principal or school principal.

Uniform

Uniform

Silkstone State School is a uniform school; our students are expected to wear their uniform to school each day. Students and parents/caregivers are expected to adhere to this for health, safety and social reasons. Accordingly, our P & C Association has designed a school uniform that is aligned to our uniform policy. We believe wearing a uniform impact positively on behaviour, builds school pride, avoids social issues associated with fashion trends and improves student safety.

In view of the high incidence of sun cancer in our state we have adopted a policy where children must wear a SunSmart hat to be able to play. Children without a hat will be asked to sit in a covered area for the duration of play time. Children are encouraged to wear a "broad spectrum" sunscreen, particularly during any sporting and swimming activities.

It is essential that children wear closed-in footwear such as shoes/joggers for safety. Other footwear is not permitted unless specifically advised by the school (for example: thongs during swimming lessons). Make-up is not permitted.

Only the Principal (or nominee) may grant an exemption from the uniform for special designated days e.g. Sports Days, Free dress day. On these occasions, guidelines will be provided and written advice will be sent home about the day/event.

Uniform

Inappropriate dress refers to clothing, footwear, headwear considered:

- offensive;
- unsafe for students or others;
- likely to disrupt or negatively influence normal school operations;

Summer Uniform

- Navy Blue Shorts (plain only) or Navy Blue Skirt/Skort
- Blue Silkstone State School Polo Shirt
- Prep Polo Shirt for prep students only
- Current Year 6 Senior Shirt for year 6 students only (optional)
- Enclosed shoes with a firm sole (e.g. joggers)

Winter Uniform

The uniform outlined above with the addition of the following:

- Navy Blue jumper/jacket (school issue or plain)
- Navy blue track pants (school issue or plain)

N.B.

Cargo pants, cargo shorts and jeans are not acceptable.

Brightly coloured board shorts/shirts/jumpers/track pants are not acceptable.

Students must wear closed-in shoes at all times for safety reasons.

We are a Sun Smart school. Hats are to be full brim, bucket or legionnaire only.

Caps and visors are unacceptable.

Appearance (Including Jewellery)

Permitted	Not Permitted
<ul style="list-style-type: none">• One stud or sleeper in each ear• A wristwatch• One signet ring• Hair neat and tidy in natural colourings	<ul style="list-style-type: none">• Multiple earrings• Body Piercings• Earrings other than studs or sleepers• Multiple rings• Bracelets, anklets, necklaces• Coloured nail polish• Visible Tattoos• Make-up• Strongly dyed hair

Dress Code Policy

Silkstone State School is a Uniform School. Consequently, consistent with the Education Queensland guidelines *SMS-PR-022: Student Dress Code* there a code of dress applicable to all students attending or representing our school.

In developing this code, we:

- Consulted with members of the school community;
- Considered relevant legislation;
- Considered issues of safety, affordability, and practicality; and
- Have developed contingencies for students facing exceptional circumstances.

We believe this Code helps us to provide a safe and supportive environment by enabling us to:

- Easily identify students and non-students at school;
- Eliminate the distraction of competition of dress and fashion at school;
- Foster a sense of school pride and belonging;
- Develop mutual respect;

Failure to comply with the dress code may result in students not being permitted to represent the school at off-site events.

Our Code incorporates strategies to accommodate students' special needs and circumstances.

Please note that refusal to comply with this policy may also result in withdrawal from classes where Education Queensland has specified jewellery should not be worn e.g: Physical Education, Sport, Science, and Computer Technology.

Procedures Regarding Non-Compliance

- Students who fail to wear the correct uniform may be ineligible to attend sporting, music, and/or cultural events at school or at other venues.
- Students will be asked to remove jumpers and shirts that are not the appropriate colour and then invited to borrow a navy jumper from the First Aid Room.
- Repeated failure to comply with the dress code will be brought to the attention of the Administration by classroom teachers.

Legislative Delegations

Legislative Delegations

Legislation

In this section of the Silkstone State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

Disciplinary Consequences

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



The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class essential skills, corrective feedback, and response to behaviour system, is used by staff to respond behavioural incidents.

Some students will need additional support, time and opportunities to practise expected behaviours and receive a data driven, differentiated approach that aligns to our multi-tiered systems of support. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team as per our 'Behaviour Responsibilities Management Flowchart (Appendix 2).

In some cases, high level of differentiated support or intensive teaching is required to support students to display the behavioural expectations. This is a referral-based process that is support by our SST. Behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative strategy is considered sufficient to ensure the continuity of safety and learning at the school. This aligns to documentation stated by the department...

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, utilising the Major and Minor Matrix. This allows Staff to recognise the type of behaviour and its severity when reporting and responding to an incident.

 Silkstone State School Major Minor Matrix (Version 1.0 2023) 			
Behaviour Category	Definition	Minor Example	Major Example
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Swearing not directed to insult or offend or use of name calling without swearing (e.g., swearing after injuring oneself or after being frightened, mocking or name calling another student, etc.).	Swearing or name calling at a person with the intent to insult or offend (e.g., f--- you, f--- off, sexualised comments, etc.).
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Intentional dishonesty or withholding of information and facts (e.g., copying from another student's work, cheating on a test or exam, etc.).	Deliberate and wanton act of lying and misdirection which may impact the safety of others (e.g., making false accusations, lying about witnessing a fight, refusal to disclose information regarding a student who has absconded from the school ground, etc.).
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Bomb Threat/False Alarm is never a minor behaviour.	Alarms in the school triggered by students without need. Threats made to members of school staff about possible bomb or dangerous material in the school.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Bullying is never a minor behaviour.	Bullying is the 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.
Defiance	Student refuses to follow directions given by school staff.	Initial refusal to follow classroom and school routines but is corrected and resolved by the teacher/staff member (e.g., playing in the wrong area, not sitting where the teacher has directed them, refusal to wear a hat at appropriate times, refusal to pack up when directed, etc.).	Repeated refusal to follow classroom and school routines leading to administration intervention after utilising ESCM (Essential Skills for Classroom Management). (e.g., repeatedly refusing to follow directions given by staff, playing in the wrong area, not sitting where the teacher has directed them, refusal to pack up when directed, etc.).
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Student ignores staff purposefully, talking to a student or adult in a rude or dismissive way without reason. Arguing (back chat) to staff of a single incident.	Arguing (back chat) to staff that is ongoing. Rude gestures/facial expressions made towards staff or students.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Occasional or one-off behaviour that results in a short interruption in the class, school routines, or school activity, but is corrected by the teacher (e.g., calling out, talking to friends, out-of-seat behaviour, passing notes, etc.).	Excessive and sustained behaviour that results in a prolonged interruption in the class, school routines, or school activity and is not able to be corrected by the teacher, requiring administration intervention (e.g., sustained talking, talking over the teacher, sustained out-of-seat behaviour, etc.).
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	Refusal to follow instructions to correct dress code after initial instruction to do so.	Refusal to follow instructions to correct dress code after ongoing instructions given.
Falsifying documents	Student intentionally creates, changes, or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Falsifying documents is never a minor behaviour.	Signing any school documentation not inherently intended for that student.
Fighting	Student is involved in mutual participation in an incident involving physical violence.	Fighting is never a minor behaviour	Any physical or verbal aggression that leads to students involved engaging in physical aggression towards one another mutually (see Physical aggression). This is normally a secondary behaviour not the antecedent.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	The delivery of a single harmful message in any format to target another staff or students gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	The delivery of ongoing harmful messages in any format to target another staff or students gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics. Consider/Discuss Bullying with Class Teacher and Admin
Physical Aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors, or animals; or flora/fauna.	Physical actions that involve contact that could lead to injury, without the intention to injure . (e.g., hitting each other playfully, unsafe play at lunch times playfully hitting each other).	Physical actions that involve contact that could lead to injury, with the intention to injure (hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching).

Property damage	Student participates in an activity that results in destruction, damage, or disfigurement of property.	Accidental destruction of property (owned or otherwise) or defacing of grounds without the intent of destruction (e.g., breaking stationary while using in an inappropriate way, walking through the gardens, or hitting low hanging property, etc.).	Purposeful destruction of property (owned or otherwise) or defacing of grounds with the intent of destruction (e.g., breaking another student's or own stationary, pulling down or ripping up teacher's materials in the classroom, pulling plants out of the gardens, pulling down low hanging property, etc.).
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Misuse of an object that is intended annoy or disrupt learning that may also hurt others (e.g., leaning backwards on chairs, throwing objects not directed at any individual, etc.).	Intentional misuse of an object which may cause or does cause harm to self or others (e.g., hitting another student with a bat/sports equipment, throwing/flipping of desks, chairs, computing).
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Occasional or one-off refusal to attempt set learning, in a non-disruptive manner, after reasonable adjustments have been made teacher is able to redirect student (e.g., refusing to complete assigned activity, not getting equipment out and ready, etc.).	Persistent and continuous disengagement from learning, in a non-disruptive manner, over a sustained period, after reasonable adjustments have been made and classroom strategies have been exhausted and the teacher is unable to redirect the student (e.g., refusing to complete assigned activity, not getting equipment out and ready, etc.).
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	Substance misconduct involving illegal substances is never a minor behaviour.	Student brings to school, possess (self/bag/desk), uses, shares or is under the influence of illegal substances (managed at Administration's discretion).
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	Substance misconduct involving tobacco and other legal substances is never a minor behaviour.	Student brings to school, possess (self/bag/desk), uses, shares tobacco or another legal substance (managed at Administration's discretion).
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer, or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff, or other students.	Inappropriate use of any electronic device (i.e., accessing electronic devices and/or their content at inappropriate times or without consent).	Persistent and regular accessing electronic devices and/or their content at inappropriate times or without consent (i.e., posting photos of other students with the intention to embarrass them and/or posting inflammatory comments).
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Accidental theft of an item (not knowing it was owned) or theft of an item out of need (stealing food because they are hungry). Discuss contacting home about need with Class teacher.	Purposeful theft not out of need of any item.
Truancy (out of school)	Student is absent from school (morning, afternoon, or entire school day) without permission or appropriate reason (i.e., an unauthorised absence).	Truancy (out of school) is never a minor behaviour.	Truancy from school without parental permission (not arriving at school intentionally). Leaving the school grounds without permission.
Truancy (out of class)	Student is present at school but is absent for one or more scheduled classes without permission or appropriate reason (i.e., an unauthorised absence).	Not in the right place at the right time, arriving late to class without a reason from another staff member, leaving the class but remaining in eyesight of the teaching e.g., on the veranda or outside class calming down without permission.	Leaving the classroom and teacher's eyesight without permission after other support strategies have been put in place.
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Use/possession of combustibles is never a minor behaviour.	Possession of any substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols). CONTACT ADMIN IMMEDIATELY.
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	In possession of an item that the school has prohibited (i.e., toys/objects, bringing a cultural item which could be considered a weapon to 'Show and Tell' but not permitted by class teacher).	In possession of items which may be dangerous, offensive, or potentially cause harm to others (i.e., bringing toys/objects not permitted by class teacher for no preorganised purpose (show and tell), mobile phones or devices not handed into the office, knives, or guns (real or look alike), or other objects readily capable of causing bodily harm. Any form of medication, prescription or otherwise, without permission and documentation by Administration). CONTACT ADMIN IMMEDIATELY.
Other – charge-related suspension	Principal is reasonably satisfied that the student has been: • charged with a serious offence; or • charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	NOT APPLICABLE FOR GENERAL BEHAVIOUR RECORDING	

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then refers the behaviour to administration to investigate and resolve.

Major and Minor behaviours are resolved in accordance to individual circumstances as aforementioned and our current BMRF documentation.

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 Silkstone State School are required to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s or guardian, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings aim to be short, with attendance of required staff such as the principal or their delegate and when able the Classroom Teacher.

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

Additional School Policies and Procedures

Additional School Policies and Procedures

Silkstone State School has tailored school policies and procedures 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.
- Guided by the prohibited items at school documentation.

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.

Prohibited Items At School

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons (including toys or props)
- potentially dangerous items or items that are deemed by staff to be possibly harmful (e.g. blades, rope)
- drugs** (including tobacco)
- 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).
- Vapes or other apparatus involved in the administration of drugs or illicit

substances

- Mobile phones (kept safe at the office by administration during attendance at school)

** 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 Silkstone State School:

- Do not require the student's consent to search school property such as 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 caregivers (e.g. To access an EpiPen for an anaphylactic emergency); determined by administration and documented on OneSchool.
- 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 will be notified of such a determination.

Parents of students at Silkstone State School

- Ensure your children 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 Silkstone State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- Collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Silkstone State School:

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

- Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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.

Silkstone State School acknowledges that the explicit teaching of responsible use of ICT devices and mobile phones is a 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.

ICT Responsibilities

Mobile Phones/Smart Devices

All student information communication technologies not utilised for education are to be handed in to the office upon arrival and collected upon departure.

To protect the privacy and safety of students and community members, it is not permitted to take photographs or make recordings while on school property.

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 Silkstone State School to:

- use ICT devices for
 - developing appropriate literacy, communication and information skills (under teacher direction)
 - 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 Silkstone State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment,

- or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- take into or use ICT device 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 Silkstone State School Student Code of Conduct.

In addition, students and their parents should:

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

Bullying

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

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



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

Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

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)
- 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 issue
- 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

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

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

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or the year level deputy principal.

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 Silkstone State School may face in-school disciplinary action, such as RESET 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.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

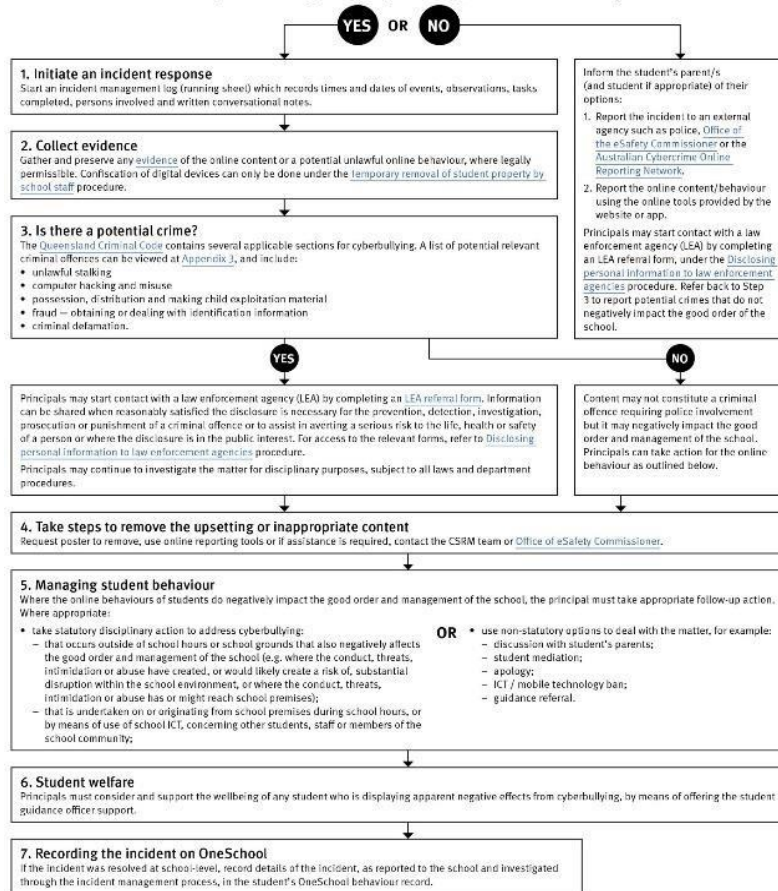
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the [Cybersafety and Reputation Management \(CSRM\) team](#) on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



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.

Student Intervention and Support

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Team 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 Silkstone State 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.

Anti-Bullying Charter

The Anti-Bullying Charter provides a clear outline of the way our community at Silkstone State School works together to establish a safe, supportive and disciplined school environment. This charter is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Silkstone State School – Anti Bullying Charter

We agree to work together to improve the quality of relationships in our community at Silkstone State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.*

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- *Treat everyone with kindness and respect.*
- *Abide by the school's anti-bullying policies and procedures.*
- *Support individuals who have been bullied.*
- *Speak out against verbal, relational, physical bullying and cyber bullying.*
- *Notify a parent, teacher, or school administrator when bullying does occur.*

Student's signature:

Parent's signature:

School representative signature:

Date:

Appropriate use of Social Media

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

Restrictive Practices

School staff at Silkstone State 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.

Critical Incidents

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual

work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

Resources

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Conclusion

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. Internal review: [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. External review: contact a review authority
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).

- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

Appendix

Appendix

Silkstone State School Expectations Matrix

	Be Safe	Be Respectful	Be Responsible	Be an Active Learner
Whole School	<ul style="list-style-type: none"> I keep my hands, feet, objects and comments to myself I report any problems. I solve problems with my words I am in the right place at the right time doing the right thing I follow safe travel procedures 	<ul style="list-style-type: none"> I follow adult directions I use polite and positive language I use the verandas and "student window" (at office) respectfully I treat all visitors to the school with respect I care for my school 	<ul style="list-style-type: none"> I am responsible for my behaviour and the consequences I leave valuable and dangerous items at home. I am an ethical bystander (Understanding and Empowering) 	<ul style="list-style-type: none"> I participate appropriately in school activities. I am organised, ready and prepared to learn. I set goals for my own improvement.
Classroom	<ul style="list-style-type: none"> I keep my hands, feet, objects and comments to myself I report any problems. I solve problems with my words I am in the right place at the right time doing the right thing 	<ul style="list-style-type: none"> I speak respectfully and at appropriate times, using classroom protocols 	<ul style="list-style-type: none"> I keep the classroom tidy and use furniture and equipment correctly 	<ul style="list-style-type: none"> I try my best I am organised, ready and prepared to learn. I set goals for my own improvement.
Before and after school	<ul style="list-style-type: none"> I follow before and after school protocols 	<ul style="list-style-type: none"> I follow adult directions I use polite and positive language I use the verandas and "student window" (at office) respectfully 	<ul style="list-style-type: none"> I follow the procedures for late arrival and early departure 	<ul style="list-style-type: none"> I am organised, ready and prepared to learn.
Play/Under-cover Area	<ul style="list-style-type: none"> I follow the school dress code including wearing appropriate shoes and a sun smart hat I play safely 	<ul style="list-style-type: none"> I show good sportsmanship 	<ul style="list-style-type: none"> I am responsible for my behaviour and the consequences I leave valuable and dangerous items at home. I am an ethical bystander (Understanding and Empowering) 	<ul style="list-style-type: none"> I participate appropriately in school activities.
Eating Areas	<ul style="list-style-type: none"> I sit while eating my own food and use my own drink bottle 	<ul style="list-style-type: none"> I leave for play only when my area is clean from litter and a teacher/teacher aide has dismissed me 	<ul style="list-style-type: none"> I am responsible for my behaviour and the consequences I leave valuable and dangerous items at home. I am an ethical bystander (Understanding and Empowering) 	<ul style="list-style-type: none"> I make healthy choices
Toilets/ Swimming Pool	<ul style="list-style-type: none"> I keep my hands, feet, objects and comments to myself I report any problems. I solve problems with my words I am in the right place at the right time doing the right thing 	<ul style="list-style-type: none"> I follow adult directions I use polite and positive language I use the toilet facilities and "student window" (at office) respectfully 	<ul style="list-style-type: none"> I use toilet facilities responsibly and respect the privacy of others I visit the toilet and have a drink before the second bell and I sit in line and wait for my teacher 	<ul style="list-style-type: none"> **I know the swimming pool and Sun safe rules, and dress codes.
Tuckshop/ Sports Room	<ul style="list-style-type: none"> I keep my hands, feet, objects and comments to myself I report any problems. I solve problems with my words 	<ul style="list-style-type: none"> I use manners 	<ul style="list-style-type: none"> I treat sports' equipment correctly and return equipment at end of playtime 	<ul style="list-style-type: none"> I participate appropriately.
Excursions/ Off Campus	<ul style="list-style-type: none"> **I follow adult directions and I stay with the group. **I follow Bus Code of Conduct 	<ul style="list-style-type: none"> I show pride in self and school **I follow the sports code of conduct 	<ul style="list-style-type: none"> **I take responsibility for my behaviour and my belongings 	<ul style="list-style-type: none"> I participate appropriately in activities.