



Nerang State High School

# Student Code of Conduct 2023

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2019-2023

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## Endorsement

Principal Name: Scott Ison

Principal Signature: 

Date: 22-05-2023

P/C President Tracey Spiers

P/C President Signature: 

Date: 22-05-2023

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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.

All teachers are expected to clearly outline their 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 core values: (PRIDE) – Persistence, Resilience, Integrity, Diversity and Empathy.

Aligned to these core values, the school has explicit expectations with regard to student's engagement in learning and their behaviour while doing that learning.

The expectations are that students will:

- Be Prepared
- Be Responsible
- Be Respectful
- Be Punctual
- Be Engaged

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 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 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. Students are then responsible for attending a 'Conferencing' meeting (at a later time during breaks or before school) with the teacher to discuss positive engagement choices and the students' plan for changing their behaviour. Their plan is signed-off by the teacher and the parent. The student returns to class in the next lesson.

A students' referrals to the RTC is tracked using a points system. (This is described in the sections pertaining to Focused and Intensive Teaching)

### Students not meeting engagement expectations (High Expectations):

For students who fail to meet expectations regarding their engagement in learning there is a tiered response involving, in the first instance, the Teacher revisiting the expectation with student, followed by an escalated response for subsequent instances of failure to meet that expectation.

This escalation involves:

- For 2<sup>nd</sup> & 3<sup>rd</sup> instances, the teacher issues a 10-minute detention and makes email contact with parents.
- For a 4<sup>th</sup> instance of the failure to meet a particular expectation, the teacher refers the student to the HOD. The HOD develops a 'High Expectations Action Plan' with student. This details definite actions that will allow the student to meet the expectation they are currently struggling to meet. This plan is emailed home to the parents and provided to the teacher to monitor.
- Should the student not meet the actions in their plan, they are referred to the relevant Dean of Students and the RTC process of escalation of levels and subsequent responses comes into effect.

## **Consideration of Individual Circumstances**

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

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

## Student Wellbeing

Nerang State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher, Year Level Dean, Deputy Principal or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

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

### **Curriculum and pedagogy**

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Nerang State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

### **Policy and expectations**

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

#### *Drug education and intervention*

Nerang State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

#### *Specialised health needs*

Nerang State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's

medical condition and that an appropriate number of staff have been trained to support the student's health condition.

### *Medications*

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

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

### *Mental health*

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

### *Suicide prevention*

Nerang State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

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

### *Suicide postvention*

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

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



## Student Support 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.

Role	What they do
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>
Chaplain	<ul style="list-style-type: none"> <li>• Provides spiritual advice, support in grief and loss</li> <li>• Offers support for students facing homelessness, independent living or change of living circumstances</li> <li>• Attends school assemblies and communicate relevant information to staff and students</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>
Head of Student Engagement	<ul style="list-style-type: none"> <li>• Leadership of Engagement Team to 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> </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</li> <li>• Attendance at school</li> <li>• Drug and alcohol support needs</li> <li>• Learning support</li> <li>• Relationships/social skills</li> <li>• Conflict with family/peers/teachers</li> <li>• Social/emotional/physical wellbeing</li> </ul>
Industry Liaison Officer	<ul style="list-style-type: none"> <li>• Provides educational counselling and support services to students.</li> </ul>

Year Level Dean of Students	<ul style="list-style-type: none"> <li>• Assist the HOD Student Engagement by developing and implementing the proactive Student Wellbeing Programmes – ensuring the social, emotional and physical well-being of students.</li> <li>• Coordinate all Year Level Functions</li> <li>• Liaise with Teachers, Families and Support Teams.</li> <li>• Lead Year Level Assemblies and Camps</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 programmes 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 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>
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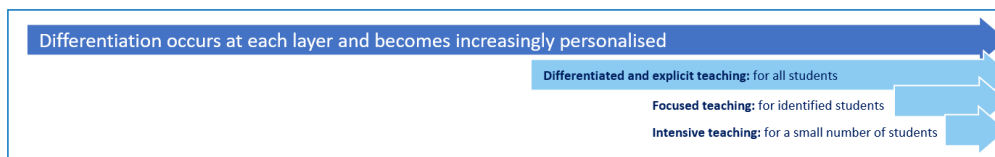
It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the relevant year level Deputy Principal.

## Differentiated and Explicit Teaching

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

Teachers at 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 Code of Conduct for students are delivered to new students as well as new and relief staff.
- Individual Support Plans 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 High the Responsible Thinking Classroom (RTC) tracks the behaviour of students using a point system. If students are being disruptive/disengaging from their learning they are referred to the RTC and given a demerit point. There are various action plans developed at different stages along the RTC continuum. Students are counselled and supported in their endeavours to improve their behaviour and engagement and a process of conferencing is involved where teachers and students discuss relevant issues before students are accepted back into classrooms.

Students are issued with an Individual Behaviour Plan at Level 4 and at Level 5 students are engaged in a supportive intervention program. When a student reaches Level 6, the student, parent and Dean of Students are involved in an intervention meeting to ensure that parents are involved in a collaborative effort to achieve successful outcomes for all parties.

## 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.

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

Students who progress through the 8-point system 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 (Deputy Principal or 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 School Discipline Improvement Plan and case managed by a member of the Support Team, Head of Department Special Education Program, 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 and modified where necessary. Regular meetings with the student and the case manager, support team are established and monitoring continues.

# Legislative Delegations

## Legislation

These links are to the legislation which influences the form and content of Queensland state school discipline procedures.

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

## Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”. Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as Deputy Principals.

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

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

At Nerang State High School the requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the Education (General Provisions) Act 2006 ('EGPA') is delegated to the Deputy Principals and Head of Student Engagement. These officers are authorised to tell a student, on behalf of the Principal, of the decision made by the Principal to suspend the student under section 281 of the EGPA.

## Disciplinary 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 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 consequence.

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 Dean of Students in consultation with staff and other relevant stakeholders. 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 Consequences

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising 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”)
- Proximity control
- 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
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- 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
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## Focussed Consequences

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 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 behavioural contracts and counselling for low levels to detention 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.



Focussed consequences may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small groups
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- RTC referral debriefing
- Referral to Student Support Team for problem solving
- Stakeholder meeting with parents and/or external agencies

## Intensive Consequences

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 and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- 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 Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

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

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

At 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 may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/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 not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension. 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 absence.

Differentiated, Focused and Intensive Consequences, as listed previously, provide a broad guide on the range of responses that may be used to respond to problem behaviour. The following tables outline the range of consequences employed at Nerang High in response to inappropriate and unacceptable behaviour.

### Management of Disciplinary Matters (other than Major)

The table below provides a guide on the probable consequences that inappropriate behaviours (not deemed as major discipline matters) may attract, depending on the circumstances.

Inappropriate Behaviours		Most Likely Consequence †
Low Level	<ul style="list-style-type: none"> <li>▪ Class-related issues (eg. unprepared for learning, late to class, ongoing off-task behaviours, non-completion of classwork or homework, failure to attend detention, etc)</li> <li>▪ Non-compliance issues (eg. late arrival to school and not following the appropriate procedures, not bringing appropriate equipment to class, etc)</li> <li>▪ Minor disruptive behaviour (e.g. talking in class)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extra work issued</li> <li>▪ Referral to HOD</li> <li>▪ Parent/Caregiver contacted via phone or email</li> <li>▪ Community service</li> <li>▪ Detention*</li> </ul>
Moderate Level or Repetitive Low Level	<ul style="list-style-type: none"> <li>▪ Repetitive low-level behaviour</li> <li>▪ Disruption of class</li> <li>▪ Disobedience - refusal to comply with a direction</li> <li>▪ Disrespectful to staff</li> <li>▪ Leaving class/school without permission</li> <li>▪ Use of offensive language</li> <li>▪ Bullying or harassment</li> <li>▪ Truancy</li> <li>▪ Smoking</li> <li>▪ Inappropriate items brought to school #</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referral to RTC (Dean of Students)</li> <li>▪ Confiscation of property#</li> <li>▪ Referral to a Support Team Member</li> <li>▪ Parent/ Caregiver contact and/or meeting</li> <li>▪ Detention*</li> <li>▪ Monitoring card issued</li> <li>▪ Suspension<sup>◊</sup> (1-5 days)</li> </ul>
Elevated Level or Persistent Medium Level	<ul style="list-style-type: none"> <li>▪ Persistent moderate or low-level behaviours</li> <li>▪ Gross disobedience</li> <li>▪ Repeated smoking incidents</li> <li>▪ Major harassment</li> <li>▪ Repeated bullying</li> <li>▪ Breach of the 'mobile phones and other devices' policy</li> <li>▪ Conduct that is held in such low regard and disfavour by the public that it brings our school into disrepute</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referral to Dean, Deputy Principal or Principal</li> <li>▪ Referral to Support Team Member</li> <li>▪ RTC referral</li> <li>▪ Parent/Caregiver contact/meeting</li> <li>▪ Referral to alternate learning centre</li> <li>▪ Suspension<sup>◊</sup> (1-10 days)</li> </ul>

† While this outcome may not be given in all cases, it is the most likely outcome for the behaviours indicated.

\* Detention: 20 minutes during the school lunch break or 45 minutes after the school-day is finished. If the detention is imposed after school, the staff member must inform the parent/caregiver of the proposed period of detention before it is imposed.

# Inappropriate items (other than those referred to in Major Disciplinary Matters) brought to school or any objects used in a manner that is disruptive to learning may be confiscated by teachers. At the discretion of the teacher, they will be made available for collection at the end of the lesson or from the office at the end of the school day, unless the item is required to be kept for purposes of disciplinary investigation.

◊ Full details are provided in the section 'School Disciplinary Absences'

## Management of Major Disciplinary Matters

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 and which can only be 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 (eg. severity) and / or frequency (eg. repeated behaviour). Serious matters may also be referred to the Police for further investigation.

In determining the consequence, the Principal will take into account 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. Our school draws upon a comprehensive range of strategies (previously described - differentiated, focussed and intensive) to consider when addressing individuals and their misbehaviour.

The Possible Consequence listed in the 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. Ultimately, the severity of the disciplinary outcomes is determined by the school Principal, based on an assessment of the totality of the alleged misbehaviour, the effect of the said misbehaviour on others and the student's personal circumstances and history.

If the 'Possible Consequence' is drawn from the Intensive Consequences, the most likely SDA is also noted.

MAJOR DISCIPLINARY MATTERS			
Category	Problem Behaviour	Definitions	Possible Consequences
Abusive language	Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Focused or Intensive (Suspension)
	Occupational Abuse	Offensive language directed at a staff member	Intensive (Suspension)
Bomb Threat/ False Alarm	Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Intensive (Suspension or Exclusion)
Bullying	Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.	Intensive (Suspension)
	Bullying	Ongoing bullying and/or intimidation of others.	Intensive (Exclusion)

Defiance	Defiance	Student refuses to follow adult directions.	Focused or Intensive (Suspension)
	Consistent and Persistent Misbehaviour	Persistent misbehaviour despite previous warnings and support.	Intensive (Suspension or Exclusion)
Disrespect	Occupational Disrespect	Student is disrespectful or dismissive towards adults.	Focused or Intensive (Suspension)
	Possession of sexual items	Possession or sharing of pornographic material or sexual items/materials.	Intensive (Suspension)
	Sexual Misbehaviour	Engaging in sex acts, sexual behaviour, lewd behaviour or nudity (Full or partial) during school.	Intensive (Suspension or Exclusion)
	Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Includes but not limited to sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Focused or Intensive (Suspension)
Disruption	Hostile Disruption	Aggressive behaviour including yelling, throwing objects (not causing harm) or other actions (that could include kicking, punching, smashing objects).	Intensive (Suspension or Exclusion)
Dress code	Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	Focused or Intensive
Fighting	Fighting	Student is involved in mutual participation in an incident involving physical violence.	Intensive (Suspension)
Harassment	Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Intensive (Suspension)
	Persistent Harassment	Ongoing delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other identity characteristics.	Intensive (Exclusion)
	Occupational Harassment/ Threats	The delivery of threats or disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or any other identity characteristics to a member of staff.	Intensive (Suspension or Exclusion)
Physical aggression	Physical aggression	Student engages in actions involving physical contact with other students where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Intensive (Suspension)
	Physical aggression	Student engages in actions involving aggressive and sustained physical contact on other students, aiming to assault or causing injury (e.g. hitting, punching,	Intensive (Exclusion)

		hitting with an object, kicking, stomping, slamming into a wall, etc.).	
	Encouragement of Violence	Students encourage, facilitate or incite violence using any form of communication. (Includes encouraging others onto school premises).	Intensive (Suspension or Exclusion)
	Premeditated acts of violence	Student engages in planned actions so as to cause physical harm to another student.	Intensive (Exclusion)
	Occupational Violence	Student engages in actions with a member of staff involving physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	Intensive (Exclusion)
Plagiarism	Plagiarism	Student has signed a person's name or claims someone else's work as their own.	Focused or Intensive (Suspension)
Property misuse	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.	Intensive (Suspension)
Property damage	Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Intensive (Suspension)
	School property damage	Student engaging in the wilful destruction, damage or disfigurement of school property	Intensive (Exclusion)
Substance misconduct involving tobacco and/or other legal substances	Substance possession involving tobacco and other legal substances	Student is in possession of or is using tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers, vaping device.	Intensive (Suspension)
	Substance supply involving tobacco and other legal substances	Student is supplying tobacco, alcohol, other prohibited substances or implements such as but not limited to lighter, matches, cigarette papers & vaping device.	Intensive (Suspension)
Substance misconduct involving illegal substances	Substance possession involving illegal substances	Student is in possession of, or is using, illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongs, papers, lighters, matches, pipes, needles, syringes.	Intensive (Suspension or Exclusion)
	Substance supply involving illegal substances	Student is supplying illegal drugs/substances/imitations or implements such as, but not limited to cones, cutters, bongs, papers, lighters, matches, pipes, needles, syringes and scales "baggies".	Intensive (Exclusion)
Technology violation	Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. Student undertakes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks,	Intensive (Suspension or Exclusion)

		use of key loggers, impersonating staff or other students.	
Theft	Theft	Student is involved in theft by being in possession of, having passed on, or being responsible for removing someone else's property.	Intensive (Exclusion)
Use/possession of combustibles	Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Intensive (Exclusion)
Use/possession of weapons	Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects capable of causing bodily harm.	Intensive (Exclusion)
Other	Misbehaviour	Serious behaviour in a private capacity that is prejudicial to the good order and management of the school.	Intensive (Exclusion)
Criminal Charges	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

## 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. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, 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 members
- 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)
- 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. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.*

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

## Responsibilities

### Nerang State High School 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;
- 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, 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 phones and other devices by students**

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

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

### **Responsibilities**

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

**Under teacher direction**, it is **acceptable** for students at Nerang SHS to:

- use mobile phones or other devices for:
  - assigned class work and assignments set by teachers
  - authoring text, artwork, audio and visual material for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.

In using their mobile phone, students are expected to:

- be courteous, considerate and respectful of others when using a mobile device
- switch off and place their mobile device out of sight during classes, unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Nerang State High School to:

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

**Any student found breaching Nerang SHS Code of Conduct in relation to mobile phones will have it confiscated.** If a mobile phone is confiscated for a third time the student's parent / guardian will be contacted to collect the mobile phone from school.

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 mentor program;
- student council promoting positive bystander behaviour;
- cross age extra-curricular activities;
- Year Level Deans 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 Dean 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.

## **Our Procedures**

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 his behaviour; that peer mediation can develop a shared understanding of the effect of behaviours that are considered as bullying.

At Nerang State High School we are a ...

**TEAM: Together Everyone Achieves More**

The school's methodology for dealing with issues of bullying is known as our TEAM (Together Everyone Achieves More) approach. Students, as witnesses or victims, are encouraged to report incidences via a TEAM Report. Students designated as "Bully Busters" support other students in reporting incidences of bullying. The response to a TEAM report is undertaken by the relevant year level Dean of Students.

### 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 (as per the definition) 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 their Form class teacher or Year Level Dean.

The Head of Student Engagement can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at 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.

### **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 punishments such as suspension or exclusion from school.



# Cyberbullying response flowchart for state school staff

## How to manage online incidents that impact your school

### Student protection

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

### Explicit images

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

### Report

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

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

YES OR NO

### 1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

### 2. Collect evidence

Gather and preserve any [evidence](#) of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

### 3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies procedure](#). Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

NO

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies procedure](#).

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

### 4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or [Office of eSafety Commissioner](#).

### 5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

### 6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

### 7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

## Nerang State High School – Anti-Bullying Contract

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

### Anti-Bullying Contract ...

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

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

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

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

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

### **What if I encounter problem content?**

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

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

Office of the Children's eSafety Commissioner

## HOW TO REPORT CYBERBULLYING MATERIAL

- 1 Report the cyberbullying material to the social media service
- 2 Collect evidence - copy URLs or take screenshots of the material

**If the content is not removed within 48 hours**

- 3 Report it to [esafety.gov.au/reportcyberbullying](https://esafety.gov.au/reportcyberbullying)
- 4 Block the person and talk to someone you trust

If you are in immediate danger, call 000 (triple zero)  
If you need to talk to someone, visit [kidshelpline.com.au](https://kidshelpline.com.au) or call them on 1800 55 1800, 24 hours a day 7 days a week

## 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 and to punish or discipline the student; it is a crisis management period only.

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures and Guidelines

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

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

## Resources

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



## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

- 3. External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).