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Nerang State High School

# Student Code of Conduct

## 2024 - 2027

*Equity and Excellence*

A progressive, high performing education system  
realising the potential  
of every student.

Queensland Department of  
Education State Schools Strategy

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## Purpose

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

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

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

## Whole School Approach to Discipline

At Nerang State High School we believe that all students have the right to be educated in a disruption free environment that is conducive to learning. Maintaining clear expectations for learning and high standard of classroom behaviour is an integral part in ensuring that students are given every opportunity to achieve to their potential. We encourage all students to think of others and respect everyone's right to learn in a caring, supportive and well managed environment.

Nerang State High's Code of Conduct is based on Ed Ford's framework of the Responsible Thinking Process, where all students are encouraged to take responsibility for their own behaviour. This involves students reflecting on the choices they have made that have led to their disengagement or disruptive behaviour. Students are also asked to develop an effective plan that clearly indicates how they will commit to making positive choices to engage in their learning when they return to their classroom. This is achieved through a 'Conferencing' process with the teacher or the development of an 'Action Plan' with a Head of Department.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or RTC Framework are encouraged to speak with the Engagement Team or make an appointment to see the Deputy Principal or Principal.

### **Ways of Working**

All teachers are expected to clearly outline the school's Ways of Working (WOW), including classroom guidelines, student expectations and positive learning outcomes. We believe that when students are given clear guidelines, they are more likely to work towards achieving self-discipline.

The expectation of all students at Nerang State High School is that they will behave in such a manner as to uphold our set of WOW core values (Be Ready, Be Responsible, Be Respectful).

Aligned to these core values, the school has explicit expectations with regard to student’s engagement in learning and their behaviour whilst engaged in learning.

These expectations (described as our “Ways of Working”) are that students will:

- Be Ready
- Be Responsible
- Be Respectful

Classroom Rules	Ways of Working
Be Ready	<b>Arrival</b> - On Time & Quietly in Line <b>Equipment</b> - Bring Laptop & Pens Everyday <b>Lesson Start</b> - Follow Directions - Store your Bag
Be Respectful	<b>Leaving The Room</b> - Ask for Permission <b>Late to Class</b> - Knock & Wait <b>Hat</b> - Off in the Room <b>Treat Others</b> - With Kindness & Respect <b>Teacher Directions</b> - Listen & Follow <b>Speaking</b> - Wait your Turn <b>End of Lesson</b> - Remain Seated & Await Directions
Be Responsible	<b>Toilet Break</b> - Ask for Permission <b>Where To Sit</b> - Seating Plan <b>In The Room</b> - Never Without a Teacher <b>Learning</b> - Actively Participate <b>Classwork</b> - Complete on Time

In supporting students to maintain appropriate behaviour, they are initially supported by their classroom teachers, and should this not provide a high enough level of support, students are then engaged by the Curriculum Head of Department and/or the Responsible Thinking Centre (RTC).

Teachers are responsible for dealing with minor disruptions and minor incidents of misbehaviour. Our teachers use their repertoire of ‘micro-skills’ to encourage students to modify their behaviour, and emphasis is placed on the provision of quality teaching practices and a relevant and engaging curriculum.

Teachers teach their behavioural expectation through an ongoing and explicit set of learning experiences, including:

- regular reminders
- modelling of the appropriate behaviours
- rewards for demonstrating ongoing appropriate behaviours
- regular discussion of class expectations
- the display of expectations in the classroom
- having and practicing clear routines.

Students continuing to behave in a disruptive manner (RTP):

To develop a positive whole school culture and a consistent approach to behaviour management, all staff at Nerang High use the Responsible Thinking Process. Students continuing to behave in a disruptive manner are asked the questions –

1. “What are you doing?”
2. “What should you be doing?”
3. “What will happen if you disrupt again?”

The student responds to each question in turn and is thus redirected to focus on their learning, rather than disrupting the learning of others.

If the student continues to disrupt the class, the teacher will again ask, “What are you doing?” and “What should you be doing?”. In doing so the teacher is checking that the student understands what it is they are doing that represents continued disruptive behaviour. The teacher will then follow these two questions with, “I see you have chosen to leave.”

The student is then referred to the Responsible Thinking Classroom where a behaviour plan is written. The student and Teacher will formally discuss the behaviour plan (conferencing) at the start of the next lesson. Conferencing is designed to discuss positive engagement choices and the students’ plan for changing their behaviour.

A students’ referral to the RTC is tracked using a level system. (This is described in the sections pertaining to Focused and Intensive Teaching)

## Student Wellbeing and Support Network

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the relevant year level Deputy Principal.

Table 1: Student Support Roles

Role	What they do
Student Engagement Team (Dean and HOD)	<ul style="list-style-type: none"> <li>Engagement Team promote an inclusive, positive school culture</li> <li>Monitor student concern and intervention data to align whole school student wellbeing programs</li> <li>Promotes and tracks positive behaviour within the school</li> <li>Supports students, teachers and HODs in managing and dealing with behaviour incidents</li> <li>Tracks student data to identify ‘at risk’ students and implements intervention strategies to minimise class disruption</li> <li>Attendance/truancy</li> <li>Developing and implementing the proactive Student Wellbeing Programs – ensuring the social, emotional and physical well-being of students.</li> <li>Coordinate Year Level Functions</li> <li>Liaise with Teachers, Families and Support Teams.</li> </ul>

	<ul style="list-style-type: none"> <li>• Lead Year Level Assemblies</li> <li>• Identify opportunities to reward students to enhance cohort cohesion at each year level.</li> <li>• Provide Leadership opportunities at each year level.</li> <li>• Implement a supportive transition program for incoming students, and inducting students new to the school.</li> <li>• Organise appropriate lunch time activities.</li> <li>• Meeting with students to inspire, grow and support their capabilities.</li> <li>• Lead the Responsible Thinking Program (RTP) with a view to supporting students and growing parent support.</li> <li>• Organise Guest Speakers for Year Level Assemblies and liaise with relevant agencies to protect and support students as required</li> </ul>
Indigenous Liaison Officer	<ul style="list-style-type: none"> <li>• Supports Indigenous students with engagement, academic performance and attendance</li> <li>• Connects students and families with external agencies for support and programs</li> <li>• Liaise with Elders</li> <li>• Organise indigenous programs and guest speakers</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• Assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• Liaise with parents, teachers, or other external health providers as needed as part of the counselling process</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>• healthy eating and exercise</li> <li>• relationships</li> <li>• personal and family problems</li> <li>• feeling sad, worried and angry</li> <li>• sexual health</li> <li>• smoking, alcohol and other drugs</li> </ul> </li> </ul>
Chaplain	<ul style="list-style-type: none"> <li>• Provides spiritual advice, support in grief and loss</li> <li>• Make guidance officer referrals concerning issues of student safety, mental health or if counselling is deemed necessary.</li> <li>• Develop and sustain links with external agencies and local churches that benefit our students personal and spiritual development</li> <li>• Actively be involved with activities and programs initiated including lunch activities</li> </ul>
Youth Support Coordinator	<ul style="list-style-type: none"> <li>• Provides individual and, at times, group support to students to assist their engagement with education and training</li> <li>• Support students to overcome barriers to education such as: <ul style="list-style-type: none"> <li>• - Attendance at school</li> <li>• - Drug and alcohol support needs</li> <li>• - Relationships/social skills <ul style="list-style-type: none"> <li>• - Conflict with family/peers/teachers</li> <li>• - Social/emotional/physical wellbeing</li> </ul> </li> </ul> </li> <li>• Offers support for students facing homelessness, independent living or change of living circumstances</li> </ul>
Industry Liaison Officer	<ul style="list-style-type: none"> <li>• Promote opportunities to students – School based Traineeships, Apprenticeships.</li> <li>• TAFE Schools Program/Gold Coast Trades College Schools Program.</li> <li>• Diploma courses.</li> <li>• Alternate Certificate courses.</li> <li>• Work Experience coordinator</li> </ul>
Head of Senior Schooling	<ul style="list-style-type: none"> <li>• Coordinate pathways education for senior students</li> <li>• Monitor academic data and arranges intervention for students in 10-12</li> <li>• Supports students transitioning from school</li> </ul>
Deputy Principals	<ul style="list-style-type: none"> <li>• Coordinate pathways education for senior students</li> <li>• Monitor academic data and arranges intervention for students in 10-12</li> <li>• Supports students transitioning from school</li> </ul>

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network.

These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the relevant year level Deputy Principal.

## Consideration of Individual Circumstance

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

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

Our staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please contact the Principal to discuss the matter.

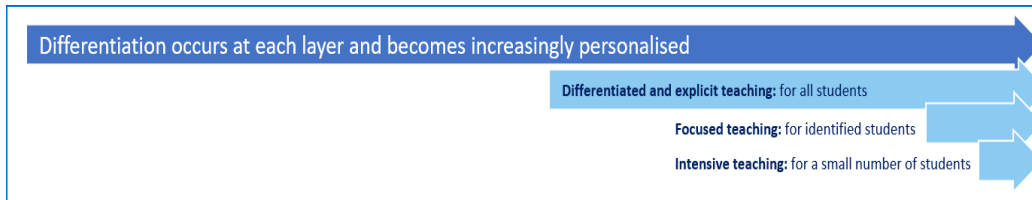
## Differentiated and Explicit Teaching

Nerang State High School is a supportive 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 Nerang State High 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 is the same used for academic and pedagogical differentiation. Each layer provides progressively more personalised supports for students.



Our whole school approach supports the provision of a safe and supportive learning environment for all students. Staff use the Responsible Thinking Process in dealing with students demonstrating inappropriate behaviour. This provides a consistent approach for all teachers and students across the school. Teachers use a wide variety of classroom strategies and establish high expectations for the purpose of encouraging expected positive student behaviour. Whole school procedures and practices encourage a consistent approach by staff and a shared understanding of students' rights and responsibilities.

Programs provided by outside agencies and support-staff are sourced to cater for student needs. We work closely with parents/guardians to ensure strong communication links are maintained and collaborative action plans are developed. Our overall emphasis is to encourage and exhibit positive behaviours whilst re-engaging students who display inappropriate behaviours.

Students of Nerang High are also recognised for their commendable work ethic and exemplary behaviour through the Principal's Awards scheme. This award program acknowledges the students' involvement in extra-curricular activities, their effort in class and high standard of behaviour.

Nerang High implements the following proactive and preventative processes and strategies to support student behaviour:

- RTC Leadership team members provide regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Student Code of Conduct are delivered to new students as well as new and relief staff.
- Individual Support Plans, Personalised Learning Plans, On Track Plans, Reflective Behaviour Workbooks and Individual Behaviour Plans are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

## 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.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Nerang State High School to provide focused teaching.

At Nerang State High School, the Responsible Thinking Classroom (RTC) tracks the behaviour of students using a level system. If students are being disruptive or disengaging from their learning, they are referred to the RTC and increment 1 level on the RTC continuum. There are various action plans developed at different stages along the RTC continuum of levels. Students are counselled and supported in their endeavours to improve their behaviour and engagement. A process of Conferencing is undertaken, where teachers and students discuss relevant issues.

### **The RTC continuum (overpage)**

<b>PROACTIVE SUPPORT</b>	<ul style="list-style-type: none"> <li>• Positive communication home</li> <li>• WOW points</li> </ul>
<b>Level 1- 4</b>	<ul style="list-style-type: none"> <li>• Contact home</li> <li>• On Track card</li> <li>• Attendance card</li> <li>• Engagement Team support</li> <li>• Reflective educational booklets (targeted to individual behaviours)</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Engagement Team to contact home</li> <li>• On Track Plan</li> <li>• Stakeholder meeting</li> <li>• Meeting/communication with teachers</li> <li>• Engagement support</li> </ul>
<b>Level 6</b>	<ul style="list-style-type: none"> <li>• On Track Plan review</li> <li>• Support referral (internal and/or external)</li> <li>• HOD of engagement reviews On Track Plan</li> </ul>
<b>Level 7</b>	<ul style="list-style-type: none"> <li>• Individual Behaviour Support Plan (as requested)</li> <li>• Stakeholders meeting</li> <li>• Guidance Officer support</li> </ul>
<b>Level 8+</b>	<ul style="list-style-type: none"> <li>• Suspension possible</li> <li>• Escalated consequence</li> <li>• Repeated behaviours can result in a discipline behaviour support plan</li> </ul>

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, 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 their teacher or teachers, and following consultation with the student's family/stakeholders.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then an individualised behaviour assessment,

a support plan may be provided to the student. Multi-agency collaboration may also be arranged. 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.

Students who progress through to the RTC continuum and reach Level 8 may be suspended after all due consideration is given to the specific circumstances involving the student and consideration has been given to all other available responses. At this level the Administration (Engagement Team or Deputy Principal) meet with parents and students after the suspension to develop a plan of action. Alternate programs within the school and with outside agencies may be initiated.

Students demonstrating high level challenging behaviours and who have disengaged from school may require specialised, intensive support. The student may be placed on an On Track Plan, Individual Behaviour Management Plan or a School Discipline Improvement Plan. The student is case managed by a member of the Support Team, Engagement Team and/or Head of the LEAD Department, the appropriate Deputy Principal, the parent/guardian of the student and outside agencies if required. Information is collated and shared amongst the members of this team to devise a proactive re-engagement plan. This plan is shared with the student and parent/guardian. Regular meetings with the student, the case manager and support team are established and monitoring continues.

## Disciplinary Intervention and Consequences

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

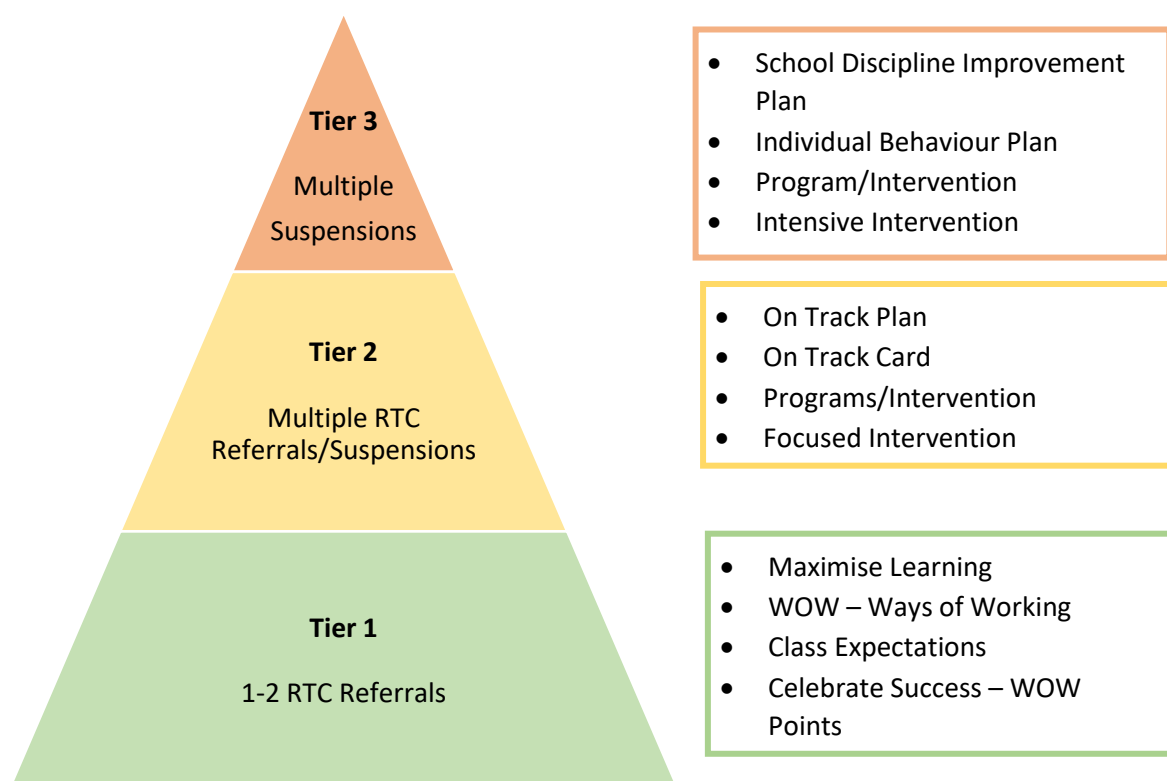
The majority of students (**Tier 1**) will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour.

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 RTC or their respective Head of Department immediately for determination of a disciplinary intervention, and or consequence. **Tier 2** students can be supported by being placed on an On Track Card and/or an On Track Plan.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Deputy Principal and Engagement Team in consultation with staff and other relevant stakeholders. **Tier 3** students may be placed on an Individual Behaviour Plan and/or a School Discipline Improvement Plan. On occasion the 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 or due to the illegal nature of the behaviour or as a result of misconduct that is held in such low regard and disfavour by the public) and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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



## Differentiated Intervention

Class teacher follow our Ways of Working (WOW) to clearly and explicitly teach and practice key behaviours in response to low- level or minor problem behaviour. This may include:

### 10 Essential Skills for Classroom Management

- 1) Establishing expectations
- 2) Giving Instructions
- 3) Waiting and scanning
- 4) Cueing with parallel acknowledgement
- 5) Body language encouraging
- 6) Descriptive encouraging
- 7) Selective attending
- 8) Redirecting to the learning
- 9) Giving a choice
- 10) Following through

### Classroom Management Strategies

- Non-verbal and visual cues (e.g posters, hand gestures)
- Whole class practicing of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Strategically include time for Brain breaks
- Use physical movement
- Provide positive choice of task order
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Warning of more serious consequences
- HOD referral for Class Expectations
- 

## Focused Intervention

The class teacher is supported by other school-based staff to address in- class problem behaviour. These staff would include the Heads of Department, Student Engagement Team, LEAD Case Managers, and the Support Team.

A student’s frequency of ongoing behavioural issues is tracked via the RTC ladder. As students’ progress through the 8-point system, the gravity of the consequences will increase. Eg. From On Tracks cards for low levels, On Track Plans, counselling

and stakeholder meetings for those on the mid- range levels, and ultimately suspension for those reaching Level 8. Any consequence, particularly Suspension, is only enacted after all due consideration is given to the specific circumstances involving the student and consideration has been given to all other available responses.

**Focused interventions may include:**

- Engagement Team
  - RTC referral debriefing
  - Restorative practice - Community Service
  - On Track Plan
  - Individual student behaviour support strategies (e.g. On Track Card - Self monitoring)
  - Targeted skills teaching in small groups (internal programs)
  - Detention (lunch and after school)
  - Reflective Behaviour Workbooks
- Functional Behaviour Assessment
- External agency programs.
- Support Team – Complex Case Management/Mental Health/At risk students
- Skilled Teams in: Complex Case Management, PLP, ICP, Differentiation
- Stakeholder meeting with parents and/or external agencies

### Intensive Intervention

The school leadership team work in consultation with Student Engagement Team to address persistent or ongoing serious problem behaviours. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents, external agencies and regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the principal about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

### School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. SDAs include short suspension, long suspension and exclusions.

At Nerang State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been

exhausted or the student's behaviour is so serious that continued attendance at the school is considered untenable.

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

It is preferable for the parents to attend a re-entry meeting. It is offered as a support for the student to assist in their successful re-engagement in school following suspension. The invitation to attend the re-entry meeting will be communicated in the formal suspension letter. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Deputy Principal or their delegate attending with the student and their parent/s.

## Determination of Consequences

Staff consider a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary consequence.

The following tables outline the range of consequences employed at Nerang State High School in response to inappropriate and unacceptable behaviour.

### Table 2:

Table 2 provides a guide on the strategies and probable consequences that inappropriate behaviours may attract, depending on the circumstances.

### Table 3:

For those matters deemed as Major Disciplinary Matters, the full description of the misbehaviour and the probable consequences are provided in the Table 3.

**Table 2: Management of Disciplinary Matters other than major**

Behaviour Type	Teacher will manage	Teacher Strategies	Student Engagement Team / Admin will manage	Probable Consequence
<p><b>Abusive Language:</b></p> <p>Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</p>	<ul style="list-style-type: none"> <li>Swearing in general speech</li> <li>Muttering profanities, swearing 'under breath'</li> <li>Shouting at others</li> <li>Making unkind comments about another</li> <li>Inappropriate language that is willingly retracted upon redirection</li> </ul>	<ul style="list-style-type: none"> <li>Verbal redirection</li> <li>Verbal reminder of school rules</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate derogatory or demeaning verbal messages</li> <li>Abusive language or offensive statements made to a staff member</li> </ul>	<ul style="list-style-type: none"> <li>Focused or Intensive Consequence</li> </ul>
<p><b>Bullying/ Harassment:</b></p> <p><b>Bullying-</b> The repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons.</p> <p><b>Harassment-</b> Behaviour that intimidates, offends or humiliates another student. Harassment can be inferred from a single incident, and is typically based on gender, physical features, sexual orientation, religion, age, or ethnicity.</p>	<ul style="list-style-type: none"> <li>'One-off' verbal altercations</li> <li>Not talking to someone due to conflict</li> <li>Instances of 'name-calling', 'put-downs' or teasing</li> <li>Behaviour designed to offend or upset eg. Pushing another students' books off a desk,</li> <li>Mutual disagreements or acts of nastiness</li> </ul>	<ul style="list-style-type: none"> <li>Verbal negotiation</li> <li>Reminder of school rules</li> <li>Re-teaching of expectations</li> <li>Active supervision and reinforcement for appropriate behaviour</li> <li>Restorative conference</li> <li>In-class separation</li> <li>Phone call to parent/carer</li> </ul>	<ul style="list-style-type: none"> <li>Derogatory statements made about a staff member</li> <li>Teasing, name-calling or derogatory language, despite previous teacher intervention</li> <li>Verbal and physical threats / intimidation</li> <li>Deliberate social exclusion</li> <li>Racial harassment</li> <li>Sexual harassment</li> <li>Threats or harassment via social media or digital technology</li> </ul>	<ul style="list-style-type: none"> <li>Focused or Intensive Consequence</li> </ul>
<p><b>Defiance:</b></p> <p>Persistent refusal to follow directions from staff. Challenging the directions from a staff member via argumentative or dismissive language.</p>	<ul style="list-style-type: none"> <li>Student engages in initial refusal to follow reasonable instructions from staff</li> </ul>	<ul style="list-style-type: none"> <li>Checking and reiterating "Are you choosing not to following my direction to ...?"</li> <li>Verbal negotiation</li> <li>Re-teaching of expectations</li> <li>Give student opportunity to make the right choice by asking 'The RTC Questions' ("what are you doing? What should you be doing? What happens if you continue to...?")</li> </ul>	<ul style="list-style-type: none"> <li>Willful persistent refusal to follow repeated directions, despite giving the student the opportunity to comply by asking 'The RTC Questions'</li> <li>Refusing to give name or giving a false name</li> <li>Refusal to leave classroom to attend the RTC</li> <li>Leaving class / walking away when specifically asked not to leave</li> </ul>	<ul style="list-style-type: none"> <li>Focused or Intensive Consequence</li> </ul>

Behaviour Type	Teacher will manage	Teacher Strategies	Student Engagement Team / Admin will manage	Probable Consequence
<b>Disruption:</b> Persistent interruption to the learning, causing a teacher to stop teaching for a significant period of time.	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Talking to another student across the room</li> <li>• General off-task behaviour</li> <li>• Back chat</li> <li>• Eating in class</li> <li>• Throwing small objects around room (eg paper, eraser)</li> <li>• 'Out of seat' without permission</li> <li>• Playing with safety equipment (that does not put safety at risk)</li> </ul>	<ul style="list-style-type: none"> <li>• Use ESCM</li> <li>• Re-teaching of expectations</li> <li>• Seating plan</li> <li>• Lunch detention</li> <li>• Asking 'The RTC Questions'</li> <li>• RTC referral</li> </ul>	<ul style="list-style-type: none"> <li>• RTC supervision during lesson and parent notification</li> <li>• Support for a restorative re-entry meeting</li> </ul>	Focused or Intensive Consequence
<b>Dress Code:</b> Not wearing the correct uniform as per NSHS uniform policy	<ul style="list-style-type: none"> <li>• Any breach of School's Uniform or Sun Safety Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Issue detention and refer to Engagement Team</li> </ul>	<ul style="list-style-type: none"> <li>• Jewellery or other item confiscation</li> <li>• Refusal to change into school-provided uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Focused or Intensive Consequence</li> </ul>
<b>IT misconduct:</b> Misuse of school computers/personal devices	<ul style="list-style-type: none"> <li>• Use of computer for off-task purposes</li> <li>• Persistent misuse of computer for off-task purposes</li> <li>• Tampering with school computer hardware</li> </ul>	<ul style="list-style-type: none"> <li>• verbal redirection</li> <li>• remove student from computer</li> <li>• in-class separation / isolation</li> <li>• detention</li> <li>• phone call home to parent/carer</li> <li>• re-teaching of expectations</li> <li>• active supervision and reinforcement for appropriate behaviour</li> <li>• Referral to curriculum HOD (contact home, detention)</li> </ul>	<ul style="list-style-type: none"> <li>• Sight of a mobile phone or headphones on school grounds prior to 3.00pm</li> <li>• Hacking school files</li> <li>• Destruction of school computer hardware</li> <li>• Accessing/distributing pornographic materials via any electronic format</li> <li>• Using a mobile phone to film or share fights or prohibited activities</li> </ul>	<ul style="list-style-type: none"> <li>• Focused or Intensive Consequence</li> </ul>
<b>Late:</b> Not arriving at class or at school on time	<ul style="list-style-type: none"> <li>• Late to class</li> <li>• Persistent lateness to class</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder of school expectations</li> <li>• Detention for time owed</li> <li>• Phone call to Parent/ Carer</li> <li>• Contact home for support</li> <li>• Referral to curriculum HOD (contact home, detention)</li> </ul>		

Behaviour Type	Teacher will manage	Teacher Strategies	Student Engagement Team / Admin will manage	Probable Consequence
<b>Lying/Cheating:</b> Behaving in a manner that is untruthful or deliberately misleading	<ul style="list-style-type: none"> <li>Breach of school assessment policy (plagiarism, cheating)</li> </ul>	<ul style="list-style-type: none"> <li>Referral to curriculum HOD (Academic consequences as outlined in assessment policy; Repeat QCAA Academic Integrity Course)</li> </ul>	<ul style="list-style-type: none"> <li>Providing a false name when questioned by teacher</li> <li>Providing information that is untrue or deliberately misleading / incomplete, with the intent to harm others or protect one's self or others from recrimination</li> </ul>	<ul style="list-style-type: none"> <li>Focused or Intensive Consequence</li> </ul>
<b>Misconduct involving object:</b> Using objects for negative purposes	<ul style="list-style-type: none"> <li>Using school supplies for purposes other than the intended</li> <li>Using a permitted object inappropriately (eg. Spraying aerosol deodorant on others, Riding skateboards/scooters/ bikes in school grounds)</li> <li>Throwing items in classroom (in a manner that does not cause harm)</li> </ul>	<ul style="list-style-type: none"> <li>Verbal redirection</li> <li>Proximity cues</li> <li>In-class separation/ isolation</li> <li>Detention</li> <li>Temporary removal of object</li> <li>Phone call to parent/ carer</li> <li>Re-teaching of expectations</li> <li>Active supervision and reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Using an object to break or damage items</li> <li>Pushing (with force) or throwing items capable of causing damage or injury e.g. Chairs or desks</li> <li>Using an object with intent to harm or the potential to harm others</li> </ul>	<ul style="list-style-type: none"> <li>Focused or Intensive Consequence</li> </ul>
<b>Possession of prohibited items:</b> Student is in possession of substances/objects that are prohibited	<ul style="list-style-type: none"> <li>Chewing gum</li> <li>Fast food delivery / Uber Eats</li> </ul>	<ul style="list-style-type: none"> <li>Verbal redirection</li> <li>Confiscate prohibited item</li> <li>Phone call home to parent/carers</li> <li>Re-teaching of expectations</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Possession of any object readily capable of causing bodily harm and/or property damage (eg. Spray paint, lighters/matches, fuels, propellants, knives, sharp tools)</li> <li>Use/Possession of prohibited legal substances (eg. alcohol, tobacco)</li> <li>Use/Possession of any illegal substances or illegal items</li> <li>Use/possession of combustibles or weapons</li> </ul>	<ul style="list-style-type: none"> <li>Focused or Intensive Consequence</li> </ul>
<b>Property Misconduct:</b> Damaging equipment or other property through deliberate misuse	<ul style="list-style-type: none"> <li>Drawing on books</li> <li>Deliberately destroying stationery</li> <li>throwing food</li> <li>Minor damage that can be repaired by student</li> <li>Accidental damage to plants/gardens</li> <li>Accidental damage to school equipment or property</li> </ul>	<ul style="list-style-type: none"> <li>Verbal redirection</li> <li>Reminder of school rules</li> <li>Detention</li> <li>Phone call to parent/ carer</li> <li>Supervised cleaning/repair of damage</li> <li>Re-teaching of expectations</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate misuse of equipment in an unsafe manner</li> <li>Punching or kicking of structures</li> <li>Deliberate destruction of plants/gardens</li> <li>Destruction, damage or disfigurement of property belonging to the school, staff member, student or community</li> <li>Vandalism or graffiti</li> <li>Theft</li> </ul>	<ul style="list-style-type: none"> <li>Focused or Intensive Consequence</li> </ul>

Behaviour Type	Teacher will manage	Teacher Strategies	Student Engagement Team / Admin will manage	Probable Consequence
<b>Physical misconduct:</b> Physical contact others	<ul style="list-style-type: none"> <li>Incidental pushing</li> <li>Grabbing as part of play</li> <li>Accidental contact during activity</li> </ul>	<ul style="list-style-type: none"> <li>Verbal redirection</li> <li>Reminder of school rules</li> <li>Detention</li> <li>Phone call to parent/ carer</li> </ul>	<ul style="list-style-type: none"> <li>Fighting</li> <li>Student intentionally engages in actions involving physical contact with other students or staff</li> <li>Student deliberately applies heat, electricity or any substance that causes injury or bodily harm.</li> <li>Student encourages, facilitates or incites violence.</li> </ul>	<ul style="list-style-type: none"> <li>Focused or Intensive Consequence</li> </ul>
<b>Truancy:</b> Not being in timetabled class and/or not under the direct supervision of staff	<ul style="list-style-type: none"> <li>Prolonged unjustified absence from a class having been released by teacher (eg. to go to the toilet)</li> <li>Surreptitiously (ie. without permission) leaving the class / allocated outdoor area and then returning</li> </ul>	<ul style="list-style-type: none"> <li>Issue detentions to make up lost learning time</li> <li>Phone call to parent/ carer</li> <li>Referral to curriculum HOD (contact home, detention)</li> </ul>	<ul style="list-style-type: none"> <li>Confirmed truancy from lesson</li> <li>Leaving the campus without a leave-pass</li> </ul>	<ul style="list-style-type: none"> <li>Focused or Intensive Consequence</li> </ul>
<b>Other Serious Misbehaviour:</b> Serious behaviour that is prejudicial to the good order and management of the school. Behaviour undertaken in the community that constitutes conduct that is held in such low regard and disfavour by the public that it brings the school into disrepute.			<ul style="list-style-type: none"> <li>Unsafe travel</li> <li>Any major misbehaviour in a location off school grounds where students are representing the school or are identifiable as a student of the school</li> <li>Subversion</li> <li>Serious Misbehaviour</li> <li>Public Misbehaviour</li> <li>Public Damage</li> </ul>	<ul style="list-style-type: none"> <li>Focused or Intensive Consequence</li> </ul>

## Management of Disciplinary Matters (Major)

Major disciplinary matters are those involving conduct that is likely to result in a Student Disciplinary Absence (SDA – suspension or exclusion).

Major disciplinary matters are those involving disobedience, misconduct or other conduct prejudicial to the good order and management of the school that are of a more significant nature. These are dealt with by the Head Student Engagement, Deputy Principals or the Principal.

The school response will be aligned to the Focused or Intensive Consequences described in the section on 'Disciplinary Consequences'. An SDA may be necessary to address such serious incidents; for example, when student behaviour is of such intensity, severity or frequency. Serious matters may also be referred to the Police for further investigation.

The Probable Consequence listed in the Major Disciplinary Matters table that follows is likely, but not definite. The table shows the most likely outcome for the behaviours described, but this does not mean that this outcome will be the result in all cases. If the Probable Consequence is drawn from the Intensive Consequences, the most probable SDA has also been noted.

Ultimately, the disciplinary outcomes is determined by the school Principal, based on:

- an assessment of the totality of the alleged misbehaviour;
- the effect of the misbehaviour on others; and
- the student's individual circumstances and history.

### Table 3: Major Disciplinary Matters

Category	Behaviour	Definition	Probable Consequences
Abusive Language	Abusive language	Delivery of derogatory or demeaning verbal messages that include swearing, name calling, or use of words in a disrespectful way.	Focused or Intensive Consequence including possible exclusion
	Occupational Abuse	Abusive language or offensive statements made to a staff member.	Focused or Intensive Consequence including possible exclusion
Academic Misconduct	Cheating	Student inappropriately and falsely demonstrates their learning. This includes copying work, collusion, receiving assessment information, fabricating or plagiarism.	Focused or Intensive Consequence including possible exclusion
	Assessment misconduct	Student engages in planned behaviour to access and/or distribute assessment information, undertake contract cheating or deploy methods of examination misconduct.	Focused or Intensive Consequence including possible exclusion
Bomb Threat/ False Alarm	Bomb Threat	Student delivers a message of possible explosive materials being on campus, near campus, and/or a pending explosion.	Focused or Intensive Consequence including possible exclusion
	False Alarm	Student delivers messages of an impending threat to the safety and wellbeing of the students on the school campus due to the presence of violent perpetrators. This may include a gunman, vigilante group, extortionist, intimidator.	Focused or Intensive Consequence including possible exclusion
Bullying	Bullying	The deliberate delivery of ongoing verbal or on-line (cyberbullying) messages that involve intimidation, teasing, taunting, threats, or name calling.	Focused or

Category	Behaviour	Definition	Probable Consequences
			Intensive Consequence including possible exclusion
	Continued Bullying	Ongoing bullying and/or intimidation of others, despite previous intervention and suspension(s).	Focused or Intensive Consequence including possible exclusion
Defiance	Defiance	Student refuses to follow directions given by school staff, despite being provided redirection.	Focused or Intensive Consequence including possible exclusion
	Persistent Defiance	Persistent refusal to follow directions given by school staff, despite warnings and support, that have resulted previously in suspension(s).	Focused or Intensive Consequence including possible exclusion
	Persistent Misbehaviour	Persistent misbehaviour despite previous warnings and support.	Focused or Intensive Consequence including possible exclusion
	Consistent and Persistent Misbehaviour	Ongoing instances of misbehaviour, misconduct or disobedience that have resulted in multiple suspensions.	Focused or Intensive Consequence including possible exclusion
	Subversion	Behaviour that deliberately prevents, impedes or subverts an investigation (eg leaving an interview with a school bag to prevent a police search).	Focused or Intensive Consequence including possible exclusion
Disrespect	Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Focused or Intensive Consequence including possible exclusion
	Occupational Disrespect	Student is disrespectful or dismissive towards school staff.	Focused or Intensive Consequence including possible exclusion
	Occupational abuse	Aggressive and repeated demeaning language directed at a staff member.	Focused or Intensive Consequence including possible exclusion
	Serious Misbehaviour	Serious behaviour that is prejudicial to the good order and management of the school. (Bringing school into disrepute)	Focused or Intensive Consequence including possible exclusion
	Public Misbehaviour	Behaviour undertaken in the community that constitutes conduct that is held in such low regard and disfavour by the public that it brings the school into disrepute. For example, lewd behaviour in a public place, assault on a member of the public, unsafe behaviour on a school bus.	Focused or Intensive Consequence including possible exclusion
Disruption	Intensive Disruption	Student engages in behaviour that causes a school activity or event to be interrupted / halted. Disruption includes instances of loud noise making (yelling, screaming, banging objects, hitting walls, etc) and/or sustained out-of-seat behaviour.	Focused or Intensive Consequence including possible exclusion
	Hostile Disruption	Sustained aggressive behaviour including yelling, throwing objects (not resulting in harm) or other actions that could include kicking, punching or smashing objects.	Focused or Intensive Consequence including possible exclusion
Falsifying Documents	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.	Focused or Intensive Consequence including possible exclusion

Category	Behaviour	Definition	Probable Consequences
Fighting	Fighting	Student is involved in mutual participation in an incident involving physical violence.	Focused or Intensive Consequence including possible exclusion
Harassment	Harassment	The delivery of disrespectful messages in any format to staff or students related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Focused or Intensive Consequence including possible exclusion
	Persistent Harassment	Ongoing delivery of disrespectful messages* in any format to staff or students, after having been being warned to desist from continuing this behaviour.  (*related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics)	Focused or Intensive Consequence including possible exclusion
	Hostile Behaviour; Assault, not involving physical harm	Deliberate acts perpetrated on another student as a means of demeaning, causing apprehension of imminent harm or engaging contact so as to cause offense. These behaviours may include 'dacking', restraining, spitting on, running at as if to attack.	Focused or Intensive Consequence including possible exclusion
	Robbery / Demanding property with menace	Student intentionally engages in stealing property from a student or staff member by using actual violence or threatening to cause harm (intimidation) in order to obtain the stolen property. The intimidation may involve threats of physical harm, threats with a weapon, threats to injure or cause detriment to the person, either by themselves or by another person.	Focused or Intensive Consequence including possible exclusion
	Intimidation	Aggressive actions or threatening language to cause fear that results in the intimidation of staff or students.	Focused or Intensive Consequence including possible exclusion
	Occupational Threats	The delivery of threats to cause harm to a member of staff.	Focused or Intensive Consequence including possible exclusion
Physical Aggression	Physical Assault	Student intentionally engages in actions involving physical contact with other students where injury may occur. For example, by hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, slamming into a wall, etc.	Focused or Intensive Consequence including possible exclusion
	Aggressive Assault	Student intentionally engages in actions involving aggressive and sustained physical contact on another student causing injury or bodily harm. For example, by hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, spitting, slamming into a wall, etc. Student deliberately applies heat, electricity, a chemical or any substance that causes injury or bodily harm.	Focused or Intensive Consequence including possible exclusion
	Encouragement of Violence	Student encourages, facilitates or incites violence using any form of communication. Includes encouraging others onto school premises to engage in the assault of students/staff.	Focused or Intensive Consequence including possible exclusion
	Premeditated acts of violence	Student engages in planned actions so as to cause physical harm to another student.	Focused or Intensive Consequence including possible exclusion
	Occupational Violence	Student engages in actions toward a member of staff involving physical contact, for example hitting, punching, hitting with an object, kicking, hair pulling, scratching, biting, spitting on etc.	Focused or Intensive Consequence including possible exclusion
Property Misuse causing risk to others	Property misuse	Student engages in misuse of property, which could include but not limited to behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Focused or Intensive Consequence including possible exclusion

Category	Behaviour	Definition	Probable Consequences
Property Damage	Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Focused or Intensive Consequence including possible exclusion
	School property damage including break and enter	Student engaging in the wilful destruction, damage or disfigurement of school property (eg. vandalism or graffiti).	Focused or Intensive Consequence including possible exclusion
	Public Damage	Wilful damage to private or public property (eg. vandalism, graffiti) during school.	Focused or Intensive Consequence including possible exclusion
Technology Violation	Production of sexual images	The making of and sharing with other students' nude images or sexually explicit videos by taking naked or partially naked photos or videos of yourself and sending these via the internet or phone.	Focused or Intensive Consequence including possible exclusion
	Possession of sexual items	Possession or sharing of pornographic material, sexually explicit images/video or sexual items.	Focused or Intensive Consequence including possible exclusion
	Sexual Misbehaviour	Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (full or partial) during school/school events.	Focused or Intensive Consequence including possible exclusion
	Sexual intimidation	Using images or video of a student that are of a sexual nature to taunt or harass by showing, distributing or posting online (including 'revenge porn').	Focused or Intensive Consequence including possible exclusion
Substance Misconduct Involving tobacco and legal substances	Legal substance misconduct	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements*. ( <i>*implements include lighters, matches, cigarette papers, vaping devices</i> )	Focused or Intensive Consequence including possible exclusion
Substance Misconduct Involving illegal substances	Illicit substance <sup>‡</sup> misconduct	Student is in possession of, is using or is under the influence of illicit drugs/substances.	Focused or Intensive Consequence including possible exclusion
		Student has supplied illicit drugs/substances through the sale or promise of other gain. Student has illicit drugs/substances in their possession for the purpose of supply.	Focused or Intensive Consequence including possible exclusion
		<sup>‡</sup> <i>Illicit substances include:</i> <ul style="list-style-type: none"> <li>• <i>illegal drugs (such as cannabis, amphetamines, ecstasy, cocaine and heroin).</i></li> <li>• <i>prescription medicines that are not being used for medicinal purposes.</i></li> <li>• <i>other substances that are being used inappropriately – eg, sniffing glue or inhaling paint thinner.</i></li> </ul>	
Technology Violation	Technology violation	Use of a mobile phone or other camera to film fights / prohibited activities or to film in bathrooms or classrooms.  Student undertakes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Focused or Intensive Consequence including possible exclusion
Theft	Theft	Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.	Focused or Intensive Consequence including possible exclusion
Use/Possession of Combustibles	Use/possession of combustibles	Student is/was in possession of combustible substances/objects readily capable of causing bodily harm and/or property damage (eg. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Focused or Intensive Consequence including possible exclusion
Use/Possession of Weapons	Possession of weapons	Student is in possession of a real or replica knife, firearm or other object defined as a weapon in the <a href="#">Weapons Categories Regulation 1997 (Qld)</a> .	Focused or Intensive Consequence including possible exclusion

Category	Behaviour	Definition	Probable Consequences
	Use of weapons	Student is in possession of a weapon* and uses it to threaten, intimidate or cause harm to others. (*see <a href="#">Weapons Categories Regulation 1997 Qld</a> ).	Focused or Intensive Consequence including possible exclusion
Criminal Charges	Charge related suspension	A student who has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities.	Focused or Intensive Consequence including possible exclusion

**Note:** The grounds for suspension provided in Sections 282 of the Education (General Provisions) Act 2006 are as follows:

- (1) Each of the following is a ground for suspension—
  - (a) disobedience;
  - (b) misbehaviour;
  - (c) conduct that adversely affects, or is likely to adversely affect, other students;
  - (d) conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
  - (e) the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
  - (f) the student is charged with a serious offence.
- (2) It is also a ground for suspension if—
  - (a) the student is charged with an offence other than a serious offence; and
  - (b) the principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending.
- (3) To remove any doubt, it is declared that, for subsection (1)(c) or (d), conduct may be a ground for suspension even if the conduct does not happen on school premises or during school hours.

## School Policies

Nerang SHS has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. 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, and to maintain and foster mutual respect between all 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 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
- good management, administration and control of the school.

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

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

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope, laser pointers)
- drugs\*\* (including tobacco, vaping devices, illicit substances)
- 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).

*\* 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*

*\*\* 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

### Nerang State High School Staff

- Staff 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;
- Staff 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 student or 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.

### Nerang State High School Parents and Caregivers

- Ensure your children do not bring property onto school's grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Nerang SHS 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 school staff that the property is available for collection.

### Nerang State High School Students

- Do not bring property onto school grounds or other settings used by the school (e.g. camp, excursions, sporting venues) that:
  - is prohibited according to the Nerang SHS 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 school staff it is available for collection.

## Use of Mobile Phone and Other Devices by Students

**The use of mobile phones and other personal technology devices (other than BYOD computers) is not permitted while on school grounds or attending off-campus school events.**

### Rationale

In line with the Queensland Department of Education 'Away for the Day' policy, Nerang State High School does not permit the use of mobile phones and associated electronic devices (including headphones, smart watches, gaming consoles and speakers). Mobile phones and these devices are not necessary for learning and provide a distraction for students and teachers and are proven to prevent learning in many situations. Nerang SHS is a BYOD school; laptops are the identified technology device for use.

If a parent needs to urgently contact a student during the school day, they are able to contact the office and a message will be given to the student. It is understood that students may need a mobile phone before or after school for safety reasons, and for this purpose, they will be able to use their phone prior to entry to the school grounds and once they are dismissed from class at 3.00pm.

### Expectations

Mobile phones and associated electronic devices must be switched off and stored in the students' bag at all times. This applies while on school grounds or while attending school events, including before school, during class times and at breaks. Exemptions can be applied for in cases supported by a documented medical reason.†

If a mobile phone (or associated electronic device) is sighted or heard, the student will be required to hand it in to the Administration Office, where it will be stored securely until 3:00pm.

For a second offence (in a Term), the device will be left in the Administration Office for the day, where it will be stored securely until 3:00pm.

- *Text sent to parent/caregiver informing of breach of phone policy and after the next offence the item will need to be collected by parent/guardian from the office.*

For third and further repeated offences, on each occasion the device will be lodged at the Office and a parent/caregiver will be contacted to collect the device from the school at a mutually convenient time.

Failure to submit a phone to the Administration Office as directed can result in an external school suspension. This serious consequence will be the result of the student's failure to comply with school rules and behaviour which impacts on the good order and management of the school.

Parents/Guardians wishing to urgently contact their children, or vice versa, are required to do so through the school office on 5503 7830.

Students who choose to bring mobile phones or associated electronic devices to school, do so at their own risk and are responsible for ensuring that these items are kept secure and stored in their bag. The school and school staff will not accept any responsibility for any loss or damage to technology devices nor will they investigate loss or damage.

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

‡ *Individual medical circumstances are considered and an exemption for restricted use will be given where it is supported by a current health plan or a treating doctors' medical certificate. Exemptions will be given only for Learning, Health or Wellbeing reasons, where there is a written request (by completing the Exemption Request form) with supporting documentation from a medical practitioner.*

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 Nerang SHS Student Code of Conduct. In addition, students and their parents should:

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

## Preventing and Responding to Bullying

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

### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. **Inclusion**  
All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
3. **Student voice**  
Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships**  
Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
5. **Support**  
School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.



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 Nerang SHS our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

## Minimising Bullying

Numerous activities are undertaken to develop strong friendly relationships between students. Some of these include:

- a transition program from primary to high school;
- self-esteem, relationship development and anti-bullying programs run in Nerang Wellbeing classes;
- Student Council promoting positive bystander behaviour;
- cross age extra-curricular activities;
- Engagement Team members working with smaller cohorts of students;
- special support programs for improving low self-esteem and socialisation skills;
- undertaking annual survey of students regard their bullying concerns; and
- using the data from the National Safe School Framework survey to inform improvements in practice.

## When bullying occurs, what should be done?

### By the students

- Initially use appropriate responses to solve the problem (e.g. walk away);
- Seek intervention by reporting bullying to a teacher, support staff-member or parent;
- Demonstrate positive bystander behaviour and tell a teacher, support staff- member or parent if they see another student being bullied; and
- Never ignore the situation.

### By the parent

- Model appropriate behaviour at all times;
- Support the school's philosophy;
- Watch for signs of your child being bullied;
- Encourage your child to adopt the anti-bullying strategies taught at school;
- Instruct your child to immediately tell a teacher or support staff-member if they are bullied; and
- Inform your student's Engagement Team member immediately of any suspected bullying.

### By teachers

We will:

- Reassure you that bullying is unacceptable.
- Listen to the student and ask what you can do to help;
- Provide advice, intervene and monitor;
- Make a referral to the Support Team if appropriate; and
- Record all reported incidents on OneSchool.

## TEAM: Together Everyone Achieves More

Research shows that many bullying behaviours are peer-maintained. That is, peers react to bullying in ways that increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person

being bullied. This view provides direction for ensuring our response to bullying be inclusive of teaching and modelling that those who bully are not socially reinforced for demonstrating this behaviour; that everyone is responsible for stamping out this behaviour; that peer mediation can develop a shared understanding of the effect of behaviours that are considered as bullying.

The school's methodology for dealing with issues of bullying is known as our TEAM approach. Students, as witnesses or victims, are encouraged to report incidences via a TEAM Report. The response to a TEAM report is undertaken by the relevant Engagement Team member and/or member of the Support Team.

## Responses to Bullying

### Stage 1

Lodging a TEAM Report is the first step.

The person who is being bullied will be interviewed.

A referral to a Guidance Officer will be made, if necessary.

A NO BLAME MEETING will be held with the student accused of bullying, to help them understand that they have behaved inappropriately.

They will be required to stop the behaviour.

All details are recorded in OneSchool.

### Stage 2

If a second TEAM Report is received the process will be repeated, but this time parents will be contacted.

If appropriate, initiate the process of Restorative Justice.

Reinforce the direction to cease the bullying behaviours and place the student on a Behaviour Improvement Plan.

Both sets of parents/caregivers are to be informed and identify the role they can play in assisting the resolution.

### Stage 3

When bullying continues after support and involvement of parents, the conditions of the Behaviour Improvement Plan have been ignored. This continued bullying of a student, after the direction to cease this behaviour, **will result in Suspension** (and may lead to a recommendation to exclude the student)

## Cyberbullying

Cyberbullying is treated at Nerang SHS 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 Engagement Team.

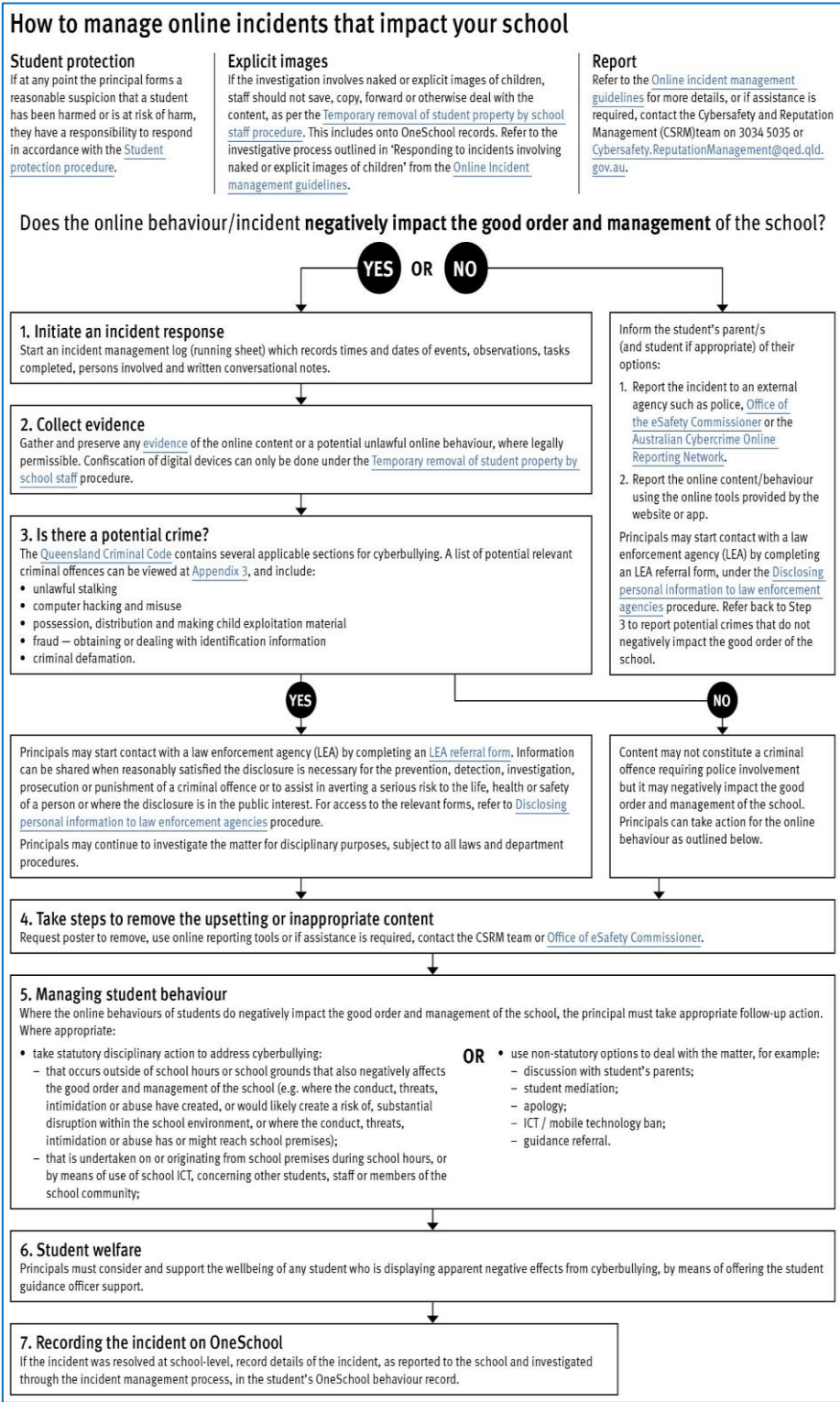
It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying 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 Nerang SHS may face in-school disciplinary action, such as detention or removal 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. If school staff are participants in cyberbullying they will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

### Cyberbullying Response Flowchart for State School Staff



## Cybersafety and Reputation Management (CRM)

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

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

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

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

## Student Intervention and Support Services

Nerang SHS recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Nerang SHS 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 consequences such as suspension or exclusion from school.

## 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.

From 10 December 2025, Australian children under 16 can no longer create or keep social media accounts under new federal laws established by the eSafety commissioner. This isn't a ban—it's a delay to help young people develop safer, healthier digital habits.

Parents should refer to the [eSafety Commissioner's website](#) for up-to-date information and resources, including guides, webinars and FAQs.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about

how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

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

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

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

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

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

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

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

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

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

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media,

but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

### What if I encounter problem content?

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

## Restrictive Practices

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

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

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

The 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

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 to discipline the student; it is a crisis management period only.

For any student involved in regular critical incidents a safety plan will have been developed. Safety Plans are available for staff to review in OneSchool Support Provision.

### Basic Defusing

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.

In instances where students continue with the behaviour despite attempts to defuse the situation, staff would seek the support of members of the Engagement Team or Administration.



# **Our Ways Of Working**

**Be Ready**

**Be Respectful**

**Be Responsible**