Nanango State High School

Student Code of Conduct

2020-2023

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 2020-2024

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Endorsement

Principal Name:	Darryl Early
Principal Signature:	
Date:	8/12/2020

P/C President and-or School Council Chair Name:	Kim Brackin
P/C President and-or School Council Chair Signature:	
Date:	8/12/2020

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Purpose

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

The Nanango 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.

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Nanango State High School has a long and proud tradition of providing high quality education to students from across the South Burnett Region of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Nanango State High School has four core values, Safety, Respect, Effort and Responsibility.

Safety   Be aware of yourself, others and property

Respect   Value yourself and all others

Effort   Strive for your best

Responsibility   Be accountable for your behaviour

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

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

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

Darryl Early
Principal

Data Overview

A number of data sets are used by the school to guide process and discussion. Many of these are annual sets and the school reviews these sets periodically. Examples of these data sets are:-

The **School Opinion Survey (SOS)** – Is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

There are four different confidential surveys for
- parents
- students
- staff
- principals

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

Positive Behaviour for Learning (PBL) This is a multi-tiered system of support for discipline in schools. Data on student behaviour is analysed.

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Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Nanango State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

	• there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for **<u>few students</u>** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

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Consideration of Individual Circumstances

Staff at Nanango 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 and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what 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 make an appointment with a member of administration to discuss the matter.

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Student Wellbeing

Nanango 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 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, social and emotional outcomes. As part of the whole school curriculum at Nanango SHS, we provide age-appropriate drug and alcohol education, health safety and welfare education that reinforces public health and safety messages. Sexuality and relationships education provides consistent and accurate information (human development, relationships, sexual behaviour and health, society/culture) to students to enable students to make responsible and safe choices as well as build positive, respectful relationships. Bullying, self-awareness, mental health, personal development and building resilience programs aim to develop a students' personal and social capabilities to cope and thrive in the face of negative events, challenges or adversity as well as develop self-awareness, self-management, social awareness and social management. This is contained in the school pastoral care program CEALS (Career Education and Life Skills). Life skills training such as first aid and CPR is provided to all Year 12 students to enhance skills for the future.

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

Nanango 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.

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Specialised health needs
Nanango 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. The School Based Youth and Health Nurse (SBYHN) educates staff and assists with plans.

Medications
Nanango 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.

Nanango State High School maintains an adrenaline auto-injector (Epi-Pen) and asthma reliever/puffer, stored in the school's administration office and student services, to provide emergency first aid medication if required.

Mental health
Nanango 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
Nanango 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, Nanango 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, Nanango State High School enacts a postvention response, as documented in the postvention plan which includes Be You and Headspace resources. 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, Nanango 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. Be You Suicide postvention team will be contacted to assist the school with supporting students, families and staff.

Student Support Network

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

Students can approach any trusted school staff member at Nanango 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 Network.

Each year level has a Year Level Coordinator. These Staff are often a first point of contact for student and parent support.

Parents who would like more information about the student support roles and responsibilities are invited to contact the HOD of Student Services, or the school Guidance Officer on the school phone number.

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Role	What they do
Chaplain	• provides individuals and, at times, group support to students to assist with their engagement with education and training • provides support with relationship programs • utilises Big Life Journal resources to support students
Community Education Counsellor	• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Guidance Officer	• 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 • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Junior Secondary	• coordinate transition to secondary for students moving from Year 6 to Year 7 • lead role for implementation of Pastoral Care Programs (CEALS) • arranges intervention for students in Years 7 and 8.
HOD Student Services	• leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance to identify areas of additional need. • Oversees Groundforce within the school and community
Positive Behaviour Coach	• Works with teachers on Behaviour Management strategies • Supports teachers when planning Interventions and supports for students • Is a members of Case Management Teams • Coaches school community around PBL systems and practices

School-Based Youth Health Nurse	• provides individual health consultations with assessment, support, health information and referral options related to:
	   o healthy eating and exercise
	   o relationships
	   o personal and family problems
	   o feeling sad, worried and angry
	   o sexual health
	   o smoking, alcohol and other drugs.

Year Level Coordinators	• responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school.

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Role	What they do
Youth Support Coordinator	- provides individual and, at times, group support to students to assist their engagement with education and training - support students to overcome barriers to education such as - attendance at school - drug and alcohol support needs - relationships/social skills - conflict with family/peers/teachers - social/emotional/physical wellbeing.

Regional and state-wide support services are also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the HOD of Student Services or Guidance Officer.

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Whole School Approach to Discipline

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

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

At Nanango State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Nanango State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to make an appointment with the Administration Team.

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PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being Safety, Respect, Effort and Responsibility.

A set of behavioural expectations has been developed for our four school wide PBL expectations. The School wide Expectations Matrix below outlines our behavioural expectations in all our school settings, and to all members of the school community.

Nanango State High School			
VALUES			
SAFETY	**RESPECT**	**EFFORT**	**RESPONSIBILITY**
AND EXPECTS THAT YOU			
Be aware of yourself, others and property	Value yourself and all others	Strive for your best	Be accountable for your behaviour
WE ALL			
• Follow instructions • Wear our uniform and any required safety equipment • Move carefully around the school • Follow road, bus and transport rules	• Use good manners • Speak politely and listen actively • Accept differences in others • Keep hands and feet to ourselves	• Arrive on time • Complete all tasks • Work hard in all school activities • Catch up on work missed	• Meet all deadlines • Bring all required equipment • Meet expectations assigned to us • Contact the school if absent

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Parents and staff

The following tables explain the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Safety

What we expect to see from you	*What you can expect from us*
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You keep the school informed when there are changes to medical plans, medication, conditions or diagnoses, or changes to legal or custody orders that may affect your child's learning or behaviour at school.	We will work with you to ensure that the impact of any medical conditions or other changes are managed appropriately and that your child is supported at school where required.
You go to either Student Services or Administration only if you need to speak with your child for any reason, or to drop off items or money.	We will ensure that your child is notified to come to Student Services or Administration as soon as practical to collect items or money or speak with you.
You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

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Respect

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the Year Level Coordinator or Administration Representative to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You speak with and about all school staff using respectful language, tone and volume, both in telephone or email communication, and in person.	We will ensure that school staff speak about and to you and your child with appropriate language, and role-model respectful interactions with all members of the school community.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect school, student and staff privacy in your online and other communications.	We will act quickly to address social media issues that affect staff, students or families, and ensure that the privacy of your family is respected by all staff.
You approach the Year Level Coordinator or Administration Representative if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You seek out opportunities to provide positive feedback to school staff about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

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Effort

What we expect to see from you	What you can expect from us
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

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Responsibility

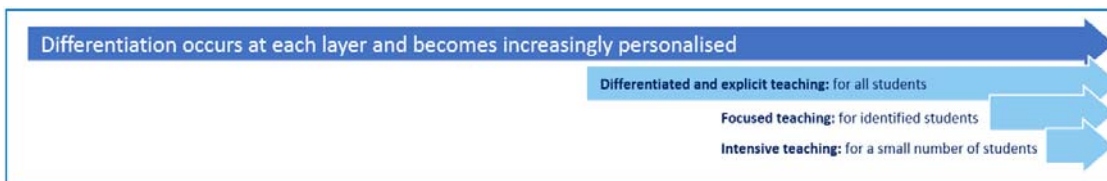| *What we expect to see from you*	*What you can expect from us*
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will monitor attendance regularly, and support families who are experiencing barriers to maintaining consistent school attendance.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You will ensure that school fees are paid on time, or as per negotiated payment plans with our Finance Officers.	We will work in partnership with families to establish payment plans for school fees that ensure students can participate in all aspects of school life, without imposing significant financial burden on families.
You will ensure that school forms for activities are returned by the due date, and that any associated fees for camps, sport and excursions are paid promptly.	We will ensure that parents are notified of upcoming activities in a reasonable time period via multiple communication modes, including any costs associated.
You will ensure that your students are equipped with all required resources to ensure successful engagement in school, including books, stationery, school bags, uniform and other required equipment.	We will ensure that teaching staff are prepared appropriately for lessons, and that all students have access to the necessary resources to engage actively in learning experiences.
You will contact the school if you need to speak to your child, and remind your child to attend Student Services or Administration if they need to contact you during the school day, rather than using a personal mobile phone.	We will provide your child appropriate means to contact you during the school day if necessary, including privacy if required. We will uphold our Mobile phone policy impartially.

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Differentiated and Explicit Teaching

Nanango 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.

Nanango State High School staff use the Framework by Anita Archer and Charles Hughes called Explicit Instruction. This instruction is systematic, direct, engaging and success orientated. This Framework has an unprompted practice model of "I do, We do, You do". It is applicable across all teaching areas.

Teachers at Nanango 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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

At Nanango State High School we use the Shared Classroom Expectations for Whole School Teaching and Learning and the Behaviour Expectations Desk Top Flip Chart.

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Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet academic and behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting 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 concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour and learning. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Teacher Aides support teachers to deliver focussed teaching both directly and indirectly.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Nanango State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Nanango State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following programs to address specific skill development for some students:
- QuickSmart
- Fountas & Pinnell
- Functional Based Assessment
- Zones of Regulation

For more information about these programs, please speak with the Guidance Officer.

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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 academic and behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular 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.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment, 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. A school Team called the Complex Case Management Team (CCMT) supports these students.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Nanango SHS provides a Flexible Learning Centre as an alternative to mainstream schooling, targeting "at risk" students. The intervention strategy targets a group of students and provides them with an alternative means of completing Junior Subjects using an offsite facility which caters better for the needs of students who struggle with social and curriculum demands. Students complete a Vocational Educational Queensland Certificate to complete essential literacy and numeracy qualifications. Students are supported by CTC Youth Services to complete courses tailored to the needs of individual students. A full time teacher and aides provide support for a smaller number of students in a more relaxed academic setting. Students must still follow school rules and must adhere to the school Behaviour Management Program, including attendance and assignment submission policies.

Ground Force is an initiative to engage junior school students outside of the classroom setting in their schooling/school community and local community. It is an intervention strategy to reduce issues in curriculum classes. Ground Force provides an evolving means of responding to the school's changing clientele, providing cultural/behavioural support, through a variety of activities. It is designed to build resilience, understanding of others and tolerance. As a classroom support tool it provides classroom assistance to students who struggle with numeracy and literacy.

A very small number of students may be participating in a part-time educational Program. These students will not be attending school full-time. These programs are monitored and assessed regularly. A part-time educational program plan documents this program.

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Legislative Delegations

Legislation

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

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:
- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

The Principal has authorised the two Deputy Principals to tell a student and their parent/s about the suspension or exclusion decision. Written notification, on the approved form for the decision must still be signed and sent by the Principal (or acting Principal in their absence). This has been documented in the Instrument of Authorisation Template.

Disciplinary Consequences

The disciplinary consequences model used at Nanango 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 school administration team 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 principal 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, 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.

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Differentiated

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 individual 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) unless safety is of concern
- 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
- Parallel acknowledgement (praising of an influential peer for the behaviour)
- Private discussion with student about expected behaviour
- Giving a choice
- Warning of more serious consequences (e.g. removal from classroom to a buddy class)
- Detention

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Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan Classroom Problem Solving Team) BIP
- Targeted skills teaching in small group
- Key Tickets
- Detention
- Behavioural contract (DIP – Discipline Improvement Plan)
- Counselling and guidance support
- Self-monitoring plan
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving (CPST - Classroom Problem Solving Team)
- Stakeholder meeting with parents and external agencies (Complex Case Meeting)

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:
- Functional Behaviour Assessment based individual support plan (IBSP)
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists (Complex Case Meeting/Teams)
- 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)
- Managed attendance
- 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.

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Behaviour Categories and Possible Consequences

Minor Behaviours

Minor behaviours result in appropriate consequences being applied by the staff member, either immediately or as soon as is practical after the incident. The staff member records the details of the behaviour in **OneSchool** and refers it (as information) to the Year Level Co-Ordinator (YLC) The staff member will also contact parents should the behaviour be out of character or repeated.

Minor behaviours are usually those that:
- Are minor breaches of the school's behaviour consequences
- Do not seriously harm others or are cause to suspect that the student maybe harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours

Minor Behaviour Violations and Possible Consequences
Note: These are examples only and not intended as complete or prescriptive.

Minor Behaviours	
Safety • Leaving classroom without permission • Rough play • Running around buildings • Non-compliance with expectations in practical classes	**Effort** • Failure to complete homework • Poor participation in learning activities • Non submission of assessment (Years 7 – 10)
Respect • Failure to use good manners • Back chatting or rudeness to staff • Interruption of learning and/or teaching (e.g. noises, talking) • Bullying or harassment (in person or online)	**Responsibility** • Late arrival to class • Failure to be fully equipped for class • Littering • Infringement of "Use of Mobile Phones and Other Devices" policy - (first and second offence)
Possible Consequences	
• Possible loss of leadership positions • Lunch session to complete work • Community Service (E.g. Litter Duty) • Contact with parents • Removal from class to Buddy Class or Head of Department • Possible withdrawal from class • Escalated to a **Major Behaviour** if ongoing or repeated	

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Major Behaviours

Major behaviours result in referral to Heads of Department, Year Level Co-Ordinator and/or Administration for action and could incur suspension. The staff member should firstly (where appropriate) take action to prevent/minimise harm to the student and others.

Major behaviours are usually those that:
- **Significantly** violate the rights of others
- Put others or self at risk of **harm**
- **Significantly** violate the school's behaviour expectations
- Are part of an **ongoing/repeated** pattern of behaviour that has previously been addressed and recorded
- Adversely affects or is likely to adversely affect the good order and management of the school

Major Behaviour Violations and Possible Consequences
Note: These are examples only and not intended as complete or prescriptive.

Major Behaviours	
Safety • Any "hands-on" violence • Repeated non-compliance with behaviour expectations • Throwing of any objects • Inappropriate "hands-on" behaviour • Possession/use/sharing of alcohol, tobacco, e-cigarettes, illicit substances • Possession of any weapon or dangerous object	**Effort** • Refusal to work in class • Non submission of assessment (Years 11 and 12)
Respect • Offensive, aggressive and directed language • Sweating at or in the presence of staff • Inciting fear, making threats • Deliberate damage to property • Refusal to follow staff direction • Ongoing bullying or harassment (in person or online) • Theft of property • Inappropriate social media use, posting and/or liking comments or images that portray Nanango SHS, its staff or students in a negative light	**Responsibility** • "By standing" during a behaviour incident • Academic misconduct (see Assessment Policy) • Truancy from part or all of any school lesson or activity • Third or subsequent infringement of the "Use of Mobile Phones and Other Devices" Policy in a school year

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Possible Consequences	
• Parent contact	• Withdrawal from subject class
• Withdrawal for full day(s)	• Lunch session to complete work
• Short Suspension (1 to 10 days)	• Long Suspension (11 to 20 days)
• Community Service (e.g. Litter Duty)	• Academic catch up sessions
• Loss of any positions of responsibility	• Cancellation of enrolment
• Loss of access to some/all co-curricular activities (**may include any representative honours)**	• Exclusion either for a period of time or permanently
• Managed (part time) attendance	• Discipline Improvement Plan may be developed in consultation with the school, student and carer

Cancellation of Enrolment

The Principal can cancel the enrolment of a post compulsory school age student of the student if they refuse to participate in the educational program provided by the school. If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age or complete Year 10, whichever comes first.

Exclusion

Principals have the authority to exclude a student from school for a period of not more than one year or permanently. Exclusion is the most serious disciplinary action that any school Principal can take against a student, it is only used if other disciplinary consequences are demonstrably inadequate to deal with the students' behaviour.

Eligibility to Attend School or Extra-Curricular Activities

Students are permitted to attend school curriculum and extra-curricular activities at the discretion of the school Administration.

Curriculum Excursions

- Students will generally be eligible to attend subject-based curriculum excursions unless
  - The student's behaviour record is deemed to present a risk to the good order and management of the excursion. In a case where a student is deemed ineligible to attend an excursion, work will be provided at school to ensure no disadvantage.

Sporting Activities

- Students will be generally be eligible to attend sporting activities unless
  - The student's behaviour record is deemed to present a risk to the good order and management of the school

A student who has been suspended from school more than once in that year may be deemed ineligible to attend or participate in sporting, extracurricular, school camps, cultural or end of year events. This will be at the discretion of the Year Level Co-Ordinator and Administration.

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 Nanango 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 dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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.

Behaviour that could result in a School Disciplinary Absence
These are examples only and not intended as complete or prescriptive

- Swearing at or in the presence of staff
- Making threats or inciting fear
- Deliberate damage to property owned by the student, the school or anyone else
- **Any** "hands-on" violence

- Third and subsequent breach of ""Use of Mobile Phones and Other Devices"" or use of device in amenities blocks on school premises
- Smoking, possession, use or distribution of tobacco or e-cigarettes **
- Consumption, possession, use or distribution of alcohol at school or at any school event or activity **
- Consumption, possession, use or distribution of any illicit substance and/or implements for the use of illicit substances **

- Unacceptable moral behaviour (e.g. use of obscene language, exhibiting or possession of offensive material, voluntary bodily exposure, sharing of indecent images of self or others online (sexting)**

- Refusal to follow staff instructions
- Persistent disobedience or misbehaviour
- Truancy from part or all of any school activity

- Other inappropriate "hands-on" behaviour
- Recording of and/or possession/use/distribution of any recording of a disturbance involving students **

- Positioning of self in the company of smokers or in questionable circumstances
- Positioning of self in the company of those consuming/distributing alcohol and failure to report to Admin
- Positioning of self in the company of those consuming, distributing and/or possessing illicit substances and/or implements for use of illicit substances and failure to report to Admin
- Possession of and/or use of any weapon or dangerous object (including knives, laser pointers etc.) **

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- Ongoing harassment/bullying (sexual, verbal, non-verbal, racial, disability, physical, online) of students and/or staff **
- Membership of a "site" or social media group inciting the maligning of students, the school and or staff **

- Posting (contributing) to the Internet and/or any social media site such that students, staff and/or school are maligned or brought in to disrepute **

Any behaviour deemed to be dangerous, extreme and/or repeated or ongoing may result in a long suspension and/or exclusion from Nanango State High School or all State High Schools in Queensland for a period of time or permanently.

Important Notes:
- Illicit is deemed to include prescription medication not intended for that student's use
- Some of the above behaviours will require police involvement.

Re-entry following suspension
Students who are suspended from Nanango 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 punishment 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.

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone or writing, usually via letter home. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

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Structure

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

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

Reasonable adjustments

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

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School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of Nanango State High School, 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.

Property that is temporarily removed from students will generally be returned to the student or a caregiver in a reasonable time. In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

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

The Principal or other staff member 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 Nanango State High School and will be removed if found in a student's possession:

- illegal items or weapons
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope, laser pointers, hair clippers, boxing gloves)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives or material that contains explosive components
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material

* No knives of any type are allowed at school (this includes butter knives and fruit 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 appropriately qualified school staff, in accordance with the relevant Curriculum Activity Risk Assessment. 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**).

Mobile phones and other devices (apart from laptops) are also prohibited at Nanango State High School and will be removed from students. For further information, see the *Use of mobile phones and other devices by students* policy on Page 32.

Responsibilities

State school staff (Principals, Deputy Principals, Teaching Staff and Non-Teaching staff) at Nanango State High School:
- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent 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;
- may, in emergency circumstances where it is necessary, search a student's property without the student's consent or the consent of the student's parents (eg to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

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

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

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

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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, Nanango State High School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

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

It is **acceptable** for students at Nanango State High School to:
- use mobile phones or other devices for
  - assigned class work and assignments when a letter has been sent to parents advising of this alteration to school policy
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes. Phones may be used before and after school,
- make calls from their mobile if they present at the Admin Office or Student Services building and make the call from that area
- seek teacher's approval where they need to use a mobile device under special emergent circumstances.

It is **unacceptable** for students at Nanango State High School to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free times (during the school day)
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

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- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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Preventing and responding to bullying

Nanango State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Nanango State High School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

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

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Response to bullying

Nanango State High School is committed to developing a safe and supportive school plan to address bullying.

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online (cyberbullying), and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have 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. However, these conflicts still need to be addressed and resolved.

The Department of Education and Early Childhood Development's Building Respectful and Safe School's identifies four types of bullying:

1. Physical Bullying

2. Verbal Bullying

3. Covert Bullying

4. Cyber-bullying

Bullying strategies are part of Nanango State High School's Career Education and Life Skills (CEALS) program, the Peer Skills Program, the school wide Positive Behaviour for Learning (PBL) program, Boys and Girls Days organised for Year 8 and 9 students, Visiting Celebrities, RE Presentations, the Key Card System, Bullying Incident Report Process, Newsletter Articles, Parade Items, Parent Nights and the Ground Force Team. These actions and practices are not limited to this list but are constantly evolving to meet the needs of the students and community through the **Student Support Team.**

Support is provided by the school's **Student Support Team** which tracks particular students. Counselling is provided by various agencies including CTC, the school nurse, chaplain and the school Guidance Officers.

What should students do, IF THEY ARE BULLIED OR HARASSED?

If a student says or does something that results in another student feeling fearful or seriously uncomfortable, in the first instance, the harassed student ideally will tell the student to stop in a firm but calm way. One of the main reasons harassment becomes bullying is because students are too afraid to talk about what is happening. If the bullying/harassing continues:

- It is okay to talk about it. It is important to break the bullying code of secrecy and fear

- It is important to ask for help when needed. Talk to parents/carers

- Reporting an incident is not dobbing. It is a very helpful and positive thing to do

- Completion of the Bullying Incident Report will be helpful in identifying bullying

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- Speak to a teacher/staff member (e.g. Year Level Coordinator, Social Worker, School Based Youth Health Nurse or Chaplain) confidentially. The bully does not have to know.
- Talk with the Form Teacher, Peer Skills Leaders, or friendship group

What should students do if they SEE bullying or harassing behaviours?

If present when bullying behaviours occur:

- Talk to students who are getting a hard time
- If safe, challenge the students demonstrating bullying behaviours or attempt to distract them
- **Report the incident** or suspected incident and help break down the code of secrecy
- **Provide reliable information** to a staff member, if you are questioned about a bullying or harassing incident

What should parents/carers do if they suspect their child HAS EXPERIENCED bullying or harassing behaviour?

- Look for warning signs, e.g. not wanting to go to school or unexplained anxiety symptoms
- Talk to their child about any incidents and give support
- Help their child identify any of his/her behaviours which may contribute to bullying and encourage their child not to retaliate
- Advise their child to tell a staff member about the incident
- Resist the temptation to confront the bully personally
- Inform the school through the relevant Year Level Coordinator or Admin Representative

What COURSES OF ACTION might be taken to deal with bullying/harassing behaviours?

- The Year Level Coordinator/Head of Department Student Services/Deputy Principal (DP)/Principal will discuss the incident with all the student/s involved
- The student/s may be given Support by a Year Level Coordinator, Guidance Officer (GO) or member of the Support Team staff
- The parents/carers of the student/s involved may, depending on the incident, be informed and requested to discuss the situation with either the Year Level Coordinator, DP, GO or other Support Services staff
- The Admin Representative may use the Responsible Behaviour Plan for Students as a guide to address bullying behaviours and consequences

Please visit the *Bullying No Way* web site for more great information.
http://www.bullyingnoway.gov.au/

The school has a Bullying Incident Report Form that assists in identifying bullying / harassing behaviour.

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher, the Year Level Coordinators, Support Staff or the Administration Team can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

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Nanango State High School
Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
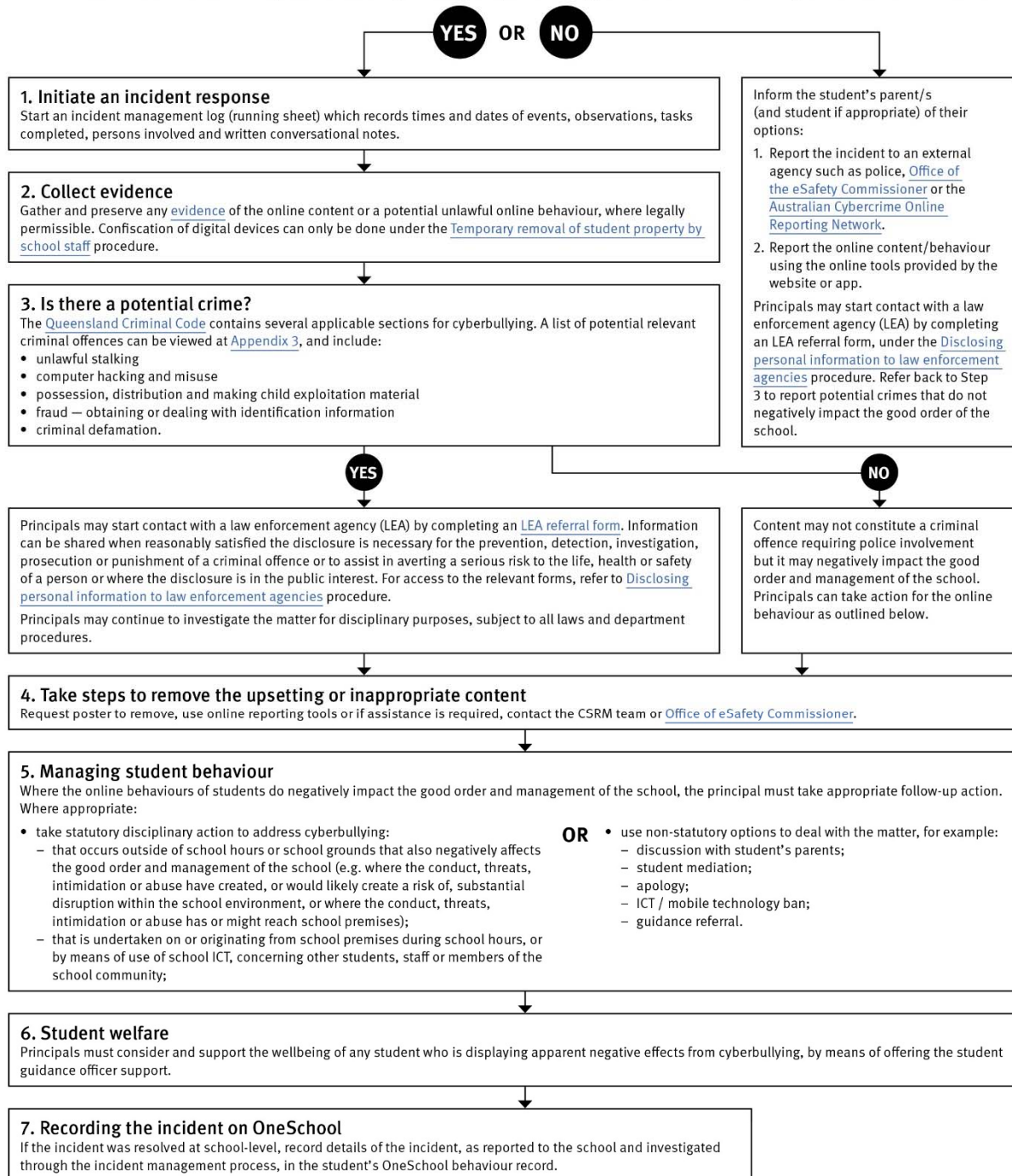
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

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

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.

NO

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.

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Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

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.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

Restrictive Practices

School staff at Nanango 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.

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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.

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Related Procedures and Guidelines

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

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

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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](#)