



ARCADIA VALLEY  
STATE SCHOOL

# Student Code of Conduct

## 2025-2029

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

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

*Queensland Department of Education*

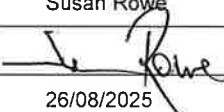

## Purpose

Every Queensland state school is required to have a Student Code of Conduct. This is the school's behaviour policy, with information about school expectations, consequences and processes for addressing issues such as bullying and the appropriate use of technology. The Students Code of Conduct supports consistent practice and sets clear expectations to staff, students and the community. 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.

## Contact Information

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Contact Person:	Susan Rowe (Principal)

## Endorsement

Principal Name:	Susan Rowe
Principal Signature:	
Date:	26/08/2025
P/C President	George Raynolds
P/C President Signature:	
Date:	26/08/2025

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## Principal's Foreword

### Introduction

Arcadia Valley State School is committed to "Equity and Excellence". Our school's motto is "Always Valiant" and this articulates the pride that we take in creating a safe, supportive and connected environment for students, staff, parents and the wider community to ensure success. Our school provides a rich learning environment that promotes safety, respect and responsibility. We recognise diversity and inclusion is embed throughout all aspects of school life, supported by culture, policies and every day practices.

### Consultation

The consultation process used to develop this Student Code of Conduct has involved:

- Input and representation from school staff
- Parents sharing concerns and suggestions with us, both formally and informally

The Student Code of Conduct is shared with parents and guardians at the time of enrolment. The presentation of this document will consider and reflect individual circumstances including diverse language needs and cultural background. Information sessions relating to the Student Code of Conduct will be factored in at key times across the school year as necessary, including but not limited to school assemblies and the school newsletter. The Arcadia Valley 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.

## Learning and Behaviour Statement

All areas of Arcadia Valley State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our school community has identified the overarching belief statement of 'Always Valiant'. This is underpinned by the following four expectations to promote our high standards of responsible behaviour:

- Be a learner,
- Be respectful,
- Be responsible, and
- Be safe.

### Student Wellbeing and Support Network

Arcadia Valley State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with a staff member regarding concerns and, where required, individual advice about accessing particular services can be sought.

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. AVSS has established networks with a range of government and non-government agencies / providers and also has access to other agencies as required (see below).

- Principal Education Officer – Student Services
- Language and Literacy Coach – Senior Speech Language Pathologist (Clinical)

Specific policy, procedures and frameworks guide student support and wellbeing, and include for example:

- [ACARA personal and social capabilities](#)
- [Parent and community engagement framework](#)
- [K-12 curriculum, assessment and reporting framework](#)
- [Respectful relationships education program](#)
- [Supporting student health and wellbeing policy statement](#) which includes supports for sun safety, excessive heat, drug education and intervention, physical activity in state schools, road safety, health support needs, medications, contagious conditions, mental health, suicide prevention, suicide postvention.

<https://education.qld.gov.au/students/student-health-safety-wellbeing/studenthealth/supporting-students-policy-statement>

Students and their families have access to regional and state-wide support. These include, for example:

Principal Advisor Student Services, Itinerant Guidance Officer, Senior Guidance Officers, Itinerant Speech Language Pathologist and Cluster Head of Special Education Services (HoSES).

## Whole School Approach to Discipline

At AVSS, we recognise that at times students may require additional supports and interventions in order for them to be successful in the school setting, and learn the necessary skills for success in future roles as family, community and workforce members. We refer to these as focussed and intensive supports. AVSS' whole school approach to discipline is based on being preventative, positive and proactive. The school prioritises success and wellbeing for all students, through each stage of learning within the Department of Education's Inclusive Education Framework. We create and maintain supportive and safe learning environments by:

- **Supporting student participation**
  - *Using data to inform the provision of the Australian Curriculum.*  
We respond to the diverse learning needs of students by identifying differentiated teaching and learning in three levels of planning. We ensure that every student is supported to access and participate in the curriculum – academic and social
  - *Engaging every learner*  
Every student is welcome at AVSS and able to equitably access and participate in all academic and social activities
- **Providing a structured and organised classroom**
  - Staff at AVSS clarify, teach and encourage school and class expectations. The classroom is structured and ordered allowing teachers to create dynamic and inclusive learning environments where students have multiple opportunities to respond. Expectations and routines are established and regularly revisited.
- **Maintaining student safety**
  - Student wellbeing and safety is paramount at AVSS. Crisis and Lockdown procedures are regularly reviewed and tested. Curriculum Activity Risk Assessments are conducted and documented on OneSchool. Workplace Health and Safety audits are conducted regularly.
- **Using ICT safely, responsibly and ethically**
  - Students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school.

### Consideration of Individual Circumstances

Arcadia Valley State School considers the individual circumstances of students when considering interventions and or consequences. Appropriate and inappropriate behaviour consequences are logical, known, and designed to teach and reinforce socially appropriate behaviour.

Consideration will always be respectful and take into account the student's:

- individual circumstances - behaviour history, disability, mental health and wellbeing,
- religious and cultural considerations
- family background, experiences and care arrangements

Confidentiality is considered to be of the utmost importance and discussion or sharing of information about the individual circumstances of students, including disciplinary consequences applied, with persons other than the student's parent/s or guardians will be in line with departmental policy and procedures.

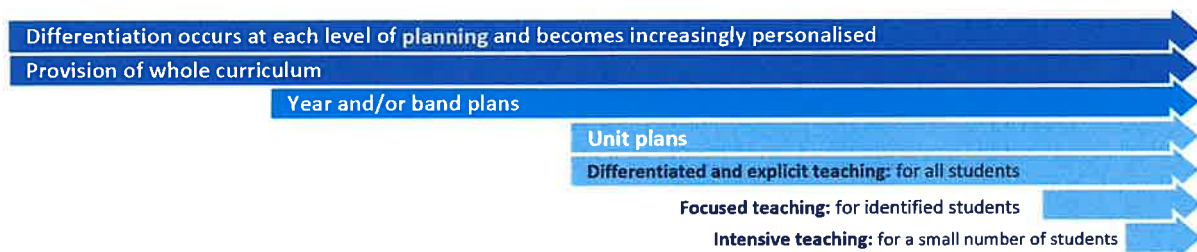


## Differentiated and Explicit Teaching

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

Teachers at Arcadia Valley State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



## Focused Teaching

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

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

Should the need arise, Arcadia Valley State School will implement small groups to further support the needs of our students.

## Intensive Teaching

Intensive teaching involves frequent and explicit instruction with individuals to develop mastery of basic behavioural concepts, skills and knowledge.

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

## Legislative Delegations

### Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

## Disciplinary Consequences

It is important that staff respond consistently to problem behaviours using fair, logical, and predictable consequences.

The purpose of a consequence is to correct and teach; therefore the provision of a consequence should always contain an opportunity to reteach the expected behaviour.

Arcadia Valley State School believes that consequences should be selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour. Consequences need to be:

- meaningful to the student rather than to the person/s applying the consequence
- applied as close to the time of the behaviour as possible whilst considering the social and emotional state of the student
- logical
- used hand-in-hand with positive reinforcement, restoration and relationship building, and the teaching of new skills.

Examples of strategies staff use include:

- Prompt – low key responses (proximity, signal, non-verbal cue, ignore, attend, praise)
- Redirect – restate the expected behaviour
- Reteach – tell, show, practice, acknowledge
- Provide choice e.g. Alter activity – adjust work expectations, participation requirements, equipment to be used

Arcadia Valley State School believes that having a set list of infractions and corresponding consequences does not allow individual circumstances to be taken into account, is not consistent with the principles of natural justice and fair decision making, and is not consistent with departmental procedure.



It is the certainty that a consequence will be applied, rather than the harshness of the consequence that is important, remembering that the purpose of a consequence is to correct and teach. It is also important to remember that consequences alone do not change behaviour. Consequences should always be applied in the context of positive behavioural supports and are only effective when the expected behaviour has been taught and the student has received opportunities to practise, followed by acknowledgement for using expected behaviours.

School Disciplinary Absences (SDA), whilst unlikely at AVSS may be considered by the principal in extreme circumstances. A School Disciplinary Absence is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address unsafe or unacceptable 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).

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. Following a suspension, in the event that one may arise, a re-entry meeting between the principal, student and parent/guardian will be arranged upon the student's return to school with the goal of ensuring a smooth transition back to school.

Further information is available upon request.

## School Policies

Arcadia Valley State School has school policies to ensure students, staff and visitors understand and work cooperatively to create and maintain a supportive and safe learning environment.

These include:

- 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.

Items, so long as they are not illegal, will be returned at the end of the day.

**State school staff** at Arcadia Valley State School:

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

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.

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).

## Use of mobile phones and other devices by students

This section of the Student Code of Conduct is based on the [Use of IT systems](#) procedure. Arcadia Valley State School does not require students to bring their own mobile devices such as tablets or laptops.

Should mobile phones, wearable technology or sensing devices be brought to school, they are to be handed in/picked up from a staff member each morning and afternoon. Staff will ensure that such devices will be kept in a secure location away from other students. Parents and carers are encouraged to access the following reference for further [Advice for state schools on acceptable use of ICT facilities and devices](#).

## Preventing and responding to bullying

Arcadia Valley 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.

### 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 Arcadia Valley State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

## Arcadia Valley State School – Bullying response flowchart for teachers

The following flowchart explains the actions Arcadia Valley 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.

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

Prep to Year 6 – Class teacher/Principal

First hour  
Listen

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

Day one  
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- 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
- 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 the 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

## **Appropriate use of social media**

Staff at AVSS acknowledge the growing popularity of social media as a communication and educational tool and supports its appropriate use. We also acknowledge the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media.

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.

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).



# 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](#).

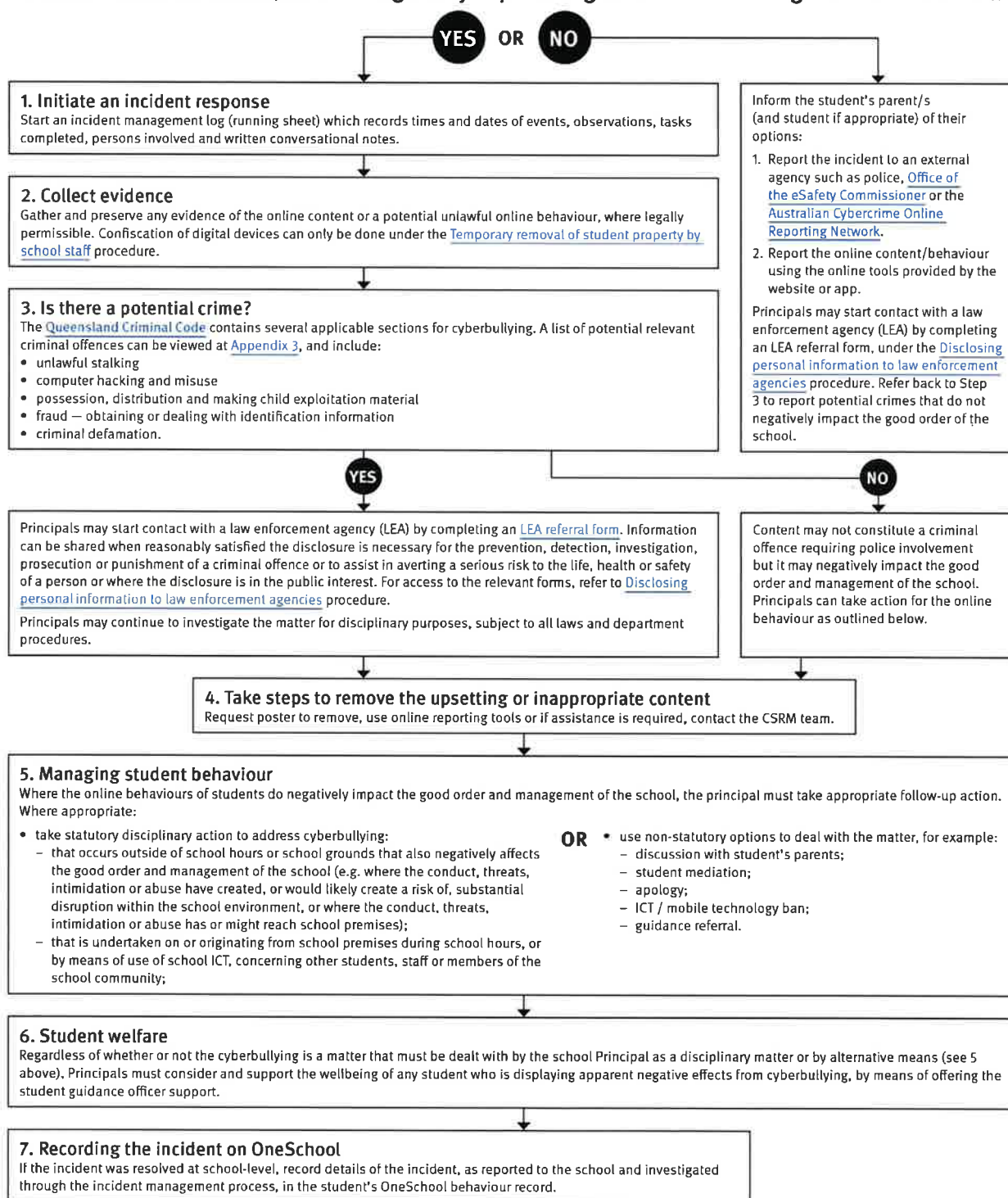
### Explicit images

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](#).

### Help

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

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



## Restrictive Practices

School staff at Arcadia Valley 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
5. carers
6. Maximises the opportunity for positive outcomes, and
7. 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

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
2. Maintain calmness, respect and detachment
3. Approach the student in a non-threatening manner
4. Follow through
5. Debrief

## 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. This may include reference to:

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

## Resources

- Australian Professional Standards for Teachers
- 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

