Narangba Valley State High School

Student Code of Conduct
2020-2023

Queensland Government
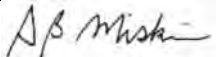
Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Contact Information

Postal address:	PO Box 382, Burpengary 4505
Phone:	07 3385 4555
Email:	principal@narangbavalleyshs.eq.ed.au
School website address:	www.narangbavalleyshs.eq.edu.au
Contact Person:	Steven Miskin (Principal)

Endorsement

Principal Name:	Steven Miskin
Principal Signature:	
Date:	25/11/2020

P/C President and-or School Council Chair Name:	Andrew Bauer
P/C President and-or School Council Chair Signature:	
Date:	25/11/2020

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Purpose

Narangba Valley State High School is an Independent Public School with approximately 2100 students. Our school is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Narangba Valley State High School 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 our school community and to ensure that the teaching and learning in our school can be effective and prioritised, students can participate positively within our large school community, students can experience success and staff can enjoy a safe workplace.

Principal's Foreword

Narangba Valley State High School has a strong reputation as a high performing school with an emphasis on positive citizenship and very high expectations of student behaviour.

Our values are **Respect**, **Integrity** and **Commitment**. We teach, reinforce and live these values each and every day in our school, knowing by doing so, we are preparing our students for a positive and successful contribution to society.

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 approach to developing positive behaviours is multi-faceted with a range of support and intervention programs across all year levels. We believe strongly in positive relationships and the development of resilience in our young people. During the years of secondary schooling, our students are rapidly developing physically and emotionally and need caring, supportive adults to help guide them to success.

Narangba Valley State High School works closely with parents and carers, and the development of positive behaviours is a shared responsibility. Schools cannot solve all of society's problems or every behaviour that young people exhibit and that is why the partnerships with parents, carers and external support agencies are so important.

Whilst we take a supportive approach to managing student behaviour, we work hard to ensure that students take responsibility for their behaviours and accept that there may be consequences for their actions.

It is very important that every child and every staff member can come to our school each and every day and work in a professional, positive environment where learning can flourish without disruption.

Our expectations of very high standards of behaviour and effort are very clear, and that is part of the reason for the very successful way that this school operates.

At Narangba Valley State High School, our students are prepared to challenge the future by being inspired, innovative and resilient learners. When children are happy and supported, they are able to rise to the challenges of life with confidence and have an excellent prospect of being successful.

P&C Statement of Support

Successful education requires a partnership between teaching staff and students. The partnership is not just about students engaging with positive behaviour that is reflected and encouraged by the teaching staff but also the school protecting students that are doing the right thing from those who may be disruptive to the education process. Additionally, the school has the challenge of mentoring disruptive students to change their ways and re-engage with education appropriately.

Narangba Valley State High School has developed and implemented this code-of-conduct approach in this document to enable successful education for all students and support the endeavours of their teaching staff. The P&C support and endorse this approach.

The consultation process used to inform the development of Narangba Valley SHS's Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff during Term 1, 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous Responsible Behaviour Plan for Students, and areas for further development.

In the second phase, we provided a survey to all staff and the school's leadership team in response to the school's response to managing behaviour. This included a request to respond to key data and themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to clearly outline their response to key questions and provide elaborations and suggestions that would improve the quality of responding to positive and negative behaviours in the school.

The third phase involved new policies and processes being collaboratively created and distributed to different teams (P&C, Teaching Team, Student Support Team, Behaviour Support Committee, Senior Leadership and Executive leadership Teams) for consultation and feedback.

Finally, a draft Student Code of Conduct was prepared and distributed for comment and endorsement to the P& C in November 2020. The P&C Association unanimously endorsed the Exemplar State College Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of Narangba Valley SHS's Student Code of Conduct, including parent information schedule, promotion through the school website and newsletter items. Any families who require assistance to access a copy of Narangba Valley SHS's Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

Narangba Valley SHS's Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. An intensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

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.

At Narangba Valley SHS, we are guided by a shared vision of common beliefs and understandings when it comes to student engagement, learning and empowerment.

These common beliefs and understandings are;

- All students can achieve high standards, given the right time and the right support
- All teachers can teach to high standards, given time and the right assistance
- High expectations and early and on-going interventions are essential
- All leaders, teachers, and students can articulate what they do and why they lead, teach and learn the way they do

Consideration of Individual Circumstances

Narangba Valley SHS considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- maintaining confidentiality obligations including limiting discussion or sharing of information about student information, individual circumstances and applied consequences with persons other than the student's parent/s
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
    - express opinions in an appropriate manner and at the appropriate time
    - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
    - receive adjustments appropriate to their learning and/or impairment needs

Student Wellbeing

Narangba Valley 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 or House Deputy Principal 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 & Pedagogy

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

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

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

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

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

Medications
Narangba Valley 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 College can provide further information and relevant forms.

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

Narangba Valley State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health
Narangba Valley 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
Narangba Valley 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, Narangba Valley 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, Narangba Valley State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

Student Support Network

Narangba Valley 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 Narangba Valley State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help to ensure the student is connected to the appropriate representative of the Student Support Network.

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

Role	What they do
Home Group Teacher	- develop positive relationships and support students - promote House Programs and a sense of belonging - administer uniform checks and daily procedures
Heads of House	- responsible for student welfare for each House - 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. - Address initial concerns regarding bulling and harassment
Behaviour Support Teachers	Monitoring and tracking student behaviour, Individual Behaviour Support Plans, intervention programs, case management to support students, professional development and support for teachers and staff
Head of Department	leadership of Student Services/ Support team to promote an inclusive, positive school culture

Student Services (two positions)	• monitors attendance, effort and behaviour data to identify areas of additional need. • implement support programs that meet the identified needs of current students
Head of Department Junior Secondary	• coordinate transition to secondary for students moving from Year 6 to Year7 • monitors student attendance data, arranges intervention for students in Years 7 to 9 through the school's JCL program • junior Secondary leadership facilitation
Heads of Department Senior Schooling	• track student engagement and provide a wide range of opportunities for senior students • academic reviews, tutoring
House Deputy Principal	• responsible for the major behaviour interventions for their House including suspensions, exclusions and cancellations of enrolment • academic reviews for students at risk • key contact for all families
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

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.

Youth Support Workers	• provides individual and, at times, group support to students who are newly disengaged, or are at risk of disengaging from education or training
	• support students to overcome barriers to education such as
	  o attendance at school
	  o drug and alcohol support needs
	  o QCE/learning support
	  o Subject to a pattern of suspension
	  o relationships/social skills
	  o conflict with family/peers/teachers
	  o social/emotional/physical wellbeing.

Indigenous Support Deputy Principal	• Sources Liaison/ Community Elder-provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students. • Tutoring- provides literacy and numeracy support to enhance educational opportunities • QATSIF scholarships and links to other community organisations and opportunities

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the relevant House Deputy Principal.

Whole School Approach to Discipline

All areas of Narangba Valley SHS are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is guided by the theory and practices behind Positive Behaviour for Learning, New Art & Science of Teaching and the Australian Professional Standards for Teachers – Standard 4: Create and maintain supportive and safe learning environments and Essential Skills in Classroom Management.

Our school community has identified and is guided by the following core values that also underpin our behavioural expectations and promote our high standards of responsible behaviour. These values include:

- **Respect**
- **Integrity**
- **Commitment**

In addition, our plan is guided by the following values and beliefs regarding teaching and learning:

- Every individual has the opportunity to optimise his/her potential
- Our school is a safe and caring community environment
- Traditional values associated with discipline, presentation, manners, civic responsibility and leadership underpin our many structures and programs
- Each students' learning is enhanced by peer interactions, not hindered
- High quality, research based pedagogy, to yield high levels of student engagement and high quality learning outcomes
- Established connections with feeder Primary Schools to support the Junior Secondary philosophies and to assist with a smooth transition to High School

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Narangba Valley SHS to create and maintain a positive and productive teaching and learning environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Narangba Valley SHS has a multi-level approach to facilitating standards of positive behaviour and responding to unacceptable behaviour. Our model is supported by the PBL, three tiered model and continuum of evidence based supports.

Intensive
5% of students (15+)

Focussed
15% of students (5-14)

Differentiated
80% of students (0-4)

Admin / Behaviour Support / Faculty / Teacher / Student Controlled
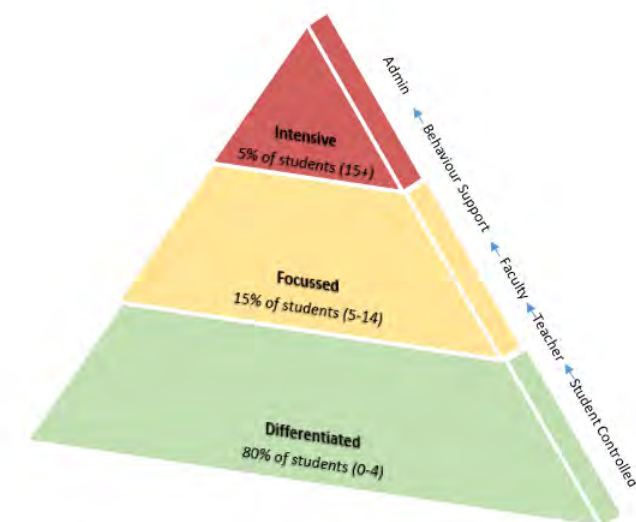
*Number range indicates the number of major incidents

Whole School Expectations

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. In addition, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

In order to promote students engaging with positive behaviours, the school's 'Positive Behaviour Policy' has been created in order to acknowledge those students who choose to uphold the school's behavioural expectations. The school's approach to positive behaviour is broken up into two areas:

- R.I.C Awards
- Narangba Valley Professional

In order to assist with behaviour support across the school, four documents have been created that clearly communicate desired behaviours, unacceptable behaviours and consequences for all behaviours. The *'RIC Matrix'* clearly outlines behavioural expectations for students, attached to each of our three school values in specific settings. This matrix is visible in all classrooms and outlines our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings. In addition, the *Whole School Classroom Rules* contains a set of agreed upon classroom rules for all learning areas throughout the school. These rules are adjusted every year to reflect areas of focus/need. The '*Parent & Teacher Expectations'* table outlines the expectations for parents when engaging with the school and the standards we commit to as staff. In addition to this, the *Student Behaviour Expectations Matrix* outlines acceptable and unacceptable behaviours at different levels and probable consequences. The student documents can be found in the student diary, with all documents accessible via the school's website.

Positive Behaviour Policy

R.I.C Awards

One of the ways that we celebrate the success of students who exhibit our school values of *Respect, Integrity* and *Commitment* at Narangba Valley SHS is through the awarding of a RIC Award.

The Awards are entered into OneSchool by school staff, and all students who receive an award are entered into a draw each week to win a prize from their Head of House.

At Celebration Showcase, the student from each Year Level who has obtained the most RIC Awards across the year will be awarded the RIC Award of the Year.

Narangba Valley Professional – NVP

The NVP Program rewards students who consistently demonstrate the school values, have outstanding effort and behaviour grades, and maintain a high level of school attendance.

Eligibility for becoming an NVP is determined twice per year, and the NVP status is held by the student for 10 weeks*.

When students gain NVP status they are provided with a certificate, and they may also receive other benefits including a voucher to the NVSHS Canteen and an invitation to exclusive social excursions and events.

Eligibility Criteria:
To be eligible for NVP status the following criteria is applied:
- Outstanding standards of effort and behaviour
- School attendance target met (including approved absences)
- No major behaviours, and no more than 1 minor behaviour reported

* The House Deputy reserves the right to remove the NVP status from a student should they engage in behaviours that are unbecoming of a Narangba Valley Professional

NARANGBA VALLEY STATE HIGH SCHOOL

WHOLE SCHOOL- RIC MATRIX

	RESPECT	**INTEGRITY**	**COMMITMENT**
EVERYWHERE	➤ I respect myself ➤ I respect my peers ➤ I respect my teachers ➤ I respect my resources ➤ I respect the spaces created for me to learn	➤ I am true to my word ➤ I value the opportunities I am given ➤ I am honest ➤ I am fair ➤ I learn from my mistakes ➤ I own my behaviour and the consequences that may follow	➤ I give my very best effort ➤ I see things through ➤ I never admit defeat ➤ I make goals and work towards them ➤ I represent my school in my actions, my words and my appearance
IN CLASS	➤ I allow others to learn without interruption ➤ I use school resources and facilities to learn and improve my grades ➤ I leave my classrooms ready for the next class to get straight into their work ➤ I listen quietly when others are speaking	➤ I make sure I am at class on time (seated by the second bell) ➤ I meet the expectations my teacher sets out for the class ➤ I follow all staff instructions (even when I don't agree with them) ➤ I celebrate the successes of my classmates	➤ I have all of my equipment for my classes when I need it ➤ I meet my deadlines ➤ I use feedback to improve ➤ I ask questions if I am unsure ➤ I answer questions (even if I think I might be wrong)
ON SCHOOL GROUNDS	➤ I take pride in my surroundings, and keep them litter free ➤ I speak to my friends and peers in a way that shows I value them ➤ I accept others may be different to me ➤ I look to be a role model to those around me	➤ I volunteer my time to support my house ➤ I involve myself in the life of my school ➤ I get to know people who sit near where I sit at breaks ➤ I complete any detentions straight away	➤ I help my friends make good choices ➤ I turn up when I say I'll be there ➤ I use break times effectively and efficiently when assessment is due ➤ I report any behaviour that may be dangerous or inappropriate to a teacher straight away

NARANGBA VALLEY STATE HIGH SCHOOL

WHOLE SCHOOL - CLASSROOM RULES

R RESPECT

- I will listen actively and speak respectfully to others
- I will follow instructions "First time, every time"

I INTEGRITY

- I will meet all school expectations e.g. uniform, gum, electronic devices
- I will accept responsibility for my actions and their consequences

C COMMITMENT

- I will arrive at class on time, with all of my equipment, ready to learn
- I will always strive to do my best!

I AM THE PROFESSIONAL STUDENT

Student Behaviour Expectations Matrix

Descriptor	Examples of Acceptable Behaviour	Possible Consequences
Where the student's behaviour adheres to the Code of Conduct (Respect, Integrity & Commitment)	➤ Follows school and classroom rules ➤ Uniform worn correctly ➤ Respectful use of language (no swearing or put-downs) ➤ Being polite (using manners, waiting to speak) ➤ Displays an active and positive commitment to learning and towards interactions with others ➤ Completes all classwork and homework ➤ High level of attendance ➤ Arrives to class in a punctual manner ➤ Co-operates with staff and students ➤ Follows directions ➤ Helps and listens to others ➤ Adheres to school policies (e.g. Assessment, Electronic Devices)	➤ Positive reinforcement-Ratio of 5 positive to 1 negative feedback to class ➤ Teacher/School rewards ➤ Newsletter or Social Media recognition ➤ Satisfactory or higher grades awarded for Effort and Behaviour in term/semester reports ➤ Phone calls home (record as contact in OS) ➤ Involvement in school sporting/social/ celebratory events ➤ Excursion participation and eligibility ➤ NVP Status and awards/rewards ➤ Leadership eligibility ➤ Certificates/Awards ➤ RIC Award & Certificate (for behaviours that exceed general expectations)

Descriptor	Examples of Unacceptable Behaviour	Possible Consequences
Where there is a Minor breach of Code of Conduct. *Incident may be recorded in OneSchool as a Minor incident (not referred unless requested)*	➤ Lateness to class (unapproved) ➤ Not wearing correct uniform ➤ Not bringing required materials Not completing classwork/homework ➤ Talking during instruction ➤ Inappropriate use of resources/equipment/ electronic devices ➤ Mobile phone breach ➤ Inactivity/off task ➤ Minor disruption to learning ➤ Food/gum/drinks in class ➤ Out of seat ➤ Touching other people's equipment ➤ Low level verbal misconduct	➤ Provide rule reminders ➤ Whole class practice of routines ➤ Seating Plan ➤ Relocation within classroom ➤ Time-out ➤ Teacher led detentions/litter duty ➤ Contact with home ➤ Time out from laptop use in class ➤ **Uniform** – sent to uniform shop to change with note as per policy and mark in ID Attend (formal lunch detention) ➤ **Phone**–Student Services with note as per policy
Where there is a Major 1 breach of Code of Conduct *Major 1 are behaviour incidents referred to Heads of Department or for re-engagement*	➤ Refusal to hand in phone ➤ Repeated disruptive behaviours ➤ Refusal to follow re-engagement referral process ➤ Verbal misconduct (not directed at staff) ➤ Refusal to follow instructions ➤ Interfering with equipment ➤ Repeated disruptive behaviour ➤ Harassment/bullying ➤ 2nd and 3rd breach of mobile phone policy ➤ Low level truancy (partial day, leaving class without permission) ➤ Plagiarism ➤ Non-submission of assessment ➤ Breach of the school's assessment policy and exam guidelines ➤ Repeated failure to complete class work, homework or meet assessment check points	➤ Re-engagement Referral ➤ Referral to HoH for all repeated uniform breaches in Home Group only, as well as Harassment & Bullying ➤ Contact with home ➤ Restorative conversation ➤ Letter sent home ➤ Formal lunch detentions ➤ After school detentions ➤ BSU placement ➤ Behaviour Support Teacher referral ➤ Network access limited or disabled ➤ Inclusion in support programs ➤ Academy/ Excellence programs: warning letters and possible removal from program ➤ Ineligibility to represent the school, engage in extracurricular activities or be entitled to optional privileges such as representing the school in sporting teams, wearing the senior jersey and attending the senior formal & graduation ceremony
Where there is a Major 2 breach of code of conduct *Major 2 are behaviour incidents that are managed by the Executive Leadership Team*	➤ Verbal Misconduct (directed at staff) ➤ Refusal to follow HoD requests/ instructions ➤ 4th breach of mobile phone policy ➤ Possession or use of banned items (weapons, alcohol, cigarettes, drugs, etc.) ➤ Abusive, violent or dangerous behaviour ➤ Suspected substance abuse ➤ Vandalism ➤ Severe breach of school assessment policy ➤ Severe breach of the electronic devices policy (unauthorised recording and photos of any school activity, possession of sexually explicit material) ➤ Severe bullying or harassment breach ➤ Unacceptable behaviour outside the school whilst in NVSHS uniform, that brings the school into disrepute	**DP: Each behaviour case will be assessed on an individual basis.** ➤ BSU Placement ➤ Student Support and alternate program referrals ➤ Possible transition to alternate programs ➤ Removal from academy/excellence programs ➤ Short Term (1-10 days) or Long Term (11-20 days) suspension ➤ Recommendation for exclusion ➤ Cancellation of enrolment ➤ Ineligibility to represent the school, engage in extracurricular activities or be entitled to optional privileges such as representing the school in sporting teams, wearing the senior jersey and attending the senior formal & graduation ceremony

Parent & Staff Expectations

The table below explains the school's expectations for parents when visiting and engaging with the school. In addition, it outlines the standards we commit to as staff.

RESPECT

What we expect to see from you	*What you can expect from us*
You are polite in your communications both in person, via email and on the phone with all school staff, and make an appointment to speak with the class teacher or other staff member to discuss any matters relating to your student.	We will be polite in our communications with you and will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff and appreciate that we conduct ourselves with professionalism and procedural fairness.	We will ensure positive behaviours are role modelled for all students.
Should you wish to contact your student during the day for URGENT matters (only), your contact must be through the office. You can contact your child electronically for other matters during lunch breaks.	We will pass only URGENT messages on to your student as early as practicable.
You are respectful of the school, students and staff in your online communications. You will support your student appropriately with online issues, especially those which occur outside of school hours.	We will act quickly to address social media issues that impact on the good order and management of the school, and advise parents and carers of the role they can play to assist their student with online issues.
You will help your student to see the strengths and benefits in diversity and difference in their classmates, recognising people are different and will be non-judgemental, fair and equitable to others in the school community.	We will promote and build a cohesive, inclusive classroom and school culture, and will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

INTEGRITY

What we expect to see from you	*What you can expect from us*
You will take a positive, solution-focused approach to resolving complaints, responding and acting on the evidence provided.	We will nominate a contact person for you to work with to resolve a school-related complaint and ensure our decisions are based on the evidence provided.
You will respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your student and family.
You will approach the administration team 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 will 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 student's needs or any support your family may require.
You will seek out opportunities to provide positive feedback to the classroom teacher 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.

COMMITMENT

What we expect to see from you	*What you can expect from us*
You will support your student to engage authentically in their own learning and assessment, aiding them to meet the learning expectations at school	We will be clear about our learning expectations, uphold the integrity within both the learning and assessment cycle, and contact you to provide regular feedback about your student's progress.
You will support your student to accept responsibility for their actions, aiding them to meet the behaviour expectations at school.	We will be clear about the behavior expectations of the school and will use support strategies to help students with their decision-making.
You will share relevant information about your student's learning, social and behavioural needs with school staff.	We will share relevant information with you about your student's learning, social and behavioural progress at school.
You will ensure your student attends school every day and notify the school promptly of any absences.	We will create a safe, supportive and inclusive environment for every student.

Differentiated and Explicit Teaching

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

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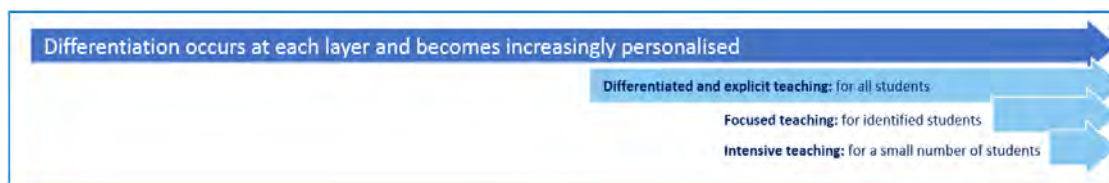
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students.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

Every student in our school has access to the RIC Matrix and every classroom has our RIC Matrix and school wide rules clearly displayed. Using both these documents, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. These expectations are unpacked for students as a part of our school's induction program for Year 7 and our whole school first week Home Group procedures. They are also revisited regularly to address any new or emerging issues through house assemblies, year level parades and whole school assemblies.

'Differentiated' behaviour supports include:

- Quality teaching and learning practices (shaped by NASoT)
- Essential Skills for Classroom Management
- A balanced, relevant and engaging curriculum
- Supportive and collaboratively developed procedures
- The implementation of evidence based programs
- Regular monitoring and review of school procedures, programs and policies
- Professional development for all members of the school community consistent with the school's evidence based
- approach to promoting positive behaviour
- A continuum of whole school positive preventative action for all students
- Regular analysis of behaviour data to identity concerns and trends

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a

particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

In addition to classroom behaviour support practices, the school offers an array of tailored behaviour support programs designed to meet the specific needs of identified students:

➢ As students are identified, programs are selected or tailor made to address the behaviour concerns and development needs of the students and cohorts and are conducted by school staff or external providers. The following is a list of possible programs:

- Personal counselling both individual and group with school and external agencies
- Peer Skills
- Real Me
- DRUMBEAT
- Deadly Choices
- Rock and Water
- SHINE
- Girls with a purpose
- Gorgeous Girls
- Focused literacy and numeracy support classes and tutoring

➢ The school offers a Behaviour Support Unit (BSU) with the following role:

- A withdrawal room for students whose behaviour is unacceptable in the classroom and playground despite the implementation of appropriate strategies by classroom teachers. Students may be placed in the BSU by the DP or HoD Student Services (Behaviour) for 1 lesson to 5 days according to the nature of the disruptive behaviour. Parents will always be informed when students are in the BSU for 2 or more days.
- Students can also be referred to the BSU 're-engagement' for one lesson. This occurs when a student has engaged repeatedly in disruptive behaviour that impacts on the teaching and learning in the classroom and the teacher hasn't been successful in re-directing to the learning. Students referred for re-engagement may stay in the BSU or be referred to other staff where they are required to unpack and reflect on their behaviour. Teacher/Student mediations will occur in situations where multiple referrals have been made.
- Students may also be placed in the BSU following repeated or full day truancy
- While in the BSU, students will complete work that explores focus behaviours and also work from each of their subjects. They will also have the opportunity to meet with the Behaviour Support Teacher for behaviour mediation and goal setting. Support from the Guidance Officer, and other support staff, assigned to their year level may be accessed if requested.
- On exit from the BSU, students are closely monitored by their case manager. Students will be placed on an Orange Behaviour Monitoring Card if placed for longer than a day in the BSU. This card is monitored on a daily basis by BSU staff. Students are issued consequences if feedback on card is below a satisfactory standard or student repeatedly forgets/loses their monitoring card. BSU staff are available to assist and facilitate the Classroom Teacher to re-engage with students outside of the regular class setting and negotiate with the student a return-to-class contract.

➢ The HoD for Student Services (Behaviour), HoD Junior Secondary and House Deputy frequently monitor behaviour incident data on a weekly basis and case manage students who are engaging in frequent behaviour breaches across a range of settings. These students may be placed on a Yellow Monitoring Card for further monitoring conduct and learning. This card is monitored on a

daily basis by staff. Students are issued consequences if feedback on card is below a satisfactory standard or student repeatedly forgets/loses their monitoring card. If behaviours persist, they can issue further consequences as outlined in this plan.

➢ Students identified as requiring Targeted Behaviour Support may also require the development of an Individual Behaviour Support Plan (IBSP). The student, their parents/carers, teachers, House Deputy and Behaviour Support Teachers will be involved in the collaborative development of the plan. Students on Behaviour Support Plans have their attendance and identified behaviour goals monitored in each lesson through the use of a Blue Monitoring Card. Staff are provided with professional development around the use of the card and the processes to follow if these students engage in behaviours that are conflicting with their goals. The Blue Card is monitored by the Behaviour Support Teacher or assigned to the student on a daily basis.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

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

Legislative Delegations

Legislation

- [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 disciplinary consequences model used at Narangba Valley SHS 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 disruptive 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 for re-engagement to the BSU immediately (as per the process).

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, or impact on the good order and management of the school. In these instances, The Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record all minor and major behaviours.

Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is minor, major 1 or major 2, with the following agreed understanding:

- ➢ **Minor** problem behaviour is handled by staff members at the time it happens
- ➢ **Major 1** problem behaviour is referred to Head of Department, Head of House or referred for re-engagement
- ➢ **Major 2** problem behaviour is referred directly to the Deputy Principal.

Minor behaviours are those that:

- ➢ are minor breeches of the school rules
- ➢ do not seriously harm others or cause you to suspect that the student may be harmed
- ➢ do not violate the rights of others in any other serious way
- ➢ do not require involvement of specialist support staff or Administration
- ➢ can be managed by the classroom teacher

Major 1 behaviours are those that:

- ➢ are <u>repeated</u> breeches that impact on learning
- ➢ are <u>repeated</u> disruptions to the learning environment
- ➢ are continuing to occur despite the teacher engaging in micro skills and following recommended teacher management strategies as outlined in the Matrix below.

Major **2** behaviours are those that:

- ➢ significantly violate the rights of others

- ➢ put others / self at risk of harm
- ➢ require the involvement of school Administration
- ➢ **Major 2** behaviours result in an immediate referral to Administration because of their seriousness.

The **Whole School Behaviour Management Matrix** outlines examples of positive, minor, major 1 and major 2 behaviours. It also outlines possible teacher actions and consequences which may result from those behaviours.

Whole School Behaviour Management Matrix

Descriptor	Examples of Behaviour	Possible Actions/Consequences
Where the behaviour demonstrates adherence to the Code of Conduct (Respect, Integrity & Commitment) *Behaviour or action may be entered in OneSchool for a RIC award*	➢ Follows school and classroom rules ➢ Uniform worn correctly ➢ Respectful use of language (no swearing or put-downs) ➢ Being polite (using manners, waiting to speak) ➢ Displays an active and positive commitment to learning and towards interactions with others ➢ Completes all classwork and homework ➢ High level of attendance ➢ Arrives to class in a punctual manner ➢ Co-operates with staff and students ➢ Follows directions ➢ Helps and listens to others ➢ Adheres to school policies (e.g. Assessment, Electronic Devices)	➢ Positive reinforcement-Ratio of 5 positive to 1 negative feedback to class ➢ Teacher/School rewards ➢ Newsletter or Social Media recognition ➢ Satisfactory or higher grades awarded for Effort and Behaviour in term/semester reports ➢ Phone calls home (record as contact in OS) ➢ Involvement in school sporting/social/ celebratory events ➢ Excursion participation and eligibility ➢ NVP Status and awards/rewards ➢ Leadership eligibility ➢ Certificates/Awards ➢ RIC Award & Certificate (for behaviours that exceed general expectations)

In order to promote and encourage positive behaviours and engagement in our classrooms, in addition to having a well-planned, innovative and engaging curriculum, it is important that teachers engage with the 10 Essential Skills integral to good classroom management.

1. **Establishing expectations**– Making rules and having them visible
2. **Giving instructions**– To give a clear direction about what students have to do
3. **Waiting and scanning-** Stopping to assess what is happening
4. **Cueing with parallel acknowledgement-** Praising a particular student to prompt others
5. **Body language encouraging-** Smiling, nodding and gesturing
6. **Descriptive encouraging-** Praise describing the desired behaviour
7. **Selective attending-** Not obviously reacting to certain behaviours
8. **Redirecting to the learning-** Prompting on-task behaviour
9. **Giving a choice-** Describing the student's options and likely consequences of their behaviour
10. **Following through-** Doing what you said you would

Where there is a <u>minor</u> breach of code of conduct. *Incident may be recorded in OneSchool as a Minor incident (not referred unless requested)*	➢ Lateness to class (unapproved) ➢ Not wearing correct uniform ➢ Not bringing required materials ➢ Not completing classwork/homework ➢ Talking during instruction ➢ Inappropriate use of resources/equipment/ electronic devices ➢ Mobile phone breach ➢ Inactivity/off task ➢ Minor disruption to learning ➢ Food/gum/drinks in class ➢ Out of seat ➢ Touching other people's equipment ➢ Low level verbal misconduct	**Whole Class** ➢ Provide rule reminders ➢ Pre-correction ➢ Whole class practice of routines ➢ Seating Plan **Individuals** ➢ Redirection ➢ Proximity ➢ Private discussion ➢ Give 30 second 'take-up' time for student/s to process instruction/s ➢ Relocation within classroom ➢ Time-out (10 minute intervals/ student always visible) ➢ Teacher led detentions/litter duty ➢ If non-disruptive and minor, selectively attend and follow up later in lesson/ break time with own consequence ➢ Contact with home (record as contact in OS) ➢ Time out from laptop use in class ➢ **Uniform** – student sent to uniform shop to change with note as per policy and mark in ID Attend ➢ **Phone**– warning first then send student to Student Services with note as per policy

- If low level, non-disruptive behaviours continue, contact the parent/carer about the behaviour and document in OneSchool. If low level behaviour is impacting on their learning, refer to Head of Department.
- If disruptive behaviours persist and they are <u>disrupting the learning</u>, follow the school 'Re-engagement Referral' process, ask the school's redirection questions then complete a 'Re-engagement Referral' to the BSU
- Students with multiple re-engagement referrals from one teacher and across subjects will be tracked by HoD Student Services (Behaviour) and Behaviour Support teachers. Actions may include mediation, monitoring card, formal lunch detentions, after school detentions or BSU placement.

Where there is a Major 1 breach of code of conduct *Major 1 are behaviour incidents managed by the school's Middle Management team* *Incident recorded in OS as Major and either referred for Re-engagement or referred to HoD/HoH*	- Refusal to hand in phone - Refusal to follow re-engagement referral process - Verbal misconduct (not directed at staff) - Refusal to follow instructions - Interfering with equipment - Repeated disruptive behaviour - Harassment/bullying 2nd and 3rd breach of mobile phone policy - Low level truancy (partial day, leaving class without permission) - Plagiarism - Non-submission of assessment - Breach of the school's assessment policy and exam guidelines - Repeated failure to complete class work, homework or meet assessment check points	**Classroom Teachers:** - If repeated disruptive behaviour, ask redirection questions then refer for Re-engagement to the BSU. Record in OS and do not refer. The Re-engagement process will internally refer the student. - If major behaviour but non-disruptive, student is not referred for Re-engagement. Selectively attend then record incident later in OS (Major), including contact home. - Refer to Curriculum HoD for all in-class breaches not referred for Re-engagement - Refer to HoH for all repeated uniform breaches in Home Group only, as well as Harassment & Bullying - Refer to HOD Student Services (Behaviour) for all breaches before/after school and during lunch breaks **Possible consequences enacted by HoDs:** - Contact with home - Engage in restorative conversation with student - Non-submission process and letter sent home - Formal lunch detentions - After school detentions - BSU placement - Behaviour Support Teacher referral - Network access limited or disabled - Inclusion in support programs (HoD Student Services) - Academy/ Excellence programs: warning letters and possible removal from program - Ineligibility to represent the school, engage in extracurricular activities or be entitled to optional privileges such as representing the school in sporting teams, wearing the senior jersey and attending the senior formal & graduation ceremony

Inappropriate behaviour in the BSU is referred to the HoD Student Services (Behaviour).

Repeat referrals to the BSU will result in further action being taken by DPs and HoD Student Services (Behaviour):
- Possible extended BSU time or suspension
- Possible inclusion in Student Support programs and/or behaviour monitoring/ IBSP
- Possible ineligibility to represent the school, engage in extracurricular activities or be entitled to optional privileges

Where there is a Major 2 breach of code of conduct *Major 2 are behaviour incidents that are managed by the Executive Leadership Team* *Incident <u>recorded</u> in OneSchool as a Major incident and referred to student's House DP.*	- Verbal Misconduct (directed at staff) - Refusal to follow HoD requests/ instructions 4th breach of mobile phone policy - Possession or use of banned items (weapons, alcohol, cigarettes, drugs, etc.) - Abusive, violent or dangerous behaviour - Suspected substance abuse - Vandalism - Severe breach of school assessment policy - Severe breach of the electronic devices policy (unauthorised recording and photos of any school activity, possession of sexually explicit material) - Severe bullying or harassment breach - Unacceptable behaviour outside the school whilst in NVSHS uniform, that brings the school into disrepute	**Classroom Teachers/ HoDs:** - Immediate contact with and referral to DP. **DP: Each behaviour case will be assessed on an individual basis.** - BSU Placement - Temporary removal of student property - Student Support and alternate program referrals - Possible transition to alternate programs - Removal from academy/excellence programs - Short Term (1-10 days) or Long Term (11-20 days) suspension - Recommendation for exclusion - Cancellation of enrolment - Ineligibility to represent the school, engage in extracurricular activities or be entitled to optional privileges such as representing the school in sporting teams, wearing the senior jersey and attending the senior formal & graduation ceremony

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 Narangba Valley SHS, the use of any SDA is considered a very serious decision. It is typically only used by the Principal, or their delegate, when other options have been exhausted, the student's behaviour is impacting on the good order and management of the school or is considered, dangerous and 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.

Re-entry following suspension

Students who are suspended from Narangba Valley SHS 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 in writing, usually via email. Details may also be outlines in the school's SDA letter. 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.

Structure
The structure of the re-meeting should follow a set agenda, if possible shared in advance with the student and their family. 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.

- Temporary removal of student property
- Use of electronic devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- School detentions policy and procedures
- Re-engagement referral process

Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

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

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

Use of Electronic Devices by Students

Schools and colleges can make reasonable rules about what students can and cannot bring to school. Schools can ban anything which is illegal, dangerous or is likely to cause disruption to the learning process or harm to the smooth running of the school.

The use of electronic devices (including laptops, iPads/tablets, mobile phones, smart watches, MP3/music players, ear phones etc.) can be disruptive to the learning environment of all students and impact on the safety and protection of students and staff. Narangba Valley State High School has therefore put in place this policy to ensure that the rights of all students and staff are respected as well as ensuring a safe and supportive learning environment.

Narangba Valley State High School does not take any responsibility for the loss or damage of any device under any circumstances.

Aim of this policy

- To provide a workplace where the rights of all students and staff are respected as well as ensuring a safe and supportive learning environment
- To alert students and staff of the times when it is genuinely appropriate and beneficial for students to have access to electronic devices
- To reduce the risk of student misuse of electronic devices
- To alert students of the legal consequences relating to the misuse of electronic devices

Policy Guidelines

- If electronic devices are brought to school they are the responsibility of the student. The school does not take any responsibility for the loss or damage of any device under any circumstances
- Electronic devices are not to be used in any manner or place that is disruptive to the normal routine of the school
- Due to being a BYOX school, students are permitted to have their laptop with them in every class. BYOX guidelines and policy must be adhered to
- Students must have other electronic devices and Bluetooth capable devices (including smart watches) switched off and out of sight during class time. A mobile phone may be used in a teacher-directed and supervised activity to enhance learning (this activity must be HoD approved)
- Electronic devices (including laptops) are not permitted under exam conditions (except where QCAA require devices to be accessed for Senior Exams)
- Students are permitted to use their electronic devices before or after school or during lunch breaks
- Electronic device still image and video cameras are not to be used anywhere a normal camera would be considered inappropriate such as change rooms, classrooms and toilets. Students are not allowed to photograph or film others without the appropriate consent. If students are required to take photographs or videos for school activity, school devices should be used whilst in school
- Students are not allowed to use electronic devices to harass and engage in bullying behaviours towards other students or staff
- This policy also applies to students during school excursions, camps and extra-curricular activities

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 Narangba State High School to:

- use laptops as their BYOX device (as outlined in the BYOX policy)
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects

- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- Switch off and place the mobile device out of sight during classes, unless the device is being used in a teacher directed activity to enhance learning. Devices can be used before and after school and during lunch breaks
- Seek teacher's approval where they wish to use a mobile device under special circumstances.

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

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

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 Narangba Valley State High School's 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.

Consequences for Policy Breach

Appropriate disciplinary action in line with our school's Responsible Behaviour Plan for students will be taken against any student who breaches any of these guidelines and responsibilities;

BYOX Devices (please refer to BYOX policy)

- Turn off device and future use may be prohibited or account/ network access disabled
- Inappropriate use in the classroom student is to take device to Student Services where it will be stored securely. Students will be issued with a receipt and allowed to pick up the device at the end of the school day

- Inappropriate or illegal material- device will be confiscated and and 'Temporary Removal of Student Property' policy enacted
- Disciplinary actions, as outlined in the school's Whole School Behaviour Management Matrix, may be imposed

<u>Mobile Phone & other devices</u>

- Use of electronic devices that contravene the school's 'Acceptable Use Policy' will lead to the device being sent to Student Services, with collection/return to occur at the end of the school day
- When a device is handed in to student services, a text message is sent to parents/ guardians
- First breach in term - confiscated for the day at student services. Student collects phone/device at the end of the school day
- Two breaches in a term – Confiscated for the day at student services. After School Detention is issued
- Three breaches in a term – Confiscated for the day at student services. Parent/guardian to collect the phone/device. Referral to Deputy Principal and two additional after school detentions assigned
- Four breaches in a term – Possible suspension for failure to follow procedures and causing disruption to the good order and management of the school
- Invasion of privacy through the unauthorised recording of personal conversations or daily activities and/or the distribution of such material will result in disciplinary action as outlined in our school's Student Code of Conduct. Note: It also contravenes the *Invasion of Privacy Act 1971*
- The sending of messages (e.g. text, private message, email) or posting to websites of statements that contain inappropriate language or threats of violence may amount to bullying, harassment or even stalking and will be subject to disciplinary action according to the school's Student Code of Conduct and the associated Response to Bullying & Harassment Policy. This behaviour may be referred for police investigation.

Preventing & Responding to Bullying

Narangba Valley State High School is committed to providing a safe and secure environment for all its members. We all have the right to learn in a safe and supportive school environment that values diversity - an environment free from bullying, harassment, discrimination and violence. Our school's wellbeing framework is shaped by the PERMAH framework for understanding how wellbeing impacts all members of the school community. In addition, we draw on the *Australian Student Wellbeing Framework* to promote positive relationships, sustained happiness and wellbeing for 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. Parent/Carers 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.

The school actively promotes social and emotional competencies amongst students through a multi-facetted and tiered approach.

Whole School Explicit Teaching

The Health curriculum addresses social and emotional learning which is compulsory for Years 7-9.

Years 10 -12 students engage in social and emotional learning through the Professional Student Program, which is a compulsory subject, one lesson per week. The school's Year 7 transition program takes place at the start of the school year, where the goal is to transform students from primary to professional students over three days with a focus on inspiration, resilience and innovation.

Whole School promotion and events

The Student Support Team, House structure and Student Leadership teams (in conjunction with the SRC) lead specific event days each year with the aim to promote a positive environment and to engage the school community in building a welcoming school culture that values diversity, inclusivity and respect. E.g. Wide range of House activities and competitions, Bullying No Way, Harmony Week/Day, NAIDOC week celebrations, Book Week etc.

Targeted interventions

Students are identified through school tracking processes such as behaviour data analysis, JCL tracking, support team referrals, house monitoring, and attendance tracking and are monitored and supported by various support staff.

Monitoring and support occurs through Student Services Team case management and intervention programs.

Students identified as vulnerable are engaged in specific interventions. Research based programs target different outcomes and may include: Rock and water, Fight like a girl, Drum Beat etc.

Referral System

Student referral system to the Heads of House or the Student Support Hub captures students not self-reporting that staff identify as possibly vulnerable.

Professional Development

Regular and up to date Professional development will be provided for staff to assist in recognising and responding to bullying, including cyberbullying, through staff induction processes, annual mandatory training and professional development sessions during student free days and Domain C meetings. In addition, voluntary wellbeing professional development will be offered multiple time per year.

Development of Students' Social and Emotional Competencies

STUDENT SUPPORT INITIATIVES
- NVP & Positive Behaviour
- Support & Programs
- Parent Engagement (Workshops, School Tours, Info. Sessions)
- Support Staff
- Events as per Calendar
- Early Intervention & Targeted Support

HOUSE STRUCTURE
- Student Leaders
- Home Group Teachers
- House Spirit Meeting
- House Activities
- Consistent Messaging

RESPONSE TO BULLYING
- Teacher Flowchart
- Parent Flowchart
- Managing Response
- Student Flowchart
- Bullying & Harassment Incident Report

PERMAH
- Induction/ Transition Year 7 (T.E.A.M, Growth MindSet/ G.R.I.T, eSafety)
- Year 7 HPE
- Year 8 Health
- ACARA- Personal & Social Capabilities
- Year 9 Health (Emotional Awareness, Diversity)
- Year 10, 11 & 12 PSP

Narangba Valley State High School-Managing Response to Bullying

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

Key processes for students and parents/carers to report bullying

Students = use the Student Referral Form on the Student SharePoint Home Page
Parents/Carers = contact the Student Support Hub or email bullyingnoway@narangbavalleyshs.eq.edu.au
NVSHS Staff = use the Staff Referral Form on the Staff SharePoint Page

First 24 hours
(School week)

- Student completes the Student Referral Form on the Student SharePoint Home Page or approaches Head of House or Student Support Hub room to report incident. Parents/Carers may contact the Student Support Hub, their House Deputy or Head of House to report incident
- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours. Notify DP/GO immediately
- Parent/Carer is notified by email that an issue of concern is being investigated
- Ask the student to complete (if they haven't already) a Student Referral Form and make sure that they provide examples they have of the alleged bullying (e.g. hand-written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool (contact and incident)

Day One-Two

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day Two - Three

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent/carer with information about student support network
- Agree to a plan of action and timeline for the student, parent/carer and yourself

Day four onwards

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent/carer within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Ongoing Follow Up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

BULLYING FLOW CHART
STUDENT

Are you, or someone you know, being bullied?

↓

Are you sure it's bullying?

Check that what you are experiencing aligns with the definition of bullying/harassment

Have you tried being assertive, speaking up or buddy up with a student to walk to and from school or between classrooms?

Understand that this is not your fault and that we have many ways to deal with bullying behaviours.

Your safety and well-being is important to us!

Is it happening online?	**Is it happening outside of school?**	**Is it happening at school?**
↓	↓	↓

Is it happening online?

-Talk to your parent/carer so that they can support and assist you

-Report the incident to an external agency such as the police, The Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network

-Report online content/behaviour using the online tools provided by the website or application

-Contact House Deputy Principal to discuss if the online behaviour/ incident negatively impacts on the good order and management of the school

Is it happening outside of school?

-Talk to your parent/carer so that they are aware and can support and assist you.

-If you feel unsafe, or someone is hurting you, contact The Police

- Talk to your Home Group Teacher or Head of House, who will help develop a plan of action for you, as well as notify the Student Support Staff so that we can help

Is it happening at school?

- You can talk to your Home Group Teacher or Head of House, who will help develop a plan of action for you, as well as notify the Student Support Staff so that we can help

- Complete the Student Referral Form on the Student SharePoint Home Page or in person at Student Support Hub Room

What is 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, and it can be obvious (overt) or hidden (covert).

Different types of bullying

(This list is by no means exhaustive.)

• Verbal Bullying - Repeated offensive comments that relate to race, religion, gender, sexuality or ability. This includes repeated behaviours such as: name calling, teasing and spreading rumours. This can occur in person, phone or via any other form of electronic media.
• Physical Bullying - Behaviours include: slapping, striking, kicking, damaging others' property, invasion of personal space and physical intimidation ("stand over tactics").
• Emotional/Psychological Bullying - This includes repeated behaviours such as: exclusion/isolation from social groups, repeatedly ignoring, unwelcome attention (including sexual harassment), threatening and making inappropriate gestures.
• Cyber Bullying - Is bullying carried out through the internet or electronic devices. It may involve sending insulting or threatening text messages, posting someone's personal or embarrassing information online, creating hate sites or starting social exclusion campaigns on social networking sites.

What bullying doesn't look like?

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.

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.

What is harassment?

Harassment is behaviour that targets an individual or group due to their characteristics or differences. It offends, humiliates, intimidates or creates a hostile environment. Examples of discrimination may include; ridiculing someone who doesn't speak English, making suggestive comments or insults based on gender, putting someone down because of what they physically look like and telling offensive jokes that put down particular social groups.

It may be:
• An ongoing pattern of behaviour or a single act
• directed randomly or towards the same person(s)
• Intentional or unintentional.

BULLYING FLOW CHART
PARENT/CARER

Is there a concern of bullying or harassment occurring? Here's what to do:

⬇

Look for tell-tale signs; bruises, scratches, torn clothing, student not wanting to come to school, temper outbursts etc. Listen carefully and calmly to your child. Find out what happened, when it happened, who was involved, where it happened and who else was

Is it happening online?	**Is it happening outside of school?**	**Is it happening at school?**
⬇	⬇	⬇
-Have a conversation with your child about on-line sites and social media material and safety -Report the incident to an external agency such as the police, The Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network -Report online content/behaviour using the online tools provided by the website or application - Check privacy and security setting of the child's social media. Ensure only your child has the password and they have blocked inappropriate users. Encourage them not to respond or engage -Complete eSafety safety modules -Contact House Deputy Principal to discuss if the online behaviour/ incident negatively impacts on the good order and management of the school	-Talk to your parent/carer so that they are aware and can support and assist you. -If you feel unsafe, or someone is hurting you, contact The Police - Talk to your Home Group Teacher or Head of House, who will help develop a plan of action for you, as well as notify the Student Support Staff so that we can help	- You can talk to your Home Group Teacher or Head of House, who will help develop a plan of action for you, as well as notify the Student Support Staff so that we can help - Complete the Student Referral Form on the Student SharePoint Home Page or in person at Student Support Hub Room

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It may be:
• An ongoing pattern of behaviour or a single act
• directed randomly or towards the same person(s)
• Intentional or unintentional.

BULLYING FLOW CHART
TEACHER/HOME GROUP TEACHER

Has a student come to you to report bullying or harassment?

⬇

Are you sure it's bullying?

Check that what the student is experiencing aligns with the definition of bullying/harassment

Is it happening online?	**Is it happening outside of school?**	**Is it happening at school?**

⬇ ⬇ ⬇

Listen carefully and calmly, and document what the student tells you

Ensure a private place to talk. Do not dismiss their concerns or make them feel they are at fault. Listen to their account fully first and then ask them (and maybe others) questions to get more detail. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders.

Clarify if there are immediate safety risks and let the student know that you will be passing this information on to the Head of House.

Record the conversation in OneSchool and refer to Head of House

Tell the student to complete the Student Referral Form on the Student SharePoint Home Page, or send the student to the Student Support Hub

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It may be:
• An ongoing pattern of behaviour or a single act
• directed randomly or towards the same person(s)
• Intentional or unintentional.

BULLYING FLOW CHART
HEAD OF HOUSE

Has a bullying incident report been referred to you?

Is it happening online? If so, follow the Cyberbullying response flow chart. If the incident is impacting on the good order and management of the school, refer to House DP

Collect Additional Information

Ask for any evidence from the student. Speak with all students involved, including bystanders. Be alert to your legal responsibilities regarding evidence if the incident may constitute a crime. Keep records. Ensure you have information that answers who, what, where, when, how, why. This can be documented as a contact in One School

Discuss a plan of action with the students

Once you are confident you have a comprehensive picture of the situation, discuss a plan of action with the student/s. Invite suggestions from students as appropriate. Have information on hand to share with students or set up a meeting for them to talk to the Student Support Staff (GO's, etc.) to talk about strategies

Inform the students what you intend to do

Inform the student(s) that you are planning to follow up with them after implementing the plan. Explain that you will look at immediate and short-term responses as well as other long-term preventative measures or efforts

Parents/Carers will have been informed that an issue of concern is being investigated. Once additional information has been collected and a plan developed, contact parents/carers to advise them of the incident and the resulting course of action.

Notify appropriate personnel
Refer the matter to the Student Support Services (Guidance Officer's)
or the student's House Deputy if required

Follow-up
Schedule a follow-up meeting with the student after a few weeks, to see how the situation is going

Cyberbullying

Cyberbullying is treated at Narangba Valley SHS 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/carers who wish to make a report about cyberbullying should approach the student's Head of House. There is also a dedicated Deputy Principal for each house who can be approached directly by students, parents/carers or staff for assistance in preventing and responding to cyberbullying. Students may also complete a Bulling Referral Form and submit electronically via the school's designated email address or in person at the Student Support Room.

It is important for students, parents/carers 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, especially when the behaviour adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes cyberbullying that occurs in school and 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. It is strongly recommended that parents/carers and students who have concerns about cyberbullying incidents occurring outside of school hours, weekends and during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Narangba Valley SHS 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.

Parents/Carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers 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's Executive Principal.

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.

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/carers 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

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

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

Narangba Valley State High School–Anti-Bullying Contract

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

Narangba Valley State High School–Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as:

- Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;

- Involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;

- Happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);

- Having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

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

I agree to:

- Treat everyone with kindness and respect.

- Abide by the school's anti-bullying policies and procedures.

- Support individuals who have been bullied.

- Speak out against verbal, relational, physical bullying and cyber bullying.

- Notify a parent/carer, teacher, or school administrator when bullying does occur.

Student's signature

Parent/Carer's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

School Detentions Policy & Procedures

- Students are referred by DPs, HoDs, Heads of House and Student Services only. This is actioned on ID Attend for the following reasons: unexplained late to school, uniform infringement, and behaviour infringement (one of these reasons must be selected from the drop down box)
- When issuing a formal lunch detention as a consequence for repeated classroom behaviours, HoD must check for evidence in One School that the classroom teacher has contacted home and previously issued consequences as a part of the Student Code of Conduct. HoD intervention/ consequence must be actioned in OneSchool
- The staff member issuing the formal lunch detention must notify the student of the detention, and explain why they have been issued with the detention
- Formal lunch detentions take place during the long break only
- Supervising staff member marks detention log in ID Attend and students to complete reflection form. If there are any concerns with marking the detention log, email/ write the names of all students who are present and forward to the Administration Officer responsible for detentions
- After the long break each day Administration Officer is to run a detention log report that shows who did not attend detention. Students that have missed 3 detentions are assigned an after school detention (see process). Administration Officer to send log summary to House Leaders and Deputies.
- Each afternoon the Administration Officer is to send SMS messages to parents of all students that have been issued a detention that day (see standardised wording)
- Student Services to print detention slips and put into Home Group rolls each day.

Text message wording – One of the following

- *NVSHS Notification.* Name was issued with a formal lunch detention for being late to school. Please discuss this with your child.

- *NVSHS Notification.* Name was issued with a formal lunch detention for a uniform infringement. Please discuss this with your child.

- *NVSHS Notification*. Name was issued with a formal lunch detention by HOD/DP NAME for a behaviour infringement. Please discuss this with your child.

Procedure for Supervising Formal Lunch Detentions

- Supervision is by Heads of House on a formal rostered basis and are hosted in B02
- Supervising teacher must mark students present in ID Attend. Process is outlined in the room.
- Students must be placed uniformly apart. There is to be no talking or interaction, the atmosphere must be formal, work focussed and quiet. Detention is for 20 minutes
- Students must complete the reflection activity
- Students are not permitted to eat and drink and the room must be left neat and tidy at all times
- Administration Officer will track incomplete detentions

After School Detentions

- Students are issued an after school detention by DPs, HoDs, Heads of House, Behaviour Support Teachers or Administration Officer
- Students may be issued with an after school detention for:
  - Major 1/ Major 2 Behaviours demonstrated in the classroom and outside the classroom
  - Repeated behaviour breaches
  - Truancy or repeated late arrival/ class attendance
  - Failing to complete assigned formal lunch detention (missed three times)
- After school detentions are hosted on a Tuesday, Wednesday and Thursday afternoon and are supervised by the Deputy Principals on a formal roster basis in the Behaviour Support Unit
- Detention will be 30 minutes duration and commence at 2.45pm
- Issuing staff member must notify the student of the after school detention and is to log the detention onto ID Attend. The parent/ guardian must be informed of the after school detention, either by phone or email (using

standard email message), to enable satisfactory arrangements to be made for transportation and to ensure family issues are resolved. 24 hours' notice must be provided. This must be done before the referral is completed.

- Deputy Principals are to ensure students fulfil obligations. Work is to be completed that focuses on the student reflecting on and correcting their behaviour. Any issues about behaviour or failure to attend will be followed up by the supervising Deputy Principal and consequences issued in-line with the School's Responsible Behaviour Plan for Students.

After School Detention Process
- All After School Detentions are logged in ID Attend
- Duty Deputy is responsible for supervision of after school detentions
- Admin Officer to mark the detention attendance. Officer to email after school detention information the DPs (who attended, who didn't attend etc.)
- Non Attendees followed up by House Deputy. DP may re issue the after school, escalate to BSU consequence or refer it back to who issued the After School Detention

Re-engagement Referral Process

NARANGBA VALLEY STATE HIGH SCHOOL: RE-ENGAGEMENT REFERRAL PROCESS

DISRUPTIVE BEHAVIOUR DEMONSTRATED

- Teacher engages with ESCM & classroom rules are clearly articulated/ visible.
- When usual behaviour management techniques do not work AND student is disrupting learning, provide first redirection using questions

First Question: "What are you doing?"

The student responds with a description of what they are doing, E.g. "Calling out across the classroom"

Second Question: "What should you be doing?"

The student is to respond with an answer which reflects the goals of the lesson and desired behaviours. If student does not know what they

should be doing the teacher must explain the task they want the student to do.

Third question: "What happens if you don't do as expected?"

The student responds with, "I will receive a re-engagement referral"

DISRUPTIVE BEHAVIOUR CONTINUES AFTER REDIRECTION (STUDENT RECEIVES RE-ENGAGEMENT REFERRAL)

- Teacher engages with the redirection process
- *Statement: "I see you have made the choice to be referred for re-engagement"*
- The student must leave the classroom with a Re-engagement Referral form (distinct colour). Teacher is to email the 'Re-engagement' email address.

STUDENT ARRIVES AT THE BEHAVIOUR SUPPORT UNIT (BSU)

- Student presents to the BSU Supervisor with referral form. Supervisor to check that they have received email and that all processes have been followed (BSU Supervisor= HoDs + Behaviour Support Teachers) and behaviour meets the standard for referral

    Standard= repeat behaviours that disrupt the teaching and learning of other students *(see steps above)*

- Supervisor checks Referral Spreadsheet and Focussed and Intensive Support Student List for repeat referrals

STUDENT REFUSES TO FOLLOW REFERRAL PROCESS

- Email re-engagement referral email immediately
- OneSchool referral to Deputy Principal

BEHAVIOUR MEETS STANDARD FOR REFERRAL

- BSU supervisor allocates student a seat in the BSU if available or is referred to a re-engagement classroom/teacher (HOD / House Leader / senior teacher / Behaviour Support Teacher who has a class at that time).
- BSU Supervisor signs student in to for re-engagement attendance tracking
- If student needs to be sent to another room, BSU Supervisor completes referral form with assigned class/teacher details. Email sent to assigned staff member.
- Student is provided with (email or hard copy) a "Return to Class Reflection Plan" to be completed whilst in 're-engagement'
- For referrals that demonstrate teacher/student conflict or repeat referrals from one teacher, the BSU Supervisor is to submit a request for the Behaviour Support teacher for that student to run a teacher/student mediation.
- For students who remain in the BSU, BSU rules apply.

BEHAVIOUR MEETS STANDARD FOR REFERRAL BUT STUDENT RECEIVES FOCUSSED/ INTENSIVE BEHAVIOUR SUPPORT

- Student remains in the BSU and isn't referred

BEHAVIOUR DOESN'T MEET STANDARD

- Student not returned to class.
- Follow 'Behaviour Meets Standard for Referral Process'
- Monitored by HoD SSup/Beh who conducts Follow up conversation with teacher.

MAJOR 2 BEHAVIOUR DEMONSTRATED

- DP referral and contacted to follow up.
- Student remains in BSU.

STUDENT REFUSES TO FOLLOW PROCESS

- Student referral to DP Immediately
- Student remains in BSU

RE-ENGAGEMENT ROOM

- Student arrives at assigned re-engagement classroom. Assigned teacher to check referral form, time sent/ arrived etc.
- Student will complete the "return to class reflection plan" - this will include the reason for getting referred (ownership of behaviour) and requires them to create a plan of action to decide on what they will do in the next lesson. The assigned teacher can prompt the student in engaging meaningfully with this document.
- Student will have the plan approved by the assigned teacher.
- Plan to be emailed to the referring teacher and to the re-engagement email address. If the student is working from a hard copy, re-engagement teacher to take a copy and place in teacher's pigeon hole.

AFTER RE-ENGAGEMENT REFERRAL

- Student to return to class for the next lesson
- Teacher is to attempt to have a quick conversation with the student prior to the lesson commencing– acknowledging that their reflection was received
- Repeat referrals from same teacher– BSU teacher will conduct mediation.

NOTES:

- If a student requires referral in the last 15 minutes of the lesson, student is to still be referred to the BSU. BSU Supervisor will allocate re-engagement referral for the following lesson of that subject.
- Students should receive a clean slate every lesson, and can't be referred for a previous lesson's incident.
- Students are only to be referred for re-engagement for behaviours that disrupt the teaching and learning in thin the classroom.

Restrictive Practices

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

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

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

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)

- [Behaviour Foundations professional development package](#) (school employees only)

- [Bullying. No Way!](#)

- [eheadspace](#)

- [Kids Helpline](#)

- [Office of the eSafety Commissioner](#)

- [Parent and community engagement framework](#)

- [Parentline](#)

- [Queensland Department of Education School Discipline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution**: discuss your complaint with the school

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

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

2. **Internal review:** contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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