



# Narangba Valley State High School

# Student Code of Conduct 2024-2027



Queensland  
Government

State Schools Strategy 2019-2023

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



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

Queensland Department of Education

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## Endorsement

Principal Name:	Kyrra Mickelborough
Principal Signature:	
Date:	21 June 2024
P/C President and-or School Council Chair Name:	Corey Passmore
P/C President and-or School Council Chair Signature:	
Date:	14 June 2024

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## Purpose

Narangba Valley State High School is an Independent Public School with approximately 1900 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.

## Consultation

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 2023-24. During these meetings, we examined current policies and procedures, 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 Student Code of Conduct, and areas for further development.

Second, new policies and processes were collaboratively created and distributed to different teams for consultation and feedback.

Finally, a draft Student Code of Conduct was prepared and distributed for comment and endorsement to the school community and the P&C in Term 2, 2024. The P&C Association unanimously endorsed Narangba Valley SHS's Student Code of Conduct for immediate implementation. The draft Student Code of Conduct was placed on the school website for community consultation, with a survey link provided to gather feedback.

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, social media sites and other school communication such as Year Level letters 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.

## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

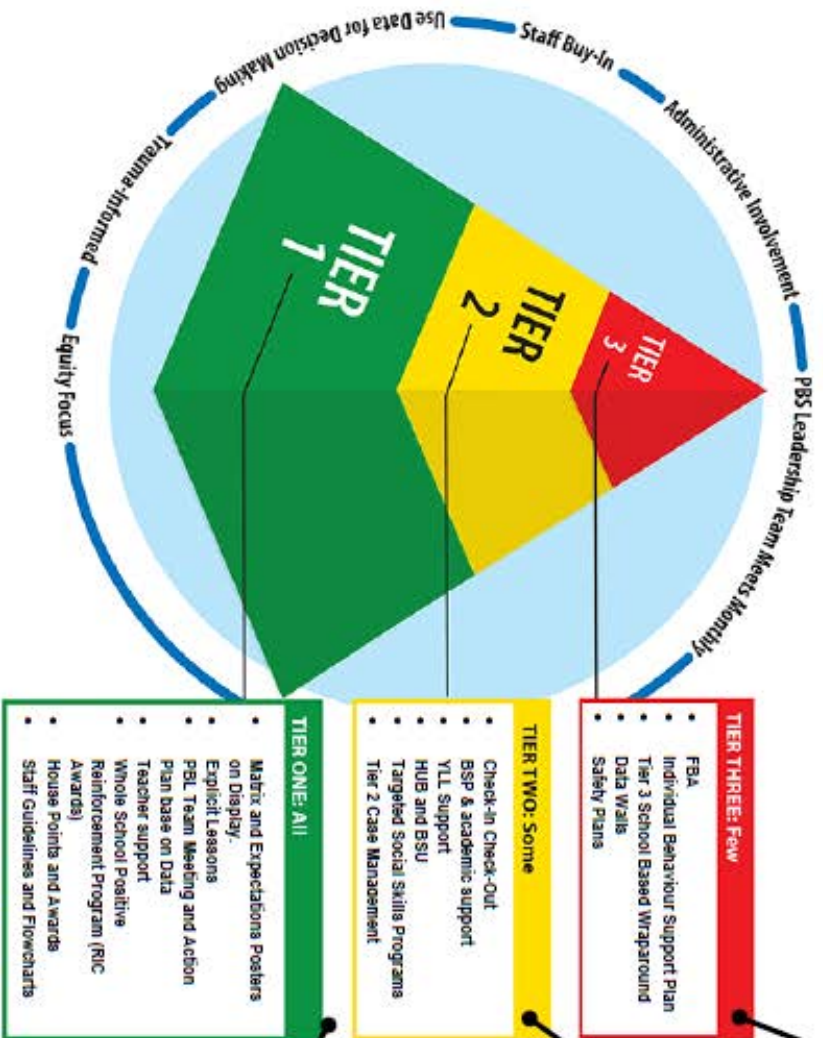
The development of the NVSHS Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with their student's Deputy Principal or make an appointment to meet with the Principal.



# THE NARANGBA WAY

## Three-Tiered Model of Positive Behaviour for Learning at Narangba Valley State High School



- TIER THREE: Few**
- FBA
  - Individual Behaviour Support Plan
  - Tier 3 School Based Wraparound
  - Data Walls
  - Safety Plans

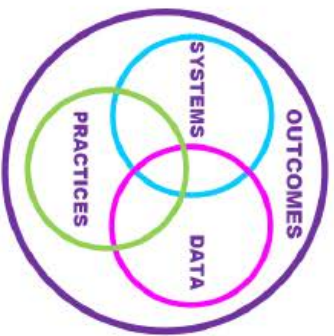
- TIER TWO: Some**
- Check-in Check-Out
  - BSP & academic support
  - YLL Support
  - HUB and BSU
  - Targeted Social Skills Programs
  - Tier 2 Case Management

- TIER ONE: All**
- Matrix and Expectations Posters on Display
  - Explicit Lessons
  - PBL Team Meeting and Action Plan base on Data
  - Teacher support
  - Whole School Positive Reinforcement Program (RIC Awards)
  - House Points and Awards
  - Staff Guidelines and Flowcharts

- Tier 3 wraparound support team meeting fortnightly.
- Intro to FBA training of all YLL's and Selected HOD's
- IBSP developed with an FBA lens
- Safety Plan developed with GO
- Stakeholder meetings for individuals as required
- Data walls using different layouts and "lenses" including A-E, Attendance, Behaviour and Effort, First Nations, Out-of-home care, Complex Case Management and Disability.
- Connect sessions and individualised tutoring on Wednesday.
- CEC specifically for First Nations Students
- Behaviour Support Unit Re-engagement Support
- HUB for emotional support
- DIP

- Blue Cards, Check In, Check Out
- IBSP, BSP
- Explicit Lessons within the ACT session on Wednesday
- HUB for emotional support
- Behaviour Support Unit (BSU) - Re-engagement Support
- Rock and Water program (training in May Sue Martin)
- Drumbeat (Jo, Lance and Sue)
- Students at risk of disengagement/frequent behaviour entries discussed at a Tier 2, Case Management meeting.
- YLL teacher supports individuals and teachers as informed by behaviour data.
- Learning support provided through Connect – Wednesday afternoon.
- Classroom Observations, Collegial Engagement and Walk Throughs
- Flexi-Space

- NVSHS Expectations, Posters, Matrix and branding on display in all settings along with the Norms Poster.
- Explicit Lessons taught – Fortnight Focus within ACT lesson. Slogans and Posters gazetted across the whole school.
- PBL team meeting twice per term
- Classroom profiling and Collegial YLL support
- Data Review and action planning at least once every 5 weeks
- RIC Awards, Prizes and associated House Points understood and used
- 2024 NVSHS Whole School Behaviour Management Guide
- Quick Guide to Behaviour Management at NVSHS in 2024
- Culture and Inclusion team meets at least once per term



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### 1. Leadership

- ❖ Principal support, participation and leadership
- ❖ Principal/Deputy to attend PBL meetings regularly
- ❖ DP establishes commitment from staff to support PBL
- ❖ DP maintains standards for evidence-based practices
- ❖ DP to promote PBL publicly:
  - Assemblies
  - Parent engagement, newsletter and social media
  - Promotional events inc raffles, prize draws, house points.
  - Env@a glance, DayMap
- ❖ Principal, DP, HOD Engagement to allocate budget support for implementation capacity, PD and systems
- ❖ PBL Leadership Team to develop strategies for full staff engagement and Representative membership

### 2. Common Purpose and Approach to Discipline

- ❖ PBL key priority/strategy in AIP
- ❖ Integrated approach to improving academic and social outcomes
- ❖ PBL Teams meet twice a term
  - Team analyses PBL data
  - Team uses a decision making and problem solving process and actions practices
  - PBL meeting minutes given to team members and all staff
- ❖ PBL Team operating procedures
  - Mission statement
  - Scheduled meetings
  - Roles and responsibilities
  - Standard agenda format
  - Developing and following an Action Plan
- ❖ Communication Systems
  - Disseminating information
  - Presenting data
  - Receiving feedback from stakeholders (staff, students, families and community)

### 3. Clarifying Expectations

- ❖ School-wide expectations clearly defined
  - Respect Integrity Commitment
  - Shared Commitment by >80% of staff
- ❖ Develop visuals:
  - RIC Posters, Matrix, Fortnight Focus, banners and flags on prominent display throughout all settings
- ❖ School behaviour matrix
  - Informed by school data and reviewed alongside the Code of Student Behaviour
  - Identifies specific, positive behaviours that are observable and measurable
  - Supports academic achievement and is contextually/culturally appropriate
  - Agreement shared common purpose by >80% of staff
  - Specific to locations/settings
- ❖ Non classroom routines and procedures aligned with school behaviour matrix

### 6. Discouraging Inappropriate Behaviours

*Calm Consistent Private Brief Respectful Immediate*

#### Responding to Minor Problem Behaviours - Teacher Managed

- ❖ Understand the role of teaching in response to social errors
- ❖ Develop referral form or train staff in using OneSchool effectively
- ❖ Conduct PD on strategies for responding to staff managed inappropriate behaviour
- ❖ Develop a system for responding to, collecting and analysing data on minor behaviours
  - Student conference
  - Educative/logical consequence

#### Responding to Major Problem Behaviours - Office/Admin Managed

- ❖ Develop a clearly understood referral pathway to respond to major problem behaviours:
  - Office/Admin Referral (ODR)
  - Formal contract
  - Escalation Profile
  - Consider the function of behaviour

## Positive Behaviour for Learning Seven Essential Features

### Narangba Valley State High School, Tier One

#### 4. Teaching Expectations

- ❖ Explicitly teach behaviour lesson
- ❖ School-wide lesson schedule
- ❖ Lesson design
  - Define/ tell - I DO
  - Matrix expectation
  - Specific skill
  - Context
- ❖ Teach/ show – WE DO
  - Show/ model
  - x Non example (Adults demonstrate only)
  - Examples on assembly and during ACT lessons
  - Check for understanding
- ❖ Practice and reinforce – YOU DO
  - Generalise
  - Monitor and reward
- ❖ Re-teach
- ❖ Informal teaching
- ❖ Monitor



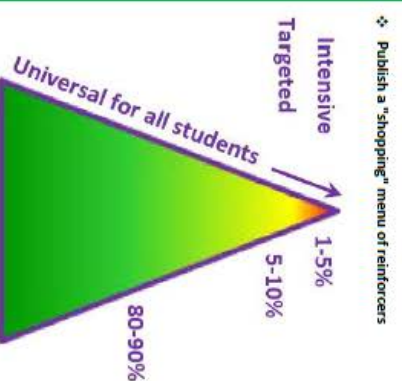
#### 7. Ongoing Monitoring

- ❖ Data for decision making
  - Analysed at 5 week intervals
  - Informs team problem solving process
  - Solution focussed
- ❖ PBL Assessments / Data Tools
  - Team Implementation Checklist (TIC)
  - Tiered Fidelity Inventory
  - School Opinion Survey
  - Develop/review PBL Action Plan
  - ODR/OneSchool data tracking
- ❖ Big 5 Data Decision Guide
  - Average per day/per month (How many?)
  - Problem behaviour - category (What?)
  - Location (Where?)
  - Time (When?)
  - Students involved (Who?)

#### 5. Encouraging Expected Behaviours

*"You get what you pay attention to"*

- ❖ Develop a comprehensive schoolwide system to encourage, motivate and engage students
- ❖ Ratio of at least 4 positives to 1 correction
- ❖ Understanding the power of Adult Attention
  - Non-contingent attention e.g. smile, greeting
  - Contingent attention -
- ❖ Specific positive feedback –
  - Effective use of specific positive feedback
  - Provide a rationale
  - Can include a positive reward
  - Reported into OneSchool
  - Effective use of DayMap to award, record and track RIC points
- ❖ Tangible reinforcers
  - Monitor the use of school-wide RIC Awards
  - Motivation for all students across all settings
  - Level One - Fast, Free and Frequent - All staff use every day
    - Level Two - Short Term such as assembly awards, House Points, raffles, class awards, etc
    - Level Three - Strong and Long Term such as End of Term/Year House Points and high value purchases eg Senior Jacket, formal tickets, gone cards, etc
- ❖ Publish a "shopping" menu of reinforcers



Adapted from the resource material from Missouri University. For INQSRs EA QDD PBL John Meyer. Version: May 2024



## PBL Expectations & Positive Recognition

Our staff are committed to delivering a high quality of education for every student, and believe that the entire school community, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) values in place for students:

### **RESPECT INTEGRITY COMMITMENT**

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 positive 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.

At NVSHS, we provide explicit teaching through our school's Wellbeing program, Actioning Change Together (ACT). Lessons are regularly developed that are responsive to behaviour data and to the needs of the specific cohort.

In order to further promote students engaging with positive behaviours, the school has developed a range of ways to acknowledge those students who choose to uphold the school's behavioural expectations. The school's approach to positive behaviour recognition is broken up into the following areas:

- R.I.C Points (points awarded for demonstrating the school values and that equate to a dollar value that students can spend at our termly RIC Shop)
- R.I.C Awards (certificates/prizes awarded by Year Level Teams for year level recognition)
- Narangba Valley Professional (NVP) program
- Attendance Recognition Rewards- showing high level commitment to school attendance

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 3 Values Posters, clearly communicate the agreed to school wide definition of each school value. The '*RIC The Narangba Way*' matrix, clearly outlines behavioural expectations for students, attached to each of our three school values in all school settings. The poster is visible in all classrooms and other key locations around the school. In addition, the *Whole School Classroom Norms* contains a set of agreed upon classroom expectations 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.

**RIC** says... **We Show Respect by...**



- ✓ Being valued and valuing others
- ✓ Being kind in thoughts, words and actions



**RIC** says... **We Act With Integrity by...**



- ✓ Choosing to do what is right
- ✓ Being true to ourselves



**RIC** says... **We Demonstrate Commitment by...**



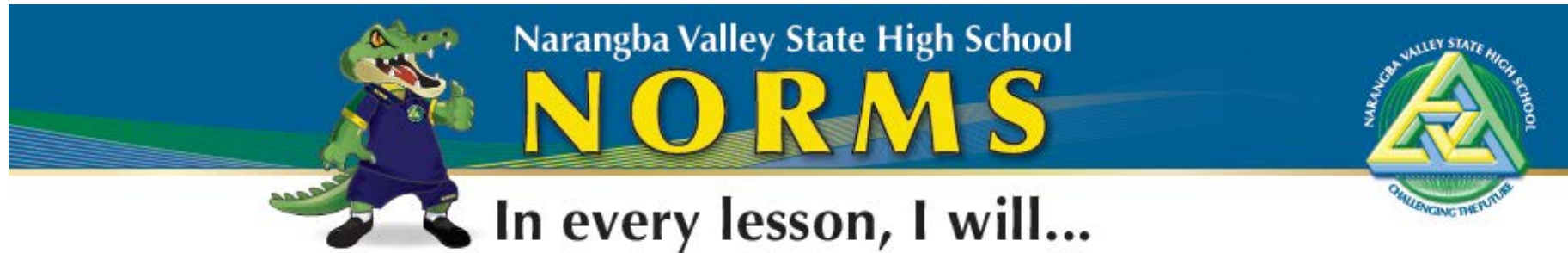
- ✓ Doing our best
- ✓ Working well independently and together



# RIC Matrix



Expectations	At All Times, I will...	In School Grounds, I will...	In Transitions and At Break Times, I will...	In Learning Spaces, I will...	In Assembly, I will...	In the Toilets, I will...	In the Community, I will...	On Public Transport, I will...
<b>We Show Respect</b>	<ul style="list-style-type: none"> <li>✓ Listen and follow staff directions and school expectations at all times</li> <li>✓ Keep hands and feet away from others</li> <li>✓ Be kind and use respectful language at an appropriate volume when speaking</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be safe and calm and use respectful and appropriate language and actions</li> <li>✓ Follow directions and instructions from staff</li> <li>✓ Respect grounds by leaving areas clean and undamaged</li> </ul>	<ul style="list-style-type: none"> <li>✓ Speak kindly and calmly and learn and use staff and student names</li> <li>✓ Eat while seated</li> <li>✓ Throw rubbish and unwanted food in waste and recycling bins</li> <li>✓ Walk safely and calmly through school areas</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen to the teacher and follow instructions to enable all to learn</li> <li>✓ Work independently or with others as directed</li> <li>✓ Exit when dismissed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen quietly to presenters</li> <li>✓ Exit when dismissed by the presenter</li> </ul>	<ul style="list-style-type: none"> <li>✓ Only use the toilets for their intended purpose</li> <li>✓ Leave toilets clean and undamaged and place rubbish in the bins provided</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use polite language and manners and assist others when needed</li> <li>✓ Follow adult instructions where appropriate</li> <li>✓ Leave public and private spaces clean and undamaged</li> <li>✓ Leave school quickly and follow safety rules when using roads and pathways</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow safety instructions and rules and stay in seats</li> <li>✓ Use respectful language, volume and polite manners</li> <li>✓ Eat food before boarding or after exiting public transport and put rubbish in the bin</li> </ul>
<b>We Act with Integrity</b>	<ul style="list-style-type: none"> <li>✓ Take responsibility for how actions affect others</li> <li>✓ Be an upstander, report incidents and assist others to follow school expectations</li> <li>✓ Lock personal devices in <i>Yondr</i> pouch</li> </ul>	<ul style="list-style-type: none"> <li>✓ Report and resolve issues and admit fault when responsible</li> <li>✓ Stay in class during class time</li> <li>✓ Look after own and other's belongings</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be inclusive in games and conversations at break times</li> <li>✓ Be an upstander; report incidents and assist others to follow school expectations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Arrive on time</li> <li>✓ Put hat away in bag, and personal devices in <i>Yondr</i> pouch</li> <li>✓ Line up quietly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Arrive on time</li> <li>✓ Put hat and personal devices in <i>Yondr</i> pouch in bag in ACT classroom</li> <li>✓ Line up quietly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Report damage and incidents to staff right away and encourage others to do so</li> <li>✓ Clean up after myself</li> </ul>	<ul style="list-style-type: none"> <li>✓ Speak positively about the school, teachers and other students</li> <li>✓ Always behave safely and calmly when in uniform</li> </ul>	<ul style="list-style-type: none"> <li>✓ Report damage and incidents to staff or at school</li> <li>✓ Have <i>Go Card</i> ready to tap</li> <li>✓ Allow members of the public to be seated first</li> </ul>
<b>We Demonstrate Commitment</b>	<ul style="list-style-type: none"> <li>✓ Try my best, seek help and 'give things a go'</li> <li>✓ Be on time</li> <li>✓ Wear the uniform with pride and follow the school dress code</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be ready to work in class and do my best</li> <li>✓ Get involved in extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Get involved in lunch time activities</li> <li>✓ Play games safely, calmly and responsibly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have learning equipment ready</li> <li>✓ Sit in the seating plan</li> <li>✓ Work to the best of my ability and participate actively</li> <li>✓ Complete all work and assessment on time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sit in ACT classes in alphabetical roll order</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wash hands after using the bathroom</li> <li>✓ Be the only person in the cubicle</li> </ul>	<ul style="list-style-type: none"> <li>✓ RIC always</li> <li>✓ Wear the uniform correctly and be a positive representative of the school</li> <li>✓ Complete all homework</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be a positive role model for other students</li> </ul>



arrive  
on time



line up  
quietly



have learning  
equipment ready



take my hat off  
and put it away



keep personal  
devices in *Yondr*  
pouch in bags



put my bag in  
the assigned  
area



sit in my  
seating plan



follow staff  
instructions



work to the  
best of my ability



exit when  
dismissed

**R**espect **I**ntegrity **C**ommitment

## 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

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
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 via email 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-judgmental, 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

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
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

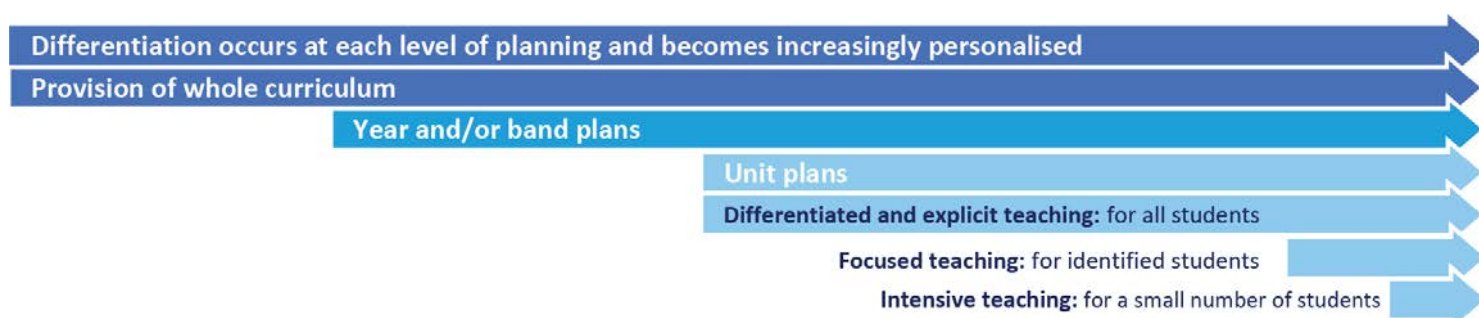
<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You will support your student to engage authentically in their own learning and assessment, aiding them to meet the learning expectations at school	We will be clear about our learning expectations, uphold the integrity 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 & Explicit Teaching

NVSHS 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 NVSHS 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.



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

Every classroom in our school uses the PBL Expectations Matrix and Whole School Classroom Norms, illustrated in previous section, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly in ACT class and at assemblies to address any new or emerging issues.

**'Differentiated'** behaviour supports include:

- Undertaking "Knowing Your Learner" processes and practices
- Quality teaching and learning practices (shaped by the school's Approach to Pedagogy)
- Essential Skills for Classroom Management
- A balanced, relevant and engaging curriculum
- Support 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 identify 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.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at NVSHS to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

NVSHS has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

As students are identified, programs are selected or tailor made to address the behaviour concerns, engagement 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 Year Level DP or Year Level Leader 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 for '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 the student 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 Head of Department for Engagement and/or a Year Level Leader 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 Year Level Leader. Students will be placed on a Monitoring Card if deemed necessary. This card is monitored on a daily basis by BSU staff. 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 Year Level Teams frequently monitor behaviour incident data and case manage students who are engaging in frequent behaviour breaches across a range of settings. Students identified as requiring Targeted Behaviour Support may require the development of a Behaviour Support Plan (BSP).

## 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. The student, their parents/carers, teachers, Year Level Deputy, Year Level Leader and NCCD Case Support Manager (if applicable) will be involved in the collaborative development of the plan. The Team will support teaching staff with the implementation of the plan.

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.

# Disciplinary Consequences

The disciplinary consequences model used at NVSHS 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 practiced. 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, they 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 occasions, the behaviour of a student may be so serious, that it may cause 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 or major behaviour, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred for re-engagement or referred to Head of Department, Year Level Leader or Deputy Principal based on the school's Behaviour Guide

**Minor** behaviours are those that:

- are minor breaches 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** behaviours are those that:

- are repeated breaches that impact on learning
- are repeated 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.
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration
- behaviours result in an immediate referral to Administration because of their seriousness.

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

# 2024 NVSHS Whole School Behaviour Management Guide (Page 1)



## 2024 NVSHS WHOLE SCHOOL BEHAVIOUR MANAGEMENT GUIDE

### POSITIVE BEHAVIOUR

In order to promote and encourage positive behaviours and maximise engagement and learning in our classrooms, it is important to highlight the desired behaviour by maximising positive reinforcement

Descriptor	Examples of Behaviour	Possible Actions
Where the behaviour demonstrates adherence to the Code of Conduct (Respect, Integrity & Commitment)	<ul style="list-style-type: none"> <li>➢ Follows school rules and classroom norms</li> <li>➢ Demonstrates expected R.I.C behaviours as outlined in the PBL matrix</li> <li>➢ Uniform worn correctly</li> <li>➢ Respectful use of language (no swearing or put-downs)</li> <li>➢ Being polite (using manners, waiting to speak)</li> <li>➢ Displays an active and positive commitment to learning and towards interactions with others</li> <li>➢ Completes all classwork and homework</li> <li>➢ High level of attendance</li> <li>➢ Arrives to class in a punctual manner</li> <li>➢ Co-operates with staff and students</li> <li>➢ Follows directions</li> <li>➢ Helps and listens to others</li> <li>➢ Adheres to school policies (e.g., Assessment, Personal Electronic Devices)</li> </ul>	<ul style="list-style-type: none"> <li>➢ Attendance rewards</li> <li>➢ Positive reinforcement-Ratio of 5 positive to 1 negative feedback to class</li> <li>➢ Teacher rewards</li> <li>➢ Classroom rewards within the PBL framework</li> <li>➢ RIC positive behaviour record in OS</li> <li>➢ Newsletter or Social Media recognition</li> <li>➢ Satisfactory or higher grades awarded for Effort and Behaviour in term/semester reports</li> <li>➢ Phone calls home (record as contact in OS)</li> <li>➢ Involvement in school sporting/social/ celebratory events</li> <li>➢ Excursion participation and eligibility</li> <li>➢ NVP Status and awards/rewards</li> <li>➢ Leadership eligibility</li> <li>➢ School Certificates/Awards</li> <li>➢ RIC Award &amp; Certificate (for behaviours that exceed general expectations)</li> </ul>

### MINOR BEHAVIOUR INCIDENT

It is important that teachers engage with the 10 Essential Skills integral to good classroom management (ESCM) to initially address student behaviour. If low level, non-disruptive behaviours continue, contact the parent/carer about the behaviour and document contact in OneSchool. Speak to the Year Level team for additional information and support.

Descriptor	Examples of Behaviour	Possible Actions/Consequences
<p>Where there is a <u>minor</u> breach of code of conduct.</p> <p>Minor behaviours are disengaged or challenging behaviours that are:</p> <ul style="list-style-type: none"> <li>• able to be managed at a classroom level</li> <li>• not consistently disrupting the learning environment</li> <li>• not repetitive ceases upon teacher correction or intervention</li> </ul> <p>Incident should be recorded in OneSchool as a Minor incident (not referred unless requested)</p>	<ul style="list-style-type: none"> <li>➢ <b>Dress Code:</b> Student wears clothing that is not within the school's dress code but does follow directions to correct the issue</li> <li>➢ <b>Defiance:</b> Attempted refusal to follow directions given by school staff.</li> <li>➢ <b>Disrespect:</b> Unintentional socially rude or dismissive messages to adults or students.</li> <li>➢ <b>Disruption:</b> A minor interruption in a class or school activity or event. This will include loud talk or noises, noise with materials; and/or out-of-seat behaviour.</li> <li>➢ <b>Abusive language:</b> Student unintentionally swears, name calls or uses words in an inappropriate way.</li> <li>➢ <b>Refusal to participate in program of instruction:</b> Attempted refusal to take part in activities or learning, not bringing required materials; not completing classwork/homework.</li> <li>➢ <b>Technology violation:</b> Inappropriate use of laptop. This includes playing games, interacting with others inappropriately, using recording devices, accessing inappropriate media, etc.</li> <li>➢ <b>Academic misconduct:</b> Not bringing required materials; not completing classwork/homework</li> <li>➢ <b>Property damage or misuse:</b> Minor damage or disfigurement of property.</li> <li>➢ <b>Property misuse causing risk to others:</b> Misuse of property which may cause a minor risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner that may cause injury.</li> </ul>	<p><b>Whole Class</b></p> <ul style="list-style-type: none"> <li>➢ Refer to the School PBL Matrix, posters and Norms on display in the classroom</li> <li>➢ ESCM</li> <li>➢ Whole class practice of routines</li> <li>➢ Seating Plan</li> <li>➢ Whole class restorative conference</li> </ul> <p><b>Individuals</b></p> <ul style="list-style-type: none"> <li>➢ Uniform – student sent to uniform shop to change record in DayMap.</li> <li>➢ Jewellery/ Makeup sent to The Hub and record in DayMap.</li> <li>➢ Individual/group conference</li> <li>➢ Move student in class</li> <li>➢ Time-out (10-minute intervals/ student always visible)</li> <li>➢ Teacher led detentions</li> <li>➢ Teacher led litter duty</li> <li>➢ Time out from laptop use in class</li> </ul>

### MAJOR BEHAVIOUR INCIDENT

- If a behaviour incident persists and this behaviour continues to interrupt the learning, follow the school Re-engagement Referral process, ask the school's redirection questions then complete a Re-engagement Referral to the BSU.
- Do not send students for being late to class, for uniform or equipment breaches. Students are not to be sent within the first or last 10 minutes of the lesson.
- If a student is sent to the BSU for re-engagement, please OneSchool as MAJOR, refer to HoD, YLL or DP as described below and phone home.
- If the major behaviour is not disruptive or unsafe, the student is not referred for Re-engagement. Selectively attend then later record this incident in OS (Major), including contact home and refer accordingly



## 2024 NVSHS WHOLE SCHOOL BEHAVIOUR MANAGEMENT GUIDE

Descriptor	Examples of Behaviour	Possible Actions/Consequences
<p>Where there is a Major breach of code of conduct:</p> <p>Incident recorded in OS as Major:</p> <p><b>Subject Specific behaviours and subject disengagement:</b> Referred to Curriculum HoD (or Senior Schooling DPs)</p> <p><b>Major OR Repeated minor behaviour:</b> Referred to YLL</p> <p><b>Very serious or dangerous behaviour (Major 2):</b> Referred to DP &amp; YLL</p> <p><small>*Subject Specific refers to equipment and expectations relating to specific curriculum areas e.g.: safety Glasses and safe workshop practices</small></p>	<p><b>Referred to Curriculum HoD:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Academic Misconduct:</b> Assessment/ Checkpoint/homework non-submission; cheating; collusion; copying work; exam misconduct; plagiarism (<i>For Senior Students, refer to the Senior Schooling DP</i>)</li> <li>➤ <b>Repeated refusal to participate in program of instruction:</b> Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.</li> <li>➤ <b>Repeated Dress Code/Equipment Violations (subject specific*):</b> Student wears clothing that is not appropriate for subject or fails to bring appropriate clothing and/or equipment to engage with subject.</li> <li>➤ <b>Property Damage in and outside the classroom (subject specific*):</b> Destruction, damage or disfigurement of property</li> <li>➤ <b>Property misuse causing risk to others</b> (specific to practical subjects and activities requiring CARA): Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</li> </ul> <p><b>Referred to Year Level Leader:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Defiance (Major or Repeated Minor)</b> Student refuses to follow directions given by school staff.</li> <li>➤ <b>Disrespect (Major or Repeated Minor):</b> Socially rude or dismissive messages to staff and students</li> <li>➤ <b>Disruption (Major or Repeated Minor):</b> repeated loud talk/yelling/screaming/ out of seat behaviour.</li> <li>➤ <b>Abusive Language (Major or Repeated Minor)</b> Student deliberately swears name calls or use of words in an inappropriate way</li> <li>➤ <b>Bullying:</b> deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and/or psychological harm (includes cyberbullying)</li> <li>➤ <b>Harassment:</b> delivery of harmful messages in any format (related to gender, ethnicity, sex, race, religion, disability, physical features, identity characteristics)</li> <li>➤ <b>Technology violation (repeated):</b> Inappropriate use of laptop. This includes playing games, interacting with others inappropriately, using recording devices, accessing inappropriate media, etc.</li> <li>➤ <b>Moderate physical aggression:</b> physical contact with others where injury may occur</li> <li>➤ <b>Property Damage in and outside the classroom:</b> Destruction, damage or disfigurement of property</li> <li>➤ <b>Property Misuse inside and outside the classroom:</b> throwing objects, using objects in an unsafe manner causing injury</li> <li>➤ <b>Truancy (out of class or out of school):</b> absent for one or more scheduled classes or absent from school without permission</li> <li>➤ <b>Dress Code (Repeated OR Refusal to follow instructions to change):</b> Uniform breaches in line with the school's Student Dress Code</li> </ul> <p><b>Referred to Year Level Deputy AND Year Level Leader:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Disrespect (High Level):</b> Rude or dismissive messages to staff and students; unacceptable behaviour outside the school whilst in NVSHS uniform, that brings the school into disrepute</li> <li>➤ <b>Fighting:</b> mutual participation in an incident involving physical violence</li> <li>➤ <b>Severe physical aggression:</b> physical contact with others where injury occurs (Premeditated and incitement of others)</li> <li>➤ <b>Property damage (High Level/ Vandalism):</b> Student participates in an activity that results in destruction, damage or disfigurement of property.</li> <li>➤ <b>Substance misconduct involving legal or illegal substances:</b> Student is in possession of, has supplied or is using prohibited substances or implements</li> <li>➤ <b>Technology violation:</b> Mobile phone, earbuds, smartwatch or other personal communication device visible outside of <i>Yondr</i> Pouch</li> <li>➤ <b>Theft:</b> Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.</li> <li>➤ <b>Use/possession of combustibles:</b> Student in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols)</li> <li>➤ <b>Use/possession of weapons:</b> Student is in possession of any object readily capable of causing bodily harm.</li> </ul>	<p><b>Possible consequences enacted by HoD/ YLL/ DP (each behaviour incident will be assessed on an individual basis)</b></p> <ul style="list-style-type: none"> <li>➤ Contact with home</li> <li>➤ Engage in restorative conversation with student</li> <li>➤ Non-submission process and letter sent home</li> <li>➤ Formal lunch detention</li> <li>➤ Behaviour and Academic Monitoring Cards</li> <li>➤ Behaviour contracts</li> <li>➤ After school detention</li> <li>➤ Mediation</li> <li>➤ BSU placement</li> <li>➤ Support referrals and support plans</li> <li>➤ Network access limited or disabled</li> <li>➤ Inclusion in support program/s</li> <li>➤ Temporary removal of student property</li> <li>➤ Student Support referral</li> <li>➤ Ineligibility to represent the school, engage in extracurricular activities or be entitled to optional privileges</li> <li>➤ Support and Intervention documentation (e.g. risk assessment, support plan, DIP, etc)</li> <li>➤ Possible transition to an alternate education option</li> <li>➤ Removal from academy/excellence program</li> <li>➤ Short Term (1-10 days) or Long Term (11-20 days) suspension</li> <li>➤ Recommendation for exclusion</li> <li>➤ Cancellation of enrolment</li> </ul>

# 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 NVSHS, 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

## Re-entry following suspension

Students who are suspended from NVSHS will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/carer, 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 outlined 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-entry 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
- Reflect on behaviour, set goals
- Offer information about supports available (e.g., guidance officer)
- Set a date for follow-up
- Complete Return from Suspension contract
- Thank student and parent/s for attending
- Walk, if required, 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.

## School Policies

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

- Temporary removal of student property
- Use of Permitted Electronic Devices by Students
- Personal Electronic Devices Policy
- 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 NVSHS 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 NVSHS:

- 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 NVSHS

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 SHS Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### **Students** of NVSHS

- 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 SHS Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

# Use of Permitted Electronic Devices by Students

The use of electronic devices (including laptops, corded ear phones etc.) can be disruptive to the learning environment of all students and impact on the safety and protection of students and staff. NVSHS 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
- Personal electronic devices (mobile phones, smart watches and EarPods) are banned as per the Government's 'Away for the Day' policy
- BYOX devices are not permitted under exam conditions (except where QCAA require devices to be accessed for Senior Exams)
- Students are permitted to use their BYOX devices before or after school or during lunch breaks
- Students are not allowed to use their BYOX electronic device 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

It is **acceptable** for students at NVSHS 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
- Contact parents/carers via email
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopedias, etc.
- researching and learning through the department's eLearning environment

It is **unacceptable** for students at NVSHS to:

- use a BYOX device or other electronic device in an unlawful manner

- 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-laptop 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 of such material

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 Student Code of Conduct 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 Guide, may be imposed

# Managing Personal Electronic Devices – Away for the Day

## Rationale

As supported by Education Queensland, mobile phones / smartwatches / wireless headphones and ear phones and other personal connectivity devices, are banned at NVSHS, and are not permitted to be accessed at any time during the school day (including lunch breaks and once on school site). This does not include students' BYOX devices, as these come under the NVSHS's *Responsible Use of ICT Devices Policy*. If a parent needs to contact a student during the school day, they are able to contact the office and a message will be forwarded to the student directly. It is understood that students may need a mobile phone before or after school, when off school grounds, for safety reasons. For this purpose, they will be able to use their phone before they enter the school grounds or once they exit the school.

## School Expectations:

- All students from Year 7 to Year 12 are expected to secure their device/s every school day while on school grounds or when off-site representing the school or on excursions.
- All students will be provided with a *Yondr* pouch to secure their device for the duration of their enrolment.
- The school issued pouch is seen to be part of the school uniform, and students are expected to have their *Yondr* pouch at school every day.
- This pouch remains the property of the school and students are responsible for looking after and maintaining the pouch in workable condition. Damage to the pouch which isn't considered normal wear and tear will be considered vandalism to school property, and managed accordingly.
- Loss or destruction of the pouch will result in the student being charged for a replacement pouch.
- The identification number assigned to the pouch must be kept visible for identification purposes at all times.
- On entry to the school grounds, all devices are required to be turned off and placed in the *Yondr* pouch, along with smart watches and air pods/ wireless headphones.
- Students who use their mobile device as part of their Health Plan (e.g., for diabetes management) will use a Velcro pouch.

## Procedures:

### Forgotten Pouch:

Student reports to the Student Counter to hand phone in for the day. If this is done, before the start of the school day, no consequences will be applied. If the student is sent to the office during the school day, consequences will be applied as outlined below.

### Lost or Damaged Pouch:

Student reports to Finance Window to collect replacement pouch and invoice sent home (\$20).

### Off-site Activities (Excursions/Sport)

Student mobile phones are required to be inside a pouch when off-site on an excursion or sporting commitment. Supervising staff will carry an unlocking device at all off-site activities.

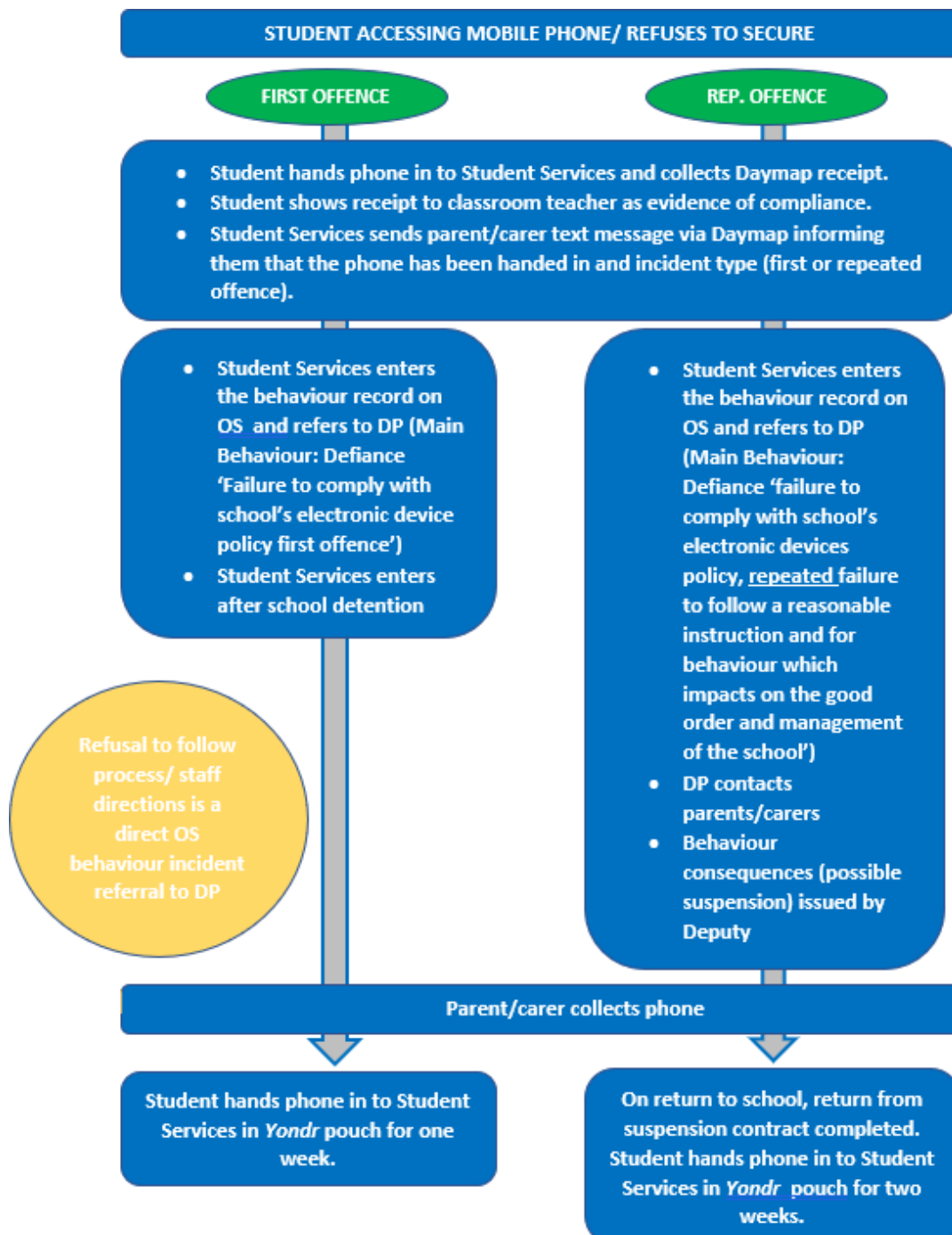
### Device Breach First Offence:

- If a student is found accessing/using a device or refuses to secure their device in a *Yondr* pouch, the student will be referred to the DP and the device will be confiscated.
- A parent/carer will need to pick up the device from the school.
- The student will be required to submit their device in the secure pouch to the Year Level DP/Student Counter at the start of each day for a 1-week period.

- This will be recorded in OneSchool as 'Main Behaviour: Defiance' (*Failure to comply with school's electronic device policy first offence*).
- Students will be required to complete an after-school detention.

Device Breach Repeated Offences:

- As above, if a student is found accessing/using a device or refuses to secure their device in a *Yondr* pouch, the student will be referred to the DP and the device will be confiscated.
- A parent/carer will need to pick up the device from the school.
- This will be recorded in OneSchool as 'Main Behaviour: Defiance' (*failure to comply with school's electronic devices policy, repeated failure to follow a reasonable instruction and for behaviour which impacts on the good order and management of the school*).
- Repeated offences may result in a suspension being issued at the Principal's discretion.
- On return from suspension the student will be required to submit their *Yondr* pouch to the Student Counter for 2 weeks.
- If breaches continue, alternate behaviour and support management plans may be put in place.



## NVSHS Away for the Day – Exemption Application

At Narangba Valley State High School, students are not permitted access to mobile phones (and connected personal devices) throughout the school day in accordance with the Education Department’s ‘Away for the Day’ policy.

Individual students may have extenuating reasons for needing restricted access to their personal device during school hours due to medical, disability and/or wellbeing reasons. Please see the table below for possible reasons and the supporting documentation required to be submitted with application.

Possible Extenuating Reasons	Possible Supporting Documentation
the mobile device is used by the student to monitor or manage a medical condition	<ul style="list-style-type: none"> <li>• Diagnosis evidence</li> <li>• Medical management and health plans from specialists, psychologist or other registered health professionals.</li> </ul>
the mobile device is used as an agreed reasonable adjustment for a student with disability or learning difficulties	<ul style="list-style-type: none"> <li>• Diagnosis evidence (or school evidence of an imputed disability)</li> <li>• Medical and disability management and health plans from specialist, psychologist or registered health professional.</li> <li>• Support provisions recommendations made by the expert team</li> </ul>
the student uses the mobile device as an augmentative or alternative communication system or as an aide to access and participate in the environment (for example, navigation or object/people identification applications)	<ul style="list-style-type: none"> <li>• Medical management and health plans from specialists, psychologist or other registered health professionals.</li> <li>• Support provisions recommendations made by the expert team</li> </ul>
the mobile device is used as an agreed adjustment for a student with English as an Additional Language or Dialect	<ul style="list-style-type: none"> <li>• EAL/D Bandscaling evidence</li> <li>• Support provisions recommendations made by the expert team</li> </ul>
The student is the primary carer of younger siblings or family members	<ul style="list-style-type: none"> <li>• Evidence of situation</li> <li>• Guidance Officer Report</li> <li>• Centrelink support materials</li> </ul>

*A typical example is where a mobile phone is used at set times during the day by a student to manage and monitor diabetic highs and lows. Alarm on phone signals health issue.*

### Further Details:

- Applications will be assessed and parents/caregivers will be advised of the outcome within 5 working days of submission.
- School will consider if the student’s BYOX device can be used as a replacement for the personal device
- If the student’s exemption application is approved for restricted access, details of how and when the student may access their mobile device, and clear expectations for the safe and respectful use of the device will clearly be outlined in a support plan that will be recorded on the student’s OneSchool profile. The student and their parent/carer will be required to sign off on the agreed to plan.
- if permitted to use a device at school under an approved exemption, students can only use it for the intended and agreed purpose otherwise normal policy processes and consequences will be enacted or the exemption may be revoked.

Please complete the following form if you wish to apply for a device exemption for your child.

<b>AWAY FOR THE DAY- EXEMPTION APPLICATION</b>	
Students Name:	
Year Level:	
Summary of Reason for Exemption Request: <i>(please ensure supporting documentation is attached)</i>	
Parent/Caregivers Name (print):	
Parent/Caregivers Signature:	Date:

<b>Office Use Only</b>	
Exemption Approved <input type="checkbox"/> Yes Approval Restrictions: _____ _____ _____ _____	Exemption Approved <input type="checkbox"/> No Reasons: _____ _____ _____ _____
Principal:	Date:
Exemption recorded on DayMap/OneSchool	Date:

*\*Please submit this form to the front office or email directly to your student's Deputy Principal with supporting documentation.*

# Preventing and 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 Student Learning and Wellbeing Framework, as well as the Respectful Relationships curriculum, promoting 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-faceted and tiered approach.

## **Whole School Explicit Teaching**

Years 7 -12 students engage in social and emotional learning through the Actioning Change Together (ACT) Curriculum, which is a compulsory subject, one lesson per week (Years 7 – 10) or two lessons per week (Years 11 – 12). The ACT Curriculum is based on the Respectful Relationships program, the student learning and wellbeing framework, and also includes explicit teaching of Positive Behaviour for Learning.

## **Whole School promotion and events**

The Student Support Team, House Leaders 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, support team referrals, year level leader monitoring, 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 Support referral system, located on the staff SharePoint page, captures students not self-reporting that staff identify as possibly vulnerable. These are triaged to the Year Level Leaders by the Student Support Hub

## **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 full staff meetings

## Narangba Valley State High School-Managing Response to Bullying

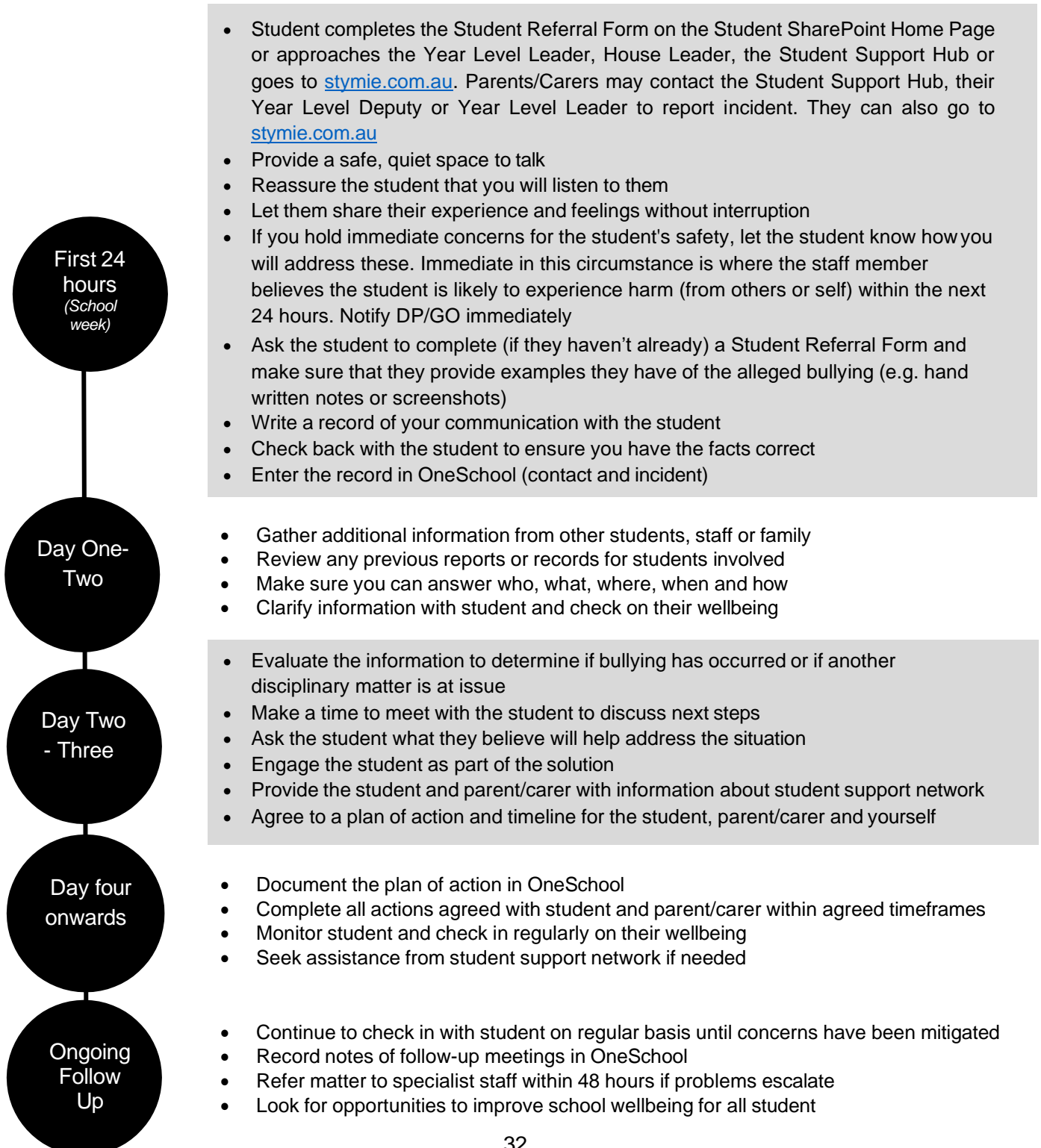
Please note that these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

### Key processes for students and parents/carers to report bullying

**Students** = use the Student Referral Form on the Student SharePoint Home Page or go to [stymie.com.au](http://stymie.com.au)

**Parents/Carers** = contact the Student Support Hub or go to [stymie.com.au](http://stymie.com.au)

**NVSHS Staff** = use the Staff Referral Form on the Staff SharePoint Page or go to [stymie.com.au](http://stymie.com.au)



## 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?**



- 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 Year Level Leader or Year Level 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
- Go to [stymie.com.au](http://stymie.com.au) to report the situation
- Talk to your Year Level Leader 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 Year Level Leader 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 Room
- Go to [stymie.com.au](http://stymie.com.au) to report the situation

### 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?**



- 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 Year Level 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 child so that they know you are aware and can support and assist them.
- If they feel unsafe, or someone is hurting them, contact The Police
- Talk to your child's Year Level Leader who will help develop a plan of action, as well as notify the Student Support Staff so that they can help

**Is it happening at school?**



- Encourage your child to talk to the Year Level Leader, who will help develop a plan of action for them, as well as notify the Student Support Staff so that they can help
- Encourage your child to complete the Student Referral Form on the Student SharePoint Home Page or in person at Student Support Room
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### What bullying doesn't look like?

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Behaviours that do not constitute bullying include:

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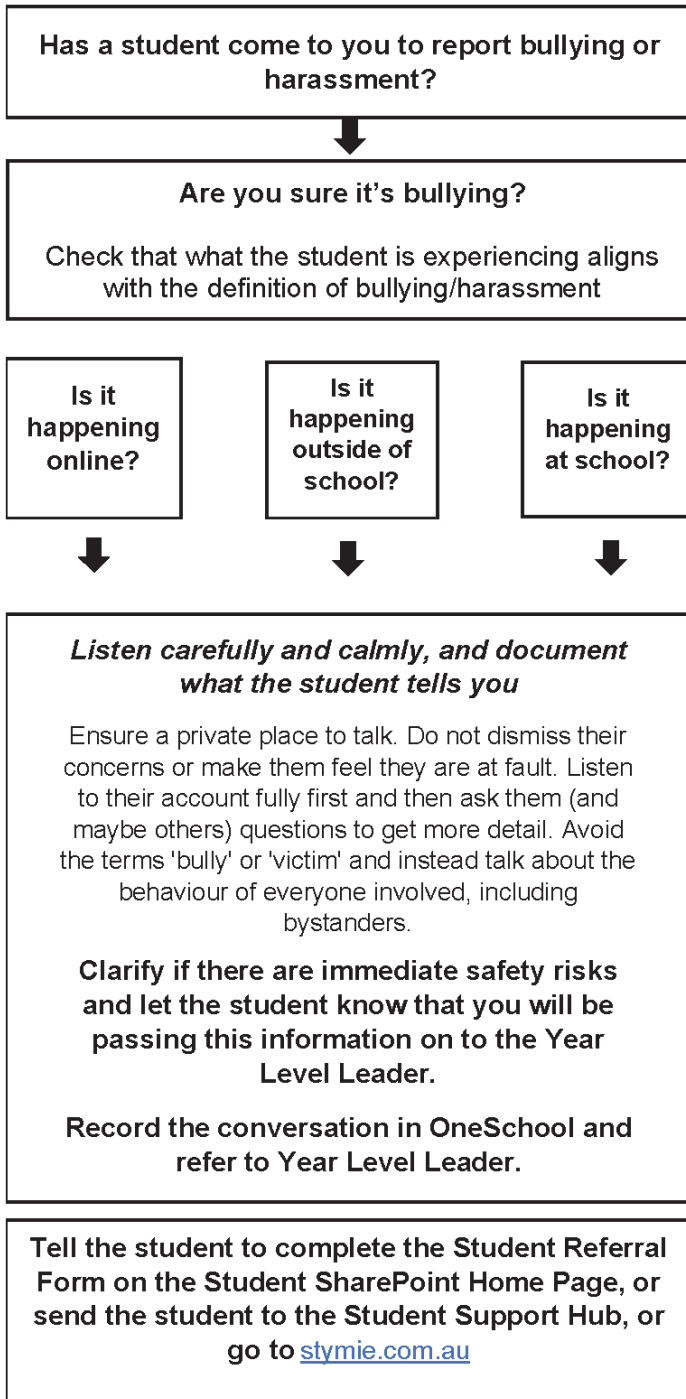
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## BULLYING FLOW CHART TEACHER



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## BULLYING FLOW CHART YEAR LEVEL LEADER

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 Year Level 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 Year Level 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 bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents/carers who wish to make a report about cyberbullying should approach the student's Year Level Leader. There is also a dedicated Deputy Principal for each year level who can be approached directly by students, parents/carers or staff for assistance in preventing and responding to cyberbullying. Students may also complete a Student Referral Form and submit electronically via the school's Student Sharepoint Page, in person at the Student Support Hub, or online at [stymie.com.au](http://stymie.com.au).

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 NVSHS 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](#).

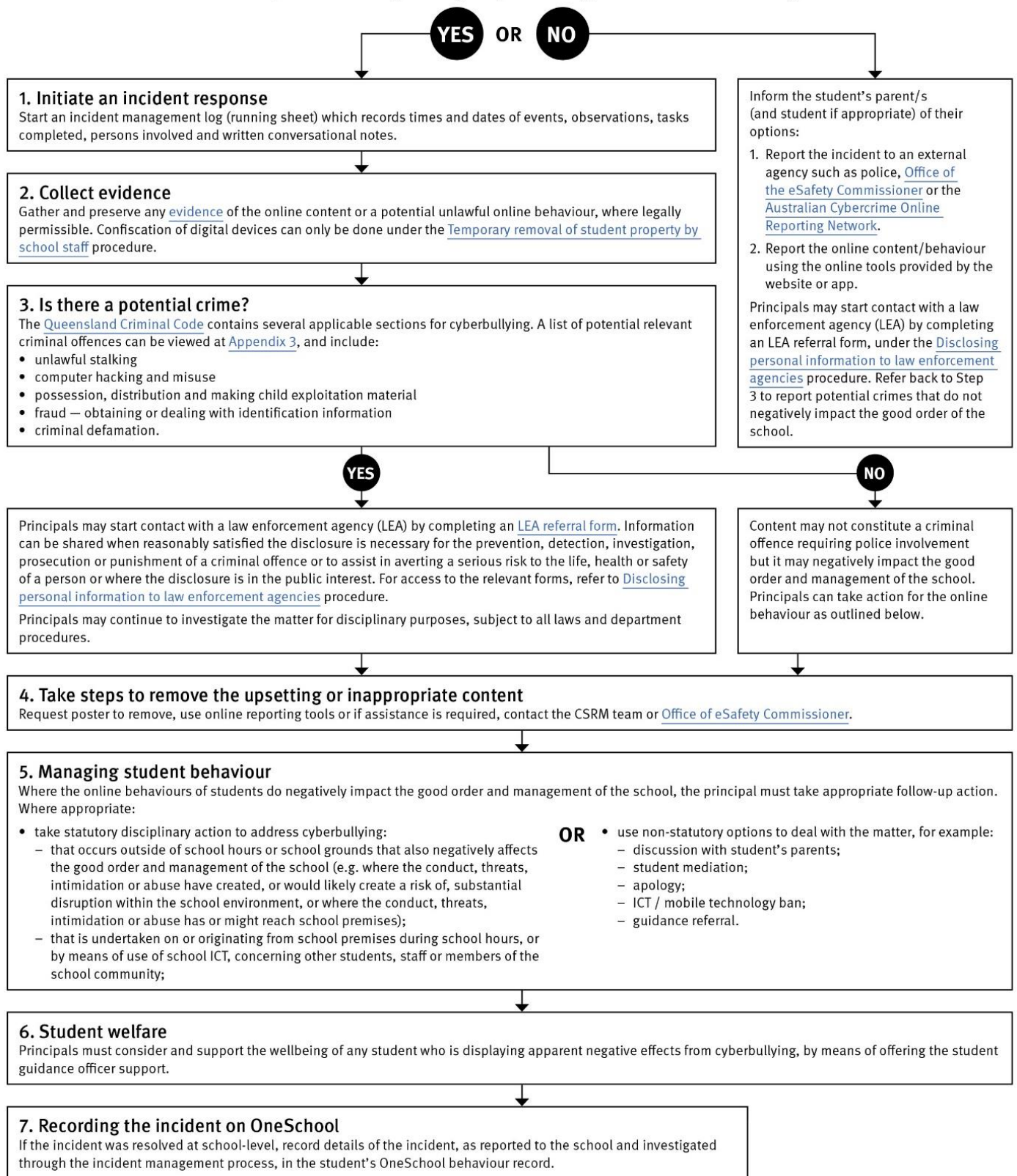
## Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support 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 Narangba Valley State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

**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

## Formal Lunch Detention

Students can only be issued a detention by DPs, HoDs, YLLs and Student Services. The detention is scheduled on DayMap for the following reasons:

- unexplained late to school,
- uniform infringement,
- behaviour infringement,
- low level truancy,
- curriculum non-compliance.

If a HoD issues a formal lunch detention as a consequence for repeated classroom behaviours, they must first check for evidence in OneSchool that the classroom teacher has contacted home and previously issued consequences as a part of the Student Code of Conduct.

To assign a detention, staff should locate the student by a search in DayMap, select **Details**, select **Records**, select **New**, Select **Schedule Detention** and provide a one or two-word reason. Select **Schedule** to confirm.

After a detention has been issued, the HoD must action the intervention/consequence in OneSchool and notify the student and family of the detention explaining why it has been issued.

The Formal Lunch Detentions take place during lunch 1 only in GL11 for 15 minutes. A supervising staff member takes the names of students present and sends them to the Engagement Teacher Aides at [BSU@narangbavalleyshs.eq.edu.au](mailto:BSU@narangbavalleyshs.eq.edu.au)

In the detention room, students are to complete reflection form to a satisfactory standard or they will be rescheduled to complete it again.

## Detention Room Process

HOD Student Engagement checks supervisions for the detention room (and will email this note to any supervision staff as a reminder and expectations).

The detention room is in GL11 at first break. Staff will need to arrive on time, allow students in to be quietly seated and provided with a pencil and a reflection sheet. Any students that arrives late may make up lost time at the discretion of the supervising teacher. Students will stay quiet for 15 minutes. Any students that do not follow the behaviour expectations are to be noted and names sent to HOD SE.

Note: Students may also be sent to the Detention Room during break time as a consequence of their playground behaviour.

## Checking a detention and details

Locate the student by a search in DayMap, select their **Timetable**, select the detention icon (see below) and all detentions for that day will be available to manage.



More details can be found by selecting [Open Record](#). Detentions can also be checked by students in DayMap where they will see a coloured circle as a detention indicator.

## Detention advice to parents

Each afternoon the Engagement TA will send an email to parents/carers of all students that have been issued a detention that day (see standardised wording)

## Email 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.

Each afternoon the Engagement TA will use the email list provided by supervising staff to mark students present, or mark them absent and reschedule.

The Engagement TA will check for students who are absent from school for the day vs present at school and absent from the detention, and will reissue detentions accordingly.

Students that have missed 3 detentions are assigned an after-school detention.

### **After School Detention Process – 2:30pm – 3:00pm Tuesday and Thursday**

Students can only be issued a detention by **DPs, HoDs, YLLs** and **Student Services**. The detention is scheduled on DayMap for the following reasons:

- missing a Formal Lunch Detention after 3 attempts
- continual unexplained late to school,
- repeated uniform infringements,
- repeated behaviour infringements,
- personal electronic device infringement,
- truancy,
- repeated curriculum non-compliance,
- senior assessment non-submission.

A list of leadership staff supervising after school detentions should be published for the semester in the first week of school and again in semester 2. Allocated staff are reminded by email by the HOD SE and should check the office before attending GL11 (if only one student is allocated to an afterschool detention, this should be undertaken in the office area).

### **Detention Room Process**

After School Detentions take place in GL11 from 2:30pm to 3:00pm. Staff will need to arrive on time, allow students in to be quietly seated and provided with a pencil and a reflection sheet. Supervising staff will send a list of students present to the Engagement TA's at [BSU@narangbavalleyshs.eq.edu.au](mailto:BSU@narangbavalleyshs.eq.edu.au).

Students are to be accepted up until 2:35pm. If a student arrives after 2:35pm, they are to stay and complete as much of the detention as they are present for, and then a new detention is to be rescheduled to make up for the time they have missed.

Students will stay quiet for 30 minutes. Any students that do not follow the behaviour expectations are to be noted and names sent to HOD SE.

On the following day, the Engagement TA will send log summary to YLLs and Deputies of students who did not attend the After School Detention.

Upon receiving the list of those that did not attend, the DP will usually speak to the family and/or the student and work out an agreed plan to resolve the after-school detention. They will also record contact in and may email or SMS the family to confirm/remind as required. The DP may choose to reschedule to the next available **Afterschool Detention** available on Tuesday or Thursday afternoon as highlighted in orange (care should be taken not to select **Non submission After school detention**).

# Reengagement Referral Process

## **DISRUPTIVE BEHAVIOUR DEMONSTRATED**

- Teacher engages with ESCM & classroom norms are clearly visible and articulated.
- 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 continue to do what you are doing?"**

The student responds with, "I am choosing to be sent for re-engagement."

## **DISRUPTIVE BEHAVIOUR CONTINUES AFTER REDIRECTION = STUDENT RECEIVES RE-ENGAGEMENT REFERRAL**

- Teacher engages with the redirection process and states  
**"I see you have made the choice to be referred for re-engagement."**
- Teacher completes the Re-engagement Referral Form on SharePoint and student is sent to the Behaviour Support Unit.
- Engagement Teacher Aide sends email home to parent/carer letting them know student was referred for re-engagement and to expect contact from classroom teacher.
- Teacher enters behaviour as MAJOR in OneSchool and contacts home (preferably with phone call) to discuss reason for re-engagement with parent/carer.

## **STUDENT ARRIVES AT THE BEHAVIOUR SUPPORT UNIT (BSU)**

- Student presents to the BSU Supervisor.
- Supervisor checks that they have received Forms referral and that behaviour meets the standard for referral (repeated behaviours that disrupt the teaching and learning of other students).
- Supervisor allocates student a seat in the BSU if available, or refers student to attend re-engagement classroom of HOD/YLL.
- BSU Supervisor signs student in 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 "Re-engagement Reflection Sheet" to complete whilst in the BSU (or alternate classroom).
- BSU Supervisor (or HOD/YLL) assists student in completing re-engagement reflection, including the reason for getting referred (ownership of behaviour) and what behaviour choices they should make in the future. The assigned teacher can prompt the student in engaging meaningfully with this document.
- Student will have the reflection approved by the assigned teacher. Copy of "Re-engagement Reflection Sheet" to be emailed to the referring classroom teacher.

## **STUDENT REFUSES TO FOLLOW REFERRAL PROCESS** Email the Behaviour Support Team or contact YLL/DP for support

### **NOTES**

- If a student requires re-engagement referral in the last 15mins of the lesson, student is still to 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 disruption or incident.
- Students are only to be referred for re-engagement when they exhibit behaviours that disrupt the teaching and learning in 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.

## Disciplinary Consequences (General Principles)

### Principal or Director-General (or delegate)

A principal of a state school at which a student is enrolled may suspend the student from the school if they are reasonably satisfied a ground exists for the suspension. Any decision by the principal to suspend a student from school, regardless of the length of time, is a very serious disciplinary action.

A principal of a state school at which a student is enrolled may exclude the student from the school for a period of not more than one year, or permanently, if the principal is reasonably satisfied a ground exists for the exclusion. Exclusion is the most serious disciplinary action that any school principal can take against a student, and must only be used if other disciplinary consequences are demonstrably inadequate to deal with the student's behaviour.

Prior to making a decision about disciplinary consequences, including detention, removal of privileges, suspension or exclusion:

- assess the student's behaviour and the level of risk the behaviour presents
- undertake an assessment of the human rights that may be impacted by any decision and consider whether the limit placed on those human rights is reasonable and justified. The assessment must be documented appropriately
- take into account:
  - a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing,
  - religious and cultural considerations, home environment and care arrangements
  - procedural fairness in all decision making
  - that the grounds for suspending or excluding a student apply to all students, including mature aged students
  - the conduct of a student may include an omission to perform an act by the student
  - that action can be taken to address behaviour occurring outside school premises or school hours
  - that an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
- apply a school disciplinary absence, such suspension or exclusion, as a strategy of last resort.

For further information regarding grounds for exclusion, suspension or for key information, please refer to the following fact sheets for all information relating to Exclusions and Suspensions

- <https://ppr.qed.qld.gov.au/attachment/fact-sheet-exclusion.pdf>
- <https://ppr.qed.qld.gov.au/attachment/fact-sheet-suspension-1-10-days-and-11-20-days.pdf>

## 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 (<https://ppr.qed.qld.gov.au/attachment/fact-sheet-cancellation-of-enrolment.pdf>)
- Complex case management
- Customer complaints management policy and procedure (<https://ppr.qed.qld.gov.au/attachment/customer-complaints-management-procedure.pdf>)
- Disclosing personal information to law enforcement agencies (<https://ppr.qed.qld.gov.au/attachment/disclosing-personal-information-to-law-enforcement-agencies-procedure.pdf>)
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass (<https://ppr.qed.qld.gov.au/attachment/hostile-people-on-school-premises-wilful-disturbance-and-trespass-procedure.pdf>)
- Inclusive education (<https://ppr.qed.qld.gov.au/attachment/inclusive-education-policy.pdf>)
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices (<https://ppr.qed.qld.gov.au/attachment/restrictive-practices-procedure.pdf>)
- Refusal to enrol – Risk to safety or wellbeing (<https://ppr.qed.qld.gov.au/attachment/fact-sheet-refusal-to-enrol-risk-to-safety-or-wellbeing.pdf>)
- Student discipline (<https://ppr.qed.qld.gov.au/attachment/student-discipline-procedure.pdf>)
- Student dress code (<https://ppr.qed.qld.gov.au/attachment/student-dress-code-procedure.pdf>)
- Student protection (<https://ppr.qed.qld.gov.au/attachment/child-and-student-protection-policy.pdf>)
- Supporting students' mental health and wellbeing (<https://ppr.qed.qld.gov.au/attachment/supporting-students-mental-health-and-wellbeing-procedure.pdf>)
- Temporary removal of student property by school staff (<https://ppr.qed.qld.gov.au/attachment/temporary-removal-of-student-property-by-school-staff-procedure.pdf>)
- Use of ICT systems (<https://ppr.qed.qld.gov.au/attachment/use-of-ict-systems-procedure.pdf>)
- 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](http://www.ombudsman.qld.gov.au).

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

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